



ST HUGH'S COLLEGE AND ST ANNE'S COLLEGE

UNIVERSITY OF OXFORD

Stipendiary Lectureship in German

Job Description and Selection Criteria

St Hugh's College and St Anne's College, in cooperation with the Faculty of Medieval and Modern Languages, invite applications for a 1.0 FTE fixed-term Stipendiary Lecturership in German. This appointment is tenable from 25 September 2023 until 24 September 2024. This is a temporary, fixed-term position pending the appointment of an Associate Professor and Tutorial Fellow in German and will therefore not be extended or renewed. The post offers the opportunity to develop skills in teaching and academic administration in a supportive environment.

The Lecturer will be required to undertake tutorial or class teaching of undergraduate students for the Colleges (or by exchange with other colleges) and lecturing and other duties for the Faculty, which may include graduate teaching. For further details, please see below. In addition, they will set and mark College examinations (known as Collections), participate in the admissions process (including undergraduate interviews in December), and contribute to the running of Modern Languages in the Colleges. Depending on experience, they may be asked to engage in supervision, assessment and university examining at undergraduate and graduate level, including MSt and MPhil courses. They will take an active part in outreach, pastoral, and other aspects of the Colleges' and Faculty's work as requested. They will report to the Senior Tutor of St Hugh's.

This appointment is open to suitably qualified candidates from all backgrounds. The Colleges and Faculty especially welcome applications from women and ethnic minorities under-represented among academic staff generally, and from those with caring or family responsibilities such that they do not work full-time or mean that they are now returning to work following a career break. **Candidates for whom a part-time appointment is more suitable than a full 1.0 FTE post should indicate this in their application documentation.** However, all applications will be considered entirely on merit, and with due regard to each candidate's relevant experience and circumstances.

Salary, Benefits, and Conditions

This is a full-time 1.0 FTE post, paid on the Senior Tutors' Recommended Scale for a 12-hour Stipendiary Lecturer (equivalent to Grade 5, national pay spine points 23-27, of the University's Scale), £30,487-£33,966, depending on experience. A research allowance of (currently) £591 per

annum is also payable. There is an entitlement to all meals while working (at St Hugh's) and two lunches a week during term times (at St Anne's), free of charge, when the College kitchens are open, and to membership of the Senior Common Rooms (for which there are small annual charges).

The appointee will be eligible to join (or may remain in) the Universities Superannuation Scheme. They will have the use of a room in St Hugh's for teaching purposes and be able to book larger spaces when necessary. No housing allowance is payable and there is no entitlement to sabbatical leave. The notice period is three months.

Appointments will be subject to the provision of proof of the right to work in the UK. To comply with UK employment legislation successful candidates will be required to provide documentary evidence of their eligibility for employment before starting work with the College. Further information is available at www.gov.uk/browse/visas-immigration.

Duties

- To deliver teaching as outlined below, including all necessary preparation, marking, and follow-up, for an average of 10 contact hours per week during each of the [three eight-week Oxford terms](#).
- Of these 10 contact hours, 5 will be delivered for St Hugh's College, 2 for St Anne's College, and the equivalent of 3 for the Faculty of Medieval and Modern Languages.¹
- A portion of the appointee's paid time (equivalent to the 2 weekly contact hours remaining in the full 12-hour stint, or 6.25 hours of a normal working week) will be available to keep up to date with current research or pursue their own research, in recognition of the value of this both for career development and to underpin good teaching, but they will not be under any obligation to produce research outputs.
- To be responsible for the organization of German at St Hugh's and St Anne's Colleges and to share the organization of Modern Languages in general with the Tutorial Fellows in Modern Languages in each College.
- To submit reports on all teaching for all students via the TMS (Teaching Management System).
- To set and mark Collections (internal College examinations).
- To support students academically and pastorally in termly reviews and ad hoc as required.
- To lead for German on admissions and undergraduate interviewing in December 2023 and to work with the Modern Languages Tutors and the Admissions Tutors in both Colleges to agree the 2024 intake of new undergraduates.
- To participate in the Colleges' outreach work and Open Days when requested.

