

Job Description and Selection Criteria

Post	Associate Professorship or Professorship in Modern (post-1770) German Culture, with a preference for research expertise in Performance, broadly defined
Department/Faculty	Faculty of Medieval and Modern Languages
Division	Humanities
Colleges	St Hugh's College and St Anne's College
Contract type	Permanent upon completion of a successful review. The review is conducted during the first 5 years.
Salary	Combined University and College salary on a scale within the range £52,815 to £70,918 p/a (plus £10,492 p/a housing allowance, and other benefits).

Overview of the post

St Hugh's College, St Anne's College, and the Faculty of Medieval and Modern Languages in the University of Oxford are seeking to appoint a full-time Associate Professor (or Professor) of German specializing in modern (post-1770) German with a preference for research expertise in Performance, broadly defined. The starting date will be 1 September 2024 or as soon as possible thereafter.

The focus on Performance for this post highlights an increasing acknowledgement of the centrality in the German tradition of drama, theatre, film, dance, voice, song, performance, and performance literature of all varieties. These are arguably areas in which German culture has been highly influential. The Stephen A. Schwarzman Centre for the Humanities (to be opened in 2025) will afford opportunities for integrating collaborative and interdisciplinary research and creative practice.

We welcome applications from candidates from BME backgrounds and other groups that are currently underrepresented in senior academic roles.

If you would like to discuss this post and find out more about joining the academic community in St Hugh's, St Anne's, and the University of Oxford, please contact the Schwarz-Taylor Professor of German, Professor Karen Leeder (karen.leeder@mod-langs.ox.ac.uk), or the Senior Tutor of St Hugh's College, Robert Vilain (robert.vilain@st-hughs.ox.ac.uk). All enquiries will be treated in strict confidence and will not form part of the selection decision.



Athena Swan
Silver Award



Race Equality Charter
Bronze Award



The role of Associate Professor at Oxford

Associate Professor is the main academic career grade at Oxford with a focus on research and teaching. It encompasses the range of assistant to associate professor roles in the North American system. Associate Professors are appointed jointly by a University department/faculty and one or more Oxford colleges, and you will have a contract with both University and Colleges.

Associate Professors are full members of University departments/faculties and college governing bodies, playing a role in the democratic governance of the University and their college. You will join a lively, intellectually stimulating, and multi-disciplinary community that performs to the highest international levels in research and teaching, with extraordinary levels of innovation, creativity, and entrepreneurship.

There is considerable flexibility in the organisation of duties, with three eight-week undergraduate teaching terms and generous sabbatical leave to balance teaching and research (see the University Benefits, Terms and Conditions section for further details of sabbatical leave). There is the potential for temporary changes to the balance of duties between College and University to enable a focus on different aspects of work at different stages in your career.

Oxford offers many opportunities for professional development in research and teaching. Associate Professors may apply for the title of full Professor in annual 'recognition of distinction' exercises. If the title is conferred, you will also have access to professorial merit pay opportunities. In exceptional cases, the title of full Professor may be awarded shortly after appointment, but there is a separate process for this award that is conducted after an offer is made.

Appointments are confirmed as permanent on successful completion of a review during the first five years. The vast majority of Associate Professors successfully complete this initial review.

Duties of the post

The main duties of the post are as follows:

- to engage in research within the broad field of Modern German Literature and Culture (post-1770), with a preference for a research expertise in the area of Performance, broadly defined (i.e. including drama, theatre, dance, film, song, music, etc.);
- to give high-quality lectures, classes, and tutorials across a wide range of relevant texts and topics at both undergraduate and graduate level;
- to contribute to the teaching, research, and academic administration of the Colleges and the Faculty.

For the Colleges the post-holder will be responsible for providing eight hours per week of college-focused teaching for undergraduates reading for degrees in German. They will:

- deliver eight contact hours of high-quality undergraduate tutorial teaching per week in German, averaged over the three eight-week terms of the academic year – this will comprise a wide range of texts and topics across all years of the undergraduate course as well as regular translation classes (n.b. tutorials usually consist of an hour of academic discussion between tutor and students, and tutors are expected to set and mark written work for each tutorial);
- provide College teaching for the Preliminary Examination ('Prelim'): language and literature papers, including Paper II (translation), Paper III (commentary), and Paper IV (Modern German Literature) – descriptions of these papers are provided in the extracts from the Handbook included as an Appendix below;
- provide College teaching for the Final Honour School ('FHS'): in particular Paper VIII (Modern Literature 1770 to the Present) and Paper X (Modern Prescribed Authors) but also Paper XII topics and Paper XIV dissertations within the postholder's field of expertise (see the Appendix);

- advise undergraduates in both Colleges on the choices they make for their year abroad and provide academic and pastoral support during that time;
- work with the other Tutors in Modern Languages at St Hugh's and St Anne's in the administration of Modern Languages,
- participate in the annual processes for the admission of undergraduates to read degrees in German, including any foundation year processes in which the Colleges might participate and including any training required for these processes;
- undertake the normal duties of a Tutorial Fellow and Lecturer, including coordinating, setting, and marking College termly exams (Collections), monitoring student progress, writing termly reports on students' work, where necessary organising teaching by specialist colleagues in other colleges, providing guidance to students relating to attendance, conduct, coursework, performance, and welfare (referring welfare and support matters to others in Colleges as appropriate);
- act as College Adviser for graduate students in both Colleges;
- assist with access and outreach activities (including College Open Days) in both Colleges;
- serve as a Trustee of St Hugh's College (which is an educational charity) and undertake any training required for this role, participating fully in the administrative work of the College, including attendance at Governing Body, service on College committees, and assuming College offices as required.

