



**THESES supervised
by Helga Ramsey-Kurz**

Master I Diplom I Lehramt

Damonte, Nadja-Erhart. Representations of Diasporic Youth in Narratives by Andrea Levy, Melina Marchetta, Bali Rai and Madeleine Thien (2012).

Faschang, Manuela. The Otherness Appreciation Model: How to Raise Tolerance of Otherness in the Classroom through Mark Haddon's novel *The Curious Incident of the Dog in the Night-Time* (2011).

Herbst, Stefanie. "Who am I and where do I belong? Is home a place to escape to or to escape from?": Representations of the Diasporic Child in Literature (2010).

Hinterleitner, Georgia. Small Stones to Fill Big Pictures: A Look at Contemporary Ethnocultural and Regional Canadian Children's Picture Books, Their Figures and Themes (2009). [Awarded the Kanada-Preis für den wissenschaftlichen Nachwuchs by the Centre for Canadian Studies, Innsbruck, in 2010.](#)

Hintner, Martina. The "fast" and "slow" Modes of Literary Criticism: The Booker Prize for Fiction, Britain's Popular Press and Academia in the case of J. M. Coetzee's *Disgrace* (2010).

Hupfaut, Lisa-Maria. Going Native, Coming Native - What a Joke! Indigeneity in Fiction, Film and Classrooms: Thomas King's "A Seat in the Garden", "A Coyote Columbus Story" and Rolf de Heer's *Ten Canoes* (2012).

Kluibenschädl, Sabine. Magically Realistic - Realistically Magical: Politics, Violence and Tricksterism; A Contextualization of the Novels *Midnight's Children* by Salman Rushdie and *Wizard of the Crow* by Ngugi wa Thiong'o and Their Application in Class (2009).

Leitner, Kristina. Mapping Cultural Territory in Alistair MacLeod's Fiction and Using his Short Stories in the English Language Classroom (2009). [Awarded the Kanada-Preis für den wissenschaftlichen Nachwuchs by the Centre for Canadian Studies, Innsbruck, in 2010.](#)

Moser, Sandra. Making the World a Better Place: Beauty and Justice according to Zadie Smith and Elaine Scarry; An Analysis with a Special Focus on Ethics and Aesthetics in the Classroom (2010).

Müller, Eva-Maria. Trapped between Traditions and Transformations: Teacher Figures as Metonyms for the Australian Nation (2011).

Pfurtscheller, Sabine. Identity Struggles: A Comparison of *Fault Lines* and *The Mark of the Angel* by Nancy Huston and the Latter Novel's Application in the English Speaking Classroom (2009).

Rebow, Natalia. "London is the place for me": Place, Class and Race in Andrea Levy's Novels (2011).

Rudig, Stefanie: Encounters "avec l'Autre": Aspects of Francophone-Anglophone Interactions in Montreal Literature at the Turn of the New Millennium (2009). [Awarded the 5th Scientific Award der Österreichisch-Kanadischen Gesellschaft in 2010.](#)

Schuchter, Veronika. "A room? A nice room? A beautiful room? A beautiful room with bath?" - Rooms in Jean Rhys (2012).

Schwabegger, Karina: New Concepts of the Human 'Body' in In-Yer-Face Drama: Representations of 'Dysfunctional Bodies' in Selected Plays by Sarah Kane and Anthony Neilson (2011).

Strigl, Claudia. The Western Woman in India: Orientalism, Patriarchy and Feminism in E.M. Forster's *A Passage to India* and Ruth Praver Jhabvala's *Heat and Dust* (2012).

Stolz, Julia. Acting the Text in Shakespeare. Literacy and Text in Shakespeare's Dramas (2012).

Sulzbachner, Veronika. Teaching Native Poetry: The Notion of Native Identities in the Works of Female Native Canadian Writers and Its Application in ELT (2009).

Willi, Katja. Postcolonial Humour in Thomas King's *Medicine River* (2010).

Wimmer, Carolin Maria: "The Quality of Mercy" – "Twice blest"?: The Legalities of William Shakespeare's *The Merchant of Venice* (2012).

PhD

Ratheiser, Ulla. Agents of Change: Childhood and Child Characters in Patricia Grace's Novels (2008).