

**INSTITUT FÜR ANGLISTIK UND AMERIKANISTIK**



# **KOMMENTARE**

für das Studium im

Wintersemester 2020/21

## A. Studienberatung

### 1. Studiengangkoordination

Anna Kleist, M.A. & Gabriele Mödl, M.A.

Büro: PT 3.2.62

E-Mail: [studienorg.iaa@ur.de](mailto:studienorg.iaa@ur.de)

Tel.: +49 (0) 941 / 943 3667

→ Bitte kontaktieren Sie uns bevorzugt per E-Mail!

### 2. Fachstudienberatung

Eine Übersicht über die Fachstudienberater\*innen des Instituts für Anglistik und Amerikanistik finden Sie auf unserer Homepage:

[www-deas.ur.de](http://www-deas.ur.de) → Informationen für Studierende → Studienberatung

## B. Wichtige Termine und Fristen

### 1. LSF-Anmeldung (Kursplatzvergabe)

- **Fr, 07.08.2020 – Do, 29.10.2020** für alle **Erstsemester**-relevanten Kurse (GLC A, Understanding English Linguistics I: Theory and Structure, Introduction to English and American Literary Studies)
- **Fr, 07.08.2020 – So, 30.08.2020** für alle anderen Kurstypen (außer Vorlesungen)
- Anmeldung mit Sofortzulassung (für Vorlesungen) **ab Mo, 19.10.2020**

Es gilt **Folgendes**:

- Das **Konzept basiert nicht auf Schnelligkeit**. Es macht also keinen Unterschied, ob man sich gleich in der ersten Minute oder erst am zweiten oder dritten Tag anmeldet (siehe "Prioritäten setzen"). Man hat somit mehr Zeit, die Kursplanung zusammenzustellen bzw. umzustellen und auch eine Chance, mit langsamerer Internetverbindung oder wenn man zu Beginn des Anmeldezeitraums verhindert ist, in den gewünschten Kurs zu gelangen.
- Studierende, die einen Kurstyp nicht belegen konnten, obwohl ihre Studiensituation dies dringend erfordert, werden gebeten, sich beim Lehrstuhl zu melden, da die Kursleiter\*innen nicht befugt sind, die festgelegten Obergrenzen für die Kursstärken eigenmächtig abzuändern. Der Lehrstuhl bestimmt dann das weitere Verfahren.
- Wer trotz Zuteilung eines Listenplatzes zur ersten Sitzung unentschuldigt fehlt, wird aus der Teilnehmerliste gestrichen, sodass andere Interessierte nachrücken können.

Weitere wichtige Informationen finden sich auf unserer **Institutshomepage**:

[www-deas.uni-r.de](http://www-deas.uni-r.de) → Informationen für Studierende → Kursanmeldung

## 2. FlexNow-Anmeldung (Verbuchung der Prüfungsergebnisse)

Alle Studierenden müssen sich für alle Kurse, in denen sie Leistungspunkte erwerben möchten, eigenständig über FlexNow anmelden.

Ausgenommen davon sind lediglich Austauschstudierende.

→ FlexNow-Anmeldefrist für das WS 2020/21: **Mo, 16.11.2020 – So, 24.01.2021**

Die **Anmeldefrist für Blockseminare** kann von der regulären Anmeldefrist abweichen. Hierzu werden Sie in der ersten Sitzung der Blockveranstaltung von der Kursleitung informiert.

Anmeldefrist zur **Ausspracheprüfung** (Pronunciation Exam): **Do, 07.01.2021 – So, 24.01.2021** (Achtung: Für diese Prüfung ist zusätzlich auch eine Anmeldung in LSF erforderlich!).

### **Bitte beachten:**

Es werden **keine Nachmeldungen** für Studierende, die den Anmeldezeitraum verpasst haben, vorgenommen. Zur Prüfung zugelassen wird nur, wer ordnungsgemäß in FlexNow angemeldet ist.

Warten Sie daher keinesfalls mit der Anmeldung bis zum letzten Tag der Frist, sondern versuchen Sie unbedingt, sich gleich in der ersten Anmeldewoche einzuloggen, sodass eventuelle Probleme (Login-Probleme, evtl. fehlende Kurse, falsche Leistungspunktangaben, Unklarheiten zu Prüfungsordnungen etc.) rechtzeitig untersucht und behoben werden können. Das Studienorganisationsbüro ist Ihnen dabei gerne behilflich.

## 3. Bewerbung Master-Studiengänge

Am Institut für Anglistik und Amerikanistik werden Master-Studiengänge in den Fächern **Britische Literatur- und Kulturwissenschaft** (*British Studies*), **Englische Linguistik** (*English Linguistics*) und **Europäisch-Amerikanische Studien** (*European-American Studies*) angeboten. Bewerbungsschluss ist der **1. Juni**. Weitere Informationen zur Bewerbung sowie zum Aufbau und den Inhalten der Master-Studiengänge finden Sie auf der Homepage des Instituts für Anglistik und Amerikanistik und auf den Webseiten der Lehrstühle.

## C. Lehrveranstaltungen

### 1. Bekanntmachungen zu Änderungen des Veranstaltungsangebotes

Auch nach Erscheinen der Kommentare können sich noch **Änderungen** ergeben, da die Raumplanung manchmal erst in den ersten Vorlesungswochen abgeschlossen werden kann.

→ **Informieren Sie sich regelmäßig** im Online-Vorlesungsverzeichnis LSF und beachten Sie Aushänge beim Studienorganisationsbüro bezüglich:

- Änderung von Räumen / Terminen bestehender Kurse
- Zusatzkursen oder Kursen, die aufgrund Teilnehmer-Mangels entfallen.

### 2. Erläuterungen zur Modulzuordnung

Beispiel: *ENGYM-M12.2(4)*

- ENGYM-M12 = Bezeichnung des Moduls (Basismodul Sprachwissenschaft, Lehramt Gymnasium)
- .2 = dieser Kurs kann als 2. Pflichtleistung des genannten Moduls eingebracht werden
- AMST-M22 = Vertiefungsmodul Literaturwissenschaft (BA Amerikanistik)
- (4) = dieser Kurs trägt 4 Leistungspunkte

Die **Modulbeschreibungen** können im Einzelnen über die Homepage der Universität eingesehen werden:

[www.ur.de](http://www.ur.de) → Studium → Module → Modulbeschreibungen

### 3. Unterrichtssprache

Lehrveranstaltungen mit englischsprachigem Titel werden auf Englisch durchgeführt.

### 4. Anmerkung zur digitalen Lehre

Kurse, deren Veranstaltungsnummer mit „D-“ beginnt, finden digital statt. Kurse, deren Veranstaltungsnummer mit „P-(D)-“ beginnt, finden möglicherweise in Präsenz statt. Die Entscheidung darüber, ob und welche Kurse in Präsenz stattfinden, trifft die Hochschulleitung im Oktober. Räume werden ggf. über die Kursbeschreibung in LSF bekannt gegeben.

# Englische Sprachwissenschaft (English Linguistics)

## Thematische Vorlesungen (Lectures on Topics in English Linguistics)

**D-35700 Varieties of English** **Brato**

Module: AVS-M04.2 (6.0), ELG-M32.2 (8.0), ELG-M33.2 (8.0), ELG-M33.3 (4.0), ENG-DF-ZP (4.0), ENG-UF-WB (4.0), ENGYM-M32C.1 (4.0), ENGYM-M32C.1 (4.0), ENLI-M23.2 (4.0), ENLI-M23.2 (4.0), ENLI-M25.2 (4.0), ENLI-M25.3 (4.0), ENLI-M32.1 (4.0), ENLI-M32.1 (4.0), WB-IAA (4.0)

Vorlesung, SWS: 2, ECTS: 4

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	8	10	c.t.					Brato	

This course is subject to change depending on the final decisions taken by State Government and University Management about teaching in the winter term. Students are advised to regularly check the university and my personal website ([www.go.ur.de/brato](http://www.go.ur.de/brato)) for updates and further information.

This lecture will take you on a tour around the world. Following a first overview of the varieties of English, we will investigate the historical evolution and spread of English as well as different models of how Englishes can be grouped together. While the initial models were usually static – such as the division into English as native, second or foreign language – more recently dynamic models have been put forward. These models assume that varieties go through consecutive stages of socio-political and linguistic developments with predictable outcomes. Bearing these models in mind, we will then turn to different world regions – the UK, North America, Africa, Asia, the Caribbean and Australia and New Zealand. I will outline the key features of phonetics, phonology and morphosyntax in the varieties spoken there. One session will be devoted to introducing you to pidgins and creoles – contact varieties which co-exist with English in many countries. In the next session we are going to focus on Englishes in countries in which English has no official status, such as the Netherlands, South Korea or Germany. The lecture will be rounded off with a session in which we put the pieces of puzzle together, identify so-called Angliversals, and look into the future of English.

Having completed this lecture, students will be able to

name the key historical events in the evolution and spread of English around the world,

name some of the models of Englishes, evaluate and discuss their appropriateness in the description and analyses of varieties of English,

identify major varieties of English around the world on the basis of key features on the levels of phonetics, phonology and morphosyntax and critically compare them in terms of structure and history

**Course requirements:** Pass in the final exam.

The following is a selection of **suggested reading** relevant to the lecture as a whole. There will be additional suggested readings for the individual sessions:

Filppula, Markku, Juhani Klemola & Devyani Sharma (eds.). 2017. *The Oxford handbook of World Englishes*. Oxford: Oxford University Press.

Schneider, Edgar W. 2011. *English Around the World: An Introduction*. Cambridge: Cambridge University Press.

Schneider, Edgar W. Kate Burridge, Bernd Kortmann, Rajend Mesthrie & Clive Upton (eds.). 2004. *A Handbook of Varieties of English: A Multimedia Reference Tool*. Berlin: Mouton de Gruyter.

Schreier, Daniel, Marianne Hundt & Edgar W. Schneider (eds.). 2020. *The Cambridge Handbook of World Englishes*. Cambridge: Cambridge University Press.

## Basismodul Sprachwissenschaft (Introduction to English Linguistics)

**D-35702 Introduction to English Linguistics I: Theory and Structure** **Schleburg**

Module: AMST-M12.1 (4.0), AMST-M12.2 (4.0), AMST-M12.2 (4.0), BRST-M12.1 (4.0), BRST-M12.2 (4.0), BRST-M12.2 (4.0), ELG-M3.1 (4.0), ELG-M32.2 (8.0), ELG-M33.2 (8.0), ELG-M33.3 (4.0), ENGS-M12.1 (4.0), ENGS-M12.2 (4.0), ENGS-M12.2 (4.0), ENGYM-M12.1 (4.0), ENGYM-M12.2 (4.0), ENGYM-M12.2 (4.0), ENHS-M12.1 (4.0), ENHS-M12.2 (4.0), ENHS-M12.2 (4.0), ENLI-M12.1 (4.0), ENLI-M12.2 (4.0), ENLI-M12.2 (4.0), ENRS-M12.1 (4.0), ENRS-M12.2 (4.0), ENRS-M12.2 (4.0)

Vorlesung, SWS: 2, ECTS: 4

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	12	14	c.t.					Schleburg	

Studierende, die den Kurs *Introduction to English Linguistics* bereits VOR dem Sommersemester 2020 erfolgreich absolviert haben, müssen nur die Vorlesung bei Dr. Schleburg (Mi 12-14 Uhr) besuchen, nicht aber das Begleitseminar.

This lecture offers a basic survey of the structural properties of Modern English with some comparative and historical observations added. Together with the second part of the »Introduction«, it provides systematic coverage of what the Bavarian Kultusministerium has established as the so-called core curriculum in English linguistics. The main chapters are phonetics and phonology (physical properties and functional distribution of speech sounds), morphology (word-formation and grammatical markers), lexicology (structure of the vocabulary, meaning of words), and syntax (forms and functions at the level of phrases and clauses). We will also look at the history of English and the major changes and influences that have made it the global language we know.

**Requirements:** written exam

**D-35703 Introduction to English Linguistics II: English in Use** **Fischer**

Module: AMST-M12.3 (4.0), AMST-M12.3 (4.0), AMST-M12.3 (4.0), BRST-M12.3 (4.0), BRST-M12.3 (4.0), BRST-M12.3 (4.0), ELG-M3.1 (4.0), ENGS-M12.3 (4.0), ENGS-M12.3 (4.0), ENGS-M12.3 (4.0), ENGYM-M12.3 (4.0), ENGYM-M12.3 (4.0), ENGYM-M12.3 (4.0), ENHS-M12.3 (4.0), ENHS-M12.3 (4.0), ENHS-M12.3 (4.0), ENLI-M12.3 (4.0), ENLI-M12.3 (4.0), ENLI-M12.3 (4.0), ENRS-M12.3 (4.0), ENRS-M12.3 (4.0)

Vorlesung, SWS: 2, ECTS: 4

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	10	12	c.t.					Fischer	

*Studierende, die den Kurs Introduction to English Linguistics bereits VOR dem Sommersemester 2020 erfolgreich absolviert haben, müssen nur die Vorlesung bei Prof. Dr. Fischer (Di 10-12 Uhr) besuchen, nicht aber das Begleitseminar.*

Since the 1960's, new areas of linguistics have evolved that deal with English as used in specific contexts. In particular, two major fields emerged: pragmatics, which is about the meaning of utterances in particular situations; and sociolinguistics, which is about social factors that influence the use of language. Pragmatics mainly includes deixis, speech acts, conversational principles, politeness, and discourse analysis. Sociolinguistics encompasses language variation, language change, multilingualism, language contact phenomena, as well as language and culture. Apart from pragmatics and sociolinguistics, the lecture will give an introduction into text linguistics, the history of English, corpus linguistics, and English dictionaries.

**Requirements:** Regular attendance, final exam.

No registration required (except Flexnow).

**D-35704 Understanding English Linguistics I: Theory and Structure** **Brato, Laube, Neuland, Schleburg**

Module: AMST-M12.2 (2.0), BRST-M12.2 (2.0), ENGS-M12.2 (2.0), ENGYM-M12.2 (2.0), ENHS-M12.2 (2.0), ENLI-M12.2 (2.0), ENRS-M12.2 (2.0)

Seminar zur Vorlesung, SWS: 1, ECTS: 2, Max. Teilnehmer: 30

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	9	10	c.t.			Gruppe 1		Laube	
Di	wöch.	10	11	c.t.			Gruppe 2		Laube	
Di	wöch.	11	12	c.t.			Gruppe 3		Laube	
Di	wöch.	18	19	s.t.			Gruppe 4		Schleburg	
Do	wöch.	10	11	c.t.			Gruppe 5		Brato	
Do	wöch.	12	13	c.t.			Gruppe 6		Neuland	
Fr	wöch.	10	11	c.t.			Gruppe 7		Neuland	
Fr	wöch.	11	12	c.t.			Gruppe 8		Neuland	

*Begleitseminar zu Introduction to English Linguistics I: Theory and Structure.*

Linguistics certainly has its theoretical, even philosophical side, but it also offers a practical toolkit of notions and definitions that enable informed users to analyse and savour a language that less informed users merely speak. In addition to recapitulating and practising the more general and historical contents of the Introduction to English Linguistics I, this seminar will show how the categories and terminologies introduced there can be profitably applied to the sounds, word forms, and syntactic structures of the English language.

**Credit requirement:** portfolio

**D-35705 Understanding English Linguistics II: English in Use** **N.N., Richter, Secall-Aguila**

Module: AMST-M12.4 (2.0), BRST-M12.4 (2.0), ENGS-M12.4 (2.0), ENGYM-M12.4 (2.0), ENHS-M12.4 (2.0), ENLI-M12.4 (2.0), ENRS-M12.4 (2.0)

Seminar zur Vorlesung, SWS: 1, ECTS: 2, Max. Teilnehmer: 30

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	11	12	c.t.			Gruppe 1		N.N.	
Mo	wöch.	12	13	c.t.			Gruppe 2		N.N.	
Mo	wöch.	15	16	c.t.			Gruppe 3		N.N.	
Mo	wöch.	16	17	c.t.			Gruppe 4		N.N.	
Di	wöch.	8	9	c.t.			Gruppe 5		Richter	
Do	wöch.	9	10	c.t.			Gruppe 6		Secall-Aguila	
Do	wöch.	10	11	c.t.			Gruppe 7		Secall-Aguila	
Do	wöch.	11	12	c.t.			Gruppe 8		Secall-Aguila	

*Begleitseminar zu Introduction to English Linguistics II: English in Use.*

While the lecture "Understanding English Linguistics II: English in Use" focusses on more theoretical aspects, this accompanying course

is more practice-oriented. It recapitulates main points from the preceding lecture and extends the required knowledge through interactive questions and activities.

**Course requirements:** regular attendance, active participation, completion of written exercises.

## Proseminare (Seminars on Topics in Linguistics)

### D-35711 Phonetics and Phonology in the Classroom Richter

Module: ELG-M33.3 (4.0), ENG-UF-WB (4.0), ENGYM-M22.1 (4.0), ENGYM-M22.1 (4.0), ENLI-M22.1 (4.0), ENLI-M22.1 (4.0), ENLI-M23.1 (4.0), ENLI-M23.1 (4.0), ENLI-M25.1 (4.0), ENLI-M25.3 (4.0), IAA-BA-WB-fachintern (4.0)

Proseminar, SWS: 2, ECTS: 4, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	8	10	c.t.					Richter	

[Online-Anmeldung über 35710 PS Engl. LING](#)

As future teachers, it is one of your responsibilities to help your students with their phonetic development in English.

In this course we will:

- start out with a thorough comparison of the phonemic inventories of Standard German, Bavarian and English
- look into the field of acoustic phonetics
- investigate aspects of phonotactics and stress
- focus on typical mistakes and find strategies to avoid them or preferably nip them in the bud
- discuss different models and boundaries of phonemic work in the classroom and come up with age- and level-appropriate pronunciation lessons of our own

This Proseminar is a hands-on course for students of all types of Lehramt.

**Requirements:** active participation, readings, presentation, seminar paper. The class will be taught via Zoom and Grips.

### D-35712 Variationist Sociolinguistics Laube

Module: ELG-M33.3 (4.0), ENG-UF-WB (4.0), ENGYM-M22.1 (4.0), ENGYM-M22.1 (4.0), ENLI-M22.1 (4.0), ENLI-M22.1 (4.0), ENLI-M23.1 (4.0), ENLI-M23.1 (4.0), ENLI-M25.1 (4.0), ENLI-M25.3 (4.0), IAA-BA-WB-fachintern (4.0)

Proseminar, SWS: 2, ECTS: 4, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	10	12	c.t.					Laube	

[Online-Anmeldung über 35710 PS Engl. LING](#)

William Labov (1972: xiii), generally regarded as the founder of variationist sociolinguistics, is often quoted saying: "I have resisted the term sociolinguistics for many years, since it implies that there can be a successful linguistic theory or practice which is not social." In fact, it is virtually impossible to separate language from its social embedding. Whenever we use language, we not only transfer information, but we automatically convey something about who we are, where we come from, and what social groups we are associated with.

Variationist sociolinguistics is mainly concerned with studying the variation that can be observed at all linguistic levels and its social determinants. The main assumption is that the observable variation is not random but highly systematic, i.e., there is orderly heterogeneity (Weinreich, Labov & Herzog 1968). Language-internal as well as -external factors, in particular social variables such as age, gender, level of education, social class, or ethnicity, condition this variation and allow us to identify (social) language varieties, categorize speakers as members of certain social groups, and investigate how speakers draw on linguistic resources to position themselves in the social landscape and express particular identities.

In this class, we will zoom into the three waves of variation study, discussing theory and relevant methodological approaches against the backdrop of key studies from the field. Starting with Labov's (1963) influential work on Martha's Vineyard, we will strive through half a century of variation study and will take a hands-on-approach to studying variable language use - possibly in our own community.

#### Suggested reading:

Meyerhoff, Miriam. 2019. *Introducing Sociolinguistics*. 3rd ed. Abingdon, Oxon: Routledge.

Tagliamonte, Sali A. 2016. *Making Waves. The Story of Variationist Sociolinguistics*. Malden, MA: Wiley-Blackwell.

**Requirements:** active participation, preparatory readings, an in-class (poster) presentation, and a written term paper.

**D-35713 PS English Linguistics (Time and topic tba) N.N.**

Module: ELG-M33.3 (4.0), ENG-UF-WB (4.0), ENGYM-M22.1 (4.0), ENGYM-M22.1 (4.0), ENLI-M22.1 (4.0), ENLI-M22.1 (4.0), ENLI-M23.1 (4.0), ENLI-M23.1 (4.0), ENLI-M25.1 (4.0), ENLI-M25.3 (4.0), IAA-BA-WB-fachintern (4.0)

Proseminar, SWS: 2, ECTS: 4, Max. Teilnehmer: 15

[Online-Anmeldung über 35710 PS Engl. LING](#)

**D-35715 Syntax Secall-Aguila**

Module: ELG-M33.3 (4.0), ENG-UF-WB (4.0), ENGYM-M22.1 (4.0), ENGYM-M22.1 (4.0), ENLI-M22.1 (4.0), ENLI-M22.1 (4.0), ENLI-M23.1 (4.0), ENLI-M23.1 (4.0), ENLI-M25.1 (4.0), ENLI-M25.3 (4.0), IAA-BA-WB-fachintern (4.0)

Proseminar, SWS: 2, ECTS: 4, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Do	wöch.	12	14	c.t.					Secall-Aguila	

[Online-Anmeldung über 35710 PS Engl. LING](#)

This course aims at providing an overview of some basic concepts underlying syntax and theories of grammar. The different units (phrases, clauses and sentences) will be discussed, together with the functional relationship between them. The seminar will focus on the description and analysis of diverse areas of English syntactical structures, thereby making students capable of judging samples of language and developing their skills in linguistic analysis.

**Requirements:** weekly assignments, active participation in class discussions and presentation of a final written task.

**P-(D)-35714 Corpus Linguistics Brato**

Module: ELG-M33.3 (4.0), ENG-UF-WB (4.0), ENGYM-M22.1 (4.0), ENGYM-M22.1 (4.0), ENLI-M22.1 (4.0), ENLI-M22.1 (4.0), ENLI-M23.1 (4.0), ENLI-M23.1 (4.0), ENLI-M25.1 (4.0), ENLI-M25.3 (4.0), IAA-BA-WB-fachintern (4.0)

Proseminar, SWS: 2, ECTS: 4, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Do	wöch.	8	10	c.t.					Brato	

[Online-Anmeldung über 35710 PS Engl. LING](#)

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A linguistic corpus is a machine-readable collection of speech and/or text. Corpus linguistics provides a set of tools which allow us to test our hypotheses about the distribution of linguistic features or variation in a very systematic way. The aim of this Proseminar is to acquaint students with the basics of the field in a very practical, hands-on research-led way. Following an introduction to the concepts of the linguistic corpus and corpus linguistics, students will be introduced to the various types of corpora that exist and the type of research that can and cannot be done with corpus linguistics. Students will use the software tool AntConc and the web interface to the mega corpora hosted at [www.english-corpora.org/](http://www.english-corpora.org/) to learn about the basic concepts such concordances, collocations and normalisation. To allow for more general queries, you will learn about part-of-speech-tagging and using regular expressions. In the following block, we will apply our knowledge to research lexical and semantic, morphological and syntactic phenomena and how to report your results in your presentation in the final weeks of the semester and your term paper. Two sessions are reserved for compiling a corpus ourselves.

Having completed this Proseminar, students will be able to

- define the terms corpus and corpus linguistics, name different corpora used in English linguistics research and decide which corpus may be most suitable to their research questions,
- query linguistic corpora with AntConc and web interfaces (BYU) and interpret concordances and other output,
- carry out own small-scale research on lexis, morphology and syntax using corpus-linguistics and report in an appropriate way in class,
- compile and annotate a small corpus.

**Course requirements:**

This course will use a combination of self-learning videos and exercises and application of these tools in the classroom. Students will be expected to work through the videos before each class and must be prepared to use linguistics (e.g. AntConc, available for free from <http://www.laurenceanthony.net/software/antconcl/>) and general Office (e.g. Excel, PowerPoint, Notepad++) as well as web software tools and should be confident about using these.

To gain credit for this course, all students must prepare the assignments and participate on a regular basis. They will see me in good time in my office hours with an outline of a small-scale research project they carry out (most likely in teams of 3-5 students) and present



in class in the final two sessions. The presentation will be accompanied by a handout.

Students wishing to gain credit for the 'Vertiefungsmodul' in the BA and LA programmes will furthermore have to submit a term paper of approx. 5,000 words. Students in the MA programme taking this course as part of modules 4.1/4.2 will have to submit a term paper of approx. 6,000 words. The deadline for all papers is six weeks after the end of term.

The following is a selection of **suggested reading** relevant to the Proseminar as a whole. There will be additional suggested readings for the individual sessions:

Cheng, Winnie. 2012. *Exploring corpus linguistics: Language in action*. Abingdon: Routledge.

Kübler, Sandra & Heike Zinsmeister. 2015. *Corpus linguistics and linguistically annotated corpora*. London: Bloomsbury.

McEnery, Tony & Andrew Hardie. 2012. *Corpus linguistics: Method, theory and practice*. Cambridge: Cambridge University Press.

Weisser, Martin. 2016. *Practical Corpus Linguistics: An Introduction to Corpus-Based Language Analysis*. Chichester: Wiley.