For the Faculty the postholder will be expected to contribute **no fewer than 16 lectures or classes in each academic year** on Modern German for the following papers/courses as appropriate:

- Prelim Paper IV (currently German drama and film);
- FHS Paper VIII (German Culture 1770 to the Present);
- FHS Paper X (Modern Special Authors), which includes filmmakers;
- FHS Paper XII (there are currently 5 modern and contemporary paper XIIs; new research-led papers following the appointee's specialisms may be proposed);
- MSt taught courses (new research-led papers may be proposed).

In addition, the postholder will:

- supervise DPhil students as requested;
- supervise MSt and MPhil students as requested;
- contribute to cross-Faculty core lecture series and/or seminars (depending on the appointee's research specialism there is scope to extend the contribution of the Sub-Faculty and propose new cross-faculty special subjects);
- engage in assessment and University examining as required;
- participate in the graduate student admissions processes;
- take an active and engaged part in the administrative, outreach, pastoral, and other aspects of the Faculty's work.

Research

The postholder will:

- be actively engaged in sophisticated, original, and independent research of outstanding quality in modern (post-1770) German, with a preference for research on Performance, broadly defined;
- publish research of originality, significance, and rigour in journals and with presses appropriate to the field (potentially including performance as research, co-created, and practice-led research and creative outputs);
- present papers at conferences or public meetings;
- make applications to secure external and internal research funding.

The Sub-Faculty of German has a long collective track-record of cutting-edge research and effective graduate supervision. It views research as an essential form of engagement in the field and as a valuable contribution to intellectual life in Oxford.

No formal limitation is placed on external examining or other external work, but it is expected that Associate Professors and Professors will limit their total commitments (and the Colleges and the Faculty their demands on them) so that time will be available for research.

Selection criteria

Your application will be judged only against the criteria set out below. You should ensure that your application shows clearly how your skills and experience meet these criteria.

The University is committed to fairness, consistency, and transparency in selection decisions. Members of selection committees will be aware of the principles of equality of opportunity, fair selection, and the risks of bias. There will be both female and male committee members.

If for any reason you have taken a career break or have had an atypical career and wish to disclose this in your application, the selection committee will take this into account, recognising that the quantity of your research may be reduced as a result.

Essential criteria

The successful candidate will demonstrate the following, taking account of their career stage:

- A completed doctorate in a relevant field of German studies.
- Proven high standard of research in the field of modern (post-1770) German, with a preference for research on Performance, broadly defined – i.e. a record of peer-reviewed publication commensurate with their post-doctoral academic experience, and evidence of continuing research activity.
Please note: The University of Oxford is a signatory to the San Francisco Declaration on Research Assessment (DORA), which means all hiring, tenure and promotion decisions will evaluate applicants on the quality of their work, not the impact factor of the journal where it is published.
- Evidence of a track-record of securing external funding for research appropriate to the applicant's career stage, or evidence of the potential to secure such funding.
- Proven experience and evidence of excellence or the potential for excellence in undergraduate teaching, along with the personal qualities needed to encourage and foster a high level of achievement in undergraduate students – this must include the ability to provide both tutorial teaching in the introductory and advanced German papers listed under 'Duties of the post' above (for the Colleges), and research-led undergraduate lectures and classes in the stated field (for the Faculty).
- Evidence of excellence or the potential for excellence in teaching and supervision for graduate students – this must include the ability to provide one-to-one supervision for MSt and MPhil and DPhil students in the field, and the ability to conduct graduate classes.
- Fluency in both English and German, equivalent to native- or near-native-speaker level, such that the candidate can publish research in both languages, teach tutorials in English, give lectures in English, and teach high-level language classes operating between both languages.
- Ability to carry out student assessment fairly and effectively, and to design and deliver degree programmes or their components.
- Communication, interpersonal, time-management and organizational skills necessary for the fulfilment of teaching, pastoral and administrative responsibilities.
- Excellent oral and written communication skills – including the ability to present research findings effectively to fellow professionals or informed members of the public.
- Good team-working and demonstrable willingness to participate in College life and governance.

- Ability to innovate and work effectively with colleagues to contribute effectively to the administration of the Sub-Faculty, the Faculty, and the College.
- Commitment to promoting awareness and understanding of equality, diversity, and inclusion (EDI) in all aspects of the role, the active advancement of equality of opportunity, and embedding these principles in teaching and among staff and students.