For the Colleges, the teaching will include a substantial proportion of the following:

- Weekly language classes for Prelim Paper II (Year 1);²

¹ Stipendiary Lecturerships in Oxford are usually structured as fractions of a full-time, '12-contact-hour stint'. Each 'contact hour' represents 1/12 of a full-time 37.5-hour working week and a 'teaching contact hour' includes all preparation and marking.

² See Appendix for the current Paper descriptions.

- Weekly literature tutorials for Prelim Papers III and IV, prescribed texts (Year 1);
- Weekly language classes for FHS Paper II (translation into English, Year 2 and Finalists);
- Tutorials for Paper VIII (Modern German Literature, 1770-present) and/or Paper X (Special Authors) as required (Year 2 and Finalists);
- Other options – e.g., elements of Paper VII (Early Modern), or those Paper XII papers (Special Subjects) – that the appointee is competent to teach.

For the Faculty, teaching and duties will include:

- To deliver no fewer than 8 lectures or classes in the academic year on Modern German Literature and Culture (post-1770);
- Either to deliver no fewer than 4 graduate classes/seminars (such as MSt and MPhil options) in the academic year on Modern German, or to provide graduate supervision, if appropriate to the appointee's level of qualification, or in lieu to teach no fewer than 4 hours for the undergraduate paper XII;
- To engage in a small amount of assessment and university examining, as required (for which additional payment is made);
- To take an active and engaged part in the administrative, outreach, pastoral, and other aspects of the Faculty's work, as required.

St Hugh's College

St Hugh's was founded in 1886 as a college for women students and is now a mixed and richly diverse international community, with around 440 undergraduate and 530 graduate students. From its spacious site in North Oxford, the College enjoys a thriving culture of research and intellectual engagement, and St Hugh's is widely recognized to be exceptionally friendly and supportive to students and staff. Its Governing Body consists of 49 Fellow Trustees with a further 20 Fellows (including Research Fellows) attending meetings. Teaching is supported by more than 60 college lecturers, and there is a substantial non-academic staff. The College houses the China Centre, which is part of the Bodleian Library and where staff and students can order any of the holdings of the Bodleian for consultation on the St Hugh's site.

More information about St Hugh's can be found at <https://www.st-hughs.ox.ac.uk/>.

St Anne's College

One of the largest Colleges in the University of Oxford, with around 840 students, St Anne's is down to earth, ambitious, outward facing and collaborative. We aspire to understand the world and change it for the better.

Established in 1879 to enable women from all backgrounds to access an Oxford education, the College is committed to securing our legacy and future by being a diverse and inclusive community that is the home of choice for the brightest and most ambitious students from all backgrounds. Our community includes undergraduate and graduate students, academics involved in world leading research and teaching, and staff from a wide range of professional backgrounds. As a charity and one of the more modern colleges, our finances depend upon a diverse range of income

streams including a successful vacation conference business and the generosity of our worldwide network of committed alumnae and donors.

More information on St Anne's can be found at <https://www.st-annes.ox.ac.uk/>.

German at St Hugh's and St Anne's

St Hugh's admits around 12 undergraduates in each year to read the four-year Modern Languages course, including joint schools with Linguistics, Classics, History, English, Philosophy and Middle Eastern Languages. St Anne's admits some 11 students each year for the same courses. Approximately six of these students in each year (both Colleges combined) will be reading German. In addition, each College has a community of graduate students in Modern Languages reading for Masters' Degrees and Doctorates.

The successful applicant will work with the Colleges' Tutorial Fellows in Modern Languages – at St Hugh's, Prof. Emma Bond (Italian) and Prof. Ève Morisi (French), at St Anne's, Prof. Geraldine Hazbun (Spanish), Prof. Patrick McGuinness (French), and Prof. Simon Park (Portuguese) – and with colleagues in the subjects offered as part of a Joint School with Modern Languages. German tuition at the Colleges is supplemented by a Lektorin.

The Faculty of Medieval and Modern Languages at Oxford

The Faculty is one of the leading centres for the study of European languages, literatures, and culture world-wide, offering expertise in a chronological range from the earliest times to the present day, and with specialists in film studies, cultural studies, history of the book, and cultural history as well as languages and literatures. The Faculty offers expertise in French, German, Italian, Modern Greek, Spanish, Portuguese, Russian, Polish, and Czech, as well as in a range of other languages spoken in Europe. Colleagues across the various languages work together in various interdisciplinary projects and research centres, which bring specialists in language and literature together with historians, philosophers, and social studies scholars.