P-(D)-35716		Morphology and Word-Formation								Biermeier	
Module:		ELG-M33.3 (4.0), ENG-UF-WB (4.0), ENGYM-M22.1 (4.0), ENGYM-M22.1 (4.0), ENLI-M22.1 (4.0), ENLI-M22.1 (4.0), ENLI-M23.1 (4.0), ENLI-M23.1 (4.0), ENLI-M25.1 (4.0), ENLI-M25.3 (4.0), IAA-BA-WB-fachintern (4.0)									
Proseminar, SWS: 2, ECTS: 4, Max. Teilnehmer: 15											
Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung	
Do	wöch.	16	18	c.t.					Biermeier		

[Online-Anmeldung über 35710 PS Engl. LING](#)

The way English words are created seems to be an intriguing mystery, which can only be solved by reading and learning as much as possible about the formation of words. In this course students will be made familiar with the well-known but also unusual properties of the ways in which words are built in English. For a start, we will give an overview of the main categories of word-formation, such as compounding, conversion and affixation. Then we will look at less prominent types that have become rather trendy in recent years (back-formation, clipping, blending, abbreviation), especially as regards their use by the media. All categories will be documented by a sufficient number of examples, which are drawn from dictionaries and computer corpora such as the NOW Corpus, the iWeb Corpus, the British National Corpus, the Corpus of Contemporary American English and GloWbE (Global web-based English). Recently, the pandemic gave rise to the compilation of the Coronavirus Corpus, which is continually recording the social, cultural, and economic impact of the virus. In an additional section different approaches to word-formation will be dealt with and students will get an insight into the methodological problems of obtaining and analyzing relevant data drawn from various sources. Finally, we will put the traditional distinction between British and American English to the test. In this respect, English as a global language will be dealt with, too.

**Requirements:** two presentations in class, regular attendance and participation, as well as a written exam. Depending on the situation in the autumn and winter, there may be some last-minute changes.

**The seminar will be largely based on:**

Bauer, Laurie and Rodney Huddleston. 2002. "Lexical Word-formation." In Huddleston and Pullum, eds. *The Cambridge Grammar of the English Language*. Cambridge: University Press, 1621-1721.

Plag, Ingo. 2018. *Word-Formation in English*. Cambridge: University Press. (2nd ed.)

Schmid, Hans-Jörg. 2016. *English morphology and word-formation. An introduction*. Berlin: Erich Schmidt. (3rd ed.)

## Seminare (Seminars)

D-35722		Altenglische Sprache und Kultur								Schleburg	
Module:		ELG-M31.3 (8.0), ELG-M33.3 (4.0), ENG-UF-WB (4.0), ENGYM-M22.2 (4.0), ENGYM-M22.2 (4.0), ENLI-M22.2 (4.0), ENLI-M22.2 (4.0), IAA-BA-WB-fachintern (4.0)									
Seminar, SWS: 2, Max. Teilnehmer: 25											
Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung	
Mo	wöch.	12	14	c.t.					Schleburg		

Trotz aller Internationalität verrät noch das Englische der Gegenwart im Grundwortschatz und in den morphologischen Strukturen seine germanische Herkunft. In den ältesten schriftlichen Zeugnissen fallen die ererbten Gemeinsamkeiten mit dem Deutschen noch weit stärker ins Auge, und viele Unregelmäßigkeiten der neuenglischen Grammatik erweisen sich als Fossilien vormals lebendiger Regeln. Dieser Kurs stellt Schreibkonventionen, Lautsystem, Morphologie, Wortschatz und Syntax des Altenglischen anhand tausend Jahre alter Originaltexte vor, die zugleich das für uns oft kuriose Weltbild der Angelsachsen illustrieren.

**Anforderungen für Erwerb von Leistungspunkten:** Übungsaufgaben und Klausur.

Kein Buch erforderlich; die Textgrundlage wird wöchentlich auf GRIPS zur Verfügung gestellt.

**D-35723 Mittelenglische Sprache und Kultur** **Schleburg**

Module: ELG-M31.3 (8.0), ELG-M33.3 (4.0), ENG-UF-WB (4.0), ENGYM-M22.2 (4.0), ENGYM-M22.2 (4.0), ENLI-M22.2 (4.0), ENLI-M22.2 (4.0), IAA-BA-WB-fachintern (4.0), KMS-MA-WB ( ), KMS-MA-ZP ( ), MAL-M38.1 (4.0)

Seminar, SWS: 2, Max. Teilnehmer: 25

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	12	14	c.t.					Schleburg	

Die Werke des Dichters Geoffrey Chaucer († 1400) gehören zu den vergnüglichsten Texten der englischen Literaturgeschichte. Seine Sprache, der spätmittelenglische Dialekt der Hauptstadt London, weist bereits die Mischung von germanischen und romanischen Elementen auf, die das heutige Englisch prägt, und ist mit ein wenig Übung genussvoll zu lesen. Anhand von Ausschnitten aus dem tragikomischen Liebesroman Troilus and Criseyde stellt dieser Kurs Schreibkonventionen, Aussprache, Wortschatz, Morphologie und Syntax des Mittelenglischen vor und arbeitet die wichtigsten Veränderungen zum Neuenglischen heraus.

**Anforderungen für Erwerb von Leistungspunkten:** Übungsaufgaben und Klausur.

**Textgrundlage:** W. Obst & F. Schleburg, Die Sprache Chaucers, Heidelberg :2010.

**D-35724 Historical Evolution of English** **Schleburg**

Module: ELG-M31.3 (8.0), ELG-M33.3 (4.0), ELG-M5.1 (4.0), ENG-UF-WB (4.0), ENGYM-M22.2 (4.0), ENGYM-M22.2 (4.0), ENLI-M22.2 (4.0), ENLI-M22.2 (4.0), IAA-BA-WB-fachintern (4.0), KMS-MA-WB ( ), KMS-MA-ZP ( ), MAL-M38.1 (4.0)

Seminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	14	16	c.t.					Schleburg	

Synchronic linguistics in the Saussurean tradition has been admirably successful in describing what a language system is like at any given point in time. As soon, however, as we start asking the eminently human question »why?«, only a diachronic approach will satisfy our curiosity (as in fact nobody knew better than de Saussure, who made lasting contributions to Comparative Historical Linguistics himself). Present Day English certainly has its full share of the variation, incongruities and linguistic fossils that provoke a quest for reasons. So we will be digging into the past of the language, a few hundred to 5000 years deep, to unearth explanations for all sorts of weird words, orthographic oddities and erratic inflections. — This is the English-classroom alternative to our German-language introductions to Old English and Middle English. As such, it is particularly recommended to international students who do not yet sufficiently trust their German for the purposes of scholarly discourse and translation. Of course local Lehramt students will also be able to acquire the mandatory historical qualification for their state exam.

**Requirements:** Regular homework and final exam.

**D-35725 Altenglisch für Fortgeschrittene** **Schleburg**

Module: ELG-M32.3 (10.0), ELG-M33.3 (4.0), ENG-UF-WB (4.0), IAA-BA-WB-fachintern (4.0)

Seminar, SWS: 2, Max. Teilnehmer: 30

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	16	18	c.t.					Schleburg	

Die Fortsetzung unserer Einführung in das Altenglische fasst jene Prozesse des lautlichen und morphosyntaktischen Wandels ins Auge, die über das Mittelenglische zur Gegenwartssprache führen. Die Auswahl der Stoffgebiete und Übungstexte orientiert sich an den Anforderungen der altenglischen Textklausur im schriftlichen Staatsexamen. In der ersten Sitzung werden Erfahrungswerte zur ökonomischen Examensvorbereitung tradiert. Es empfiehlt sich, diesen Kurs VOR dem Examenskurs zu besuchen.

**Freiwilliger Vertiefungskurs, keine Anmeldung erforderlich. Erwerb von Leistungspunkten nach Absprache möglich.**

**D-35726 Mittelenglisch für Fortgeschrittene** **Schleburg**

Module: ELG-M32.3 (10.0), ELG-M33.3 (4.0), ENG-UF-WB (4.0), IAA-BA-WB-fachintern (4.0), KMS-MA-WB ( ), KMS-MA-ZP ( ), MAL-M38.1 (4.0)

Seminar, SWS: 2, Max. Teilnehmer: 30

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	14	16	c.t.					Schleburg	

Die Fortsetzung unserer Einführung in das Mittelenglische ergänzt den lautlichen und grammatischen Befund der Sprache Geoffrey Chaucers um seine germanische und altenglische Vorgeschichte. Die Auswahl der Stoffgebiete orientiert sich, ebenso wie die Wahl

des Lektüretextes aus den Canterbury Tales, an den Anforderungen der mittenglischen Textklausur im schriftlichen Staatsexamen. In der ersten Sitzung werden Erfahrungswerte zur ökonomischen Examensvorbereitung tradiert. Es empfiehlt sich, diesen Kurs VOR dem Examenkurs zu besuchen.

**Freiwilliger Vertiefungskurs, keine Anmeldung erforderlich. Erwerb von Leistungspunkten nach Absprache möglich.**

**D-35727 Alt- und Mittelenglisch für Examenkandidaten** **Schleburg**

Seminar, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	16	18	c.t.					Schleburg	

Anhand früherer Examenklausuren (die gesammelt auf GRIPS verfügbar sind) werden in diesem freiwilligen Kurs noch einmal die in den Augen der Aufgabensteller wichtigsten Themenbereiche der historischen Grammatik wiederholt, die Anwendung auf konkrete Beispiele geübt und nicht zuletzt der ganz eigene Jargon der Textsorte »Bayerisches Staatsexamen« ergründet. Eine sinnvolle Teilnahme setzt die Inhalte des Fortgeschrittenen-Kurses und die regelmäßige Vorbereitung der besprochenen Aufgaben mithilfe der empfohlenen Fachliteratur voraus. Die Verteilung der alt- und mittenglischen Aufgaben wird in der ersten Sitzung verabredet.

**Freiwilliger Vertiefungskurs, keine Anmeldung erforderlich.**

**D-35732 Text Analysis** **Brato, Fischer**

Module: ENGS-M22.1 (2.0), ENGS-M22.1 (2.0), ENGS-M22.1 (2.0), ENHS-M22.1 (2.0), ENHS-M22.1 (2.0), ENHS-M22.1 (2.0), ENRS-M22.1 (2.0), ENRS-M22.1 (2.0)

Seminar, SWS: 2, Max. Teilnehmer: 25

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	10	12	c.t.			Gruppe 1		Brato	
Di	wöch.	14	16	c.t.			Gruppe 2		Fischer	

In diesem Seminar geht es um die Bearbeitung von Fragestellungen zu ausgewählten englischen Texten. Die Aufgaben umfassen Phonetik und Phonologie (auch deutsch-englisch kontrastiv), Morphologie und Wortbildung, Syntax, Semantik und Lexikographie, Sprachgeschichte und die Standardvarietäten Britisches Englisch und Amerikanisches Englisch. Das Seminar dient nicht nur zur Auffrischung und Vertiefung sprachwissenschaftlicher Kenntnisse, sondern auch zur Vorbereitung auf die schriftlichen Staatsprüfung Englisch-Sprachwissenschaft für angehende Grund-, Mittel- und Realschullehrer. Da die Staatsprüfung auf Deutsch ist, findet dieser Kurs (auf Wunsch der Studierenden) auf Deutsch statt.

**Anforderungen:** Leseaufgaben, wöchentliche Übungs-Hausaufgaben, Abschlussklausur.

**Textbuch:** Thomas Herbst 2010. English linguistics. A coursebook for students of English. Berlin: De Gruyter Mouton; Reader auf GRIPS.

**D-35735 Phonemic Transcription** **Richter**

Module: ENG-DF-ZP (2.0), ENG-UF-WB (2.0), IAA-BA-WB-fachintern (2.0)

Seminar, SWS: 1, ECTS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	9	10	c.t.			Gruppe 1		Richter	
Di	wöch.	10	11	c.t.			Gruppe 2		Richter	

The ability to identify the meaning-distinguishing sound types (phonemes) of the language is a minimum requirement for anyone concerned with English. Advanced learners, however, will need a conscious knowledge of distributions, distinctive features and articulatory processes in order to better monitor their own pronunciation, assess regional and social variation and efficiently correct the inevitable Bavarianisms of future pupils. This course will, once more, introduce the set of symbols and the conventions relevant to all types of linguistic exams and practise British and American Standard transcription on authentic material of increasing complexity. Admission is restricted to owners of at least one pronunciation dictionary (e. g. D. Jones, English Pronouncing Dictionary, Cambridge 192003, 192006; J. C. Wells, Longman Pronunciation Dictionary, London 192000, 192008).

**Requirements:** active participation, homework assignments, presentation. The class will be taught via Zoom and Grips.

**P-(D)-35719 Research Methods of Investigating Variation in English**

N.N.

Module: ELG-M1.2 (8.0), MR-MA-M03.1 (5.0)

Seminar, SWS: 2, ECTS: 4, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	14	16	c.t.					N.N.	

If circumstances permit, this course will be taught **in person** at the university. Otherwise, there will be regular Zoom meetings.

This course provides a general overview of research methods used in the collection, analysis, and evaluation of linguistic data (Krug & Schlüter 2013: xii) with a focus on language variation and change in World Englishes. By the end of this class, students will be able to (1) compare, discuss, and evaluate different research methods, (2) make an informed decision about which method(s) to apply in their own studies, and (3) develop a research project of their own.

**Requirements:** active participation in class, regular readings and assignments (portfolio), research proposal (3,000 words).

**P-(D)-35749 Academic Writing for Linguists (M.A. course)**

N.N.

Module: ELG-M1.1 (4.0), ELG-M31.2 (4.0)

Seminar, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	12	14	c.t.					N.N.	

If circumstances permit, this course will be taught **in person** at the university. Otherwise, there will be regular Zoom meetings.

This course is designed to deepen students' knowledge of and skills in academic writing, i. e. in conducting and organising advanced linguistic research, in identifying and evaluating sources as well as in summarising and discussing research positions. The focus will be on composing linguistic theses and the individual steps involved in this form of academic writing, from getting started to the final product. We will zoom in on different writing techniques, including stylistic questions as well as formal aspects. By the end of this course, students should be able to (1) evaluate and discuss the structure of scientific texts, (2) apply this knowledge to their own writings, and (3) develop their own research projects.

**Course requirements:** active participation in class, regular assignments and writings (portfolio).

**Hauptseminare (Advanced Seminars)****D-35740 Linguistic Landscapes**

Fischer

Module: ELG-M32.1 (10.0), ELG-M32.3 (10.0), ELG-M33.1 (10.0), ELG-M33.3 (4.0), ENG-UF-WB (4.0), ENGYM-M32C.2 (7.0), ENGYM-M32C.2 (7.0), ENGYM-M32C.3 (7.0), ENGYM-M32C.3 (7.0), ENLI-M32.2 (7.0), ENLI-M32.2 (7.0), ENLI-M32.3 (7.0), ENLI-M32.3 (7.0)

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	10	12	c.t.					Fischer	

Over the last twenty years, the growing use of English in public spaces has received increasing attention. The displays of visible written language have been subsumed under the term linguistic landscapes. They are part of the visual scenery that surround us as we walk, ride, or drive through (mostly) urban environments. The items comprise a wide range of genres, such as commercial shop signs, brand and trade names, packaging, advertising billboards, official signs, place names and street names, graffiti, as well as signage in virtual worlds and electronic media. In the seminar, the main emphasis will be laid on multilingual signs. Fundamentals of semiotics (the study of signs), advertising, onomastics (the study of names), language contact, and English as an international language will be considered. Research will draw on both quantitative and qualitative approaches, typically starting out from the selection and collection of suitable visuals. The topic has wider implications for the study of multilingualism, sociolinguistics, language policies and language ideologies.

**Requirements:** reading assignments & forum postings on GRIPS, oral presentation, written paper.

**Introductory reading:** Allan Bell 2014. "Chp. 9: Language in space." The guidebook to sociolinguistics. Wiley-Blackwell. 229-254; Durk Gorter 2013. "Linguistic landscapes in a multilingual world". Annual review of applied linguistics 33. 190-212; Luk van Mensel et al. 2016. "Linguistic landscapes." In O. Garcia et al. (eds.), Oxford handbook of language and society. OUP. 423-449.

Module: ELG-M32.1 (10.0), ELG-M32.3 (10.0), ELG-M33.1 (10.0), ELG-M33.3 (4.0), ENG-UF-WB (7.0), ENGYM-M32C.2 (7.0), ENGYM-M32C.2 (7.0), ENGYM-M32C.3 (7.0), ENGYM-M32C.3 (7.0), ENLI-M32.2 (7.0), ENLI-M32.2 (7.0), ENLI-M32.3 (7.0), ENLI-M32.3 (7.0)

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	8	10	c.t.					Brato	

This course is subject to change depending on the final decisions taken by State Government and University Management about teaching in the winter term. Students are advised to regularly check the university and my personal website ([www.go.ur.de/brato](http://www.go.ur.de/brato)) for updates and further information.

In this class we are going to study the language of children and teenagers from two perspectives: language acquisition and sociolinguistics. Following an introduction of key concepts and theories in (first) language acquisition research, we are going to look at how children acquire sounds, words and grammar in their first language and in bilingual communities. One session will be devoted to the question how we can research language acquisition. Linking the two perspectives, we will look how children acquire structured variation, i.e. how local dialect norms are picked up and innovations arise. Next, we will look at studies of sociolinguistic research on children and teenagers and how we can do research on our own. The class will be rounded with a session on the role of children and adolescents in language change.

Having completed this Hauptseminar, students will be able to

- identify and describe the stages of (first) language acquisition on various linguistic levels and illustrate these with examples from English and other languages,
- identify and describe factors influencing the emergence of structured variation on various linguistic levels and illustrate such processes with examples from English and other languages,
- apply different methods in the analysis of language acquisition, the emergence of structured variation and in variation in children and teenagers,
- carry out a small research project on their own or in a group in the field of language acquisition and variation and change in children and teenagers and present it in class.

**Course requirements:**

To gain credit for this course, all students must prepare the assignments and participate on a regular basis. Every student will be responsible (most likely in pairs or teams of 3) for preparing an in-class presentation on one of the topics and study material for their fellow students. The groups will see me in good time in my office hours with an outline of what they plan to do in their session. The presentation will be accompanied by a handout.

To gain further credit as (part of) a module exam, students will submit a research-led term paper of approx. 6,000 words for which they will see me in my office hour with a one-page outline before the penultimate session at the latest. The deadline for all papers is six weeks after the end of term.

The following is a selection of suggested reading relevant to the class. There will be additional suggested readings for the individual sessions.

**References:**

Buschfeld, Sarah. 2020. "Language Acquisition and World Englishes". In Daniel Schreier, Marianne Hundt & Edgar W. Schneider (eds.), *The Cambridge Handbook of World Englishes*. Cambridge: Cambridge University Press, 559–84.

Clark, Eve V. 2009. *First language acquisition* (2nd edn.). Cambridge: Cambridge University Press.

Foulkes, Paul, Gerard J. Docherty & Dominic Watt. 2005. "Phonological variation in child-directed speech". *Language* 81, 177–206.

Kerswill, Paul. 1996. "Children, adolescents and language change". *Language Variation and Change* 8, 177–202.

Lightfoot, David & Marit Westergaard. 2007. "Language Acquisition and Language Change: Inter-relationships". *Language and Linguistics Compass* 1, 396–415.

Smith, Jennifer & Mercedes Durham. 2019. *Sociolinguistic Variation in Children's Language: Acquiring Community Norms*. Cambridge: Cambridge University Press.

## Kurse in der Eingangsphase der MA-Programme (Courses for First Semester M.A. Students)

**P-(D)-35719      Research Methods of Investigating Variation in English      N.N.**

Module: ELG-M1.2 (8.0), MR-MA-M03.1 (5.0)

Seminar, SWS: 2, ECTS: 4, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	14	16	c.t.					N.N.	

If circumstances permit, this course will be taught **in person** at the university. Otherwise, there will be regular Zoom meetings.

This course provides a general overview of research methods used in the collection, analysis, and evaluation of linguistic data (Krug & Schlüter 2013: xii) with a focus on language variation and change in World Englishes. By the end of this class, students will be able to (1) compare, discuss, and evaluate different research methods, (2) make an informed decision about which method(s) to apply in their own studies, and (3) develop a research project of their own.

**Requirements:** active participation in class, regular readings and assignments (portfolio), research proposal (3,000 words).

SEP

**P-(D)-35749      Academic Writing for Linguists (M.A. course)      N.N.**

Module: ELG-M1.1 (4.0), ELG-M31.2 (4.0)

Seminar, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	12	14	c.t.					N.N.	

If circumstances permit, this course will be taught **in person** at the university. Otherwise, there will be regular Zoom meetings.

This course is designed to deepen students' knowledge of and skills in academic writing, i. e. in conducting and organising advanced linguistic research, in identifying and evaluating sources as well as in summarising and discussing research positions. The focus will be on composing linguistic theses and the individual steps involved in this form of academic writing, from getting started to the final product. We will zoom in on different writing techniques, including stylistic questions as well as formal aspects. By the end of this course, students should be able to (1) evaluate and discuss the structure of scientific texts, (2) apply this knowledge to their own writings, and (3) develop their own research projects.

**Course requirements:** active participation in class, regular assignments and writings (portfolio).

# Anglistik (British Studies)

## Vorlesungen (Lectures)

### D-31270 Ringvorlesung: Entfernte Verwandte – Mensch und Tier Steuernagel

Module: BRST-M23.3 (4.0), BRST-M23.3 (4.0), BRST-M23.3 (4.0), BRST-M32.1 (4.0), BRST-M32.1 (4.0), ENG-UF-WB ( ), ENGYM-M32B.1 (4.0), ENGYM-M32B.1 (4.0), GES-MA-18.1 ( ), GES-MA-18.2a ( ), GES-MA-18.3a ( ), KLA-BA-WB-fachintern ( ), KS-M38.1.a ( ), KS-M38.1.b.1 ( ), KS-M38.1.b.2 ( ), WB-IAA ( )

Vorlesung, SWS: 2, ECTS: 4/7, Max. Teilnehmer: 50

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	18	20	c.t.	04.11.2020	27.01.2021			Steuernagel	Das Programm mit den Einzelterminen finden Sie auf der Homepage des Klassikzentrums.

Seit der Antike kommt kaum eine Definition ‚des Menschen‘ oder des ‚Menschseins‘ ohne eine Auseinandersetzung mit der Relation zum Tier aus. Daraus hervorgegangen ist beispielsweise das von in der antiken Philosophie entwickelte, aber danach immer wieder aufgegriffene Konzept der *scala naturae*, einer Rangordnung der unterschiedlichen Formen von Lebewesen und unbelebter Natur. Das Verhältnis von Mensch und Tier spielt aber nicht nur in Philosophie und Religion eine große Rolle. Es berührt ganz aktuell Fragen des rechtlichen Rahmens, der Ethik und Praxis von Jagd, Tierhaltung und Fleischkonsum, Probleme der Verwendung von Tieren zur Schaustellung in Zoo und Zirkus oder als Versuchsobjekte wissenschaftlicher Forschung. Nicht zuletzt sind ‚vermenschlichte Tiere‘ und Mischwesen aus Mensch und Tier ein Dauerthema von Literatur und Bildkunst – Vorstellungen und Motive, mit denen zugleich oft Ängste und Widerstände assoziiert sind. Verschiedene Aspekte dieses vielfältigen Themas werden in den einzelnen Beiträgen zur Ringvorlesung präsentiert.

### D-35751 Literature and the Experience of Modernity, 1789-1914 N.N.

Module: BLK-M32.1 (4.0), BLK-M33.1 (8.0), BLK-M4a.1 (4.0), BRST-M23.3 (4.0), BRST-M23.3 (4.0), BRST-M23.3 (4.0), BRST-M32.1 (4.0), BRST-M32.1 (4.0), ENG-DF-ZP (4.0), ENG-UF-WB (4.0), ENGYM-M32B.1 (4.0), ENGYM-M32B.1 (4.0), GBS-FKN-ZP (4.0), GBS-M01.4 (3.0), IKE-PR-M01.2 (4.0), WB-IAA (4.0)

Vorlesung, SWS: 2, Max. Teilnehmer: 150

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	14	16	c.t.					N.N.	

This lecture course is intended as a survey that explores the profound aesthetic, social, and political contradictions and innovations which marked the so-called long nineteenth century. On the one hand, the literature and culture of this period evince a powerful belief in progress, in the march of the intellect, the splendours of science and technology, imperial expansion, and capital accumulation; on the other hand, they articulate fears about the degrading effects of industry, the disappearance of God, the decline of moral standards, and the perceived threats of democratisation and social miscegenation. We will explore a spectrum of responses to these pervasive cultural hopes and fears, giving attention to the period's prose, drama, and poetry and touching on the work of Charles Dickens, George Eliot, Alfred Lord Tennyson, Robert Browning and Elizabeth Barrett Browning, Thomas Hardy, Oscar Wilde, and many others.

**Requirements:** set quizzes during term (or a final exam in case we're allowed to go back to classroom teaching)

### D-35752 British Literary History N.N.

Module: AMST-M13.2 (4.0), BRST-M13.2 (4.0), BRST-M16.2 (4.0), BRST-M23.3 (4.0), BRST-M23.3 (4.0), BRST-M32.1 (4.0), BRST-M32.1 (4.0), ENG-DF-ZP (4.0), ENGS-M13.2a (4.0), ENGS-M22.2a (4.0), ENG-UF-WB (4.0), ENGYM-M13.2 (4.0), ENGYM-M32B.1 (4.0), ENGYM-M32B.1 (4.0), ENHS-M13.2a (4.0), ENHS-M22.2a (4.0), ENLI-M13.2 (4.0), ENRS-M13.2 (4.0), GBS-FKN-ZP (4.0), GBS-M01.4 (3.0), IKE-PR-M01.2 (4.0), WB-IAA (4.0)

Vorlesung, SWS: 2, ECTS: 4

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	8	10	c.t.					N.N.	