How to apply

Applications should consist of:

1. A cover sheet (available from the St Hugh's website: <https://www.st-hughs.ox.ac.uk/people-life/work-for-us/vacancies/>).
2. A covering letter with a statement explaining how you meet the selection criteria set out above (not longer than 2 sides of A4 in a standard 11- or 12-point font).
3. A full CV, including a list of publications.

These documents should be sent by email in the form of a single PDF to the St Hugh's College Office (college.office@sthughs.ox.ac.uk). All applications will be acknowledged on receipt.

The University and Colleges welcome applications from candidates who have a disability or long-term health condition, and we are committed to providing long-term support in such cases. The University's disability advisor can provide support to applicants with a disability. Please see <https://edu.admin.ox.ac.uk/disabilitysupport> for details.

Please inform the College Office at St Hugh's College if you need any adjustments to the recruitment process, including the provision of these documents in large print, audio, or other formats. If we invite you for interview, we will ask whether you require any particular arrangements. The University Access Guide gives details of physical access to University buildings <https://www.accessguide.ox.ac.uk/>.

Teaching commitments are mainly concentrated into Oxford's three eight-week undergraduate teaching terms, making it easier to balance teaching and research. There is considerable flexibility in the organisation of duties, and generous sabbatical leave.

Application timetable

Deadline for applications	Midday on Friday 19 January 2024.
Shortlisting, work, and references	Shortlisted candidates will be contacted by Wednesday 7 February 2024 . They will be asked to submit written work by Monday 12 February 2024 and arrange for references to be submitted by Friday 23 February 2024 (references are not required for any other candidates and should not be sent).
Interviews / Presentations	These are planned for 4-5 March 2024 , in person, in Oxford.
Notification	We aim to notify all shortlisted candidates of the outcome of their applications by Tuesday 19 March 2024 . Applicants who have not been contacted within the timetable above should assume that their applications have not been successful.

Whilst we aim to keep to the timetable outlined above, we reserve the right to adjust it if necessary.

Shortlisted candidates will be asked to submit **two pieces of written work** of not more than 6,000 words each. At least one must be in English. The other may be in English or German. These may be

articles or [sections of] book chapters or other written material appropriate to the research requirements of the post, published or in draft. They should both be prefaced by an abstract in English of up to 300 words that also outlines clearly the significance and originality of the work submitted. Please ensure that work is ready to submit in accordance with the timetable above.

Shortlisted candidates will also be asked to arrange for **THREE referees** to submit references by email to the College Office at St Hugh's by the deadline noted above.

Shortlisted candidates will be invited to give a **teaching presentation** aimed at an undergraduate audience studying for the Final Honour School, followed by questions from current undergraduates and academic staff members present. They will also have a separate **interview** with the selection committee: the interview will begin with a 5-minute **research presentation** by the candidate, and it will include further exploration of the candidate's current research and research plans, teaching, and potential contributions to the life of the Colleges and the University. Candidates will have the opportunity to ask questions of the committee.

Presentations and interviews will be held in person, in Oxford.

If you have any queries about any aspect of the application process, please contact the Senior Tutor of St Hugh's College (robert.vilain@st-hughs.ox.ac.uk).

References

You should approach your referees before applying to confirm that they will be content to write a reference for you if asked to do so and are **aware of the timescale and deadlines** for this process. You should send them this document so that they can address directly the requirements for the post in their references.

The University and Colleges will not approach your referees: it will be the applicant's responsibility to ensure that references are submitted on time. References should be submitted by email to the College Office at St Hugh's (college.office@st-hughs.ox.ac.uk). The selection committee would prefer to receive references in English. No offer of appointment will be made without satisfactory references.

The Colleges and the Faculty of Medieval and Modern Languages wish to take this opportunity to thank in advance referees who write on behalf of applicants. We are aware that this is a time-consuming process, and the selection committee values referees' input very highly.

St Hugh's College

St Hugh's has around 430 undergraduates and 560 graduate students. Its Governing Body consists of nearly 50 Fellow Trustees, including Tutorial Fellows and Professorial Fellows, and a further 20 Fellows (including Senior Research Fellows, Fellows by Resolution, Postdoctoral Fellows, and Visiting Fellows) attend meetings. Teaching is supported by 60 or so Stipendiary and Non-Stipendiary Lecturers, and there is a non-academic staff of nearly 100. From its beautiful, 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 progressive, welcoming, and exceptionally friendly and supportive to students and staff. The College houses the China Centre, which is part of the Bodleian Library and where staff and students can order the holdings of the Bodleian for consultation on the St Hugh's site.

The College was founded in 1886 to open up the opportunities of an Oxford education to poorer women. It was founded by Elizabeth Wordsworth, great niece of the poet, and the College adopted the name and arms of St Hugh of Avalon who was Bishop of Lincoln, as was Elizabeth's father. St Hugh's 'went mixed' in its hundredth anniversary year, 1986. The College remains committed to academic excellence, the delivery of a world-class education, diversity, and inclusivity in all aspects of our activity, excellent employment practice, sustainability, and environmental responsibility.

The College's Principal since 2012 has been Lady Elish Angiolini LT DBE PC KC. She was formerly Lord Advocate of Scotland, having previously been Solicitor General – the first woman, the first procurator fiscal, and the first solicitor to hold either post.