Teaching takes place in colleges as well as in the Faculty buildings in Wellington Square, where the Faculty's administrative staff have offices, and at the Taylor Institution in St Giles' The Taylor Institution, a fine nineteenth-century building sharing with the Ashmolean Museum a commanding site on St Giles', contains both the Taylorian Library, the largest and best resourced Modern Languages library in the country, and the Faculty's largest teaching rooms.

The Faculty consists of seven Sub-Faculties: French, German, Italian, Portuguese, Russian and other Slavonic Languages, Spanish, and Modern Greek. There are currently 81 permanent postholders, including 9 established professorships. 26 colleagues hold the title of Full Professor. The colleges, which are responsible for undergraduate admissions, admit a total of about 270 students a year to read for the Honour School of Modern Languages and its joint schools with Classics, English, History, Philosophy, Asian and Middle Eastern Studies, and Linguistics. The Modern Languages Faculty Board is responsible for the admission and supervision of graduate students. There are some 50 graduates taking taught Masters degrees, and approximately 120

research students. The Faculty has consistently been ranked amongst the leading Modern Languages departments in the world for many years.

More information on the Faculty can be found at www.mod-langs.ox.ac.uk.

Sub-Faculty of German

Oxford has one of the oldest, largest, and most active departments of German in the country, with an excellent record in teaching and research, an intake of about 90 undergraduates a year, and a particularly strong and flourishing graduate presence. It engages in research in all periods and fields within German studies from the eighth to the twenty-first century, in linguistics and philology, history of the book and music, philosophy and theology, photography and film, intellectual and cultural history. Particular strengths include medieval, 18th and 19th-century studies, modernism, German poetry of all periods, and gender studies. Research on contemporary literature and German-Jewish writers are other areas of special expertise.

For more information please visit: www.mod-langs.ox.ac.uk/german.

Undergraduate Teaching at Oxford

Undergraduates studying Modern Languages at Oxford are taught in two ways: through lectures and seminars (which are organized by the Faculty) and through tutorials and college classes (which are arranged and usually delivered by College Fellows and Lecturers). The tutorial system is a unique feature of the Oxford teaching and learning experience. Our students are typically very able, committed, and well-motivated. Teaching students in very small groups (a tutorial normally involves a tutor and at most three students) allows the tutor to respond directly to students' ideas, and to tailor their teaching to the interests and enthusiasms of different students.

As well as giving tutorials in the areas of their own research, tutors at Oxford typically give tutorials in other areas that they are interested in and knowledgeable about, but that are not necessarily the focus of their current research.

Selection Criteria

Candidates will be assessed on the basis of the criteria set out below. They should ensure that their application documentation addresses these directly.

Essential criteria:

- A good first degree, or higher, UK or overseas, and experience of research towards a doctoral degree.
- Native, or near-native, fluency in written and spoken English and German.
- Excellent communication, interpersonal, presentation, and organisational skills.
- A demonstrable commitment to fair access and inclusive pedagogies and familiarity with relevant policy and theoretical materials to support their delivery.
- The ability or potential to provide excellent tutorial and small group teaching within the range of undergraduate topics required for the papers indicated above.

- The ability or the potential to provide excellent undergraduate lectures and lead seminars on relevant topics for the Faculty.
- The ability to undertake administration and duties for the Colleges and the Faculty.

Desirable criteria:

- Preference may be given to candidates with a completed doctorate in German (or Comparative Literature with a German focus); current doctoral candidates will also be considered.
- Preference may be given to candidates who can demonstrate previous experience of effective small-group teaching.

Application Process

Applicants should submit the following by email as a single PDF to the Academic Registrar at St Hugh's (college.office@st-hughs.ox.ac.uk):

- An application cover sheet (available from the St Hugh's College website: <https://www.st-hughs.ox.ac.uk/vacancies/>) – this also asks for the names of two referees whom the candidate should ask to submit references to the same email address **by the closing date**.
- An up-to-date *curriculum vitae* to include teaching experience and a list of publications.
- A covering letter (maximum of two A4 pages) showing how the selection criteria are fulfilled and outlining the candidate's experience and their understanding of the needs of this post.