This lecture course offers an overview of the literary history of the British Isles from the Anglo-Saxon period to the present day. We will focus on the development of literary forms and genres, as well as on the emergence of new sets of thematic concerns from one (literary) period to the next. Attention will also be paid to literature's interactions with, responses to, and influences on its surrounding socio-cultural contexts. The lecture course is an obligatory part of the "Basismodul Literaturwissenschaft" and hence is aimed at beginners. Course materials (including short readers) will be made available electronically and uploaded to GRIPS. Note: This course cannot be taken as part of the MA British Studies. If the lecture is an obligatory part of the "Basismodul Literaturwissenschaft" in your course of studies, it cannot be taken for a different module.

Critical and annotated versions of the texts discussed in the lecture course can be found in the *The Norton Anthology of English Literature* (vols.1+2). It is recommended (though by no means mandatory) that you buy this anthology for our course. The two volumes will also come in handy during your future university studies. Since the Norton Anthology isn't cheap (and not all students may decide to buy a copy), the essential readings for each week will also be uploaded to GRIPS.

**Requirements:** set quizzes during term (or a final exam in case we're allowed to go back to classroom teaching).

**D-35753 Introduction to British and Irish Studies Lenz, Waller**

Module: AMST-M14.1 (2.0), BRST-M14.1 (2.0), ENG-DF-ZP (2.0), ENG-UF-WB (2.0), ENGYM-M14.1 (2.0), ENHS-M16.1a (2.0), ENLI-M14.1 (2.0), ENRS-M14.1 (2.0), GBS-M01.3 (2.0), WB-IAA (2.0)

Vorlesung, SWS: 2, ECTS: 2

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Do	wöch.	12	14	c.t.					Lenz, Waller	

This course is our introduction to the study of the British Isles. It will focus on selected issues in British and Irish history and institutions, élite and popular culture, social and ethnic diversity, and the struggle for national identity. It will also look to provide an introduction to the theory and methodology of cultural studies. Guests from all faculties are welcome in the lecture. The principal course material will be our own reading packs, all of which will be made available on GRIPS. This course is primarily designed to help students to fill the gaps in knowledge and approaches that separate school-level Landeskunde from university-level cultural studies analyses.

We do assume a good Oberstufe-level of general awareness of British affairs. If you are not sure of this, read Rainer Jacob, Abiturwissen Englisch: Landeskunde Großbritannien and make sure you are thoroughly conversant with it BEFORE the semester begins.

**Requirement:** final exam (provisional exam date: 10.02.2021)

**Hinweis:** Diese Introduction-Vorlesung ist nicht verpflichtend für LA GS/MS, ein Besuch wird als Vorbereitung auf das Seminar 'British and Irish Cultural Studies' jedoch empfohlen.

**P-(D)-36012 Special Relations Revisited: Europa und die USA seit dem 19. Jahrhundert. Ringvorlesung des CITAS und des Leibniz-WissenschaftsCampus "Europa und Amerika" Vickers**

Module: BRST-M23.3 (4.0), BRST-M23.3 (4.0), BRST-M23.3 (4.0), BRST-M32.1 (4.0), BRST-M32.1 (4.0), EAS-M33.1 (8.0), EAS-M33.2 (8.0), EAS-M33.3 (8.0), EAS-M34.1 (8.0), EAS-M34.2 (8.0), EAS-M34.3 (8.0), EAS-M7.2 (7.0), EAS-M8.1 (7.0), EAS-M8.2 (7.0), EGW-M09.1 (4.0), EGW-M09.2 (4.0), ENG-UF-WB ( ), ENGYM-M32B.1 (4.0), ENGYM-M32B.1 (4.0), GES-MA-18.1 ( ), GES-MA-18.2a ( ), GES-MA-18.3a ( ), WB-IAA ( )

Vorlesung, Max. Teilnehmer: 100

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	18	20	c.t.						

**Special Relations Revisited: Europa und die USA seit dem 19. Jahrhundert** Ringvorlesung des Center for International and Transnational Area Studies (CITAS) und des Leibniz-WissenschaftsCampus "Europa und Amerika in der modernen Welt" In der Ringvorlesung gehen wir der gegenseitigen politischen Verflechtung von Europa (und seinen unterschiedlichen Teilregionen) und den USA seit dem 19 Jh. nach. Das breite Thema der europäisch-US-amerikanischen politischen Ko-Transformation wollen wir entlang folgender Schwerpunkte mit Vortragenden aus Regensburg sowie mit Gästen vertiefen: Außen- und Sicherheitspolitik; Vorbilder und Gegenfolien; Diplomatie und Migrationspolitik; Abgrenzungsdiskurse und Anti-ismen, wobei wir im Großen und Ganzen chronologisch vorgehen wollen.

**Leistungsnachweis:** Am Ende der Ringvorlesung wird eine Klausur geschrieben. ECTS Punkte werden vergeben.

Details zum Programm: siehe LSF.

**Pflichtvorlesungen der Basismodule (core modules: lectures)**

**D-35752 British Literary History N.N.**

Module: AMST-M13.2 (4.0), BRST-M13.2 (4.0), BRST-M16.2 (4.0), BRST-M23.3 (4.0), BRST-M23.3 (4.0), BRST-M32.1 (4.0), BRST-M32.1 (4.0), ENG-DF-ZP (4.0), ENGS-M13.2a (4.0), ENGS-M22.2a (4.0), ENG-UF-WB (4.0), ENGYM-M13.2 (4.0), ENGYM-M32B.1 (4.0), ENGYM-M32B.1 (4.0), ENHS-M13.2a (4.0), ENHS-M22.2a (4.0), ENLI-M13.2 (4.0), ENRS-M13.2 (4.0), GBS-FKN-ZP (4.0), GBS-M01.4 (3.0), IKE-PR-M01.2 (4.0), WB-IAA (4.0)

Vorlesung, SWS: 2, ECTS: 4

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	8	10	c.t.					N.N.	

This lecture course offers an overview of the literary history of the British Isles from the Anglo-Saxon period to the present day. We will focus on the development of literary forms and genres, as well as on the emergence of new sets of thematic concerns from one (literary) period to the next. Attention will also be paid to literature's interactions with, responses to, and influences on its surrounding socio-cultural contexts. The lecture course is an obligatory part of the "Basismodul Literaturwissenschaft" and hence is aimed at



beginners. Course materials (including short readers) will be made available electronically and uploaded to GRIPS. Note: This course cannot be taken as part of the MA British Studies. If the lecture is an obligatory part of the "Basismodul Literaturwissenschaft" in your course of studies, it cannot be taken for a different module.

Critical and annotated versions of the texts discussed in the lecture course can be found in the *The Norton Anthology of English Literature* (vols.1+2). It is recommended (though by no means mandatory) that you buy this anthology for our course. The two volumes will also come in handy during your future university studies. Since the Norton Anthology isn't cheap (and not all students may decide to buy a copy), the essential readings for each week will also be uploaded to GRIPS.

**Requirements:** set quizzes during term (or a final exam in case we're allowed to go back to classroom teaching).

**D-35753 Introduction to British and Irish Studies** **Lenz, Waller**

Module: AMST-M14.1 (2.0), BRST-M14.1 (2.0), ENG-DF-ZP (2.0), ENG-UF-WB (2.0), ENGYM-M14.1 (2.0), ENHS-M16.1a (2.0), ENLI-M14.1 (2.0), ENRS-M14.1 (2.0), GBS-M01.3 (2.0), WB-IAA (2.0)

Vorlesung, SWS: 2, ECTS: 2

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Do	wöch.	12	14	c.t.					Lenz, Waller	

This course is our introduction to the study of the British Isles. It will focus on selected issues in British and Irish history and institutions, élite and popular culture, social and ethnic diversity, and the struggle for national identity. It will also look to provide an introduction to the theory and methodology of cultural studies. Guests from all faculties are welcome in the lecture. The principal course material will be our own reading packs, all of which will be made available on GRIPS. This course is primarily designed to help students to fill the gaps in knowledge and approaches that separate school-level Landeskunde from university-level cultural studies analyses.

We do assume a good Oberstufe-level of general awareness of British affairs. If you are not sure of this, read Rainer Jacob, Abiturwissen Englisch: Landeskunde Großbritannien and make sure you are thoroughly conversant with it BEFORE the semester begins.

**Requirement:** final exam (provisional exam date: 10.02.2021)

**Hinweis:** Diese Introduction-Vorlesung ist nicht verpflichtend für LA GS/MS, ein Besuch wird als Vorbereitung auf das Seminar 'British and Irish Cultural Studies' jedoch empfohlen.

## Introduction to English and American Literary Studies

**D-35755 Introduction to English and American Literary Studies** **Decker, Graef, Gürtner M., Gürtner S., N.N., Sporer, Weig**

Module: BRST-M13.1 (4.0), BRST-M13.1 (4.0), BRST-M13.1 (4.0), BRST-M16.1 (4.0), BRST-M16.1 (4.0), BRST-M16.1 (4.0), ENG-DF-ZP (4.0), ENGS-M13.1 (4.0), ENGS-M13.1 (4.0), ENGS-M13.1 (4.0), ENGYM-M13.1 (4.0), ENGYM-M13.1 (4.0), ENGYM-M13.1 (4.0), ENHS-M13.1 (4.0), ENHS-M13.1 (4.0), ENHS-M13.1 (4.0), ENLI-M13.1 (4.0), ENLI-M13.1 (4.0), ENLI-M13.1 (4.0), ENRS-M13.1 (4.0), ENRS-M13.1 (4.0), ENRS-M13.1 (4.0), GBS-M01.2 (4.0)

Seminar, SWS: 3, ECTS: 4, Max. Teilnehmer: 32

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	12	14	c.t.			Gruppe 1		Decker	
Mo	wöch.	17	18	c.t.			Gruppe 1		Graef	
Mo	wöch.	12	14	c.t.			Gruppe 2		Decker	
Mi	wöch.	8	9	c.t.			Gruppe 2		N.N.	
Mo	wöch.	12	14	c.t.			Gruppe 3		Decker	
Mi	wöch.	9	10	c.t.			Gruppe 3		Sporer	
Mo	wöch.	12	14	c.t.			Gruppe 4		Decker	
Mi	wöch.	10	11	c.t.			Gruppe 4		Sporer	
Mo	wöch.	12	14	c.t.			Gruppe 5		Decker	
Mi	wöch.	11	12	c.t.			Gruppe 5		Sporer	
Mo	wöch.	12	14	c.t.			Gruppe 6		Decker	
Do	wöch.	9	10	c.t.			Gruppe 6		Gürtner M.	
Mo	wöch.	12	14	c.t.			Gruppe 7		Decker	
Do	wöch.	11	12	c.t.			Gruppe 7		Weig	
Mo	wöch.	12	14	c.t.			Gruppe 8		Decker	
Do	wöch.	13	14	c.t.			Gruppe 8		Gürtner S.	
Mo	wöch.	12	14	c.t.			Gruppe 9		Decker	
Do	wöch.	16	17	c.t.			Gruppe 9		Gürtner M., Weig	

## Nicht geeignet für B.A. Amerikanistik!

This course familiarizes students with skills and methods necessary for the study of English and American literatures. It covers influential theoretical approaches, critical practices, literary forms, styles, and techniques. In doing so, it provides an introduction to careful textual analysis and to the critical and historical understanding this requires. The course also explores fundamental issues of literary history, literature as an institution, processes of periodization and canonization, and illustrates these through examples and case studies. The basics of scholarly research will also be addressed.

The Introduction to English and American Literary Studies consists of a weekly lecture offered by Dr. Martin Decker and a seminar offered by Sebastian Graef, Susanne Gürtner, Maria Gürtner, N.N., Madeline Sporer and Heide-Marie Weig – **students need to attend both the lecture and one of the seminar groups!**

**IMPORTANT:** Students of the B.A. Anglistik (British Studies) must register for the lecture run by Dr. Decker. Students of the B.A. Amerikanistik (American Studies) must register for the lecture run by Prof. Dr. Wiegink. Students taking a Lehramt degree or a B.A. Englische Sprachwissenschaft (English Linguistics) can register for either of these two lecture courses.

Due to the ongoing pandemic situation, this course will be offered in digital form (recorded lectures, online quizzes and forums, Zoom sessions) until further notice.

**Course requirements:** Students must be enrolled in and follow the GRIPS courses of both the lecture and the respective seminars. Students must complete the weekly online exercises offered in the lecture's GRIPS course. If possible, the course will be concluded by a written final exam in the week after the lecture period; if not, there will be cumulative tasks to be completed at home in the final weeks of the lecture period.

## British and Irish Cultures

**D-35767 British and Irish Cultures**

**Dafinger, McIntosh-Schneider, N.N., Waller**

Module: AMST-M14.3 (3.0), BRST-M14.3 (3.0), ENG-DF-ZP (3.0), ENGS-M14.1 (4.0), ENGYM-M14.3 (3.0), ENHS-M14.1 (4.0), ENHS-M16.2a (3.0), ENLI-M14.3 (3.0), ENRS-M14.3 (3.0), GBS-FKN-ZP (3.0), GBS-M01.4 (3.0)

Seminar, SWS: 2, Max. Teilnehmer: 25

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	8	10	c.t.			Gruppe 1		N.N.	
Mo	wöch.	10	12	c.t.			Gruppe 2		N.N.	
Mo	wöch.	14	16	c.t.			Gruppe 3		McIntosh-Schneider	
Mo	wöch.	18	20	c.t.			Gruppe 4		Waller	
Di	wöch.	16	18	c.t.			Gruppe 5		Dafinger	
Di	wöch.	18	20	c.t.			Gruppe 6		Waller	
Mi	wöch.	14	16	c.t.			Gruppe 7		McIntosh-Schneider	
Do	wöch.	8	10	c.t.			Gruppe 8		Dafinger	
Do	wöch.	10	12	c.t.			Gruppe 9		Dafinger	

This course builds on the Introduction to British and Irish Studies and seeks to consolidate what was learned there by detailed study of selected topics from historical and contemporary cultures. A central desideratum will be the development of skills in the critical and informed reading of cultural texts. For primary texts, the principal course material will be made available on GRIPS; the texts are to be read and discussed in class in detail. Other primary materials will vary from group to group, but will include video material which is available in the library on DVD, as well as current news reports, as your class teacher directs. The course discussions and level will assume knowledge of the contents of the Introduction to British and Irish Studies lecture series from the start, even if this particular course was not attended. Please ask a peer for the notes from the lecture series if you did not go to it.

**Requirement:** one-hour overview exam (provisional exam date: 06.02.2021)

**Hinweis:** Die 'Introduction to British and Irish Studies'-Vorlesung ist bei LA GS/MS als Voraussetzung für das Seminar 'British and Irish Cultural Studies' nicht verpflichtend, der Besuch der Vorlesung wird jedoch als Vorbereitung empfohlen.

## Proseminare (Seminars in British and Irish Literary Studies)

**D-35771 English Literature 1: Early Modern Literary Couples**

**Zwierlein**

Module: BRST-M16.3 (4.0), BRST-M22.1 (4.0), BRST-M23.1 (4.0), BRST-M23.1 (4.0), BRST-M23.2 (4.0), BRST-M23.2 (4.0), BRST-M23.2 (4.0), BRST-M23.2 (4.0), ENG-UF-WB (4.0), ENGYM-M23.1 (4.0), GBS-FKN-ZP (4.0), GBS-M01.4 (3.0), GEN-FKN-ZP (4.0), GEN-M01.2 (5.0), GEN-M01.3 (5.0)

Proseminar, SWS: 2, ECTS: 4, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	8:30	10	s.t.					Zwierlein	

## Anmeldung über 35770 PS Eng Lit 1

A significant number of early modern literary prose narratives and plays are structured around a central couple (or sometimes a love triangle). While the absent presence of 'the Renaissance Beloved', especially with reference to Petrarchan antecedents, has become a cliché in literary studies, this seminar will set out to reinvestigate some of the relevant texts and fictional couples, with a view to specific early modern social, legal and cultural developments, shifting gender relations and contested social hierarchies. We will inquire into notions of male friendship, conventions of homosociality, traditional wife-taming plots, functions of cross-dressing, and the mechanisms of the marriage market, while not neglecting structural and stylistic devices such as doubling and mirroring, intertextual referencing, and the uses of rhetoric and staging techniques for performing gendered identities. The literary couple might seem the stuff of comedy, but we will also look at examples in tragedy and epic. The following texts will be covered: Philip Sidney, *Astrophil and Stella* (1582); Christopher Marlowe, *Hero and Leander* (1598); William Shakespeare, *Sonnets* (1609), *Venus and Adonis* (1592-93), *The Taming of the Shrew* (1593), *A Midsummer Night's Dream* (1595/96), *Much Ado about Nothing* (1598/99), *Romeo and Juliet* (1597), *Othello* (1603/04); Mary Wroth, *Pamphilia to Amphilanthus* (1621); John Milton, *Paradise Lost* (1667); Aphra Behn, *Oroonoko* (1688).

**Requirements:** active participation, written responses to study questions, and a term paper (c. 10-12 pages; deadline: Friday, 12 March 2021).

**Texts:** Christopher Marlowe, *Hero and Leander* (1598), in Christopher Marlowe: *The Complete Poems and Translations*, ed. Stephen Orgel, rev. ed. (London: Penguin, 2007). For the Shakespeare plays and poems, I recommend buying either the Arden series editions, or a complete works edition such as William Shakespeare: *The Complete Works*, ed. Stanley Wells and Gary Taylor (Oxford University Press). John Milton, *Paradise Lost* (1667), ed. Alastair Fowler, 2nd ed. (London: Longman, 1998); Aphra Behn, *Oroonoko, or The Royal Slave* (1688), in Aphra Behn: *Oroonoko, The Rover and Other Works*, ed. Janet Todd (London: Penguin, 1992). Some additional materials (excerpts) will be provided via GRIPS.

### D-35772 English Literature 1: 'One Soul in Bodies Twain': Early Modern Friendship Discourses Gürtner

Module: BRST-M16.3 (4.0), BRST-M22.1 (4.0), BRST-M23.1 (4.0), BRST-M23.1 (4.0), BRST-M23.2 (4.0), BRST-M23.2 (4.0), BRST-M23.2 (4.0), ENG-UF-WB (4.0), ENGYM-M23.1 (4.0), GBS-FKN-ZP (4.0), GBS-M01.4 (3.0)

Proseminar, SWS: 2, ECTS: 4, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Do	wöch.	14	16	c.t.					Gürtner	

## Anmeldung über 35770 PS Eng Lit 1

Early Modern treatises on the topic of ideal friendship stress the central importance of equality between friends, often describing the ideal friend as "another self", or as one part of a single soul split between two bodies. Through its central emphasis on likeness, Early Modern friendship rhetoric enabled a daring vision of parity and consent: Friendship was seen as a voluntary and intensely affective relationship between equals that was, at least in theory, capable of transcending familial and other societal bonds, and in some cases even social rank. However, friendships that grew too close, especially those bridging a significant difference in social standing, could easily come under suspicion of opportunism, flattery, and even homosexuality.

This seminar aims at examining the complex nature of Early Modern friendship and the tensions inherent to this ideal. We will engage with contemporary ideas about friendship and investigate their significance for the conception of both public and private selves. For the first half of this seminar, we will focus on friendship in the realm of politics, examining the complicated relationship between kingship and friendship in Christopher Marlowe's *Edward II* and Shakespeare's *Hamlet*. For the second half, we will investigate the conflict between homosocial bonds and heterosexual relationships, as portrayed in Shakespeare's *Sonnets*, *The Merchant of Venice*, and *Twelfth Night*.

**Texts:** Christopher Marlowe, *Edward II* (New Mermaids), William Shakespeare, *Hamlet* (The Arden Shakespeare), *The Merchant of Venice* (The Arden Shakespeare), *Twelfth Night* (The Arden Shakespeare). All other texts will be made available via GRIPS.

**Requirements:** active participation, reading responses, term paper (8-10 pages).

### D-35774 English Literature 2: Fallen from Grace: Images of Deviant Womanhood in Nineteenth-Century Fiction Gürtner

Module: AMST-M22.1 (4.0), AMST-M22.1 (4.0), BRST-M16.3 (4.0), BRST-M16.3 (4.0), BRST-M16.3 (4.0), BRST-M22.1 (4.0), BRST-M22.1 (4.0), BRST-M22.2 (4.0), BRST-M23.2 (4.0), BRST-M23.2 (4.0), BRST-M23.2 (4.0), BRST-M23.2 (4.0), ENG-UF-WB (4.0), ENGYM-M23.1 (4.0), ENGYM-M23.1 (4.0), ENGYM-M23.1 (4.0), GBS-FKN-ZP (4.0), GBS-M01.4 (3.0), GEN-FKN-ZP (4.0), GEN-M01.2 (5.0), GEN-M01.3 (5.0)

Proseminar, SWS: 2, ECTS: 4, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	14	16	c.t.					Gürtner	

## Anmeldung über 35773 PS Eng Lit 2

"When a woman falls from her purity there is no return for her" – this quotation from *A Woman against the World*, published in 1864 by William Gayer Starbuck, is informed by the prevalent nineteenth-century idealization of feminine purity. Any deviance from the paragon of ideal Victorian womanhood suggested that a woman's fall from grace was imminent. The ideal of the 'angel in the house' was therefore counter-balanced by a cultural fascination with her seeming opposite, the 'fallen woman'. In this seminar, we will explore how this figure had captured the imagination of eminent authors of the time, such as Charles Dickens, Elizabeth Gaskell, Wilkie Collins, Thomas Hardy, and George Egerton. We will investigate how these authors challenged cultural representations of respectable femininity by creating fallen, seduced, or emancipated female characters who clearly deviated from existing notions of Victorian propriety.

Along with these fictional representations of deviant womanhood, we will analyse why the theme became so popular in social and medical debates of the period, and how the notion of 'fallenness' was used to underpin nineteenth-century gender roles and gender stereotypes. Depictions of the 'fallen woman' in visual culture, the popular press, and philanthropic publications will therefore enable us to trace significant changes with regard to the legal system, public health, and women's emancipation. Throughout the seminar, we will examine the impact various genres and media had upon attitudes towards class, morality, and respectability and how they contributed to or challenged the presumption that once lost, these women could never find redemption.

**Please acquire and read the following texts:** Charles Dickens, *Oliver Twist* (Oxford World's Classics, 2008), Elizabeth Gaskell, *Ruth* (Penguin Classics, 1997) and Thomas Hardy, *Tess of the D'Urbervilles* (Oxford World's Classics, 2008). All other course texts and materials will be made available electronically on GRIPS.

**Course requirements:** regular participation, written responses to study questions, and a term paper (c. 8-10 pages).

**D-35775 English Literature 2: Law and Order in Victorian Britain: Investigating Class and Gender Inequalities in Nineteenth-Century Fiction** **Sporer**

Module: AMST-M22.1 (4.0), AMST-M22.1 (4.0), BRST-M16.3 (4.0), BRST-M16.3 (4.0), BRST-M16.3 (4.0), BRST-M22.1 (4.0), BRST-M22.1 (4.0), BRST-M22.2 (4.0), BRST-M23.2 (4.0), BRST-M23.2 (4.0), BRST-M23.2 (4.0), EGW-M09.1 (4.0), EGW-M09.2 (4.0), ENG-UF-WB (4.0), ENGYM-M23.1 (4.0), ENGYM-M23.1 (4.0), ENGYM-M23.1 (4.0), GBS-FKN-ZP (4.0), GBS-M01.4 (3.0), GEN-FKN-ZP (4.0), GEN-M01.2 (5.0), GEN-M01.3 (5.0), GES-MA-18.1 ( ), GES-MA-18.2a ( ), GES-MA-18.3a ( )

Proseminar, SWS: 2, ECTS: 4, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Do	wöch.	10	12	c.t.					Sporer	

[Anmeldung über 35773 PS Eng Lit 2](#)

In this seminar, we will conduct a socio-cultural analysis of a broad variety of 19th-century fictional texts concentrating on the key-terms class and gender. We will familiarize ourselves with the socio-cultural conditions of the different social classes and sexes in Victorian Britain focussing on prominent contemporary discourses such as social (im-)mobility, the patriarchal societal system and the separate spheres concept before we immerse ourselves in the analysis of 19th-century fictional works and their engagement with the afore-mentioned concepts. The corpus of fictional texts we will work with during this seminar stretches from the most famous Victorian literary medium, the novel, over short stories to stage plays and poems. Hence, this course will additionally familiarize students with the wide spectrum of literary formats and genres prominent in Victorian times. Our literary examination will be based on primary texts by authors such as Charles Dickens, Sarah Grand, Thomas Hardy and Sir Arthur Conan Doyle whose works we will position in their wider historical and cultural contexts by looking at the ways in which the authors engage with and/or challenge gender ideologies and class discourses prevalent in the Victorian era. Thus, this seminar aims at creating awareness of the fact that the depictions of class- and gender-related topics in 19th-century fiction were often a call for actual social and cultural change.

**Compulsory Reading:** Dickens, Charles. *Great Expectations*. Oxford UP, 2008 (Oxford World's Classics Edition); Hardy, Thomas. *Tess of the D'Urbervilles*. Oxford UP, 2008 (Oxford World's Classics Edition); further reading material will be available on GRIPS.

**Requirements:** regular participation in the online seminar; expert group session (includes answering a handout for the expert group session and writing a short essay (approximately 500 words) on your area of expertise); term paper at the end of the semester (8-10 pp.).