More information about St Hugh's can be found at www.st-hughs.ox.ac.uk.

St Anne's College

One of the largest Colleges in the University of Oxford, with around 865 students, St Anne's is known for being 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 from all backgrounds, including those who may initially think that Oxford is not for them.

Our community includes undergraduate and graduate students, academics involved in world leading research and teaching, and staff from a wide range of professional backgrounds. Helen King, our Principal since 2017, is a graduate of St Anne's who took on the role after a thirty-year career in policing, including as an Assistant Commissioner in the Metropolitan Police.

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.

At St Anne's we are committed to sustainability and our collective responsibility to preserving the environment. We are working in support of the University of Oxford's target of being carbon net neutral and biodiversity net gain by 2035. We expect all members of College to work towards these goals.

For further information about the College, please visit <http://www.st-annes.ox.ac.uk>

German and Modern Languages at St Hugh's and St Anne's

St Hugh's admits on average 12 students annually for the four-year Modern Languages course, including joint schools with Classics, English, History, Linguistics, Middle Eastern Languages, and Philosophy. St Anne's admits some 13 students each year for the same courses.

Approximately six of these students in each year (both Colleges combined) will be reading for degrees in or with German. In addition, each College has a community of graduate students in Modern Languages reading for masters' degrees and doctorates.

Modern Languages, including its joint schools, is one of the largest subjects in St Hugh's, which has three Tutorial Fellows. The Tutor in French is Professor Ève Morisi, whose research focuses on the intersections of poetics, politics, and ethics in 19th- and 20th-century literature, with particular emphasis on the representations of violence and suffering. The Tutor in Italian is Professor Emma Bond, who has published widely on border and migration literatures, transnational studies, and the use of psychoanalytic literary models for the interpretation of fiction. Spanish teaching at St Hugh's is coordinated by Dr Olivia Vázquez-Medina, who is a Tutorial Fellow of Wadham College and works on modern and contemporary Spanish American fiction. The College is also strong in Linguistics, with a Fellow in Psycholinguistics, Professor Matt Husband, and College Lecturers in other branches of the field. We have a number of Research Fellows and Stipendiary Lecturers in Modern Languages.

Modern Languages, including its joint schools, is similarly one of the largest subjects in St Anne's, which also has three Tutorial Fellows. The Tutor in French is Professor Patrick McGuinness, whose

research focuses on 19th-, 20th- and 21st-century French literature. He also has an interest in translation and translation studies. The Tutor in Spanish is Professor Geraldine Hazbun, who works on the literature of medieval Iberia, particularly epic poetry, historiography, and travel writing. The Tutor in Portuguese is Professor Simon Park, who has published on the history, literature, and the visual arts of the Portuguese-speaking world in the Early Modern period. We also have a number of Lecturers in Modern Languages, one Research Fellow, and several Honorary Fellows in the field.

The Faculty of Medieval and Modern Languages

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 some academic staff and 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, Oriental 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.

The 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, music, philosophy and theology, photography and film, and intellectual and cultural history. Particular strengths include medieval, 18th- and 19th-century studies, modernism, post-1945 culture, contemporary culture, and German poetry of all periods. Research on Kafka, Rilke, German-Jewish writers, environmental literature, gender, translation, and exophonic literatures are other areas of special expertise.

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

The Humanities Division

The Humanities Division is one of four academic divisions in the University of Oxford, bringing together the faculties of Classics; English; History; Linguistics, Philology, and Phonetics; Medieval and Modern Languages; Music; Asian and Middle Eastern Studies; Philosophy; and Theology and Religion, as well as the Ruskin School of Art. The Division has over 500 members of academic staff, approximately 4,100 undergraduates (more than a third of the total undergraduate population of the University), 1,000 postgraduate research students and 720 students on postgraduate taught courses.

The Division offers world-class teaching and research, backed by the superb resources of the University's libraries and museums. Oxford's extraordinary resources facilitate research at the very highest level. The Bodleian Library, one of the great libraries of the world, has a continuous history reaching back to the late sixteenth century. Its historical collections are outstanding, and as a legal deposit library it can claim a copy of every new title published in the UK. The Bodleian Library System is now second in size only to the British Library. Administratively, the Bodleian forms part of a larger grouping of university libraries including the Modern Languages Faculty's Taylorian Library. In addition, every college has its own library, many of which have important holdings of their own. Such historic resources are linked to cutting-edge agendas in research and teaching, with an increasing emphasis on interdisciplinary study.

The Division's faculties are among the largest in the world, enabling Oxford to offer an education in Arts and Humanities unparalleled in its range of subjects, from music and fine art to ancient and modern languages. In recent years, this has been facilitated by the Oxford Research Centre in the Humanities (TORCH), which has several interdisciplinary programmes strongly affiliated to the Faculty of Medieval and Modern Languages, notably Comparative Criticism and Translation.