Informal inquiries may be made to the Senior Tutor of St Hugh's (robert.vilain@st-hughs.ox.ac.uk). These will not influence the selection and appointment procedure in any way.

The closing date for receipt of applications and references is **9 a.m. on Monday 4 September 2023**. We hope to interview shortly afterwards.

Candidates are encouraged to complete a Recruitment Monitoring Form, available from www.st-hughs.ox.ac.uk/vacancies/. The information given is not used in recruitment decisions and is strictly confidential: is it used purely for statistical purposes and to ensure that policies are being applied fairly. Please email the form **separately** from your application to hr@st-hughs.ox.ac.uk.

The Colleges and the Faculty would like to take this opportunity to thank in advance referees who write on behalf of applicants.

Promoting Diversity

The Colleges and Faculty are committed to recruiting the best people, whoever they are, to ensure equality of opportunity. Oxford's Equality and Diversity Unit promotes good practice across the University by developing policies and offering training, and it runs a range of support networks for staff. It works closely with Colleges, the Oxford University Student Union and external campaign groups. Please see <https://edu.admin.ox.ac.uk/home> for details. No applicant or member of staff will be treated less favourably than another because of their gender, marital or civil partnership status, sexual orientation, religion or belief, racial group, age or disability.

APPENDIX: Course Outlines

The following has been extracted from current student handbooks and is intended to give a sense of what each paper comprises.

Please note that there is no expectation that applicants will be able to teach all the authors and topics listed below (e.g. all Paper X authors). Applicants should indicate their areas of expertise within the parameters outlined here.

THE PRELIM COURSE (1st YEAR) [PRELIM = PRELIMINARY EXAMINATION]

In the first year of the German course, you will consolidate and improve your language skills while exploring the culture of German-speaking countries. All students, whatever their course combinations and including beginners, will study literature from the 1890s-1930s, a period which saw the expansion and dissolution of the German Empire (including the Colonial Empire), the cultural renaissance of the Weimar Republic, and the rise of – and resistance to – fascism in Europe. While you will engage with questions of literary style, language, and characterisation, you will also be encouraged to see literature as a space for critical debate, in which a range of views and experiences are portrayed and analysed. Taking in canonical authors as well as Jewish and female perspectives, the course engages with issues of inclusion and marginalisation. Themes include religious and racial difference, gender, disability, and systems of power. Non-beginners also study a diverse selection of poetry from the late medieval period to the present. German Sole students (i.e. those studying only German with no other language or Joint Schools subject) take additional papers, detailed below.

Your language work will include classes focussed on grammar and translation, aimed at improving your confidence in written and spoken German as well as your comprehension. Language work complements and enhances your study of German culture (and vice versa) and constitutes half of the Prelim course. The Sub-Faculty's commitment to highlighting the diversity of German-language culture is therefore a key element of our language teaching, too. In classes with the Lektor*innen, you will learn to discuss confidently topics including nationalism and ethnic difference, gender and women's emancipation, and political systems. Translation classes in your college will help you to hone your style and expression in German and in English, while also introducing you to writers of various backgrounds from the 20th and 21st centuries.

Paper II This paper develops skills of translation into and from German, focusing primarily on prose passages in a modern literary register.

(This paper will be examined as a 3-hour in-person examination.)

Books required for the language papers:

Martin Durrell, *Hammer's German Grammar and Usage* (7th edition; Routledge)
Martin Durrell, Katrin Kohl, Claudia Kaiser, *Practising German Grammar* (4th edition; Routledge)
Collins German Dictionary (Complete and Unabridged). Current edition.

Paper III

Commentary. You will study a selection of poems from the anthology *Deutsche Gedichte 1500 Gedichte von den Anfängen bis zur Gegenwart*, edited by Hans-Joachim Simm (Insel, 2009) ISBN 3458174400, and focus on *Mahagonny* and *In der Strafkolonie* for commentary. Commentary is above all an exercise in close reading: you are not expected to have special knowledge about the context of the poems except for occasional details, which will be given in tutorials and lectures.

(This paper will be certified.)