**D-35776 English Literature 2: Picturing Britain: Visuality and the Nineteenth Century** **Graef**

Module: AMST-M22.1 (4.0), AMST-M22.1 (4.0), BRST-M16.3 (4.0), BRST-M16.3 (4.0), BRST-M16.3 (4.0), BRST-M22.1 (4.0), BRST-M22.1 (4.0), BRST-M22.2 (4.0), BRST-M23.2 (4.0), BRST-M23.2 (4.0), BRST-M23.2 (4.0), ENG-UF-WB (4.0), ENGYM-M23.1 (4.0), ENGYM-M23.1 (4.0), ENGYM-M23.1 (4.0), GBS-FKN-ZP (4.0), GBS-M01.4 (3.0)

Proseminar, SWS: 2, ECTS: 4, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	12	14	c.t.					Graef	

[Anmeldung über 35773 PS Eng Lit 2](#)

In many respects, the Victorian age, with its numerous social, cultural, technological and intellectual innovations, set the tone for our

modern society. Like few others, this era has produced a cornucopia of diverse material, both physical and intangible, which lends itself well to a closer inspection in order to get in touch with the age that so lastingly shaped and impacted our understanding of society and culture as we know it today. In this seminar, we will approach the Victorian age from the perspective of visually, tracing how the discourses surrounding this field – covering areas from optics and optometry, to intellectual debates centring around visual perception and aesthetic seeing – have changed during that time. We will examine how they manifested in the new visual media that emerged during the 19th century (photography, cinematography, etc.), how they have shaped literature and the pictorial arts, how they have influenced the ways in which people perceived and assessed their immediate surroundings, and how they have impacted our cultural understanding of visually and its significance in our daily lives, culminating eventually in the much-referenced 'visual turn'. Using a variety of materials, ranging from literary texts to newspaper columns, photographs, paintings, and Victorian advertisements, we will trace how this discourse evolved over time, and how it laid the basis for our modern approach to visuality today.

**Required Reading:** Charles Dickens. *Bleak House*. Ed. Stephen Gill. Oxford: Oxford UP, 2008. (Oxford World's Classics Edition) (ISBN: 978-0199536313)// Oscar Wilde. *The Picture of Dorian Gray*. Ed. Joseph Bristow. Oxford: Oxford UP, 2008. (Oxford World's Classics Edition) (ISBN: 9780199535989)// E.M. Forster. *A Room of One's Own*. London: Penguin Books, 2011 (Penguin Essentials, Vol. 7) (ISBN: 978-0241951484).

**Requirements:** active participation in weekly seminar sessions; team-PPT-presentation; term paper (10 pp.).

**D-35778 English Literature 3: The Climate Crisis in British Fiction of the 21st Century Weig**

Module: AMST-M13.2 (4.0), AMST-M13.2 (4.0), BRST-M13.2 (4.0), BRST-M13.2 (4.0), BRST-M16.2 (4.0), BRST-M16.2 (4.0), BRST-M16.3 (4.0), BRST-M23.1 (4.0), BRST-M23.2 (4.0), BRST-M23.2 (4.0), BRST-M23.2 (4.0), ENGS-M13.2 (4.0), ENGS-M13.2a (4.0), ENGS-M22.2a (4.0), ENGS-M22.2a (4.0), ENG-UF-WB (4.0), ENGYM-M13.2 (4.0), ENGYM-M13.2 (4.0), ENGYM-M23.1 (4.0), ENHS-M13.2 (4.0), ENHS-M13.2a (4.0), ENHS-M22.2 (4.0), ENHS-M22.2a (4.0), ENLI-M13.2 (4.0), ENLI-M13.2 (4.0), ENRS-M13.2 (4.0), ENRS-M13.2 (4.0), GBS-FKN-ZP (4.0), GBS-M01.4 (3.0)

Proseminar, SWS: 2, ECTS: 4, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Do	wöch.	14	16	c.t.					Weig	

Anmeldung über 35777 PS Eng Lit 3

In 2014, the Indian writer Amitav Ghosh wondered at the comparatively small presence of climate change in literary fiction, and called the current environmental crisis a "crisis of culture and the imagination." Naomi Klein, an American economist and author, believes climate change is "hard to keep in your head for long" and casts it as a problem of narrative, as does Greta Thunberg in her recently published travel diary. In this seminar we will keep in mind these observations and ask if or in how far we can find them reflected in recent climate fiction. We will read work by Sarah Moss, David Mitchell, Vandana Singh, and John Lanchester, and examine how it tackles environmental catastrophe as a reality of the past, present, and future alike. This will be supplemented by short texts including poetry and excerpts from non-fiction, by authors like Dipesh Chakrabarty, Kathleen Jamie, and Jeanette Winterson. Our corpus will allow us to consider not only the relationship between literature and the environment, but also the intersectional dimension to climate change, taking into account the categories of gender, race, class, age, and species.

**Requirements:** Online assignments and a term paper.

**Please acquire the following texts:** Sarah Moss, *Cold Earth* (Granta 2010), David Mitchell, *The Bone Clocks* (Sceptre 2014), John Lanchester, *The Wall* (Faber & Faber 2019)

**D-35779 English Literature 3: Experimental Writing by British Women in the 20th & 21st Centuries Waller**

Module: AMST-M13.2 (4.0), AMST-M13.2 (4.0), BRST-M13.2 (4.0), BRST-M13.2 (4.0), BRST-M16.2 (4.0), BRST-M16.2 (4.0), BRST-M16.3 (4.0), BRST-M23.1 (4.0), BRST-M23.2 (4.0), BRST-M23.2 (4.0), BRST-M23.2 (4.0), ENGS-M13.2 (4.0), ENGS-M13.2a (4.0), ENGS-M22.2a (4.0), ENGS-M22.2a (4.0), ENG-UF-WB (4.0), ENGYM-M13.2 (4.0), ENGYM-M13.2 (4.0), ENGYM-M23.1 (4.0), ENHS-M13.2 (4.0), ENHS-M13.2a (4.0), ENHS-M22.2 (4.0), ENHS-M22.2a (4.0), ENLI-M13.2 (4.0), ENLI-M13.2 (4.0), ENRS-M13.2 (4.0), ENRS-M13.2 (4.0), GBS-FKN-ZP (4.0), GBS-M01.4 (3.0), GEN-FKN-ZP (4.0), GEN-M01.2 (5.0), GEN-M01.3 (5.0)

Proseminar, SWS: 2, ECTS: 4, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	16	18	c.t.					Waller	

Anmeldung über 35777 PS Eng Lit 3

"In future, granted time and books and a little space in the house for herself, literature will become for women, as for men, an art to be studied. Women's gift will be trained and strengthened. The novel will[...] become, more than at present, a work of art like any other, and its resources and its limitations will be explored."

This quote from "Women and Fiction" was read by Woolf herself to female university students at Cambridge in 1928 – the year that women got equal voting rights to men in the UK. Since that time, the freedom and opportunity for women to write has grown to levels never before experienced.

This course will look at how some female Britons have taken literature and moved it into previously unrealized forms. Starting with

Woolf's work from that period and then focussing on late 20th/early 21st Century writing, we shall look at what was written, how and what the given authors were trying to say to us that they felt we had not encountered before. How are they looking to change our understanding of the given areas?

We shall cover the works' relations to and influences upon Modernism, Postmodernism, Postcolonialism and Feminism, whilst keeping in mind social developments and approaches to the expression of identity shown by these writers.

The aim of the course is to understand why and how these women have played such a prominent role in the development of UK literary art (and beyond) over the last 80-90 years.

**Assessment:** one presentation, regular willing and enthusiastic participation, and an essay of 4000-4500 words.

**Texts list:**

Virginia Woolf, *Orlando* (1928). Oxford University Press, 2000.

Carter, Angela. *The Bloody Chamber and Other Stories* (1979). London: Vintage, 1995.

Winterson, Jeanette. *Sexing the Cherry* (1987). London: Vintage, 1990. **OR** Winterson, Jeanette. *Oranges Are Not the Only Fruit*. (1985) London: Vintage, 2001.

(Recommended purchase: Jeanette Winterson. *Oranges Are Not the Only Fruit: The Script*. London: Pandora, 1990).

Kane, Sarah. *Blasted* (1995). In: *Modern Drama: Plays of the 80s and 90s*.

Caryl Churchill – "Top Girls", Terry Johnson – "Hysteria", Sarah Kane – "Blasted", Mark Ravenhill – "Shopping and Fucking" and Martin McDonagh – "The Beauty Queen of Leenane". Introduced by Graham Whybrow. London: Methuen, 2001. 207-270. – To be provided on GRIPS.

Smith, Ali. *The Accidental*. London: Penguin, 2006.

Lewis, Gwyneth – A selection of poems will be provided on GRIPS

**D-35780 English Literature 3: Modernist (Auto-)Ethnographies: Region, Nation, Empire N.N.**

Module: AMST-M13.2 (4.0), AMST-M13.2 (4.0), BRST-M13.2 (4.0), BRST-M13.2 (4.0), BRST-M16.2 (4.0), BRST-M16.2 (4.0), BRST-M16.3 (4.0), BRST-M23.1 (4.0), BRST-M23.2 (4.0), BRST-M23.2 (4.0), BRST-M23.2 (4.0), ENGS-M13.2 (4.0), ENGS-M13.2a (4.0), ENGS-M22.2a (4.0), ENGS-M22.2a (4.0), ENG-UF-WB (4.0), ENGYM-M13.2 (4.0), ENGYM-M13.2 (4.0), ENGYM-M23.1 (4.0), ENHS-M13.2 (4.0), ENHS-M13.2a (4.0), ENHS-M22.2 (4.0), ENHS-M22.2a (4.0), ENLI-M13.2 (4.0), ENLI-M13.2 (4.0), ENRS-M13.2 (4.0), GBS-FKN-ZP (4.0), GBS-M01.4 (3.0), GEN-FKN-ZP (4.0), GEN-M01.2 (5.0), GEN-M01.3 (5.0)

Proseminar, SWS: 2, ECTS: 4, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	12	14	c.t.					N.N.	

**Anmeldung über 35777 PS Eng Lit 3**

This seminar considers the emergence and development of British modernism during its core period from about 1890 to 1940. The course highlights modernist literature's new interest in the traditions and customs of England (and Britain) and of the world at large. We will pay special attention to links between the 'metropolitan' centre (Britain) and the colonial 'periphery' and, more generally, to modernist experiences of historical, cultural and social rupture. We will read the following works in their entirety: Joseph Conrad's short novel *Heart of Darkness* (1899/1902), George Orwell's *Burmese Days* (1934), and Mulk Raj Anand's *Untouchable* (1935). We will also discuss some modernist poetry and interwar cinema. Poems and further reading materials will be made available in weekly readers.

**Requirements:** term paper, reading responses.

**Set texts:** You have to buy the Penguin Classics editions of Orwell's novel *Burmese Days* and Anand's *Untouchable*. You will also need to buy the Oxford World's Classics edition of Conrad's *Heart of Darkness and Other Tales* (ed. Cedric Watts). **Do not buy any other editions!** Poetry, journalism, and other short fiction will be made available on GRIPS.

**Cultural Studies Advanced Seminars**

**D-35787 Nineteenth-Century Visuals McIntosh-Schneider**

Module: BLK-M3.1 (9.0), BLK-M32.3 (8.0), BRST-M32.2 (5.0), BRST-M32.2 (5.0), ENG-DF-ZP (5.0), ENG-UF-WB (5.0), ENGYM-M32B.2 (5.0), ENGYM-M32B.2 (5.0), GBS-FKN-ZP (5.0), GBS-M01.4 (3.0)

Seminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	12	14	c.t.					McIntosh-Schneider	

In this course we will be looking at different types of visuals and their connections to cultural shifts in the nineteenth century. The types of material we shall be considering include paintings, engravings, satirical prints, illustrated periodicals/newspapers, cards, photography and early moving pictures. We will also be looking at how advances allowed more and more people to access visual materials.

**Course requirements:** active participation in class discussion, oral presentation, and a 10-page research paper.

**D-35788 Pre-1960s British Film and Film Industry****McIntosh-Schneider**

Module: BLK-M3.1 (9.0), BLK-M32.3 (8.0), BRST-M32.2 (5.0), BRST-M32.2 (5.0), ENG-DF-ZP (5.0), ENG-UF-WB (5.0), ENGYM-M32B.2 (5.0), ENGYM-M32B.2 (5.0), GBS-FKN-ZP (5.0), GBS-M01.4 (3.0)

Seminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Do	wöch.	16	18	c.t.					McIntosh-Schneider	

In this course we will be studying a selection of British films. We will take a closer look at directors and others who were 'behind the scenes'; look at the technological advances that led to the sound and colour films as we know them today; re-discover the actors of British film; and, discuss the cultural issues that the films 'reproduce'.

**Course requirements:** active participation in class discussion, oral presentation, and a 10-page research paper.

**D-35789 Challenging Britishness: Post-World War II Comedies in the UK****Waller**

Module: BLK-M3.1 (9.0), BLK-M32.3 (8.0), BRST-M32.2 (5.0), BRST-M32.2 (5.0), ENG-DF-ZP (5.0), ENG-UF-WB (5.0), ENGYM-M32B.2 (5.0), ENGYM-M32B.2 (5.0), GBS-FKN-ZP (5.0), GBS-M01.4 (3.0)

Seminar, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	16	18	c.t.					Waller	

Having lived in Bavaria for well over a decade, I have now come to be convinced that the Bavarian translation of "I don't find that funny," is "Ah. Der britischer Humor". The question I ask myself is, though, is there more to this comment than just a (probably justifiable) dismissal of a seemingly redundant comment by me?

After the Second World War had ended, there was a great sense among especially the youth of Britain that the establishment had failed them and a new understanding of their identity was needed. The journalist Andrew Marr rightly noted later that it was felt by many that what had prevented the majority of Britons from embracing National Socialism was their sense of humour. For many this was also the area in which they could break free from the old ideas and start to encounter a necessarily new sense of self.

In this course we shall use lines of cultural theory and an awareness of the events of the given periods to try and understand the fundamental role comedy has played in Britons' attempts to define themselves and to break free from fixed establishment representations of their identity; and to help us see how we can use this genre to trace the changing face of Britishness over the last 80 years.

Each week we shall look at a hugely popular comedy show or shows from a given time and will then look to analyse why and how each connected so strongly with the British public; in addition, we shall also ask ourselves if and how each influenced its viewers' sense of who they were. In very few other lands can so strong a connection with comedy be felt as encompassing a core part of the national psyche and therefore it is hoped that the course will leave the students not only "getting the joke", but also "getting" many types of Britishness and the changes in this country's self-appreciation over the last 80 years better as a result.

**Course requirements:** active participation, a willingness to tolerate (even occasionally share) the British sense of humour, oral presentation, term paper.

**Recommended reading** (a few other essays and excerpts will be placed on GRIPS and/or recommended directly within class):

Fox, Kate. *Watching the English*. London: Hodder, 2004.

Friedman, S. (2011). "The cultural currency of a 'good' sense of humour: British comedy and new forms of distinction". *British Journal of Sociology*, 62(2), pp. 347-370. (Will be put on GRIPS)

Lockyer, Sharon and Michael Pickering. *Beyond a Joke: The Limits of Humour*. London: Palgrave, 2009.

Medhurst, A. *A National Joke: Popular Comedy and English Cultural Identities*. London: Routledge, 2007.

Wagg, Stephen. "'At Ease, Corporal': Social class and situation comedy in British television, from the 1950s to the 1990s". *Because I Tell a Joke or Two: Comedy, Politics and Social Difference*. Ed. Stephen Wagg. London and New York: Routledge, 1998. 1-31. (Will be put on GRIPS)

## Review Courses

### D-35790 Review English Literature

Decker

Module: ENG-UF-WB (1.0), ENRS-M22.2 (1.0), ENRS-M22.2 (1.0), IAA-BA-WB-fachintern (1.0)

Seminar, SWS: 1, ECTS: 1, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	10	11	c.t.					Decker	

This course is obligatory for "Lehramt Realschule" (neue PO) and hence it is geared towards this clientele: we will focus on British literature from the nineteenth century (starting with the 'Romantics') to the twenty-first century, and we will look at examples from all major genres (drama, poetry, narrative prose).

Due to the ongoing pandemic situation, this course will be offered in digital form (Zoom) until further notice.

**Course requirements:** if possible, given the COVID situation, a written final exam.

## Hauptseminare (Advanced Seminars)

### D-35792 The Victorian Invisible

Zwierlein

Module: BLK-M32.2 (10.0), BLK-M33.2 (10.0), BLK-M33.3 (10.0), BLK-M4a.2 (11.0), BLK-M5a.2 (11.0), BRST-M32.3 (7.0), BRST-M32.3 (7.0), ENGYM-M32B.3 (7.0), ENGYM-M32B.3 (7.0), GEN-FKN-ZP (7.0), GEN-M01.2 (5.0), GEN-M01.3 (5.0)

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	10:30	12	s.t.					Zwierlein	

Taking its cue from the ubiquity of visual media in today's Western cultures, this seminar investigates Victorian literary texts alongside media innovations which instigated new ways of perceiving and knowing, but also provoked a new crisis of seeing. From the mid-nineteenth century onwards, literary texts reflected multiple strategies of making visible the invisible. Representational techniques of realist and naturalist novels negotiated new scientific technologies such as the microscope, stethoscope, and x-rays, which enabled physicians optically and/or acoustically to penetrate the body's interior, reinforcing the diagnostic importance of processes below the threshold of sight. Late-Victorian chronophotography, spirit photography and automatic writing were in dialogue with techniques of representing – or producing – the invisible in Victorian horror, detective, and sensation novels. Situating the Victorian obsession with tales of death, resuscitation, and revenants from the 'other side' in its literary-historical context, we will also consider fin-de-siècle spiritualism, Victorian physio-psychology, and Freud's concept of the "uncanny". The seminar will close by briefly investigating further dimensions of inaccessibility and their literary mediations: the invisibility and inaudibility of (past) oral speech, the paradoxical late-Victorian 'cult of presence', and transformations of the voice via phonography, telegraphy, phonograph and telephone.

We will look at excerpts (provided via GRIPS) from poems by Edgar Allan Poe, Alfred Lord Tennyson, Emily Brontë, Christina Rossetti, Matthew Arnold, Elizabeth Barrett Browning, Thomas Hardy, Rudyard Kipling; Charles Dickens, A Christmas Carol (1843); Emily Brontë, Wuthering Heights (1847); Charlotte Brontë, Jane Eyre (1847); Charles Dickens, Bleak House (1852-53); Wilkie Collins, The Woman in White (1860); Thomas Carlyle, "On History" (1830); George Eliot, Middlemarch (1871-72); Anthony Trollope, "The Telegraph Girl" (1877); Arthur Conan Doyle, "The Voice of Science" (1891); Henry James, "In the Cage" (1898).

**We will read the following full texts – please get a copy:** Edgar Allan Poe, "The Tell-Tale Heart" (1843), "The Purloined Letter" (1845), in: Edgar Allan Poe: Tales of Mystery and Imagination, ed. Graham Clarke (London: Everyman, 1993); George Eliot, The Lifted Veil (1859), ed. Sally Shuttleworth (London: Penguin, 2001); Robert Louis Stevenson, Dr Jekyll and Mr Hyde (1886), ed. Robert Mighall (London: Penguin, 2002); Bram Stoker, Dracula (1897), ed. Maurice Hindle (London: Penguin, 2003); H.G. Wells, The Invisible Man (1897), ed. Patrick Parrinder (London: Penguin, 2005).

**For preparation I recommend:** Kate Flint, The Victorians and the Visual Imagination. Cambridge: Cambridge University Press, 2000; Jonathan Crary. Techniques of the Observer: On Vision and Modernity in the Nineteenth Century. Boston: MIT Press, 1992; John M. Picker, Victorian Soundscapes. Oxford: Oxford University Press, 2003; Susanne Scholz und Julika Griem, Hrsg. Medialisierungen des Unsichtbaren um 1900. München: Wilhelm Fink, 2010.

**Requirements:** active participation, written responses to study questions, and a term paper (c. 15-20 pages; deadline: Friday, 12 March 2021).

### D-35793 Writing South Africa: From 'Struggle Literature' to the 'New' South Africa

Petzold

Module: BLK-M33.2 (10.0), BLK-M33.3 (10.0), BLK-M4d.2 (11.0), BLK-M5d.2 (11.0), BRST-M32.3 (7.0), BRST-M32.3 (7.0), ENGYM-M32B.3 (7.0), ENGYM-M32B.3 (7.0)

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	10	12	c.t.					Petzold	

In the 1990s, South Africa went through a profound change. Nelson Mandela was released from prison, the system of 'apartheid' ('separateness') that had dominated its society was legally dismantled, and in 1994 South Africa held its first general election open



to all its citizens, regardless of skin colour. The transition was comparatively peaceful, but hopes for a 'Rainbow Nation', a term coined by Archbishop Desmond Tutu, proved elusive. Today, despite many changes, South Africa is still a troubled and deeply divided society.

In this seminar, we will look at a selection of text from 'before' and 'after' the transition of the 1990s. We will read three novels that were written during the years of apartheid (mid-70s to mid-80s). They provide a fictional version of a society governed by a legal framework that was openly racist in the sense that it determined a person's rights and opportunities based on racial classification. In the second half of the term, we will shift focus to three texts written in the 21st century, when the legal framework had changed and the first 'free-born generation' was reaching adolescence. In all cases, we will examine how writers engage with their society, how they shape political engagement. Yes, this will be a seminar with a fair amount of reading, but most of the novels are rather short.

A note to those who are studying to become a high-school teacher (gymnasiales Lehramt): the "Lehrplan" explicitly refers to English-speaking countries other than the UK & USA, and this seminar offers you the chance to familiarize yourself with one such country.

At the time of writing this, I have to assume that the seminar will not be held in the classroom, but as a digital/virtual seminar. This will mainly be through zoom meetings during our regular course times. The seminar may return to the classroom if this becomes possible.

**Requirements:** regular attendance, participation in an 'expert group' on one of the novels

**Required texts** (any edition; many are available second hand): André Brink, *Looking on Darkness*; Siphos Sepamla, *A Ride on the Whirlwind* (there will be an electronic version on GRIPS); Richard Rive, *Buckingham Palace, District Six*; Phaswane Mpe, *Wellcome to Our Hillbrow*; Kopano Matlwa, *Coconut*; Nadine Gordimer, *No Time Like the Present*.

**D-35794 Crisis and Collectivity: British Literature, Politics, and the Commons** **N.N.**

Module: BLK-M32.2 (10.0), BLK-M33.2 (10.0), BLK-M33.3 (10.0), BLK-M4c.2 (11.0), BLK-M5c.2 (11.0), BRST-M32.3 (7.0), BRST-M32.3 (7.0), ENGYM-M32B.3 (7.0), ENGYM-M32B.3 (7.0)

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	10	12	c.t.					N.N.	

Literature is sometimes (unfairly!) considered an elitist artform. But how does this 'elite' form manage to speak to, for, and about the people at large? We will explore this question by asking how literature has served political purposes by speaking for (local, national, global) collectives. Among other issues, we will explore the tension between the writer's literary/creative authority and the demands imposed on literary production by the vision of a genuinely popular writing; we will ask how literary texts are (re)imagined as the medium of collective experience; and we will also investigate if there is a difference between literature that is popular and literature that is populist. We will take a transhistorical approach that ranges from William Langland's fourteenth-century text *Piers Plowman* (in an abbreviated and modernized version) and the literature of the English Commonwealth and Restoration (c.1650-70), to the Victorians, modernist authors, as well as some contemporary writers.

**Requirements:** term paper, reading responses.

**Set texts:** You will have to buy the Oxford World's Classics edition of Shakespeare's *Coriolanus* (ed. R. B. Parker) and the Vintage Classics edition of Salman Rushdie's *Midnight's Children*. **Do not buy any other editions!** Additional primary texts and excerpts from theoretical/critical texts will be provided in weekly readers.

**D-35795 Literature and Religious Toleration in the English Enlightenment** **Alvarez**

Module: BLK-M32.2 (10.0), BLK-M33.2 (10.0), BLK-M33.3 (10.0), BLK-M4c.2 (11.0), BLK-M5c.2 (11.0), BRST-M32.3 (7.0), BRST-M32.3 (7.0), ENGYM-M32B.3 (7.0), ENGYM-M32B.3 (7.0)

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	14	16	c.t.					Alvarez	

This seminar thinks about early Enlightenment efforts to contain religious violence. Students will learn about the main ways of justifying religious toleration in the North Atlantic world through readings in literature and philosophy from both contemporary and eighteenth-century writers. In the spirit of Enlightenment criticism, however, we will also analyze these "usual stories" by 1) focusing on how our texts imagine and think about religious toleration globally and by 2) considering them in the light of revisionist scholarship on secularism. Through rhetorically alert close readings of our texts, we will explore the background understandings—especially the transformations of the concept of "religion"—that stand behind and enable Enlightenment arguments for religious toleration. Analyzing how these arguments are informed by representations of the world outside of Europe will, among other things, help us consider how the Enlightenment could promote both religious liberty and imperialism. This seminar examines secular religious toleration as a global Enlightenment project by introducing students to major eighteenth-century writers and genres. Thinkers include Joseph Addison, Talal Asad, Mary Astell, Daniel Defoe, John Dryden, Jürgen Habermas, John Locke, Lady Mary Wortley Montagu, Alexander Pope, The Third Earl of Shaftesbury, Charles Taylor, and others.