Planned to open in 2025 the Schwarzman Centre will give Oxford's humanities a new home with state-of-the-art academic, exhibition and performance spaces. The building, made possible by a landmark £150 million gift from philanthropist and businessman Stephen A. Schwarzman, demonstrates the essential role of the humanities in helping society confront and answer fundamental questions of the 21st century. For the first time in the University's history, humanities faculties will be housed together with a new humanities library in a space designed to encourage learning and experimentation.

The Schwarzman Centre will serve as a dynamic hub dedicated to the humanities – those fields which inform our understanding and appreciation of the human experience. Programmes in English, history, linguistics, philology & phonetics, medieval & modern languages, music, philosophy, and theology & religion will be housed together in a space designed to encourage experiential learning and bold experimentation through cross-disciplinary and collaborative study. The Schwarzman Centre will also be home to Oxford's new Institute for Ethics in AI which will build upon the University's world-class capabilities in the humanities to lead the study of the ethical implications of artificial intelligence and other new computing technologies.

The building will include performing arts and exhibition venues designed to engage the Oxford community and the public at large. Modern amenities and digital capabilities will allow Oxford to share the full breadth of its unparalleled collections and research in the humanities. Please see www.schwarzmancentre.ox.ac.uk for further details.

About the University of Oxford

Oxford's departments and colleges aim to lead the world in research and education for the benefit of society both in the UK and globally. Oxford's researchers engage with academic, commercial and cultural partners across the world to stimulate high-quality research and enable innovation through a broad range of social, policy and economic impacts.

Oxford's self-governing community of international scholars includes Professors, Associate Professors, other college tutors, senior and junior research fellows and a large number University research staff. Research at Oxford combines disciplinary depth with an increasing focus on inter-disciplinary and multi-disciplinary activities addressing a rich and diverse range of issues.

Oxford's strengths lie both in empowering individuals and teams to address fundamental questions of global significance, and in providing all staff with a welcoming and inclusive workplace that supports everyone to develop and do their best work. Recognising that diversity is a great strength, and vital for innovation and creativity, Oxford aspires to build a truly inclusive community which values and respects every individual's unique contribution.

While Oxford has long traditions of scholarship, it is also forward-looking, creative and cutting-edge. Oxford is one of Europe's most entrepreneurial universities. It consistently has the highest external research income of any university in the UK (the most recent figures are available at www.ox.ac.uk/about/organisation/finance-and-funding), and regularly creates spinout companies based on academic research generated within and owned by the University. Oxford is also recognised as a leading supporter of social enterprise.

Oxford admits undergraduate students with the intellectual potential to benefit fully from the small group learning to which Oxford is deeply committed. Meeting in small groups with their tutor, undergraduates are exposed to rigorous scholarly challenge and learn to develop their critical thinking, their ability to articulate their views with clarity, and their personal and intellectual confidence. They receive a high level of personal attention from leading academics.

Oxford has a strong postgraduate student body, who are attracted to Oxford by the international standing of the faculty, by the rigorous intellectual training on offer, by the excellent research and laboratory facilities available, and by the resources of the museums and libraries, including one of the world's greatest libraries, the Bodleian. For more information visit www.ox.ac.uk/about/organisation.

University Benefits, Terms and Conditions

Salary

The combined College and University salary will be on the Associate Professor Grade 10a (payroll grade 39S), so between £52,815 and £70,918 per annum.

Those appointed below the top of this salary range will receive annual increments until they reach the top point. There is also an annual 'cost-of-living' review. In exceptional cases, the Department/Faculty board may propose the award of additional increments within the substantive scale to an Associate Professor at any time during their appointment.

Associate professors who are awarded the title of full professor receive an additional allowance (unless they already receive additional recruitment or retention payments at that level or above) see [Recognition of Distinction | HR Support \(ox.ac.uk\)](#); and they will be eligible for consideration in subsequent regular exercises for professorial merit pay (unless they already receive additional recruitment or retention payments in excess of the level of award) see [Professorial Merit Pay | HR Support \(ox.ac.uk\)](#). These awards do not result in any change to the duties of the post-holder.

Additional remuneration may be paid for graduate supervision, examining and some tutorial teaching. Those with administrative appointments within the Faculty may be eligible for additional payments.

Pension

The University offers generous pension provision. Associate Professors are usually offered membership of the Universities Superannuation Scheme, details of which are available at <https://finance.web.ox.ac.uk/uss>.

Sabbatical leave

You will be eligible for sabbatical leave to allow you to focus on your research. In general, one term of leave is available for each six terms worked. This leave may either be taken as one term of leave after 6 terms of service, or accumulated and taken as one year of leave after 6 years of service.

Outside commitments

You may apply to spend up to 30 working days in each year on projects outside your employment duties, such as consultancy, spin-out activity and membership of research councils and other bodies. There is no limit to earnings from these activities without deduction from salary. Details of the approval process may be found at <https://hr.admin.ox.ac.uk/holding-outside-appointments>.

Guidance is also available on ownership of intellectual property:

<https://governance.admin.ox.ac.uk/legislation/council-regulations-7-of-2002>

and managing conflicts of interest:

<https://researchsupport.admin.ox.ac.uk/governance/integrity>.

Membership of Congregation

Oxford's community of scholars governs itself through Congregation which is its "parliament". You will be a voting member of Congregation.