The list of poems from *Deutsche Gedichte* set for special study is as follows:

Der von Kürenberg: Ich zôch mir einen valken (28)
Walther von der Vogelweide: Ich saz ûf eime8 steine (73)
Wolfram von Eschenbach: ›Sîne klâwen (85-6)
Fleming: An Sich (232)
Gryphius: Thränen des Vaterlandes (236)
Greiffenberg: Auf meinen bestürmeten Lebens-Lauff (285)
Goethe: Erbkönig (430)
Goethe: Römische Elegien VI (435)
Hölderlin: Hälfte des Lebens (536)
Hölderlin: Andenken (537)
Müller: Der Lindenbaum (603)
Eichendorff: Lockung (622)
Droste-Hülshoff: Die tote Lerche (656)
Heine: Sie saßen und tranken am Teetisch (668)
Heine: Gedächtnisfeier (677)
Mörike: Auf eine Lampe (706)
Meyer: Der römische Brunnen (784)
George: Wir schreiten auf und ab (815)
Hofmannsthal: Ballade des äußeren Lebens (818)
Rilke: Archaischer Torso Apollos (835)
Rilke: O dieses ist das Tier, das es nicht giebt (842)
Lasker-Schüler: Ein alter Tibetteppich (853)
Stramm: Patrouille (863)
Trakl: Grodek (873)
Benn: Kann keine Trauer sein (948)
Brecht: Schlechte Zeit für Lyrik (995)
Celan: Sprachgitter (1066)
Bachmann: Böhmen liegt am Meer (1075)
Mayröcker: nachdenken über Zeitläufte, (1099)
Kling: falknerei (1314)

College tutors will distribute in addition:

May Ayim, 'ein nicht ganz liebes geh dicht'
Yoko Tawada, 'Westerland oder The Waste Land'

Paper IV

Three essays on German prose and drama/film from 1890 to 1937:

Theodor Fontane, *Effi Briest* (1894/95) [Reclam]

Thomas Mann, *Der kleine Herr Friedemann* (1897) [in *Frühe Erzählungen 1893-1912* (Fischer)]
 Franz Kafka, *In der Strafkolonie* (1914/1919) [Reclam XL – Text und Kontext]
 Irmgard Keun, *Nach Mitternacht* (1937) [List Taschenbuch]
 Frank Wedekind, *Frühlings Erwachen* (1891) [Reclam]
 Arthur Schnitzler, *Liebelei* (1894) [Reclam]
 Bertolt Brecht, *Aufstieg und Fall der Stadt Mahagonny* (1929) [Suhrkamp Basis-Bibliothek]
M (dir. Fritz Lang, 1931) [DVD: Eureka 2012 Masters of Cinema edition]
 (This paper will be examined as a 3-hour open-book examination.)

FINAL HONOURS SCHOOL COURSE (2nd – 4th years)

FHS students in German are offered a wide array of choices that allows them to build on Prelim. You can follow existing interests and discover new ones, while developing and honing your language skills. All German students are welcome to attend lectures offered across the Faculty of Medieval and Modern Languages. These cover topics and approaches from gender and race theories, textual studies, performance-based art forms and pre-modern cultures to queer perspectives, postcolonialism, and linguistic diversity, and will encourage comparative perspectives to place German studies in a wider context.

Specifically within German, a range of options are available, from medieval to present-day literature, thought, and film, as well as historical to contemporary linguistics. Teaching and research expertise in the Sub-Faculty covers both canonical writers and marginalized groups, with particular strengths in medieval and contemporary women's writing, portrayals of race and empire throughout the chronological scope of the course, anti-fascist literature, literature of exile and migration, German-Jewish writing, and the option to work on either Yiddish literature or linguistics respectively, which may be studied as a Special Subject (Paper XII). The Sub-Faculty has historic strengths in the study of *Vergangenheitsbewältigung* (traditionally understood to mean confronting the Nazi past). Adding to this, we are now building up teaching resources for examining Germany's colonial past and its ongoing legacies. An important initiative in this regard is the ongoing project 'Decolonial Discourses and German Studies', founded by Dr Veronika Schuchter and Prof Barry Murnane. Information on this project can be found here <https://decolonialdiscourses.mml.ox.ac.uk/>. Authors more traditionally associated with the mainstream or canon can be studied through various perspectives in order to consider how literature might participate in, or conversely provide a space for contesting, dominant narratives of inclusion and exclusion.