**Requirements:** term paper, active participation, reading responses

**Texts:** Please buy only the following editions: John Locke, *A Letter Concerning Toleration and other Writings (Liberty Fund)*; Alexander Pope, *The Poems of Alexander Pope: A reduced version of the Twickenham Text (Yale UP)*; Lady Mary Wortley Montagu, *The Turkish Embassy Letters (Broadview)*. All other texts will be made available electronically.

## Übung (Reading Class)

D-35796 Reading Class: Literature and the Experience of Modernity

N.N.

Seminar, SWS: 1

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	16	17	c.t.					N.N.	

This reading class accompanies the lecture course "Literature and the Experience of Modernity". The class is voluntary. We will use it to discuss short excerpts from texts relating to each week's lecture and explore further some of the issues addressed in the lecture.

## Kurse in der Eingangsphase der MA-Programme (courses for first semester M.A. students)

D-35797 Reading and Discussion (MA British Studies)

Petzold

Module: BLK-M1.1 (6.0), BLK-M31.1 (6.0), EUST-M03.2 (4.0)

Seminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	14	16	c.t.					Petzold	

No registration required for first-semester M.A. students. Please join the course on GRIPS!

In this seminar, reserved for students in the MA British Studies and the MA European Studies, we will read and discuss a selection of key texts from literary and/or cultural studies. In the first part of the seminar, our focus will be on how language and culture (in a wide sense) create and maintain power structures. In the second part we will be concerned with specific aspects (i.e., gender, race) that shape identity politics, and with the construction of individual and group identities and the function of collective memory.

At the time of writing this, I have to assume that the seminar will not be held in the classroom, but as a digital/virtual seminar. This will mainly be based on a flipped-classroom approach, i.e., I will provide explanatory material on the texts we read so that class discussion (via zoom) can focus on further questions and applications. The seminar may return to the classroom if this becomes possible.

**Requirements for MA European Studies:** participation in a group project

**Requirements for MA British Studies:** final essay

**Required texts:** All texts will be made available via GRIPS

D-35799 Academic Writing MA (British Studies)

Decker

Module: BLK-M1.2 (4.0), BLK-M31.2 (4.0)

Seminar, SWS: 2, ECTS: 4, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Do	wöch.	12	14	c.t.					Decker	

This course is designed to refresh and deepen MA students' knowledge and skills in conducting and organizing advanced academic research. Topics to be covered: source identification and evaluation; forms of advanced academic writing; stages of advanced academic writing from drafting to revision; questions of advanced academic writing from corpus selection to approach to bibliography; scholarly formats of oral discourse. By the end of this course, students should be able to approach a topic in an analytical way adequate to graduate studies, select appropriate information, discuss contrary views, and master text cohesion and academic style in their own writing.

Due to the ongoing pandemic situation, this course will be offered in digital form (Zoom) until further notice.

**Course requirements:** regular attendance, a presentation, writing assignments (portfolio and research proposal)

# Amerikanistik (American Studies)

## Lectures

### D-35800 Introduction to American Studies Wiegink

Module: AMST-M14.2 (1.0), BRST-M14.2 (1.0), ENG-DF-ZP (1.0), ENG-UF-WB (1.0), ENGYM-M14.2 (1.0), ENHS-M16.1b (1.0), ENLI-M14.2 (1.0), ENRS-M14.2 (1.0), NAS-M01.1 (1.0), WB-IAA (1.0)

Vorlesung, SWS: 1, ECTS: 1

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	13	14	c.t.					Wiegink	Auch für Nordamerikastudien (FKN)

The lecture course surveys the academic discipline of American Studies and provides an overview of materials, resources, issues, areas of study, and theories in the interdisciplinary field of American Studies. Individual sessions will give introductory accounts of North American geography, demographic developments and U.S. immigration history, major issues and coordinates of North American and U.S. history, the political system of the U.S., American ideologies and identity constructions, the religious landscape of the U.S., multilingualism and language politics in North America.

**Credit requirement:** Final exam: Tuesday, Feb. 9, 2021. All course materials will be available on GRIPS.

**Course texts:** Hebel, Udo. *Einführung in die Amerikanistik/American Studies*. Stuttgart: Metzler, 2008. Print. Bronner, Simon J., ed. *Encyclopedia of American Studies*. Johns Hopkins UP, 2014. Web.

### D-35801 American Literary History Bauridl

Module: AMST-M13.3 (4.0), AMST-M16.2 (4.0), BRST-M13.3 (4.0), ENG-DF-ZP (4.0), ENGS-M13.2b (4.0), ENGS-M22.2b (4.0), ENG-UF-WB (4.0), ENGYM-M13.3 (4.0), ENHS-M13.2b (4.0), ENHS-M22.2b (4.0), ENLI-M13.3 (4.0), ENRS-M13.3 (4.0), IAA-BA-WB-fachintern (4.0)

Vorlesung, SWS: 2, ECTS: 4

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	10	12	c.t.					Bauridl	

The lecture course surveys the history of American literature: from pre-contact oral traditions via European explorations, colonialism, Indian-white relations, slavery and abolitionism, the American Revolution, the Early Republic and cultural nationalism, the so-called American Renaissance, women's movements, Realism and Naturalism, Modernism / the Lost Generation / the Harlem Renaissance, the postmodern era / Beat Generation / suburbia / cultural pluralism / Civil Rights to 9/11 to the present. Embedding literary history in larger dynamics of cultural and political developments, the lecture course discusses verbal texts alongside further forms of cultural expression such as images, performances, or spaces. It offers a historicized perspective on the canonization of previously marginalized artists such as women and so-called 'ethnic' writers; considers past and present politically, socially, culturally, literary reformatory impulses; and takes into account recent developments in literary and cultural theory in general and in American Studies in particular.

**Credit requirement:** Final exam: Wednesday, Feb. 10, 2021. All course materials will be available on GRIPS.

**Course text:** Baym, Nina, et al., eds. *The Norton Anthology of American Literature*. 8th ed. 5 vols. New York: Norton, 2012. Print. This lecture course is also recommended as a review for Staatsexamen candidates.

### D-35804 From Seneca Falls to #MeToo: Cultural Theories and Practices of American Feminism(s) Wiegink

Module: AMST-M23.3 (4.0), AMST-M23.3 (4.0), AMST-M23.3 (4.0), AMST-M32.1 (4.0), AMST-M32.1 (4.0), EAS-M31.4 (8.0), EAS-M33.1 (8.0), EAS-M33.2 (8.0), EAS-M33.3 (8.0), EAS-M34.1 (8.0), EAS-M34.2 (8.0), EAS-M34.3 (8.0), EAS-M7.2 (7.0), EAS-M8.1 (7.0), EAS-M8.2 (7.0), EGW-M09.1 (4.0), EGW-M09.2 (4.0), ENG-DF-ZP (4.0), ENG-UF-WB (4.0), ENGYM-M32A.1 (4.0), ENGYM-M32A.1 (4.0), GES-MA-18.1 ( ), GES-MA-18.2a ( ), GES-MA-18.3a ( ), NAS-FKN-ZP (4.0), NAS-M01.3 (4.0), WB-IAA (4.0)

Vorlesung, SWS: 2

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	14	16	c.t.					Wiegink	Auch für Nordamerikastudien (FKN)

Feminists are ugly, angry women who do not shave their legs, hate men and who burn their bras in public, or are they? Not at all! This lecture will introduce students to feminist politics, theories, and cultures. It will trace the emergence and formation of the so-called "three waves" of American feminist thought and politics ranging from the first women's rights convention at Seneca Falls in 1848 and the early twentieth-century women's suffrage movement, the foundation of NOW in the 1960s and the writings Betty Friedan, Kate Millet, and Shulamith Firestone, to contemporary feminist theory by bell hooks, Judith Butler, Kimberly Crenshaw, Patricia Hill Collins, Gloria Anzaldúa, Sara Ahmed, and many others. The lecture will look at feminist thought and politics, taking into account aspects like the intersection of race, class, and gender, as well as queer studies and recent political movements such as V-day, Code Pink or #metoo. Furthermore, the lecture will discuss a broad range of feminist cultural expressions ranging from abolitionist-feminist gift books, feminist utopias and dystopias, poetry and theater, to fanzines, punk music, LGBTQ ballroom culture, and activist performances.

**Credit requirement:** Final exam: Wednesday, Feb. 10, 2021. All course materials will be available on GRIPS.

**Credit requirements for electives EAS-M7.2, EAS-M8.1 and EAS-M8.2:** Final exam: Wednesday, Feb. 10, 2021, All course materials will be available on GRIPS. For Modulprüfung please also check the Modulbeschreibung: [https://www.uni-regensburg.de/studium/modulbeschreibungen/medien/master/eas\\_master\\_ws1819.pdf](https://www.uni-regensburg.de/studium/modulbeschreibungen/medien/master/eas_master_ws1819.pdf). All course materials will be available on GRIPS.

## American Cultural History

**D-35810 American Cultural History** **Uppendahl**

Module: AMST-M14.4 (4.0), BRST-M14.4 (4.0), ENGS-M14.2 (4.0), ENGYM-M14.4 (4.0), ENHS-M14.2 (4.0), ENHS-M16.2b (4.0), ENLI-M14.4 (4.0), ENRS-M14.4 (4.0), NAS-M01.2 (4.0)

Seminar, SWS: 2, ECTS: 4, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	14	17	c.t.			Gruppe 1		Uppendahl	Auch für Nordamerikastudien (FKN)
Mi	wöch.	14	17	c.t.			Gruppe 2		Uppendahl	
Do	wöch.	14	17	c.t.			Gruppe 3		Uppendahl	Auch für Nordamerikastudien (FKN)

Drawing on a broad range of textual, visual, and audiovisual materials, the course will give an in-depth overview over the cultural, social, and political history of the U.S. from the earliest European encounters with the 'New World' to contemporary interpretations of what 'America' might mean for different groups inside and outside of the U.S. We will cover a broad range of cultural and historical issues including ideological interpretations of American landscapes and spaces, attitudes toward demographic developments and immigration, controversies about the U.S.-American political-economic system and foreign policy, the plurality of the American religious landscape, and multilingualism and the diversity of cultural traditions in North America to familiarize students with materials, areas of study, and theoretical approaches in the interdisciplinary field of American Studies and their significance for the study of American cultural history.

**Credit requirement:** final exam on Tuesday, Feb. 16, 2021 for participants of all sections of this class.

**Course materials:** Weekly readings; Hebel, Udo. *Einführung in die Amerikanistik/American Studies*. Stuttgart: Metzler, 2008. Print.

**Recommended history textbooks:** Depkat, Volker. *Geschichte Nordamerikas: Eine Einführung*. Köln: Böhlau, 2008. Print. ---. *Geschichte der USA*. Stuttgart: Kohlhammer, 2016. Print. Boyer, Paul S., et al. *The Enduring Vision: A History of the American People*. 8th ed. Boston: Wadsworth, 2014. Print.

## Introduction to English and American Literary Studies

**D-35756 Introduction to English and American Literary Studies** **Tu, Wiegink**

Module: AMST-M13.1 (4.0), AMST-M13.1 (4.0), AMST-M13.1 (4.0), AMST-M16.1 (4.0), AMST-M16.1 (4.0), AMST-M16.1 (4.0), ENG-DF-ZP (4.0), ENGS-M13.1 (4.0), ENGS-M13.1 (4.0), ENGS-M13.1 (4.0), ENGYM-M13.1 (4.0), ENGYM-M13.1 (4.0), ENGYM-M13.1 (4.0), ENHS-M13.1 (4.0), ENHS-M13.1 (4.0), ENHS-M13.1 (4.0), ENLI-M13.1 (4.0), ENLI-M13.1 (4.0), ENLI-M13.1 (4.0), ENRS-M13.1 (4.0), ENRS-M13.1 (4.0), ENRS-M13.1 (4.0)

Seminar, SWS: 3, ECTS: 4, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	14	15	c.t.			Gruppe 1		Tu	
Do	wöch.	10	12	c.t.			Gruppe 1		Wiegink	
Mo	wöch.	15	16	c.t.			Gruppe 2		Tu	
Do	wöch.	10	12	c.t.			Gruppe 2		Wiegink	
Di	wöch.	12	13	c.t.			Gruppe 3		Tu	
Do	wöch.	10	12	c.t.			Gruppe 3		Wiegink	

**Nicht geeignet für B.A. Anglistik!**

This course meets twice a week: once on Thursday (lecture) and once on Monday or Tuesday (seminar), depending on the group in which you are enrolled (max. 20 participants per group). The course provides fundamental knowledge and skills necessary for the study of American literature. It introduces critical concepts such as 'literature,' 'culture,' and 'text'; influential theoretical approaches and critical methods; problems of literary history, canonization, and periodization. The course covers a variety of literary texts, including representative examples of all major literary forms, and guides students in applying technical terms and concepts to the analysis of these texts. It also addresses strategies of research and writing. In the Lehramt programs, the course qualifies students for seminars in both British and American literature. Further course materials, mandatory readings and course requirements will be announced in the first session.

**Credit requirement:** Final exam: Thursday, Feb. 11, 2021. All course materials will be available on GRIPS.

**Required readings:** Peter Barry, *Beginning Theory: An Introduction to Literary and Cultural Theory* (Manchester UP); Michael Meyer, *English and American Literature* (Francke). Further readings and materials will be available on GRIPS.

**IMPORTANT:** Students of the BA Amerikanistik must register for Introduction courses listed here under American Studies. Students of the BA Anglistik must register for the lecture run by Dr. Decker. Students taking a Lehramt-degree or a BA in English Linguistics can register for either of these two lecture courses.

## Undergraduate Seminars in American Studies (Proseminare)

**D-35820 American Literature I: From the Beginnings through the 19th Century** **Gotteswinter**

Module: AMST-M16.3 (4.0), AMST-M16.3 (4.0), AMST-M16.3 (4.0), AMST-M22.1 (4.0), AMST-M22.2 (4.0), AMST-M22.2 (4.0), BRST-M22.2 (4.0), BRST-M22.2 (4.0), ENG-UF-WB (4.0), ENGYM-M23.2 (4.0), ENGYM-M23.2 (4.0), ENGYM-M23.2 (4.0)

Proseminar, SWS: 2, ECTS: 4, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	12	14	c.t.					Gotteswinter	

The course examines selected examples of American literature from pre-Columbian Native American documents through nineteenth-century literary writing. Taught in seminar format and based on reading, discussion, and active participation, the course places literary texts in their historical and cultural contexts. Readings include early exploration narratives and selected texts from colonial America, samples of nineteenth-century short fiction, Nathaniel Hawthorne's *The Scarlet Letter*, and selected poems by prominent authors, such as Walt Whitman and Emily Dickinson. Students are expected to read and actively prepare the assigned texts.

**Course requirement:** oral presentation, incl. presentation handout and/or PowerPoint presentation.

**Credit requirement:** an 8 to 10-page (3,500 to 4,500-word) research paper in English.

**Required text:** Baym, Nina et al., eds. *The Norton Anthology of American Literature*. 8th ed. Vols. A, B, and C. New York: Norton, 2012. Print. Additional required texts will be announced in the first course session.

**D-35825 American Literature II: The 20th and 21st Centuries** **Heger**

Module: AMST-M13.3 (4.0), AMST-M13.3 (4.0), AMST-M16.2 (4.0), AMST-M16.2 (4.0), AMST-M16.3 (4.0), AMST-M22.2 (4.0), BRST-M13.3 (4.0), BRST-M13.3 (4.0), ENGS-M13.2 (4.0), ENGS-M13.2b (4.0), ENGS-M22.2b (4.0), ENGS-M22.2b (4.0), ENG-UF-WB (4.0), ENGYM-M13.3 (4.0), ENGYM-M13.3 (4.0), ENGYM-M23.2 (4.0), ENHS-M13.2 (4.0), ENHS-M13.2b (4.0), ENHS-M22.2 (4.0), ENHS-M22.2b (4.0), ENLI-M13.3 (4.0), ENLI-M13.3 (4.0), ENRS-M13.3 (4.0), ENRS-M13.3 (4.0)

Proseminar, SWS: 2, ECTS: 4, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	10	12	c.t.					Heger	

The course explores representative 20th- and 21st-century American fiction, poems, and plays. Taught in seminar format and based on reading, discussion, and active participation, it studies literary texts in their respective historical and cultural contexts as well as from the perspective of current scholarly debates in the field. Exploring movements and concepts such as realism, modernism, postmodernism, and cultural pluralism and reformatory impulses, the course deepens students' knowledge and research skills with regard to American literary history, cultural and literary concepts. Students are expected to read and actively prepare the assigned texts.

**Course requirement:** oral presentation, incl. presentation handout and/or PowerPoint presentation.

**Credit requirement:** an 8- to 10-page (3,500–4,500 words) research paper in English.

**Required texts:** Baym, Nina, et al., eds. *The Norton Anthology of American Literature*. 8th ed. Vols. C, D, and E. New York: Norton, 2012. Print. Fitzgerald, F. Scott. *The Great Gatsby*. Penguin, 2000. (Penguin Modern Classics, ISBN-13: 978-0141182636). Print. Additional required texts will be announced in the first course session.

**D-35831 From Jim Crow to the 'New Jim Crow': Representations of Race and Racial Violence in African American Literary and Visual Culture** **Dexl**

Module: AMST-M22.3 (4.0), AMST-M23.2 (4.0), AMST-M23.2 (4.0), AMST-M23.2 (4.0), ENG-UF-WB (4.0)

Proseminar, SWS: 2, ECTS: 4, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	16	18	c.t.					Dexl	

Against the backdrop of public debates about racism and racial violence, the currency of the BLM movement, and explorations of the role of art and activism in that context, this seminar starts off with a reading of Ta-Nehisi Coates' seminal book *Between the World and Me* (2015). Written as a letter from father to son, the text addresses the question of what it means to be live in a Black body in the 21st-century US and takes issue with the country's history of anti-black violence from the times of slavery until the present. The intertextual reference to Richard Wright's poem "Between the World and Me" (1935) in the book's title points to historical continuities

as regards the systematic discrimination of and racist violence directed against African Americans.

In this vein, this seminar explores how African American authors and visual artists from the 'Jim Crow era' to the era of the "New Jim Crow" (Alexander, 2010) have tackled the criminalization of Blackness, white mob violence, and police brutality. We will not only look at specific strategies of representation that literature, film, theater, and painting employ, but also pay particular attention to the forms and functions of intertextuality and intermediality in our selected examples, which include: Toni Morrison's *Beloved* (1987), Jesmyn Ward's *Sing Unburied Sing* (2017), and the movie *12 Years a Slave* (2013, dir. by Steve McQueen); Georgia Douglas Johnson's anti-lynching play *A Sunday Morning in the South* (1925); short stories by Ralph Ellison ("A Party Down the Square," published posthum. in 1997), James Baldwin ("Going to Meet the Man," 1965), and painting by Allan R. Freelon and Reginald Marsh; poetry by Gwendolyn Brooks, Patricia Smith, and Claudia Rankine. Theories of race and gender by W.E.B. Du Bois, Frantz Fanon, Kobena Mercer, and Robyn Wiegman as well as critical perspectives on structural racism by Reni Eddo-Lodge and Carol Anderson will complement our readings and enrich our discussions.

**Course requirement:** Oral presentation, incl. presentation handout and/or PowerPoint presentation.

**Credit requirement:** An 8- to 10-page research paper (3,500–4,500 words) in English.

**Required texts:** Information on the texts you need to purchase will be given in the first session of the course.

### D-35832 Political Institutions Tu

Module: AMST-M23.1 (4.0), AMST-M23.1 (4.0), AMST-M23.1 (4.0), ENG-UF-WB (4.0)

Proseminar, SWS: 2, ECTS: 4, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	10	12	c.t.					Tu	

This course investigates U.S. American political institutions. After outlining major theoretical approaches and debates found in contemporary scholarship, we will investigate not only the three branches of the national government—the Congress, the Presidency, and the Supreme Court—but also the complex, ever-changing shift in power between the federal and state governments. Topics will include the development of representative government and individual rights from the early colonial charters and compacts to the Constitution, the Bill of Rights, and later constitutional amendments. Is the United States a national community or a community of communities? Is it one government or 51 governments? How, despite promises of liberty and equality in the Declaration of Independence and Constitution, could slavery have continued for more than 80 years? Why were a majority of Americans still denied the elective franchise at the beginning of the 20th century? How can the death penalty be an issue left up to individual states? Selected case studies will allow us to look in depth at major debates, ranging from ratification and interpretation of the Constitution, to states' rights, presidential and congressional power, and civil liberties. In each of these cases, we will explore some of the many tensions, assumptions, and contradictions (apparent and real) found in America's complex history and culture. Materials will include historical documents and scholarly essays, articles from newspapers and magazines, as well as visual aids. Taught in seminar format, this course will be based on discussion and participation.

**Course requirement:** Oral presentation, incl. presentation handout and/or PowerPoint presentation.

**Credit requirement:** An 8- to 10-page research paper (3,500–4,500 words) in English. Further details about these points will be posted on Kurssoff and/or on GRIPS.

**Principal texts (available in the library):** O'Connor, Karen, Larry J. Sabato, and Alixandra B. Yanus. *American Government: Roots and Reform*. 12th ed. Boston: Pearson, 2016. Print. Hall, Kermit L., ed. *Major Problems in American Constitutional History: Documents and Essays*. 2 vols. Lexington, Mass.: Heath, 1992. Print. Hall, Kermit L, and Timothy S. Huebner, eds. *Major Problems in American Constitutional History: Documents and Essays*. 2nd ed. Boston: Wadsworth, 2010. Print. Credit for BA.

## Graduate Seminars in American Studies (formerly Hauptseminare, LA/BA)

### D-35835 Body Matters in the Contact Zone: Constructions of Bodies and Transnational Space in Contemporary Cultural Production (Topics in Spaces, Regions, Spheres, EAS-M3) Dexl

Module: AMST-M32.3 (7.0), AMST-M32.3 (7.0), EAS-M3.1 (8.0), EAS-M3.2 (8.0), EAS-M31.3 (8.0), EAS-M31.4 (8.0), EAS-M33.1 (8.0), EAS-M33.2 (8.0), EAS-M33.3 (8.0), ENGYM-M32A.3 (7.0), ENGYM-M32A.3 (7.0), NAS-FKN-ZP ( )

Seminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	12	14	c.t.					Dexl	Auch für Nordamerikastudien (FKN)

This seminar is concerned with the body as a key site for the interrogation of power relations and main vehicle of the generation of social meanings in the context of what Mary L. Pratt has called "contact zones." Through cultural practices, performances, and cultural productions, we will explore how these contested sites of intercultural encounters inform social constructions of bodies (including social behavior, social actions, and cultural norms), their representation, and social perception.

To better understand the body in the intersection of discursive construction, materialization, and representation from different angles, we will engage theories of the body by Michel Foucault (the disciplined body), Judith Butler (gendered bodies) and Eve Sedgwick (queer bodies), Sara Ahmed and Frantz Fanon (race and racialized bodies), Baudrillard (the body as consuming/consumed object), and Donna Haraway (the posthuman body) and turn to selected case studies to explore

constructions of bodies, power relations, and socio-political agency in the context of the Black Atlantic, the Caribbean, the U.S.-Mexico borderlands, the urban space of New Orleans, and the internet. Our primary sources for discussion include the novel *Americanah* (2013) by Chimamanda Ngozi Adichie, selected texts by Nalo Hopkinson, the TV series *The Bridge – America* (2013–2014), developed by Meredith Stiehm and Elwood Reid, Spike Lee's documentary film *When the Levees Broke: A Requiem in Four Acts* (2006), the novel *Parable of the Sower* (1993) by Octavia Butler, and musician Janelle Monáe's futuristic work, which is set in the fictional city of Metropolis and features her android alter ego Cindi Mayweather. The seminar will provide a better understanding of the interrelation between constructions of space and bodies, their negotiation in different cultural formats and, related to that, their implications for social insights into and critical reflections of the body.

**Course requirement:** oral presentation

**Credit requirement: LA/BA:** presentation handout and/or PowerPoint presentation; advanced academic writings in English (ca. 15 pages).

**Credit requirement master's program: prior to WS 2018/19:** presentation and final research paper (ca. 15 pages for 8 CP or ca. 20 pages for 10 CP, depending on credit type); **master's program as of WS 2018/19:** presentation and proposal for a possible research paper (5 pp.). Please also check the Modulbeschreibung.

[https://www.uni-regensburg.de/studium/modulbeschreibungen/medien/master/eas\\_master\\_ws1819.pdf](https://www.uni-regensburg.de/studium/modulbeschreibungen/medien/master/eas_master_ws1819.pdf)

**Required readings:** Information on the books you need to purchase will be given in the first course session.

**D-35839 Performance in America: Trans/National Perspectives (Topics in Mobilities and Cultural Transfers, EAS-M4 )** **Wiegink**

Module: AMST-M32.3 (7.0), AMST-M32.3 (7.0), EAS-M31.1 (10.0), EAS-M31.4 (8.0), EAS-M33.1 (8.0), EAS-M33.2 (8.0), EAS-M33.3 (8.0), EAS-M4.1 (8.0), EAS-M4.2 (8.0), ENGYM-M32A.3 (7.0), ENGYM-M32A.3 (7.0)

Seminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	14	16	s.t.					Wiegink	

This seminar explores the methodological impetus of two recent, important turns in American Studies: the performative turn and the transnational turn. After studying the theoretical foundations of these two turns, the seminar will explore diverse performances, among them theatrical performance, political enactments, commemorative events, festive activities, as well as protest events. We will examine specific performative cultural practices in their cultural, social, and political contexts and we will analyze transnational processes and transfers that shaped and continue to shape American culture. Students will thus deepen their understanding of theater and performance practices in the United States as well as of the performative character of American culture(s). Students will learn to analyze how particular performances located in places in- and outside the United States negotiate 'America' in global contexts. They will investigate the potential of particular performances to perpetuate, but also to challenge and counteract cultural, social, and political discourses and phenomena. Performances to be discussed will be of mostly contemporary nature but we will also examine some 19th and early 20th century examples. All course materials will be available on GRIPS.