For further details see <https://www.ox.ac.uk/about/organisation/governance> and <https://governance.admin.ox.ac.uk/legislation/statute-iv-congregation>.

Family support

The University offers generous family leave arrangements, such as maternity, adoption, paternity and shared parental leave. Details are available at <https://hr.admin.ox.ac.uk/family-leave-for-academic-staff>. You will have considerable flexibility in the day-to-day organisation of duties in the Associate Professor role. Requests for flexible working patterns will be accommodated as far as possible.

You will be eligible to apply to use the University nurseries (subject to availability of places). For details of the nurseries and how to apply for places, please see <https://childcare.admin.ox.ac.uk/home>.

The University subscribes to Work and Family Space, a service that provides practical advice and support for employees who have caring responsibilities. The service offers a free telephone advice line, online support and informative webinars in addition to the ability to book emergency childcare through their online service Bubble. For more details, please see <https://hr.admin.ox.ac.uk/my-family-care>.

The Oxford University Newcomers' Club is run by volunteers, whose aim is to help the newly-arrived partners of visiting scholars, of graduate students and of newly appointed academic and administrative members of the University to settle in and to give them opportunities to meet people in Oxford. Further information is available at <https://www.newcomers.ox.ac.uk/>.

Welcome for International Staff

One of Oxford's great strengths is its truly international body of research and teaching staff from over 140 countries, and we welcome applications from academics across the world. We can help international staff and partners/families make the transition to Oxford. Information about relocation, living and working in the UK and Oxford is available at welcome.ox.ac.uk.

If you require a visa, we have a dedicated Staff Immigration Team to support successful applicants through the immigration process (for Global Talent and Skilled Worker visas) from job offer through to arrival in the UK. This is subject to the eligibility criteria being met for the respective visa routes.

Relocation

Subject to UK tax regulations and the availability of funding, a relocation allowance may be available.

Promoting diversity

The University is committed to recruiting and retaining the best people, whoever they are, to ensure equality of opportunity. The Vice Chancellor's Diversity Fund provides resources for innovative projects to promote diversity.

The Equality and Diversity Unit promotes good practice across the University by developing policies and offering training, and 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.

Other benefits and discounts for University employees

The University has a range of facilities and benefits for its staff, including discounted health insurance, sustainable travel schemes, and discounts in local shops and restaurants. Details are available at:

<https://hr.admin.ox.ac.uk/staff-benefits>

<https://hr.admin.ox.ac.uk/discounts>

Pre-employment screening

Your appointment will be subject to the University's standard pre-employment screening. This will include right-to-work, proof of identity, references, a pre-employment health declaration, and any other checks as applicable to the post. We advise you to read the notes for applicants at <https://jobs.ox.ac.uk/pre-employment-checks>.

Length of appointment

Appointments to Associate Professorships at Oxford are confirmed as permanent on successful completion of a review during the first five years.

The University operates an employer justified retirement age for academic posts. With effect from 1 October 2023 the retirement date will be 30 September immediately preceding the 70th birthday.

The justification for this may be found at <https://hr.admin.ox.ac.uk/the-ejra>

For **existing** employees, any employment beyond the retirement age is subject to approval through the EJRA procedures. Further details can be found at <https://hr.admin.ox.ac.uk/the-ejra>

Data Privacy

Please note that any personal data submitted to the University as part of the job application process will be processed in accordance with the GDPR and related UK data protection legislation. For further information, please see the University's Privacy Notice for Job Applicants at: <https://compliance.admin.ox.ac.uk/job-applicant-privacy-policy>.

The University's Policy on Data Protection is available at: <https://compliance.admin.ox.ac.uk/data-protection-policy>.

College Benefits

Tutorial Fellows of St Hugh's receive a housing allowance (currently £10,492 p/a) in addition to the combined University and College salary within the range indicated above. The housing allowance is paid monthly with the salary, not as a lump sum, and is taxable and pensionable.

Also available from St Hugh's are a research expenses allowance (currently £1,864 p/a) and a computer equipment allowance (currently £1,092 over a 4-year period). A modest annual entertainment allowance is available so that Fellows can help create and sustain a friendly subject-community amongst undergraduates and graduate students by hosting social events.

The Fellow appointed will have access to the College's shared equity scheme if and when funds permit (this incurs some tax liability and should be discussed with St Hugh's via the Senior Tutor if the successful applicant is interested in exploring it).

The successful candidate will have membership of the Senior Common Room of both Colleges (for which there is a modest annual charge). At St Hugh's, they may take breakfast, lunch, and dinner at no charge whenever the College kitchen is open. At St Anne's the postholder is welcome to lunch on high table twice a week during term.

Sabbatical leave may be taken after 6 terms of service (the entitlement is therefore 1 term in every 7). It may be taken as soon as entitlement accrues, or it may be 'saved' so that a whole year's leave is taken after 6 years of service. The Colleges will try to accommodate synchronization with the Faculty's leave provision.