At the heart of our course is the principle of flexibility and student choice. Your college tutor should be your first port of call for guiding you through the available options; they will also oversee the organization of your course. You are encouraged, however, to follow your own interests which will develop as you attend a range of lectures which support and expand upon the work done in college-based tutorials, classes, and seminars. The Dissertation (Paper XIV) offers an excellent opportunity to delve into a topic entirely of your choosing; if you take this option you will be guided by expert supervision.

The Sub-Faculty's commitment to highlighting the diversity of German-language culture is also a key element in language teaching. In translation, essay-writing and oral classes, you will encounter a wide selection of texts for translation and discussion, reflecting a diverse group of writers including those

from minority ethnic backgrounds. Regular seminars with the Lektor*innen cover topics including Afro-German writing, histories and literatures of migration, representations of disability and ableism, gender and sexuality, and anti-Semitism.

The Faculty's commitment to diversity as a marker of scholarly ambition is affirmed in the annual award of two diversity prizes for the best Dissertation, portfolio of essays or linguistic projects submitted as part of your FHS assessment. The first is awarded for work that engages with issues of race and racialization; the second for work that engages with intersectionality.

PAPER VIII: MODERN GERMAN LITERATURE (1770 TO THE PRESENT): TEXTS, CONTEXTS AND ISSUES

The purpose of this paper is to allow you to study topics across the whole range of modern literature written in German. It runs from the latter part of the eighteenth century, which saw the emergence of classical drama, domestic realism, and hymnic poetry addressed to God and nature, down to the present day, in which writers are exploring the implications of German unification and the experiences of under-privileged groups (women, homosexuals, immigrants). During this period, modern German literature developed an enormous richness and diversity, influenced by (and sometimes influencing) a series of dramatic historical events: the French Revolution, Napoleon's conquests, the post-1815 repression under Metternich, the 1848 revolutions, the founding of the German Empire in 1871, the decline of the Austro-Hungarian Empire, the First World War and the establishment of German and Austrian republics, the Third Reich, war and genocide, the division of Germany into capitalist and communist states, the collapse of the Eastern bloc, and the united Germany's new but problematic centrality in European affairs. It is important to see the literature of the period within this historical framework.

Within this period, you may, in consultation with your tutor, have tutorials on individual authors or on several texts grouped by genre or theme; different tutors approach this period in diverse ways. Subjects most often studied include Lessing and the Enlightenment, Goethe, Schiller, Kleist; the Romantic 'Märchen'; the nineteenth-century 'Novelle'; Büchner, Heine, Fontane, Hofmannsthal, Thomas Mann, Rilke, Kafka, Brecht; Naturalist drama; Expressionist poetry and drama; documentary drama of the post-war period; the literature of the GDR; such post-1945 writers as Böll, Grass, Frisch, Christa Wolf, Ingeborg Bachmann and W. G. Sebald. The flexibility of the paper allows for the integration of topics such as Black German writing, intersectional and transnational identities, ecocriticism, to name but a few. It is also possible to study film and writing by emerging authors of the present day (as well as established contemporaries such as the recent Nobel Prize winners Elfriede Jelinek and Herta Müller). Turkish-German writing and film is another option (Fatih Akin, Feridun Zaimoğlu, Emine Sevgi Özdamar), and you can study contemporary authors writing in German as their second language (e.g. Yoko Tawada). With each author you study, you should try to read enough texts to gain an overview of the individual oeuvre, but also to place each writer in the wider literary and historical context. There is no canon or list of prescribed authors, and you are encouraged to think in terms of topics. Through sampling a succession of writers, you should become aware of literature as a historical phenomenon in which there are both constants and changes. As the blank spaces on your map of the period get filled in, you should look out for essentials, be ready to make comparisons, and take an interest in larger developments - of form, style, ideas, choice of subjects etc. - beyond the individual work and individual writer. Reading for this paper should be going on throughout your course: you should be reading more works by writers on whom you have already worked, preparing

writers on whom you intend to work (often with the help of lectures); and generally exploring the detail and layout of the period.