**Course requirement:** oral presentation

**Credit requirement: LA/BA:** presentation handout and/or PowerPoint presentation; advanced academic writings in English (ca. 15 pages).

**Credit requirement master's program: prior to WS 2018/19:** presentation and final research paper (ca. 15 pages for 8 CP or ca. 20 pages for 10 CP, depending on credit type); **master's program as of WS 2018/19:** presentation and proposal for a possible research paper (5 pp.). Please also check the Modulbeschreibung.

[https://www.uni-regensburg.de/studium/modulbeschreibungen/medien/master/eas\\_master\\_ws1819.pdf](https://www.uni-regensburg.de/studium/modulbeschreibungen/medien/master/eas_master_ws1819.pdf)

**D-35841 Histories and Legacies of the American 'Color Line' (Topics in Politics and Responsibilities, EAS-M5)** **Wiegink**

Module: AMST-M32.3 (7.0), AMST-M32.3 (7.0), EAS-M5.1 (8.0), EAS-M5.2 (8.0), ENGYM-M32A.3 (7.0), ENGYM-M32A.3 (7.0)

Seminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Do	wöch.	12	14	c.t.					Wiegink	

In *Souls of the Black Folks*, W.E.B. DuBois famously observed that "the problem of the Twentieth Century is the problem of color line" (xxx). A few of years before the emergence of the Black Lives Matter movement, Michelle Alexander observed that "more African American adults are under correctional control today – in prison or jail, on probation or parole – than were enslaved in 1850, a decade before the Civil War began" (*The New Jim Crow*, 2010,224).

Taking its cues from W.E.B. DuBois' and Alexander's observations, this seminar will examine legal, political, and cultural concepts that have defined "race" in the U.S. in the past; it will explore how these concepts continue to impact American culture and African

American identity in contemporary U.S. culture and politics.

In this seminar we will research famous court cases and their media reports (such as the Rhinelander case, 1925, or *Loving v. Virginia*, 1967, *People v. OJ Simpson*, 1994, *State of Florida v. George Zimmerman*, 2012). We will look at famous historical incidents of black and white relationships (such as Thomas Jefferson's relationship with his slave Sally Hemings), we will examine contemporary cultural (mis)representations of multiracial identity (e.g. *The Rachel Divide*, 2018). When put in an international perspective, legal principles for racial classifications like the "one drop rule" and social phenomena like passing (for white) draw attention to the fact that white America's preoccupation with "miscegenation" and the fear of blurring racial boundaries are almost unique U.S. phenomena. We will thus also look at American notions of "race" from a transnational perspective by examining works from South Africa (e.g. Trevor Noah's *Born a Crime*, 2016), Germany (e.g. Mo Asumang's *Mo und die Arier*, 2016), and Great Britain (e.g. David Olusoga's *Black and British*, 2016). All course materials will be available on GRIPS.

**Course requirement:** oral presentation

**Credit requirement: LA/BA:** presentation handout and/or PowerPoint presentation; advanced academic writings in English (ca. 15 pages).

**Credit requirement master's program: prior to WS 2018/19:** presentation and final research paper (ca. 15 pages for 8 CP or ca. 20 pages for 10 CP, depending on credit type); **master's program as of WS 2018/19:** presentation and proposal for a possible research paper (5 pp.). Please also check the Modulbeschreibung.

[https://www.uni-regensburg.de/studium/modulbeschreibungen/medien/master/eas\\_master\\_ws1819.pdf](https://www.uni-regensburg.de/studium/modulbeschreibungen/medien/master/eas_master_ws1819.pdf)

## Reviews

### D-35843 Review American Literature

Gotteswinter

Module: ENG-UF-WB (1.0), ENRS-M22.3 (1.0), ENRS-M22.3 (1.0), IAA-BA-WB-fachintern (1.0)

Seminar, SWS: 1, ECTS: 1, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Do	wöch.	12	13	c.t.					Gotteswinter	

Discussing exemplary texts, the course reviews American literary and cultural history from colonial times through the immediate present. Participants are expected to have acquired a solid and broad knowledge of American literary and cultural history and theory in the course of their studies by attending both mandatory and additional courses. The review course builds in particular on the two Proseminare in American literature and the lecture course American Literary History.

**Course requirement:** oral presentation.

**Credit requirement:** presentation handout / ppt. Details will be announced in the first session.

**Course text:** Baym, Nina, et al., eds. *The Norton Anthology of American Literature*. 8th ed. New York: Norton, 2012. Print.

### D-35958 Presentation B.A. (American Studies)

Bauridl

Module: AMST-M31.1 (3.0), AMST-M31.1 (3.0), ENLI-M31.1 (3.0), ENLI-M31.1 (3.0)

Seminar, SWS: 2, ECTS: 3, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Do	wöch.	10	12	c.t.					Bauridl	

This research course focuses on American Studies; it is open to students in the BA programs American Studies and English Linguistics. Students writing their *Zulassungsarbeit* in American Studies may be admitted to the course after prior consultation with Dr. Bauridl. The course centers on methodological, structural, and strategic issues of academic research. In this context, it provides students in the BA programs with the opportunity to present the current, work-in-progress state of their BA theses, to debate their own questions, and to receive constructive feedback in a scholarly, safe environment among peers. Course Phase 1 discusses major elements of academic research such as 'agenda,' 'corpus,' 'method,' 'theory' etc. as well as the writing process itself. It introduces students to the formats of scholarly research presentations and research proposals as well as to strategies to use these formats to improve their B.A. research. Course Phase 2 is dedicated to discussing students' individual current stage in their research and writing process and individual strategies of using the upcoming presentation in this course to improve their research and writing. In Course Phase 3, students actually present the current stage of their projects in thematically organized workshops. Phases 1 and 2 take place during the semester; Course Phase 3 is taught in block format after the end of the semester.

**Course requirements:** oral presentations (informal and formal).

**Credit requirement:** research proposal—handout (app. 5 pp.).



## First Semester MA Courses in European American Studies

### D-35846 Fundamentals and Frames of Transnational American Studies

Bauridl

Module: EAS-M1.1 (7.0)

Seminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	16	18	c.t.					Bauridl	

The course introduces students to key methods and theories of the interdisciplinary field of American Studies on graduate level. It discusses perspectives that are central for an understanding of both core agendas of the discipline and its development toward *Transnational American Studies*. First, it critically reflects on central concepts and issues such as nation, globalization, identity, ethnicity, gender, memory, or neoliberalism, settler colonialism, and racial grammar. Second, it traces approaches to American Studies as a discipline from its beginnings to the so-called New American Studies and recent frameworks of Post-Exceptionalist and Transnational American Studies. Third, it engages in a critical discussion of recent theoretical and methodological trends shaped by the visual, performative, spatial, and transnational turns in American Studies. This course is based on central theoretical and methodological texts, which will be available on GRIPS.

**Course requirement:** oral presentation.

**Credit requirements:** *Modulprüfung* (module exam: Theories, Approaches, Methods); Final exam: Thursday, Feb. 11, 2021, All course materials will be available on GRIPS. Credit for: MEAS.

### D-35847 Theories and Concepts in European-American Studies

Bauridl

Module: EAS-M1.2 (7.0)

Seminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Do	wöch.	14	16	c.t.					Bauridl	

Approaching European-American Studies within the frameworks of Transnational American Studies and Critical Area Studies, this course introduces students to scholarly theories that are central for a critical understanding of past and present European-American relations, negotiations, trajectories, exchanges, and entanglements as well as their impact on other areas in the world. First, the course discusses key concepts of American Studies and related interdisciplinary fields that are at the core of European-American Studies, e.g. space, mobility, and region as well as Americanization or Westernization. Second, it debates transnational approaches to American Studies that specifically inform the project of European-American Studies, e.g. circumatlantic and transatlantic studies as well as critical (transnational) regionalism and new/critical area studies. Third, it traces transnational dimensions of concepts of American Studies that allow for a particularly apt investigation of topics from the field of European-American Studies, e.g. contact zones, cultural transfer, transnational / European-American memory, transnational intertextuality, etc. This course is based on central theoretical and conceptual texts, which will be available on Grips.

**Course requirement:** oral presentation.

**Credit requirements:** *Modulprüfung* (module exam: Theories, Approaches, Methods); Final exam: Thursday, Feb. 11, 2021, All course materials will be available on GRIPS. Credit for: MEAS.

## Seminars in American Studies and European American Studies

### D-35835 Body Matters in the Contact Zone: Constructions of Bodies and Transnational Space in Contemporary Cultural Production (Topics in Spaces, Regions, Spheres, EAS-M3)

Dexl

Module: AMST-M32.3 (7.0), AMST-M32.3 (7.0), EAS-M3.1 (8.0), EAS-M3.2 (8.0), EAS-M31.3 (8.0), EAS-M31.4 (8.0), EAS-M33.1 (8.0), EAS-M33.2 (8.0), EAS-M33.3 (8.0), ENGYM-M32A.3 (7.0), ENGYM-M32A.3 (7.0), NAS-FKN-ZP ( )

Seminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	12	14	c.t.					Dexl	Auch für Nordamerikastudien (FKN)

This seminar is concerned with the body as a key site for the interrogation of power relations and main vehicle of the generation of social meanings in the context of what Mary L. Pratt has called "contact zones." Through cultural practices, performances, and cultural productions, we will explore how these contested sites of intercultural encounters inform social constructions of bodies (including social behavior, social actions, and cultural norms), their representation, and social perception.

To better understand the body in the intersection of discursive construction, materialization, and representation from different angles, we will engage theories of the body by Michel Foucault (the disciplined body), Judith Butler (gendered bodies) and Eve Sedgwick (queer bodies), Sara Ahmed and Frantz Fanon (race and racialized bodies), Baudillard (the body as consuming/consumed object), and Donna Haraway (the posthuman body) and turn to selected case studies to explore constructions of bodies, power relations, and socio-political agency in the context of the Black Atlantic, the Caribbean, the U.S.-Mexico borderlands, the urban space of New Orleans, and the internet. Our primary sources for discussion include the novel *Americanah* (2013) by Chimamanda Ngozi Adichie, selected texts by Nalo Hopkinson, the TV series *The Bridge – America* (2013–

2014), developed by Meredith Stiehm and Elwood Reid, Spike Lee's documentary film *When the Levees Broke: A Requiem in Four Acts* (2006), the novel *Parable of the Sower* (1993) by Octavia Butler, and musician Janelle Monáe's futuristic work, which is set in the fictional city of Metropolis and features her android alter ego Cindi Mayweather. The seminar will provide a better understanding of the interrelation between constructions of space and bodies, their negotiation in different cultural formats and, related to that, their implications for social insights into and critical reflections of the body.

**Course requirement:** oral presentation

**Credit requirement: LA/BA:** presentation handout and/or PowerPoint presentation; advanced academic writings in English (ca. 15 pages).

**Credit requirement master's program: prior to WS 2018/19:** presentation and final research paper (ca. 15 pages for 8 CP or ca. 20 pages for 10 CP, depending on credit type); **master's program as of WS 2018/19:** presentation and proposal for a possible research paper (5 pp.). Please also check the Modulbeschreibung.

[https://www.uni-regensburg.de/studium/modulbeschreibungen/medien/master/eas\\_master\\_ws1819.pdf](https://www.uni-regensburg.de/studium/modulbeschreibungen/medien/master/eas_master_ws1819.pdf)

**Required readings:** Information on the books you need to purchase will be given in the first course session.

**D-35839 Performance in America: Trans/National Perspectives (Topics in Mobilities and Cultural Transfers, EAS-M4 )** **Wiegink**

Module: AMST-M32.3 (7.0), AMST-M32.3 (7.0), EAS-M31.1 (10.0), EAS-M31.4 (8.0), EAS-M33.1 (8.0), EAS-M33.2 (8.0), EAS-M33.3 (8.0), EAS-M4.1 (8.0), EAS-M4.2 (8.0), ENGYM-M32A.3 (7.0), ENGYM-M32A.3 (7.0)

Seminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	14	16	s.t.					Wiegink	

This seminar explores the methodological impetus of two recent, important turns in American Studies: the performative turn and the transnational turn. After studying the theoretical foundations of these two turns, the seminar will explore diverse performances, among them theatrical performance, political enactments, commemorative events, festive activities, as well as protest events. We will examine specific performative cultural practices in their cultural, social, and political contexts and we will analyze transnational processes and transfers that shaped and continue to shape American culture. Students will thus deepen their understanding of theater and performance practices in the United States as well as of the performative character of American culture(s). Students will learn to analyze how particular performances located in places in- and outside the United States negotiate 'America' in global contexts. They will investigate the potential of particular performances to perpetuate, but also to challenge and counteract cultural, social, and political discourses and phenomena. Performances to be discussed will be of mostly contemporary nature but we will also examine some 19th and early 20th century examples. All course materials will be available on GRIPS.

**Course requirement:** oral presentation

**Credit requirement: LA/BA:** presentation handout and/or PowerPoint presentation; advanced academic writings in English (ca. 15 pages).

**Credit requirement master's program: prior to WS 2018/19:** presentation and final research paper (ca. 15 pages for 8 CP or ca. 20 pages for 10 CP, depending on credit type); **master's program as of WS 2018/19:** presentation and proposal for a possible research paper (5 pp.). Please also check the Modulbeschreibung.

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**D-35841 Histories and Legacies of the American 'Color Line' (Topics in Politics and Responsibilities, EAS-M5)** **Wiegink**

Module: AMST-M32.3 (7.0), AMST-M32.3 (7.0), EAS-M5.1 (8.0), EAS-M5.2 (8.0), ENGYM-M32A.3 (7.0), ENGYM-M32A.3 (7.0)

Seminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Do	wöch.	12	14	c.t.					Wiegink	

In *Souls of the Black Folks*, W.E.B. DuBois famously observed that "the problem of the Twentieth Century is the problem of color line" (xxx). A few of years before the emergence of the Black Lives Matter movement, Michelle Alexander observed that "more African American adults are under correctional control today – in prison or jail, on probation or parole – than were enslaved in 1850, a decade before the Civil War began" (*The New Jim Crow*, 2010,224).

Taking its cues from W.E.B. DuBois' and Alexander's observations, this seminar will examine legal, political, and cultural concepts that have defined "race" in the U.S. in the past; it will explore how these concepts continue to impact American culture and African American identity in contemporary U.S. culture and politics.

In this seminar we will research famous court cases and their media reports (such as the Rhinelander case, 1925, or *Loving v. Virginia*, 1967, *People v. OJ Simpson*, 1994, *State of Florida v. George Zimmerman*, 2012). We will look at famous historical incidents of black

and white relationships (such as Thomas Jefferson's relationship with his slave Sally Hemings), we will examine contemporary cultural (mis)representations of multiracial identity (e.g. *The Rachel Divide*, 2018). When put in an international perspective, legal principles for racial classifications like the "one drop rule" and social phenomena like passing (for white) draw attention to the fact that white America's preoccupation with "miscegenation" and the fear of blurring racial boundaries are almost unique U.S. phenomena. We will thus also look at American notions of "race" from a transnational perspective by examining works from South Africa (e.g. Trevor Noah's *Born a Crime*, 2016), Germany (e.g. Mo Asumang's *Mo und die Arier*, 2016), and Great Britain (e.g. David Olusoga's *Black and British*, 2016). All course materials will be available on GRIPS.

**Course requirement:** oral presentation

**Credit requirement: LA/BA:** presentation handout and/or PowerPoint presentation; advanced academic writings in English (ca. 15 pages).

**Credit requirement master's program: prior to WS 2018/19:** presentation and final research paper (ca. 15 pages for 8 CP or ca. 20 pages for 10 CP, depending on credit type); **master's program as of WS 2018/19:** presentation and proposal for a possible research paper (5 pp.). Please also check the Modulbeschreibung.

[https://www.uni-regensburg.de/studium/modulbeschreibungen/medien/master/eas\\_master\\_ws1819.pdf](https://www.uni-regensburg.de/studium/modulbeschreibungen/medien/master/eas_master_ws1819.pdf)

## Kurse anderer Lehrstühle und Institute in den Master-Programmen MAS und MEAS (Courses Offered by Other Departments for Our M.A. Programs MAS and MEAS)

**D-33304 Trump vs. Biden. Die US-Präsidentenwahlen 2020** Bierling

Module: DFS-GW-M01.1 (6.0), DFS-GW-M01.2 (6.0), DSS-M06.1 (6.0), DSS-M06.2 (6.0), DTS-M07.1 (6.0), EAS-M31.2 (8.0), EAS-M31.4 (8.0), EAS-M34.1 (8.0), EAS-M34.2 (8.0), EAS-M34.3 (8.0), EAS-M7.2 (7.0), EAS-M8.1 (7.0), EAS-M8.2 (7.0), IAA-BA-WB-fachintern ( ), IKE-SWP-M03.1 (6.0), IKE-SWP-M03.2 (6.0), KRIM-M 06.2 ( ), PHG-FKN-ZP.1 ( ), POL-BA-24a.1 (4.0), POL-BA-24b.1 (4.0), POL-BA-26.1d (4.0), POL-BA-31a.1b (4.0), POL-EWS-GesWiss ( ), POL-MA-30.1 ( ), POL-MA-30.2 ( )

Vorlesung, SWS: 2, ECTS: 4

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	16	18	c.t.					Bierling	

Kursbeschreibung: siehe LSF..

**P-(D)-36012 Special Relations Revisited: Europa und die USA seit dem 19. Jahrhundert. Ringvorlesung des CITAS und des Leibniz-WissenschaftsCampus "Europa und Amerika"** Vickers

Module: BRST-M23.3 (4.0), BRST-M23.3 (4.0), BRST-M23.3 (4.0), BRST-M32.1 (4.0), BRST-M32.1 (4.0), EAS-M33.1 (8.0), EAS-M33.2 (8.0), EAS-M33.3 (8.0), EAS-M34.1 (8.0), EAS-M34.2 (8.0), EAS-M34.3 (8.0), EAS-M7.2 (7.0), EAS-M8.1 (7.0), EAS-M8.2 (7.0), EGW-M09.1 (4.0), EGW-M09.2 (4.0), ENG-UF-WB ( ), ENGYM-M32B.1 (4.0), ENGYM-M32B.1 (4.0), GES-MA-18.1 ( ), GES-MA-18.2a ( ), GES-MA-18.3a ( ), WB-IAA ( )

Vorlesung, Max. Teilnehmer: 100

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	18	20	c.t.						

**Special Relations Revisited: Europa und die USA seit dem 19. Jahrhundert** Ringvorlesung des Center for International and Transnational Area Studies (CITAS) und des Leibniz-WissenschaftsCampus "Europa und Amerika in der modernen Welt" In der Ringvorlesung gehen wir der gegenseitigen politischen Verflechtung von Europa (und seinen unterschiedlichen Teilregionen) und den USA seit dem 19. Jh. nach. Das breite Thema der europäisch-US-amerikanischen politischen Ko-Transformation wollen wir entlang folgender Schwerpunkte mit Vortragenden aus Regensburg sowie mit Gästen vertiefen: Außen- und Sicherheitspolitik; Vorbilder und Gegenfolien; Diplomatie und Migrationspolitik; Abgrenzungsdiskurse und Anti-ismen, wobei wir im Großen und Ganzen chronologisch vorgehen wollen.

**Leistungsnachweis:** Am Ende der Ringvorlesung wird eine Klausur geschrieben. ECTS Punkte werden vergeben.

Details zum Programm: siehe LSF

# Sprachpraxis (Language)

## Basismodul

**D-35860 General Language Course A**

**Bradley, Kohen, Stetler**

Module: AMST-M11.1 (3.0), AMST-M11.1 (3.0), BRST-M11.1 (3.0), BRST-M11.1 (3.0), ENGS-M11.1 (3.0), ENGS-M11.1 (3.0), ENGS-M15.1 (3.0), ENGYM-M11.1 (3.0), ENGYM-M11.1 (3.0), ENHS-M11.1 (3.0), ENHS-M11.1 (3.0), ENHS-M15.1 (3.0), ENHS-M15.1 (3.0), ENLI-M11.1 (3.0), ENLI-M11.1 (3.0), ENRS-M11.1 (3.0), ENRS-M11.1 (3.0), GBS-M01.1 (3.0), NAS-M01.4 (3.0)

Seminar, SWS: 2, ECTS: 3, Max. Teilnehmer: 25

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	8	10	c.f.			Gruppe 1		Kohen	
Mo	wöch.	8	10	c.f.			Gruppe 2		Stetler	
Mo	wöch.	10	12	c.f.			Gruppe 3		Kohen	
Mo	wöch.	10	12	c.f.			Gruppe 4		Stetler	
Mo	wöch.	12	14	c.f.			Gruppe 5		Kohen	
Di	wöch.	8	10	c.f.			Gruppe 6		Stetler	
Di	wöch.	10	12	c.f.			Gruppe 7		Stetler	
Di	wöch.	12	14	c.f.			Gruppe 8		Bradley	
Di	wöch.	14	16	c.f.			Gruppe 9		Bradley	
Mi	wöch.	8	10	c.f.			Gruppe 10		Bradley	
Mi	wöch.	10	12	c.f.			Gruppe 11		Bradley	
Mi	wöch.	16	18	c.f.			Gruppe 12		Kohen	
Do	wöch.	8	10	c.f.			Gruppe 13		Stetler	
Do	wöch.	10	12	c.f.			Gruppe 14		Stetler	

GLC A focuses on advanced level grammar and translation, as well as the acquisition of vocabulary. Grammar is contextualized, and while certain aspects of grammar will receive attention, students are expected to have an advanced command of the grammar before they enroll in GLC A. Translation will be approached from the aspect of contrastive analysis with German and will serve to improve fluency in English as well as give students practice in dealing with syntax, lexis, and grammar. It is recommended that students take GLC A in their first or second semesters, as the course helps to lay the groundwork for other courses and is intended to prepare students to excel in the kinds of work they will be doing in their first few semesters at an academic institution.

**Course requirements:** in-class participation and final exam as laid out in the course pack.

**Materials:** GLC A course pack, instructor will make available on GRIPS; Carleton-Gertsch, Louise. Words in Context. Thematischer Oberstufenwortschatz Englisch. Stuttgart: Ernst Klett Sprachen; Sammon, Geoff. Exploring English Grammar: Anglistik-Amerikanistik. Berlin: Cornelsen, 2002; Swan, Michael. Practical English Usage. 4th ed. Oxford: OUP, 2016.  
Registration in LSF.

**D-35880 Composition (Introduction to Academic Writing)**

**Gebauer, Hill, Kohen, McIntosh-Schneider, Stetler**

Module: AMST-M11.3 (3.0), AMST-M11.3 (3.0), BRST-M11.3 (3.0), BRST-M11.3 (3.0), ENG-DF-ZP (3.0), ENGS-M11.3 (3.0), ENGS-M11.3 (3.0), ENGYM-M11.3 (3.0), ENGYM-M11.3 (3.0), ENHS-M11.3 (3.0), ENHS-M11.3 (3.0), ENLI-M11.3 (3.0), ENLI-M11.3 (3.0), ENRS-M11.3 (3.0), ENRS-M11.3 (3.0), NAS-M01.5 (3.0)

Seminar, SWS: 2, ECTS: 3, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	8:30	10	s.f.			Gruppe 1		Gebauer	
Mo	wöch.	10	12	c.f.			Gruppe 2		Gebauer	
Di	wöch.	8	10	c.f.			Gruppe 3		Kohen	
Di	wöch.	18	20	c.f.			Gruppe 4		Kohen	
Mi	wöch.	8	10	c.f.			Gruppe 5		Stetler	
Mi	wöch.	10	12	c.f.			Gruppe 6		Stetler	
Mi	wöch.	12	14	c.f.			Gruppe 7		Stetler	
Mi	wöch.	18	20	c.f.			Gruppe 8		Kohen	
Do	wöch.	14	16	c.f.			Gruppe 9		McIntosh-Schneider	
Fr	wöch.	10	12	c.f.			Gruppe 10		Hill	
Fr	wöch.	12	14	c.f.			Gruppe 11		Hill	

It is highly recommended that students take this course during their first two semesters, after having completed GLC A and before taking GLC B. Students are already expected to possess satisfactory writing skills in English, including basic knowledge of paragraph and essay development. As the course title suggests, emphasis will be placed on doing academic work.