Offer of employment

Applications for this post will be considered by a selection committee containing representatives from the Faculty of Medieval and Modern Languages, St Hugh's and St Anne's Colleges. The selection committee is responsible for conducting all aspects of the recruitment and selection process; it does not, however, have the authority to make the final decision as to who should be appointed. The final decision will be made by the Humanities Divisional Board and the Governing Bodies of St Hugh's and St Anne's on the basis of a recommendation made by the selection committee. No offer of appointment will be valid, therefore, until and unless the recommendation has been approved by both the divisional board and both Governing Bodies, and until a formal contractual offer has been made.

APPENDICES

The following texts have been extracted from current student handbooks and are intended to give a sense of what each relevant 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.

APPENDIX A: THE PRELIM COURSE (1st YEAR)

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.

A1: GERMAN POST-A-LEVEL

Paper I 'Deutsche Gesellschaft und Kultur seit 1890', focussing on the following topics: *Generationen und Geschlechter; (Aus-)Bildung, wozu?; Arbeit zwischen Selbstverwirklichung und Entfremdung; Nation und Nationalismus.*

The examination will consist of two parts:

- i) Reading comprehension exercise (in German) on a passage relating to the theme of the paper.
- ii) One essay in German on a topic relating to the theme of the paper. A choice of questions will be set.

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

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.)

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 Straf-kolonie* 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 eime¹⁵ 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: Erlkönig (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.)

A2: GERMAN FOR BEGINNERS

Students will attend a pre-session course in order to prepare for the intensive language work leading up to the Preliminary examination. This pre-session course consists of an online course and a residential course.

All students need to have completed the online course by the time they start the residential course. Students are advised to allow at least 14 days for completion of the online course, which will be available from 1 September. A letter with details about the online course and information on the residential course will be sent out to students in advance.

The first-year German for Beginners course will consist of four components: three will be focused on intensive language study, while the fourth will give students an opportunity to work on literature also studied by the post-A level cohort. The course for the three language papers (Papers I, II and III) is centrally organised, and is specific to students of Beginners' German. The course for the literature paper (Paper IV) is organised and taught by the students' colleges. For Paper IV, Beginners' German students will read four narrative works, initially primarily in translation. They will be expected to use the translation consistently in conjunction with the original, maximising the focus of their reading over time on the original German text. The college-organised tutorials or classes on these works will bring together students from the Beginners' German group and the post-A-level group, and will focus on the German text. Alongside these tutorials or classes, students' reading skills in German will be developed in a centrally organised class that will complement, and interact with, both the language papers and the literature paper.

LANGUAGE

Paper I Reading Comprehension, Essay and Grammar

- a) Reading comprehension exercise (in German) on a passage in German.
- b) One essay in German (250-400 words). A choice of questions will be set.
- c) Grammar exercises designed to test grammatical knowledge and the ability to apply it appropriately.

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

Paper IIA Translation into German of a prose passage.

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

Paper IIB Translation from German of a prose passage in a modern literary register.

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

Paper III An oral exam with a spoken part and a listening comprehension.

(This paper will be certified.)

LITERATURE

Paper IV Three essays on German prose from 1894 to 1937

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

Also: *Effi Briest*, translated by Helen Chambers [Penguin Classics, 2000]

Thomas Mann, *Der kleine Herr Friedemann* (1897) [in *Frühe Erzählungen 1893-1912* (Fischer)]

Also: *Little Herr Friedemann*, translated by David Luke, in *Death in Venice and Other Stories*, Vintage Mann [Vintage, 1998]

Franz Kafka, *In der Strafkolonie* (1914/1919) [Reclam XL – Text und Kontext]

Also: *In the Penal Colony*, in: *The Metamorphosis and Other Stories*, translated by Joyce Crick with an introduction by Ritchie Robertson [Oxford World's Classics, 2009]

Irmgard Keun, *Nach Mitternacht* (1937) [List Taschenbuch]

Also: *After Midnight*, translated by Anthea Bell [Neversink, 2011], currently available only on Kindle

(This paper will be examined as a 3-hour open-book examination.)

Candidates on the Beginners' course are encouraged to use the original German text as far as possible and to refer to it when quoting from the work, including in the Paper IV examination.

A3: FURTHER TOPICS IN THE PRELIMINARY EXAMINATION IN GERMAN

The papers below are to be taken only by candidates who are reading German as their **sole** subject.

Paper XI Introduction to German Film Studies

This paper is studied in Michaelmas Term of the first year and is taught in a weekly intercollegiate seminar for which written work is set. The course focusses in particular on the cinema of the Weimar Republic. The course will examine the development of film style and film technology in the 1920s and early 1930s, as well as putting the films in the wider context of German culture after the First World War. You will develop skills of commentary (on sequences of stills) and write essays relating to questions of film form and technique, and to thematic issues. You will also give at least one presentation as part of certification for this paper.