Teaching

There are core lectures on this paper providing an introduction to and overview of the 18th century (in Michaelmas), the 19th century (in Hilary) and the 20th-21st centuries (in Trinity). Many lecture series on individual authors or genres, given at all stages of the course, are also relevant to this paper. In addition, there are from time to time lecture series (and also lecture circuses in which each lecture is given by a different speaker) that look at continuities within the period as a whole, look in depth at a particular period (e.g. the post-1945 era), or explore the long-term development of a genre (e.g. drama, poetry, novel or 'Novelle'). From time to time a lecture circus is given, stretching over two terms, on German literature in relation to history. Core teaching for this paper is arranged by colleges. It may consist of tutorials, seminars, or a mixture of both.

Examination

Paper VIII contains about fifty questions, of which any three are to be answered in three hours. There are no restrictions on the questions you may answer: the division into five sections is merely to help you find your way through the exam paper. Topics covered by the questions should typically include: general thematic and other issues, genre, period, history, national literatures, film and the non-literary arts, philosophy, gender. The examiners consult tutors about the authors and topics taught for this paper before setting it. You may not use material in your answers that overlaps substantially with any prescribed author or Special Subject paper or Dissertation (Paper XIV) you are offering.

PAPER X: MODERN PRESCRIBED AUTHORS

This paper complements the broader sweep of the period papers by providing the opportunity to study in depth the work of two of the most important and challenging German writers from the early modern period to the present. You will read widely within the work of your two authors, set them in their intellectual and historical context, and study closely one (or two) central works that are prescribed for special study, with a view to detailed textual analysis.

Teaching

This paper is normally taught in four tutorials for each author, perhaps with three essays and one commentary; practice varies, but you may well start them in your second year. It may be wise to do a substantial amount of the work on your chosen period first, in order to have a background against which to select two authors for more thorough study. Some of them require a knowledge of long works of fiction that should be read, or reread, during your year abroad. There are lectures on each of the authors in most years, and in the Hilary and Trinity Terms there are normally commentary classes to enable finalists to practise the skill of commenting in detail on passages from the set texts.

Examination

In the examination you will have three hours to answer three questions: one must be an essay on one of your authors, the other an essay on your other author, and the third must be a critical commentary on a passage set from the prescribed text by one of your authors. The examination paper will contain one commentary passage and six essay titles for each author. You are not permitted to write an essay on the text that you have selected for the commentary.

1. Johann Wolfgang Goethe (1749-1832)
2. E.T.A. Hoffmann (1776-1822)
3. Heinrich Heine (1797-1856)
4. Marie von Ebner-Eschenbach (1830-1916)
5. Rainer Maria Rilke (1875-1926)
6. Franz Kafka (1883-1924)
7. Bertolt Brecht (1898-1956)
8. Ingeborg Bachmann (1926-1973)
9. Elfriede Jelinek (1946-)
10. The Berlin School

PAPER XII: SPECIAL SUBJECTS - GERMAN

There is a long list of papers available across the whole Faculty. The list below gives those that are particularly the responsibility of the German sub-faculty. Examination is by a portfolio of 2 essays (Method B2), totalling 6-8,000 words, or by a dissertation of 6-8,000 words (Method B1), or, in the case of Nietzsche and his Impact, by a choice between Method B1 and Method B2. Advanced Translation is examined by a portfolio of three different exercises (Method B2 + C1). They are normally all taught in Hilary Term of your final year.

You should note that not all of these papers are available every year.

- Old Norse
- Old High German with either Gothic or Old English or Old Saxon or Old Frisian
- Walther von der Vogelweide and the origins of the German love lyric
- Gottfried's *Tristan* and Medieval German Court Society
- Mechthild von Magdeburg and women's writing in German 1150-1300
- Women Writers of the Early Modern Period
- Literature and Medicine, 1780-1880
- Weimar Classicism 1794-1805
- The 'Bildungsroman'
- Introductory Reading
- 19th-Century German Drama
- Nietzsche and his Impact
- The poetry of Hugo von Hofmannsthal, Stefan George, and Rainer Maria Rilke
- Modernist Prose Fiction 1898-1933
- Cinema in a Cultural Context: German Film 1930 to 1970
- Literature in the GDR
- German poetry since 1945
- Narrative Identities in the German Novel since 1945
- Post-1945 Women's Writing in German
- German-Jewish Literature since 1945
- German Drama after 1960
- Advanced German Translation: Theory and Practice
- Literature and Culture of the Berlin Republic
- Literary Theory
- European Cinema