**Course requirements** will include four written assignments due at various points in the semester.

**Required book:** Fowler, H. Ramsey, and Jane E. Aaron. *The Little, Brown Handbook*. 13th global ed. Boston: Pearson, 2016. Print



**D-35900 General Language Course B** **Gebauer, Hill, McIntosh-Schneider**

Module: AMST-M11.2 (4.0), AMST-M11.2 (4.0), BRST-M11.2 (4.0), BRST-M11.2 (4.0), ENGS-M11.2 (4.0), ENGS-M11.2 (4.0), ENGYM-M11.2 (4.0), ENGYM-M11.2 (4.0), ENHS-M11.2 (4.0), ENHS-M11.2 (4.0), ENHS-M15.2 (4.0), ENHS-M15.2 (4.0), ENLI-M11.2 (4.0), ENLI-M11.2 (4.0), ENRS-M11.2 (4.0), ENRS-M11.2 (4.0)

Seminar, SWS: 2, ECTS: 4, Max. Teilnehmer: 25

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	8:30	10	s.t.			Gruppe 1		Gebauer	
Mi	wöch.	10	12	c.t.			Gruppe 2		Gebauer	
Mi	wöch.	12	14	c.t.			Gruppe 3		McIntosh-Schneider	
Do	wöch.	8	10	c.t.			Gruppe 4		Hill	
Do	wöch.	10	12	c.t.			Gruppe 5		Hill	
Do	wöch.	12	14	c.t.			Gruppe 6		McIntosh-Schneider	
Do	wöch.	12	14	c.t.			Gruppe 7		Hill	
Do	wöch.	14	16	c.t.			Gruppe 8		Hill	
Fr	wöch.	8:30	10	s.t.			Gruppe 9		Gebauer	
Fr	wöch.	10	12	c.t.			Gruppe 10		Gebauer	
Fr	wöch.	12	14	s.t.			Gruppe 11		Gebauer	

**The prerequisite for GLC B is the successful completion of GLC A.** Moreover, it is highly recommended that students who earned a mark of 3 or less in GLC A do some supplemental work in order to improve before advancing to GLC B. GLC B combines work in the skill areas of vocabulary, grammar, and translation, all at an advanced level. Vocabulary acquisition and pronunciation are to be worked on outside of class, and in-class time will be spent on grammar and translation work. An even more sophisticated approach to the analysis of grammatical functions than in GLC A will be expected. Translation will be approached from the aspect of contrastive analysis. It is recommended that students take GLC B in their third semester.

**Course requirements:** in-class participation and final exam as laid out in the course pack. – The final exam is planned for Saturday, February 6, 2021. This date is subject to change depending on possible Coronavirus restrictions.

Registration via LSF.

**Materials:**

GLC B course pack, available on GRIPS.

Carleton-Gertsch, Louise. *Words in Context: Thematischer Oberstufenwortschatz Englisch*. Stuttgart: Ernst Klett Sprachen.

Sammon, Geoff. *Exploring English Grammar: Anglistik – Amerikanistik*. Berlin: Cornelsen, 2002

Swan, Michael. *Practical English Usage*. 4th ed. Oxford: OUP, 2016.

**P-(D)-35894 Exercises in English Pronunciation (BrE/AmE)** **Bradley, Gebauer, Hill**

Module: ENG-DF-ZP (1.0), ENGS-M15.2 (1.0), ENG-UF-WB (1.0), IAA-BA-WB-fachintern (1.0)

Seminar, SWS: 1, ECTS: 1, Max. Teilnehmer: 30

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	11	12	c.t.			Gruppe 1		Bradley	
Mi	wöch.	12	13	c.t.			Gruppe 2		Gebauer	
Mi	wöch.	13	14	c.t.			Gruppe 3		Gebauer	
Fr	wöch.	8	9	c.t.			Gruppe 4		Hill	
Fr	wöch.	9	10	c.t.			Gruppe 5		Hill	

All students will do practical phonetics in GLC A and will need to pass the Aussprachetest / Pronunciation Exam before they can proceed to GLC C. Details on the Aussprachetest / Pronunciation Exam can be found here. Those who fail the Pronunciation Exam must take the course "Exercises in English Pronunciation". Also, the course "Exercises in English Pronunciation" is a **compulsory component for students of Lehramt Grundschule who take English as a Didaktikfach**. Others may take this course on a voluntary basis if places are free.

## Vertiefungsmodul

### D-35915 General Language Course C

Uppendahl, Waller

Module: AMST-M21.2 (4.0), AMST-M21.2 (4.0), AMST-M24.1 (4.0), AMST-M24.1 (4.0), BRST-M21.2 (4.0), BRST-M21.2 (4.0), BRST-M24.1 (4.0), BRST-M24.1 (4.0), ENG-DF-ZP (4.0), ENGS-M21.2 (4.0), ENGS-M21.2 (4.0), ENGYM-M21.2 (4.0), ENGYM-M21.2 (4.0), ENHS-M21.2 (4.0), ENHS-M21.2 (4.0), ENLI-M21.2 (4.0), ENLI-M21.2 (4.0), ENLI-M24.1 (4.0), ENLI-M24.1 (4.0), ENRS-M21.2 (4.0), ENRS-M21.2 (4.0)

Seminar, SWS: 2, ECTS: 4, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	10	12	c.t.			Gruppe 1		Waller	
Di	wöch.	10	12	c.t.			Gruppe 2		Waller	
Di	wöch.	12	14	c.t.			Gruppe 3		Uppendahl	
Mi	wöch.	12	14	c.t.			Gruppe 4		Uppendahl	
Do	wöch.	12	14	c.t.			Gruppe 5		Uppendahl	

**The prerequisite for GLC C is the successful completion of GLC B, which also includes the completion of the Pronunciation Exam.** As is the case for GLC B, it is highly recommended that students who receive a mark of 3 or less obtain help in the form of supplemental practice in order to improve their level. GLC C is the forum in which students are required to demonstrate the language, knowledge and practical skills they acquired in the Basismodul. As in GLC A and B, GLC C has structured components such as vocabulary requirements and units of readings; however, the onus will be even more on the students in terms of active participation and commitment to the assigned tasks. Applied grammar is the focus of the course, and this will mainly evidence itself in the form of various writing tasks and translations; however, there will still remain a few areas of grammar to be covered in the course and these will be tested in the final exam. In keeping with the advanced level of the course, the writing and translations will be longer texts which require sophisticated language and analysis. The readings will consist of thematic units building upon the knowledge of culture and language acquired in previous semesters. Moreover, oral components such as debates and extended presentations will be added to the course requirements, so that not only what you say but how you say it becomes a measure of success. It is recommended that students take GLC C in about their fifth semester (For Lehramt: before moving on to "Grammar"!).

**Course requirements:** in-class participation, presentations, a project assignment, an in-class exam and the final exam as laid out in the course pack (provisional final exam date: 30.01.2021).

**Materials:** Carleton-Gertsch, Louise. *Words in Context. Thematischer Oberstufenwortschatz Englisch*. Stuttgart: Ernst Klett Sprachen; Sammon, Geoff. *Exploring English Grammar: Anglistik - Amerikanistik*. Berlin: Cornelsen, 2002; Swan, Michael. *Practical English Usage*. 3rd ed. Oxford: OUP, 2005.

### D-35923 Writing B.A. (BrE)

McIntosh-Schneider

Module: BRST-M21.1 (3.0), BRST-M21.1 (3.0), ENG-UF-WB (3.0), ENLI-M21.1 (3.0), ENLI-M21.1 (3.0)

Seminar, SWS: 2, ECTS: 3, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	16	18	c.t.					McIntosh-Schneider	

In this course students will be introduced to a variety of text types. Students will be expected to analyze and evaluate the texts, and comment on register, structures, and stylistic devices. Students will also be introduced to a variety of structures on the sentence level in order to improve their communication skills. There will be seven writing assignments during the semester, one for each text type discussed. Three of these will be evaluated for the final course grade. These assignments, together with corrected revisions, must be included in a final portfolio at the end of the semester. From the remaining four assignments, students may choose two to include in the portfolio for evaluation. A final essay will also be due at the end of the semester. Course materials will be made available in the form of a course pack or as resources on GRIPS.

**Requirements for credit:** regular attendance, active participation, a complete portfolio, four graded writing assignments.

### D-35924 Writing B.A. (AmE)

Gebauer

Module: AMST-M21.1 (3.0), AMST-M21.1 (3.0), ENG-UF-WB (3.0), ENLI-M21.1 (3.0), ENLI-M21.1 (3.0)

Seminar, SWS: 2, ECTS: 3, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	14	16	c.t.					Gebauer	

In this course students will practice a variety of text types, and will also be introduced to a variety of structures on the sentence level in order to improve their communication skills. There will be a writing task for each type of text discussed. Three of these will be evaluated during the semester. These assignments, together with corrected revisions, must be included in the portfolio at the end of the semester. From the remaining assignments, students may choose two to include in the portfolio for evaluation. A final research essay will also be due at the end of the semester.

**Requirements for credit:** regular attendance, active participation, a complete portfolio, four graded writing assignments.

Registration via LSF.

**Materials:**

Fowler, H. Ramsey and Jane E. Aaron. The Little, Brown Handbook. 13th global ed. Boston: Pearson, 2016. Print.  
Additional materials will be made available by the instructor.

**D-35925 Sprachmittlung (LA nicht vertieft: LA Grund-, Mittel-, Realschule) Decker**

Module: ENG-DF-ZP (3.0), ENGS-M21.4 (3.0), ENGS-M21.4 (3.0), ENHS-M21.4 (3.0), ENHS-M21.4 (3.0), ENRS-M21.4 (3.0), ENRS-M21.4 (3.0), IAA-BA-WB-fachintern (3.0)

Seminar, SWS: 2, ECTS: 3, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Do	wöch.	14	16	c.t.			Gruppe 1		Decker	
Fr	wöch.	8	10	c.t.			Gruppe 2		Decker	

Übersetzen ist eine Fertigkeit, wenn nicht gar eine Kunst. Selbstverständlich kann sie nicht in einem einzigen Semester erlernt werden, das Unterrichtsziel bleibt jedoch die gute Übersetzung. Auf dem Weg dahin sollen wöchentlich verschiedene Texte unterschiedlicher Herkunft übersetzt werden. Dabei werden grammatische Strukturen kontrastiv diskutiert sowie stilistische Prinzipien und Übersetzungstechniken in Anlehnung an Hohenadl/Will behandelt (Hohenadl, Christa und Renate Will. 1994. Info German. München: Hueber). Parallel dazu wird Ihnen eine selbständige Erweiterung Ihres Wortschatzes angeraten.

Aufgrund der Pandemiesituation wird dieser Kurs zunächst nur als Online-Format via Zoom angeboten.

**Leistungsnachweis:** Falls es die Pandemiesituation zulässt, wird es zwei einstündige schriftliche Übersetzungsklausuren in der Mitte und zum Ende der Vorlesungszeit geben. Falls nicht, werden wir uns auf eine Klausur beschränken müssen.

**D-35934 Grammar Lenz**

Module: ENGS-M21.1 (3.0), ENGS-M21.1 (3.0), ENGYM-M21.1 (3.0), ENGYM-M21.1 (3.0), ENHS-M21.1 (3.0), ENHS-M21.1 (3.0), ENRS-M21.1 (3.0), ENRS-M21.1 (3.0)

Seminar, SWS: 2, ECTS: 3

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Do	wöch.	14	16	c.t.					Lenz	

*Grammar/Language Analysis* consists of two subsequent parts, **(1) the lecture Grammar** (theory and analysis) and **(2) the seminar Language Analysis** (analysis and discussion). A component of *Vertiefungsmodul Sprachpraxis, Grammar/ Language Analysis* is compulsory for students of all *Lehramtsstudiengänge* who commenced their studies in WS 2008/09 and later (New LPO I, 13.03.2008). Students wishing to acquire the 6 credit points for *Grammar/Language Analysis* are expected to **have completed GLC C and the grammar lecture (1) before attending the seminar (2)** as the former are prerequisites for being able to successfully prepare the tasks to be analysed and discussed in the seminar. **At the end of the seminar (2) there will be a written test based on the thorough knowledge of grammatical theory and terminology as conveyed in the lecture and on the analytical skills taught and practised in the seminar.** The lecture is essentially with the focus on Douglas Biber/Susan Conrad/Geoffrey Leech, *Longman Student Grammar of Spoken and Written English* (Harlow: Pearson Education Limited, 2002; 8th impression 2009) and:: *ibid. Workbook*, but references to other grammars (Quirk, Aarts &Aarts, Ungerer) and terminologies will be made in addition to it. **Registration in FLEXNOW is only possible for the complete course Grammar/Language Analysis, not for the individual parts.**

**D-35938 Language Analysis Lenz**

Module: ENGS-M21.3 (3.0), ENGS-M21.3 (3.0), ENGYM-M21.3 (3.0), ENGYM-M21.3 (3.0), ENHS-M21.3 (3.0), ENHS-M21.3 (3.0), ENRS-M21.3 (3.0), ENRS-M21.3 (3.0)

Seminar, SWS: 2, ECTS: 3

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Do	wöch.	16	18	c.t.					Lenz	

*Grammar/Language Analysis* consists of two subsequent parts, **(1) the lecture Grammar** (theory and analysis) and **(2) the seminar Language Analysis** (analysis and discussion). A component of *Vertiefungsmodul Sprachpraxis, Grammar/ Language Analysis* is compulsory for students of all *Lehramtsstudiengänge* who commenced their studies in WS 2008/09 and later (New LPO I, 13.03.2008). Students wishing to acquire the 6 credit points for *Grammar/Language Analysis* are expected to **have completed GLC C and the grammar lecture (1) before attending the seminar (2)** as the former are prerequisites for being able to successfully prepare the tasks to be analysed and discussed in the seminar. **At the end of the seminar (2) there will be a written test based on the thorough knowledge of grammatical theory and terminology as conveyed in the lecture and on the analytical skills taught and practised in the seminar.** The lecture is essentially with the focus on Douglas Biber/Susan Conrad/Geoffrey Leech, *Longman Student Grammar of*

*Spoken and Written English* (Harlow: Pearson Education Limited, 2002; 8th impression 2009) and:: *ibid. Workbook*, but references to other grammars (Quirk, Aarts & Aarts, Ungerer) and terminologies will be made in addition to it. **Registration in FLEXNOW is only possible for the complete course Grammar/Language Analysis, not for the individual parts.**

## Weitere Sprachpraktische Kurse

### D-35940 Sprachmittlung (LA vertieft: LA Gymnasium)

Decker

Module: ENGYM-M31.1 (3.0), ENGYM-M31.1 (3.0), IAA-BA-WB-fachintern (3.0), IKE-ZSP-M04.2 (4.0), IKE-ZSP-M04.3 (4.0)

Seminar, SWS: 2, ECTS: 3, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	14	16	c.t.			Gruppe 1		Decker	
Di	wöch.	8	10	c.t.			Gruppe 2		Decker	

Übersetzen ist eine Fertigkeit, wenn nicht gar eine Kunst. Selbstverständlich kann sie nicht in einem einzigen Semester erlernt werden, das Unterrichtsziel bleibt jedoch die gute Übersetzung. Auf dem Weg dahin sollen wöchentlich verschiedene Texte unterschiedlicher Herkunft übersetzt werden. Dabei werden grammatische Strukturen kontrastiv diskutiert sowie stilistische Prinzipien und Übersetzungstechniken in Anlehnung an Hohenadl/Will behandelt (Hohenadl, Christa und Renate Will. 1994. *Into German*. München: Hueber). Parallel dazu wird Ihnen eine selbständige Erweiterung Ihres Wortschatzes angeraten.

Aufgrund der Pandemiesituation wird dieser Kurs zunächst nur als Online-Format via Zoom angeboten.

**Leistungsnachweis:** Falls es die Pandemiesituation zulässt, wird es zwei einstündige schriftliche Übersetzungsklausuren in der Mitte und zum Ende der Vorlesungszeit geben. Falls nicht, werden wir uns auf eine Klausur beschränken müssen.

### D-35945 Academic Writing LA (vertieft, neue LPO)

Kohen, Waller

Module: ENGYM-M31.2 (3.0), ENGYM-M31.2 (3.0)

Seminar, SWS: 2, ECTS: 3, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	12	14	c.t.			Gruppe 1		Waller	
Di	wöch.	10	12	c.t.			Gruppe 2		Kohen	

In Academic Writing LA, a required course for all *Lehramt Gymnasium* students, the opportunity to practice writing the various task types appearing in the Text Production Exam (a part of the *Staatsexamen*) will be offered. In order for the future exam candidates to be able to provide more incisive content, it will also offer in-depth treatment of advanced cultural studies topics as part of the in-class assignments.

**Requirements:** include the completion of a portfolio of assigned tasks and participation in course discussions.

**Please note that Academic Writing LA can only be taken after GLC C has been completed.**

Registration in LSF.

### D-35949 Text Production (nicht vertieft)

McIntosh-Schneider

Übung, SWS: 2, ECTS: -, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	18	20	c.t.					McIntosh-Schneider	

This course seeks to prepare students for the Staatsexamen written practical language paper. Various task types will be written and discussed using past exam papers. During the semester, students will have 6-7 of their papers marked by the teacher. However, only students who attend the course regularly will be eligible to receive feedback. Please note that the number of places in the courses are limited (you must register!). If the number of applicants exceeds the number of places available, students who are registered for the next state exam will be given preference. Please note that this course may not be taken more than twice, so those who drop out of the course will only be eligible to take the course one more time.

### D-35950 Text Production (vertieft)

Hill

Übung, SWS: 2, ECTS: -, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	10	12	c.t.					Hill	



This course seeks to prepare students for the Staatsexamen written practical language paper. Various task types will be written and discussed using past exam papers. During the semester, students will have 6-7 of their papers marked by the teacher. However, only students who attend the course regularly will be eligible to receive feedback. Please note that the number of places in the courses are limited (you must register!). If the number of applicants exceeds the number of places available, students who are registered for the next state exam will be given preference. Please note that this course may not be taken more than twice, so those who drop out of the course will only be eligible to take the course one more time. We advise students who took Academic Writing LA in a previous semester to take Text Production with a different course instructor.

**D-35956 Academic Writing B.A. (BrE)**

**Decker**

Module: BRST-M31.2 (3.0), BRST-M31.2 (3.0), ENG-UF-WB (3.0), ENLI-M31.2 (3.0), ENLI-M31.2 (3.0)

Seminar, SWS: 2, ECTS: 3, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	14	16	c.t.					Decker	

Building on Composition (Introduction to Academic Writing) and Writing B.A., this course gives B.A. students the opportunity to polish their analytical and stylistic skills at a more advanced level, e.g. for the preparation of BA theses. Our primary reference works will be those used in the earlier writing courses, most centrally Fowler, Ramsey H., and Jane E. Aaron. *The Little, Brown Handbook*. 12th international ed. Boston: Pearson, 2012.

Due to the ongoing pandemic situation, this course will be offered in digital form (Zoom) until further notice.

**Course requirements:** regular attendance, a presentation, writing assignments (portfolio and research proposal for a BA thesis or comparable project).

**D-35958 Presentation B.A. (American Studies)**

**Bauridl**

Module: AMST-M31.1 (3.0), AMST-M31.1 (3.0), ENLI-M31.1 (3.0), ENLI-M31.1 (3.0)

Seminar, SWS: 2, ECTS: 3, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Do	wöch.	10	12	c.t.					Bauridl	

This research course focuses on American Studies; it is open to students in the BA programs American Studies and English Linguistics. Students writing their *Zulassungsarbeit* in American Studies may be admitted to the course after prior consultation with Dr. Bauridl. The course centers on methodological, structural, and strategic issues of academic research. In this context, it provides students in the BA programs with the opportunity to present the current, work-in-progress state of their BA theses, to debate their own questions, and to receive constructive feedback in a scholarly, safe environment among peers. Course Phase 1 discusses major elements of academic research such as 'agenda,' 'corpus,' 'method,' 'theory' etc. as well as the writing process itself. It introduces students to the formats of scholarly research presentations and research proposals as well as to strategies to use these formats to improve their B.A. research. Course Phase 2 is dedicated to discussing students' individual current stage in their research and writing process and individual strategies of using the upcoming presentation in this course to improve their research and writing. In Course Phase 3, students actually present the current stage of their projects in thematically organized workshops. Phases 1 and 2 take place during the semester; Course Phase 3 is taught in block format after the end of the semester.

**Course requirements:** oral presentations (informal and formal).

**Credit requirement:** research proposal—handout (app. 5 pp.).

**D-35959 Academic Writing B.A. (AmE)**

**Uppendahl**

Module: AMST-M31.2 (3.0), AMST-M31.2 (3.0), ENLI-M31.2 (3.0), ENLI-M31.2 (3.0)

Seminar, SWS: 2, ECTS: 3, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Fr	wöch.	8	10	c.t.					Uppendahl	

Building on Composition (Introduction to Academic Writing) and Writing B.A., this course gives B.A. students the opportunity to polish their analytical and stylistic skills at a more advanced level. Course and credit requirements: successful completion of a portfolio comprising four graded writing assignments plus a four-page research paper at the end of term. Course readings will be provided in class. Primary reference books will be those used in the earlier writing courses: Fowler, H. Ramsey, and Jane E. Aaron. *The Little, Brown Handbook*. 13th global ed. Boston: Pearson, 2016. Print. *MLA Handbook for Writers of Research Papers*. 8th ed. New York: Modern Language Association, 2016. Print.

Module: BRST-M31.1 (3.0), BRST-M31.1 (3.0), ENG-UF-WB (3.0), ENLI-M31.1 (3.0), ENLI-M31.1 (3.0)

Seminar, SWS: 2, ECTS: 3, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	8	10	c.t.					Hill	
Sa	Einzel	9	16	c.t.	16.01.2021	16.01.2021			Hill	
Sa	Einzel	9	16	c.t.	30.01.2021	30.01.2021			Hill	

This semester, we are not yet sure whether teaching will be online or digital. We will start online and then, hopefully, have our presentation sessions in person. To enable this in the most efficient manner possible, two all-day Saturday sessions are planned for the following dates: 16th & 30th January 2021.

Whether you plan a career in academe or business, you will all need to be able to give scintillating presentations that send your audience home with the feeling that listening to you was time well spent. Giving a presentation is much more than just fascinating content or mastery of the English language. Simply translating a German presentation into perfect English is also not enough. In this course we will discuss, and above all practise, what it takes to send an audience home feeling as if they have learned something. **Each student is expected to give two short presentations**, the topic of which will be discussed in the first meeting. The course is open for students enrolled in either a British Studies or an English Linguistics B.A. programme.

# Fachdidaktik für Lehramt Grund-, Mittel- und Realschule (English Language Teaching)

## Einführungskurse

**D-35975 Introduction to English Language Teaching** N.N.

Module: ENFDGYM-M11.1 (3.0), ENFDGYM-M11.1 (3.0), ENFDNV-M11.1 (3.0), ENFDNV-M11.1 (3.0), ENFDNV-M11.1 (3.0), ENFDNV-M12.1 (3.0), ENFDNV-M12.1 (3.0), ENFDNV-M13.1 (3.0), ENFDNV-M13.1 (3.0)

Vorlesung, SWS: 2, ECTS: 3

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	10	12	c.t.					N.N.	

This lecture will be taught digitally and asynchronously, i.e. individual lecture sessions will **not** take place live at the given time and dates. However, it is strongly recommended to work with/on the material within the given time slots. Material will be made available via GRIPS. Participants must register via LSF within the given deadline. The GRIPS enrolment key can only be sent to those who have officially registered for participation!

This lecture provides an overview of key concepts and principles of Teaching English as a Foreign Language (TEFL). It will introduce students (a) to the general framework of English Language Teaching (ELT), (b) to the foreign language skills and competences learners of English are expected to acquire and master and (c) to basic methodological aspects within the larger context of Communicative Language Teaching and its didactic principles.

Compulsory and additional reading material as well as a topic overview and schedule will be announced in the first lecture.

**Credit requirements:** passing the final exam (details t.b.a.).

## Proseminare

**D-35967 Short and Sweet: Teaching and Learning English with Shorties** N.N.

Module: ENFDGYM-M11.2 (3.0), ENFDGYM-M11.2 (3.0), ENFDNV-M11.3 (4.0), ENFDNV-M11.3 (4.0), ENFDNV-M11.3 (4.0), ENG-UF-WB (3.0)

Proseminar, SWS: 2, ECTS: 4, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	14	16	c.t.					N.N.	

This course will be taught digitally via Zoom and GRIPS. Zoom sessions will take place live at the given time and dates.

In this course, we will explore the didactic potential of so-called 'shorties', i.e. short texts of various genres and modes. We will look at different forms (such as film trailers, TV commercials, DVD covers/film posters, mini sagas, twitter fiction, songs, music videos, poems or short short stories), explore their genre features and discuss ways of implementing them in the EFL classroom to foster not only students' foreign language competence and media literacy but also to enhance intercultural and literary learning. A course plan and reading list will be provided in the first session.

**Course requirements:** regular attendance, active participation, thorough preparation of individual sessions (reading assignments).

**Credit requirements:** interactive presentation and term paper.

**Prerequisite:** Students need to have passed the lecture "Introduction to English Language Teaching" before attending this seminar!

**D-35982 Creativity, Resonance and Awareness as a Goal for Education? Exploring Flipped Classroom & Creating Digital Explainer Videos for ELT** Ullmann

Module: ENFDGYM-M11.2 (3.0), ENFDGYM-M11.2 (3.0), ENFDNV-M11.3 (4.0), ENFDNV-M11.3 (4.0), ENFDNV-M11.3 (4.0), ENG-UF-WB (3.0)

Proseminar, SWS: 2, ECTS: 3-4, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
-	BlockSa	9	16	c.t.	14.01.2021	16.01.2021			Ullmann	

This class will follow a 'practice what you preach' approach: the so-called Flipped Classroom and Explainer Videos will not only be investigated as means for ELT, but will also be the method and media of choice for this course. Thus, in-class sessions will be from January 14 - January 16, 2021 and preparation will take place on Moodle beforehand. The aims of the course are theory-based reflections on modern language teaching methods, while creating own explainer videos in separate creative projects. As a basis for our own and potential students' creativity, we will also dive into concepts of resonance and awareness as a basis for successful teaching and learning. Prerequisites: Introduction to ELT (lecture).

Date: January 14 - January 16, 2021, preparation on Moodle before class.