There are four set films and the recommended editions:

Asphalt (1929, dir. Joe May). [DVD: Eureka Masters of Cinema No. 7]

Menschen am Sonntag (1930, dir. Robert Siodmak). [DVD: BFI History of the Avantgarde editon]

Mädchen in Uniform (1931, dir. Leontine Sagan). [DVD Zweitausendeins Edition, available from [amazon.de](https://www.amazon.de)]

Viktor und Viktoria (1933, dir. Reinhold Schünzel) [DVD Deutsche Filmklassiker]

To support your language-specific study of film, there will also be four general methodology lectures in Weeks 1-4 of Michaelmas Term devoted to four international films, presenting the basic concepts

of film analysis, such as montage, story, self-reference, and spectatorship. The international films taught in this part are used simply as illustrations for the lectures and are not treated as set texts for examination purposes. In 2020-21, these will be: *Potemkin* (dir. Sergei Eisenstein, 1925); *The 39 Steps* (dir. Alfred Hitchcock, 1935); *Blow-Up* (dir. Michelangelo Antonioni, 1967); and *Beau Travail* (dir. Claire Denis, 1999).

(This paper will be certified.)

Paper XII Introduction to German Medieval Studies

Hartmann von Aue, *Gregorius*, [Reclam edition: Middle High German text with a facing page translation in modern German].

This paper is studied in Hilary Term of the first year and is taught by a combination of seminars and tutorials (8 sessions in total). It will focus on the close study of *Gregorius* by Hartmann von Aue. Students will be expected to read the set text in Middle High German and will be given an introduction to the language. The examination will consist of a commentary question, a guided commentary question and essay questions. The essays will relate both to the set text and to more general issues arising from it.

(This paper will be examined as a 3-hour open-book examination.)

Paper XIII Key Texts in German Thought

This paper is studied in Hilary and Trinity Terms of the first year. Tuition will take the form of intercollegiate seminars. The focus will be on close reading of four short texts. Translations may be consulted, but students are expected to develop a good grasp of the original works. You will write commentaries on passages taken from the texts studied, and essays on subjects which invite wider discussion of the questions raised by the texts and the relationship between them. You will also give at least one presentation as part of certification for this paper. The texts are:

Immanuel Kant, *Idee zu einer allgemeinen Geschichte in weltbürgerlicher Absicht*

[in Kant, *Was ist Aufklärung?* Hamburg: Meiner, 1999; **NB not the Reclam volume with the same title**]

Karl Marx und Friedrich Engels, *Das kommunistische Manifest* [Stuttgart: Reclam, 1999]

Friedrich Nietzsche, 'Zur Naturgeschichte der Moral', in *Jenseits von Gut und Böse* [Stuttgart: Reclam, 1988]

Sigmund Freud, *Warum Krieg? Zwei Schriften* [Stuttgart: Reclam, 2012]

(This paper will be certified.)

APPENDIX B: 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.

PAPER I TRANSLATION INTO GERMAN AND ESSAY IN GERMAN

The passage for translation into German will be from a text written after 1900 and in a narrative, reflective, or journalistic register. For the essay in German there will be up to twenty questions covering in a general way material from papers IV, V(i), V(ii), VI, VII, VIII, IX, X, and XI. As set out in the faculty descriptors for this exercise, essays will be assessed on both content and language. Normally these will be weighted in equal proportions, since expression and content mutually influence each other. However, examiners may decide to vary this weighting depending on the nature of the question attempted or on particular features of style. The essay should be between 700 and 1000 words in

length, and written in an accessible style aimed at a well-informed general reader. Candidates are expected to show linguistic competence and a consistent use of register. Credit will be given for lively, creative presentation of the argument. This part of the paper is designed primarily to test linguistic skills and candidates are not expected to display the same level of knowledge in their answers as in tutorially taught papers. Overlap with material offered for other papers is permitted.

PAPER II TRANSLATION FROM MODERN GERMAN

The passages for translation from German are taken from texts written in the modern or contemporary period. Passages will be in contrasting styles or registers (e.g. narrative, descriptive, analytical, reflective or journalistic).

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

PAPER XIV: DISSERTATION

Candidates may choose, as one of their papers, to write a Dissertation not exceeding 8,000 words on a subject of their own choice which falls within the scope of the Honour School of Modern Languages, as approved by the Faculty. Please consult Examination Regulations for Joint Schools restrictions. The Dissertation (Paper XIV) offers an opportunity to carry out an independent research project which counts as a full content paper. This can be a new topic or a means of broadening existing interests. Please see the Examination Regulations for further details. There are normally four hours of contact with a supervisor and this may include email and phone/videoconferencing contact, and meetings of different duration, adding to four hours overall. Supervision will usually take place between the end of Trinity Term of the second or third year and Michaelmas Term or Hilary Term of the final year but scheduling may be flexible to accommodate other papers. This individual supervision will normally be complemented by general faculty sessions on conducting individual research/preparing a Dissertation. The Dissertation counts as a paper where taken in ML, CML, and MLL. In ML it can only count for a paper in Language A, though its content can be comparative across languages A and B. CML candidates may not offer both the Classics thesis and ML dissertation; if taking only one of the papers under 4 (ML IV-XII, XIV), candidates may not offer XIV as that paper. Restrictions currently operative in PML and HML where a dissertation paper is available in one of two subjects only remain applicable. As with the previously optional Paper XIV, the Dissertation is not available for students in EML and EMEL.