**Course requirement:** project work

**D-35985 Teaching Culture, Literature and Media Prenninger**

Module: ENFDGYM-M11.2 (3.0), ENFDGYM-M11.2 (3.0), ENFDNV-M11.3 (4.0), ENFDNV-M11.3 (4.0), ENFDNV-M11.3 (4.0), ENG-UF-WB (3.0)

Seminar, SWS: 2, ECTS: 4, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	14	16	c.f.					Prenninger	

Dieser praxisorientierte Kurs thematisiert interkulturelles Lernen, Lektürearbeit und den Einsatz von Medien im kompetenzorientierten Englischunterricht. Dabei setzt die Auseinandersetzung mit geeigneten Unterrichtsmethoden einen weiteren Schwerpunkt. Aufgabe der Teilnehmerinnen und Teilnehmer wird es sein, die Theorie von *Teaching Culture, Literature and Media* in die Praxis des modernen Fremdsprachenunterrichts umzusetzen und entsprechende Unterrichtseinheiten zu erarbeiten und zu analysieren.

**Verpflichtende Vorleistungen für die Kursteilnahme:** Vorlesung „Introduction to ELT“.

**Voraussetzungen für Erhalt von Leistungspunkten:** Aktive Beteiligung, kurze Präsentation, Unterrichtsentwurf.

**D-35986 Culture in ELT Knittl**

Module: ENFDGYM-M11.2 (3.0), ENFDGYM-M11.2 (3.0), ENFDNV-M11.3 (4.0), ENFDNV-M11.3 (4.0), ENFDNV-M11.3 (4.0), ENG-UF-WB (3.0)

Seminar, SWS: 2, ECTS: 3-4, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	16	18	c.f.					Knittl	

This course will explore what it means to teach culture in the 21st century EFL classroom. We will discuss theoretical concepts such as ICC (intercultural communicative competence) and examine the shift from intercultural to transcultural learning. Based on these reflections, we will then analyze how different media and methods can be used to put these theories into practice. Compulsory and additional reading material as well as a topic overview and syllabus will be announced in the first session.

**Credit Requirements:** Regular attendance, active and critical participation, portfolio

**Prerequisite:**

LA Gymnasium (vertieft): Introduction to ELT (lecture)

LA GS, RS, MS mit Unterrichtsfach (nicht vertieft): Introduction to ELT (lecture)

**D-35987 Key Factors and Challenges in the Transition from Primary to Secondary Schooling in EFL N.N.**

Module: ENFDGYM-M11.2 (3.0), ENFDGYM-M11.2 (3.0), ENFDNV-M11.3 (4.0), ENFDNV-M11.3 (4.0), ENFDNV-M11.3 (4.0), ENG-UF-WB (3.0)

Seminar, SWS: 2, ECTS: 4, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	10	12	c.f.					N.N.	

**This course will be taught digitally via Zoom and GRIPS. Zoom sessions will take place live at the given time and dates.**

In this course we will explore one of the major milestones in a learner’s biography, the transition from primary to secondary school. The experience of this transition still varies extremely, often depending on the teacher. This is not surprising as EFL is still considered a fairly new subject at primary schools in Bavaria.

In this seminar we will discuss what impact the transition might have on pupils and teachers and we will take a closer look at the different curricula and the different EFL teaching methods applied at primary and secondary schools. The course aims to answer an important question for all (prospective) EFL teachers: What can EFL teachers of both primary and secondary schools do to make the transition a smooth process for their pupils?

A course plan and reading list will be provided in the first session.

**Credit Requirements:** Regular attendance, active and critical participation in group work, term paper

## Proseminare (Didaktikfach Englisch)

### D-35962 Teaching English in the Primary Classroom

N.N.

Module: ENFDNV-M12.2 (3.0), ENFDNV-M12.2 (3.0), ENG-DF-ZP (3.0)

Proseminar, SWS: 4, ECTS: 3, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Fr	wöch.	10	12	c.t.					N.N.	

This course will be taught digitally via Zoom and GRIPS. Zoom sessions will take place live at the given time and dates.

**Achtung:** Dieser Kurs ist unter dem Titel "TEFL: Theory and Practice" in der Modulbeschreibung für ENFDNV- M12 gelistet. Er heißt jetzt anders, kann aber für die Modulposition M12-2 eingebracht werden.

This course builds on the introductory lecture "Introduction to the Teaching of English" and offers a combination of theoretical knowledge and classroom practice to those students who have opted for "Englisch als Didaktikfach der Grundschule".

The course is meant to develop both language competence and teaching skills and will therefore focus on classroom language, language learning games, communicative activities, storytelling, songs, intercultural learning and many other aspects of teaching English to very young learners in order to support the future EFL teachers in a consistent implementation of competence-based education.

**Credit Requirements:** Assessment will be based on active in-class participation and on a written term paper.

### D-35963 Theorie und Praxis des Englischunterrichts an der Mittelschule

Schindler

Module: ENFDNV-M13.2 (3.0), ENFDNV-M13.2 (3.0)

Proseminar, SWS: 3, ECTS: 3, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	16:30	18	c.t.					Schindler	

nur im WiSe; 3 SWS (2 SWS Seminar und 1 SWS Unterrichtshospitation n.V.)

Dieser Kurs ist speziell für Studierende konzipiert, die Englisch als Didaktikfach der Mittelschule studieren, er ist aber auch offen für andere Studierende, die ihr fachdidaktisches Wissen und ihre unterrichtlichen Kompetenzen erweitern wollen. Die wichtigsten Aspekte des Englischunterrichts an Mittelschulen (z.B. effektive Wortschatzvermittlung, anwendungsorientierter Grammatikunterricht, Förderung von Sprechkompetenz etc.) sollen vor dem Hintergrund des neuen Lehrplans bzw. der Kompetenzorientierung erörtert und behandelt werden. Infolgedessen wird der Kurs Theorie und Praxis eng miteinander verknüpfen und Unterrichtsbesuche sowie eigene Lehrversuche in Mittelschulklassen in das Semesterprogramm integrieren.

**Leistungsnachweis:** aktive Teilnahme an allen Kursaktivitäten, schriftliche Ausarbeitung und Durchführung einer Unterrichtsstunde.

## Proseminare (praktikumsbegleitend)

### D-35964 TEFL: Theory and Practice of ELT (Grundschule)

N.N.

Module: ENFDNV-M11.2 (3.0), ENFDNV-M11.2 (3.0), ENFDNV-M11.2 (3.0)

Proseminar, SWS: 2, ECTS: 3, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	8	10	c.t.			Gruppe 1		N.N.	
Fr	wöch.	8	10	c.t.			Gruppe 2		N.N.	

This course will be taught digitally via Zoom and GRIPS. Zoom sessions will take place live at the given time and dates.

This course is obligatory for all those students who will be doing their „fachdidaktisches Begleitpraktikum" this coming semester.

We will discuss crucial aspects of teaching English like how to present and practise vocabulary/grammar etc., how to teach listening and reading strategies, what to do about errors, how to individualize language learning, how to plan lessons, how to analyse teaching materials and so on. In particular, we will focus on the practical demands of teaching EFL to very young learners as this requires a specific methodology which is mainly based on authentic materials, playful activities and a lot of L2 input. The aim of this course is to provide all students with theoretical background and practical expertise for their own consistent implementation of competence-based education.

**Students wanting to attend this course must have passed the „Einführungskurs".**

**Credit Requirements:** Assessment will be based on active in-class participation and on a written term paper.

**D-35965 TEFL: Theory and Practice of ELT (Mittel-/ Realschule)****Werkmann**

Module: ENFDNV-M11.2 (3.0), ENFDNV-M11.2 (3.0), ENFDNV-M11.2 (3.0)

Proseminar, SWS: 2, ECTS: 3, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	12	14	c.t.					Werkmann	

This course focuses on the practical aspects of teaching English. It will regularly draw on the knowledge students should have acquired in the preceding course (= "Einführungskurs") and we will try to apply this knowledge to the most important situations and problems in the language classroom. Apart from manifold practical activities such as planning lessons, analyzing teaching materials and trying out communicative or playful activities we will primarily analyze video recordings of English lessons and discuss crucial aspects of teaching English to young learners, e.g. how to present and practise vocabulary/grammar etc., how to teach listening and reading strategies, how to engage pupils in classroom conversation, how to use games in language teaching, what to do about errors, how to individualize language learning etc. Although this is basically a practice-oriented course all practical questions will be dealt with on the theoretical basis of language-acquisition research and related fields. All participants are expected to take a very active part in the discussions and in practical activities.

**Assessment will be based on active in-class participation and on a written term paper.****Praktikum****35970 Durchführung und Analyse von Unterricht (in Ausbildungsklassen)****N.N.**

Module: ENFDNV-fdPra-M11.2 (2.0)

Praktikum, SWS: 4, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	8	12	c.t.					N.N.	

Das studienbegleitende Praktikum soll möglichst nicht vor dem dritten Semester und nicht nach dem fünften Semester stattfinden. Es ist innerhalb eines Semesters abzuleisten, umfasst 4 Stunden Unterricht einschließlich Besprechung und findet wöchentlich statt. Parallel zum Praktikum muss - wenn nicht anders mit der Lehrperson abgesprochen - das Begleitseminar „Theory and Practice of ELT“ belegt werden, sodass sich Lehrveranstaltung und Praktikum gegenseitig ergänzen und vertiefen können. Das Praktikumsmodul beinhaltet neben dem Praktikum (=„Durchführung und Analyse von Unterricht“) auch das Seminar „Planung und Analyse von Englischunterricht“. Auch hierfür ist eine FlexNow-Anmeldung gleichzeitig zum Praktikum erforderlich.

**D-35971 Planung und Analyse von Englischunterricht (Begleitveranstaltung zum studienbegleitenden fachdidaktischen Praktikum)****Werkmann**

Module: ENFDNV-fdPra-M11.1 (3.0)

Seminar, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
-	wöch.			c.t.					Werkmann	Unterrichtsbesuch + Besprechung nach individueller Absprache

Diese Veranstaltung ergänzt das studienbegleitende Praktikum aller nicht vertieft Studierenden mit Unterrichtsfach Englisch. Während ihres fachdidaktischen Praktikums wird ein Unterrichtsversuch eines jeden Studenten besucht. Anschließend wird die Unterrichtsstunde gemeinsam besprochen und die Studierenden sollen diese reflektieren sowie auf Stärken und Schwächen der diesen eingehen. Eine gleichzeitige FlexNow-Anmeldung für die Veranstaltung „Durchführung und Analyse von Unterricht“ ist notwendig.

**Examensvorbereitung****D-35969 Zentrale Aspekte und Fragestellungen des Englischunterrichts (Examensvorbereitung)****N.N.**

Module: ENFDNV-M11.4 (2.0), ENFDNV-M11.4 (2.0), ENFDNV-M11.4 (2.0), ENG-DF-ZP (2.0), ENG-UF-WB (2.0)

Seminar, SWS: 2, ECTS: 2, Max. Teilnehmer: 50

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	10	12	c.t.					N.N.	

Dieser Examenskurs wird digital via Zoom und GRIPS stattfinden. Die wöchentlichen Zoom-Sitzungen finden live zur angegebenen Zeit statt.

Dieses Repetitorium bereitet Studierende des nicht-vertieften Lehramts Englisch auf die schriftliche Staatsexamensprüfung in Fachdidaktik Englisch vor. Es verfolgt im Wesentlichen zwei Zielstellungen: Schwerpunkt 1: Zum einen wird der Stoff der Englischdidaktik in seiner Komplexität und Breite gründlich wiederholt, indem wir uns den vier „Prüfungskörben“ intensiv zuwenden. Hierbei besteht die Gelegenheit zur Klärung evtl. noch offener inhaltlicher Fragen. Schwerpunkt 2: Zum anderen sind die angehenden

Examenskandidaten/innen gefordert, ihr fachdidaktisches Wissen zu aktivieren und in der Bearbeitung früherer Examensaufgaben zur Anwendung zu bringen. Letzteres zielt auf den Aufbau prüfungsstrategischer Kompetenzen und auf die Weiterentwicklung der Fähigkeit zum vernetzenden Denken ab. Bei der Diskussion früherer Examensaufgaben stehen beispielsweise folgende Fragen im Mittelpunkt: Wie gehe ich bei der Bearbeitung eines konkreten Prüfungsthemas vor? Wie sieht eine gute Gliederung meines Prüfungstextes für eine bestimmte Aufgabe aus? Welche inhaltlichen Aspekte sind bei der jeweiligen Aufgabe relevant, welche nicht? Wie lauten die Qualitätskriterien einer gelungenen Klausur? u.ä.m.

**course requirements:** Für die Teilnahme an diesem Kurs gelten deshalb folgende Voraussetzungen:

- vorbereitende Lektüre relevanter Grundlagentexte VOR JEDER SITZUNG
- Bereitschaft zur aktiven Teilnahme an den Diskussionen/der Besprechung früherer Examensaufgaben
- Erstellung von Sitzungs- und Lernunterlagen, die von allen Kursteilnehmer/innen gleichermaßen genutzt werden können.

**credit requirements:** Erstellung von Sitzungsunterlagen, Ausarbeitung eines Examensthemas

# Fachdidaktik für Lehramt Gymnasium (English Language Teaching)

## Einführungskurse (Introduction to English Language Teaching)

**D-35975 Introduction to English Language Teaching** **N.N.**

Module: ENFDGYM-M11.1 (3.0), ENFDGYM-M11.1 (3.0), ENFDNV-M11.1 (3.0), ENFDNV-M11.1 (3.0), ENFDNV-M11.1 (3.0), ENFDNV-M12.1 (3.0), ENFDNV-M12.1 (3.0), ENFDNV-M13.1 (3.0), ENFDNV-M13.1 (3.0)

Vorlesung, SWS: 2, ECTS: 3

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	10	12	c.t.					N.N.	

This lecture will be taught digitally and asynchronously, i.e. individual lecture sessions will **not** take place live at the given time and dates. However, it is strongly recommended to work with/on the material within the given time slots. Material will be made available via GRIPS. Participants must register via LSF within the given deadline. The GRIPS enrolment key can only be sent to those who have officially registered for participation!

This lecture provides an overview of key concepts and principles of Teaching English as a Foreign Language (TEFL). It will introduce students (a) to the general framework of English Language Teaching (ELT), (b) to the foreign language skills and competences learners of English are expected to acquire and master and (c) to basic methodological aspects within the larger context of Communicative Language Teaching and its didactic principles.

Compulsory and additional reading material as well as a topic overview and schedule will be announced in the first lecture.

**Credit requirements:** passing the final exam (details t.b.a.).

## Seminar Kulturdidaktik (Teaching British and North American Culture)

**D-35967 Short and Sweet: Teaching and Learning English with Shorties** **N.N.**

Module: ENFDGYM-M11.2 (3.0), ENFDGYM-M11.2 (3.0), ENFDNV-M11.3 (4.0), ENFDNV-M11.3 (4.0), ENFDNV-M11.3 (4.0), ENG-UF-WB (3.0)

Proseminar, SWS: 2, ECTS: 4, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	14	16	c.t.					N.N.	

This course will be taught digitally via Zoom and GRIPS. Zoom sessions will take place live at the given time and dates.

In this course, we will explore the didactic potential of so-called 'shorties', i.e. short texts of various genres and modes. We will look at different forms (such as film trailers, TV commercials, DVD covers/film posters, mini sagas, twitter fiction, songs, music videos, poems or short short stories), explore their genre features and discuss ways of implementing them in the EFL classroom to foster not only students' foreign language competence and media literacy but also to enhance intercultural and literary learning. A course plan and reading list will be provided in the first session.

**Course requirements:** regular attendance, active participation, thorough preparation of individual sessions (reading assignments).

**Credit requirements:** interactive presentation and term paper.

**Prerequisite:** Students need to have passed the lecture "Introduction to English Language Teaching" before attending this seminar!

**D-35982 Creativity, Resonance and Awareness as a Goal for Education? Exploring Flipped Classroom & Creating Digital explainer Videos for ELT** **Ullmann**

Module: ENFDGYM-M11.2 (3.0), ENFDGYM-M11.2 (3.0), ENFDNV-M11.3 (4.0), ENFDNV-M11.3 (4.0), ENFDNV-M11.3 (4.0), ENG-UF-WB (3.0)

Proseminar, SWS: 2, ECTS: 3-4, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
-	BlockSa	9	16	c.t.	14.01.2021	16.01.2021			Ullmann	

This class will follow a 'practice what you preach' approach: the so-called Flipped Classroom and explainer videos will not only be investigated as means for ELT, but will also be the method and media of choice for this course. Thus, in-class sessions will be from January 14 - January 16, 2021 and preparation will take place on Moodle beforehand. The aims of the course are theory-based reflections on modern language teaching methods, while creating own explainer videos in separate creative projects. As a basis for our own and potential students' creativity, we will also dive into concepts of resonance and awareness as a basis for successful teaching and learning. Prerequisites: Introduction to ELT (lecture).

Date: January 14 - January 16, 2021, preparation on Moodle before class.

**Course requirement:** project work



**D-35985 Teaching Culture, Literature and Media****Prenninger**

Module: ENFDGYM-M11.2 (3.0), ENFDGYM-M11.2 (3.0), ENFDNV-M11.3 (4.0), ENFDNV-M11.3 (4.0), ENFDNV-M11.3 (4.0), ENG-UF-WB (3.0)

Seminar, SWS: 2, ECTS: 4, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	14	16	c.t.					Prenninger	

Dieser praxisorientierte Kurs thematisiert interkulturelles Lernen, Lektürearbeit und den Einsatz von Medien im kompetenzorientierten Englischunterricht. Dabei setzt die Auseinandersetzung mit geeigneten Unterrichtsmethoden einen weiteren Schwerpunkt. Aufgabe der Teilnehmerinnen und Teilnehmer wird es sein, die Theorie von *Teaching Culture, Literature and Media* in die Praxis des modernen Fremdsprachenunterrichts umzusetzen und entsprechende Unterrichtseinheiten zu erarbeiten und zu analysieren.

**Verpflichtende Vorleistungen für die Kursteilnahme:** Vorlesung „Introduction to ELT“.

**Voraussetzungen für Erhalt von Leistungspunkten:** Aktive Beteiligung, kurze Präsentation, Unterrichtsentwurf.

**D-35986 Culture in ELT****Knittl**

Module: ENFDGYM-M11.2 (3.0), ENFDGYM-M11.2 (3.0), ENFDNV-M11.3 (4.0), ENFDNV-M11.3 (4.0), ENFDNV-M11.3 (4.0), ENG-UF-WB (3.0)

Seminar, SWS: 2, ECTS: 3-4, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	16	18	c.t.					Knittl	

This course will explore what it means to teach culture in the 21st century EFL classroom. We will discuss theoretical concepts such as ICC (intercultural communicative competence) and examine the shift from intercultural to transcultural learning. Based on these reflections, we will then analyze how different media and methods can be used to put these theories into practice. Compulsory and additional reading material as well as a topic overview and syllabus will be announced in the first session.

**Credit Requirements:** Regular attendance, active and critical participation, portfolio

**Prerequisite:**

LA Gymnasium (vertieft): Introduction to ELT (lecture)

LA GS, RS, MS mit Unterrichtsfach (nicht vertieft): Introduction to ELT (lecture)

**D-35987 Key Factors and Challenges in the Transition from Primary to Secondary Schooling in EFL****N.N.**

Module: ENFDGYM-M11.2 (3.0), ENFDGYM-M11.2 (3.0), ENFDNV-M11.3 (4.0), ENFDNV-M11.3 (4.0), ENFDNV-M11.3 (4.0), ENG-UF-WB (3.0)

Seminar, SWS: 2, ECTS: 4, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	10	12	c.t.					N.N.	

**This course will be taught digitally via Zoom and GRIPS. Zoom sessions will take place live at the given time and dates.**

In this course we will explore one of the major milestones in a learner's biography, the transition from primary to secondary school. The experience of this transition still varies extremely, often depending on the teacher. This is not surprising as EFL is still considered a fairly new subject at primary schools in Bavaria.

In this seminar we will discuss what impact the transition might have on pupils and teachers and we will take a closer look at the different curricula and the different EFL teaching methods applied at primary and secondary schools. The course aims to answer an important question for all (prospective) EFL teachers: What can EFL teachers of both primary and secondary schools do to make the transition a smooth process for their pupils?

A course plan and reading list will be provided in the first session.

**Credit Requirements:** Regular attendance, active and critical participation in group work, term paper

## Seminar (praktikumsbegleitend)

D-35983 TEFL: Theory and Practice of ELT (Gymnasium)

Knittl

Module: ENFDGYM-fdPra-M11.2 (3.0)

Seminar, SWS: 2, ECTS: 3, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	16	18	c.t.					Knittl	

**Nur im WiSe; Dieser Kurs ist parallel zum studienbegleitenden Praktikum zu absolvieren.**

This class offers students an opportunity to reflect on their experiences as observers and novice teachers of English at a Gymnasium during their internship. It will aim at bridging the gap between theory and practice so as to provide its participants with a solid theoretical basis for their lesson design in TEFL. We will thereby focus on topics like lesson planning, the new LehrplanPLUS, teaching essential skills, content and methods of language teaching, as well as assessing proficiencies. This course accompanies and complements the studienbegleitendes fachdidaktisches Praktikum. Students who have done their internship abroad also have to complete it. Compulsory and additional reading material as well as a topic overview and syllabus will be announced in the first session.

**Note:** Make sure you have applied through the Praktikumsamt der MB-Dienststelle Oberpfalz before you register in FlexNow.

**Credit Requirements:** Regular attendance, active and critical participation, portfolio

**Prerequisite:** Introduction to ELT (lecture)

## Oberkurse (Sprach- und Literaturdidaktik)

D-35979 Optimizing Classroom Interaction and Teacher Talk

N.N.

Module: ENFDGYM-M11.3 (4.0), ENFDGYM-M11.3 (4.0)

Seminar, SWS: 2, ECTS: 4, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
-	BlockSa So	10	17	c.t.	27.11.2020	29.11.2020			N.N.	

**This course will be taught digitally via Zoom and GRIPS. Zoom sessions will take place live at the given time and dates.**

Teachers' language use and interactional behavior in the EFL classroom can have a powerful impact on students: Ideally, teachers' effective language use activates students, initiates language learning processes, and promotes lively classroom interaction as well as students' participation in the classroom discourse. However, if used ineffectively, it may hinder language learning or even impede classroom interaction altogether. This course serves to sensitize students to the most salient features of teacher talk and classroom interaction such as wait time, echoing, IRF, or code-switching. We will also look at methodological aspects of making EFL classrooms more communicative and explore how teachers can 'create more interactional space' for their learners. Additionally, this course will introduce students to the questioning techniques and error correction techniques which EFL teachers have at their disposal. Lesson transcripts and video recordings will be used to analyze and reflect upon authentic classroom interaction. The objective of this course is to sensitize TEFL students to the complexity of L2 classroom interaction and to the teacher's crucial role in making classroom interaction beneficial to all.

A course plan and reading list will be provided in the first session.

**Course requirements:** regular attendance, active participation in discussions.

**Credit requirement:** term paper.

## Examensvorbereitung

D-35969 Zentrale Aspekte und Fragestellungen des Englischunterrichts (Examensvorbereitung)

N.N.

Module: ENFDNV-M11.4 (2.0), ENFDNV-M11.4 (2.0), ENFDNV-M11.4 (2.0), ENG-DF-ZP (2.0), ENG-UF-WB (2.0)

Seminar, SWS: 2, ECTS: 2, Max. Teilnehmer: 50

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	10	12	c.t.					N.N.	

**Dieser Examenskurs wird digital via Zoom und GRIPS stattfinden. Die wöchentlichen Zoom-Sitzungen finden live zur angegebenen Zeit statt.**

Dieses Repetitorium bereitet Studierende des nicht-vertieften Lehramts Englisch auf die schriftliche Staatsexamensprüfung in Fachdidaktik Englisch vor. Es verfolgt im Wesentlichen zwei Zielstellungen: Schwerpunkt 1: Zum einen wird der Stoff der Englischdidaktik in seiner Komplexität und Breite gründlich wiederholt, indem wir uns den vier „Prüfungskörben“ intensiv zuwenden. Hierbei besteht die Gelegenheit zur Klärung evtl. noch offener inhaltlicher Fragen. Schwerpunkt 2: Zum anderen sind die angehenden

Examenskandidaten/innen gefordert, ihr fachdidaktisches Wissen zu aktivieren und in der Bearbeitung früherer Examensaufgaben zur Anwendung zu bringen. Letzteres zielt auf den Aufbau prüfungsstrategischer Kompetenzen und auf die Weiterentwicklung der Fähigkeit zum vernetzenden Denken ab. Bei der Diskussion früherer Examensaufgaben stehen beispielsweise folgende Fragen im Mittelpunkt: Wie gehe ich bei der Bearbeitung eines konkreten Prüfungsthemas vor? Wie sieht eine gute Gliederung meines Prüfungstextes für eine bestimmte Aufgabe aus? Welche inhaltlichen Aspekte sind bei der jeweiligen Aufgabe relevant, welche nicht? Wie lauten die Qualitätskriterien einer gelungenen Klausur? u.ä.m.

**course requirements:** Für die Teilnahme an diesem Kurs gelten deshalb folgende Voraussetzungen:

- vorbereitende Lektüre relevanter Grundlagentexte VOR JEDER SITZUNG
- Bereitschaft zur aktiven Teilnahme an den Diskussionen/der Besprechung früherer Examensaufgaben
- Erstellung von Sitzungs- und Lernunterlagen, die von allen Kursteilnehmer/innen gleichermaßen genutzt werden können.

**credit requirements:** Erstellung von Sitzungsunterlagen, Ausarbeitung eines Examensthemas