



KOMMENTARE

für das Studium im

Wintersemester 2015/16

Geschäftsführung:

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Zimmer PT 3.2.45

Sekretariat:

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Zimmer PT 3.2.49

Studienberatung:

Studienplanung/-organisation, Eignungstest, etc.
Englische Sprachwissenschaft
Englische Literatur- und Kulturwissenschaft
Studieneinheit Großbritannienstudien
Amerikanistik/American Studies (B.A., M.A.)
Amerikanistik/American Studies (Lehramt)
Studieneinheit Nordamerikastudien
Fachdidaktik Englisch (nicht vertieft)
Fachdidaktik Englisch (vertieft)
Sprachpraxis

Mödl
Buschfeld, Kautzsch
Boehm, Farkas
Boehm, Farkas
Gessner
Leikam
Gessner
Aßbeck
Kirchhoff
Kohen, Uppendahl, Waller

Sprechstunden Wintersemester 2015/16

Name	Sprechzeit	Raum PT	Tel.: 943-
ARRINGTON, Doris-Gudrun	Di 12.30-14	3.3.88	3429
AßBECK, Akad. Dir. Dr. Johann	Fr 10-12	3.3.106	3488
BAURIDL, Dr. Birgit	Mo 18-19, Mi 16-17	3.2.83	3507
BERGMANN, Birthe	n.V.	3.3.105	5781
BIERMEIER, Dr. Thomas	nach d. Veranstaltung		
BOEHM, Dr. Katharina	Di 11-12	3.2.59	3499
BRATO, Dr. Thorsten	Di 10-11	3.2.79	3503
BUCHMANN, Liv Birte	nach d. Veranstaltung		
BUSCHFELD, Dr. Sarah	Di 10.30-12.30	3.2.81	3505
CAVANNA, Augustus	Di 12-14	3.2.87	3511
DEPKAT, Prof. Dr. Volker	Di 14-15, Mi 10-11	3.2.71	3476
FARKAS, Dr. Anna	Mi 10-12	3.2.59	3499
FISCHER, Prof. Dr. Roswitha	Di u. Mi 12-13	3.2.68	3473
FRITZE, Martin	nach d. Veranstaltung		
GEBAUER, Dr. Amy	Do 10:15-12:00	3.3.88	3429
GESSNER, PD Dr. Ingrid	Do 10-12	3.2.70	3475
HEBEL, Prof. Dr. Udo	siehe Homepage	3.2.73	3477
HERFELD, Dr. Dorith	Mo n.d.V. + Fr 12-13	2.3.61	3501
HILL, Sophie	Mo 12-13 u. 14-15	3.2.50	3469
KAUTZSCH, Dr. Alexander	Di 10-12	3.2.69	3474
KIRCHHOFF, Prof. Dr. Petra	Mo 13-14	3.3.104	3501
KOCH, Walter	nach d. Veranstaltung		
KOHEN, Jamie	Di 12-13, Mi 11-12	3.2.50	3469
LEIKAM, Dr. Susanne	Mi 12-14	3.2.83	3507
LENZ, Akad. Dir. Dr. Peter	Mo 11-13	3.2.44	3506
MALKMUS, Dr. Marie-Louise	n.d. Veransth.	3.2.58	3498
MCINTOSH-SCHNEIDER, Julia	Mo 14-16	3.2.57	3497

Name	Sprechzeit	Raum PT	Tel.: 943-
MIETHANER, Dr. Ulrich	Kontakt: umiethaner@yahoo.de		
MÖDL, Gabriele	Mo-Do 10-12:30	3.2.62	3667
NEULAND, Christina	nach d. Veranstaltung		
NEUMAIER, Theresa	Do 16-18	3.2.55	3046
PESOLD, Dr. Ulrike	nach d. Veranstaltung		
PETZOLD, Prof. Dr. Jochen	Mi 14-15:30	3.2.45	2486
SCHLEBURG, Dr. Florian	Di 14-15	3.2.82	3502
SCHNEIDER, Prof. Dr. Edgar W.	s. Aushang	3.2.65	3470
SIEBERS, Dr. Lucia	Di 16-17	3.2.80	3504
STADLER, Sandra	Do 14-16	3.2.56	3781
TRAUTSCH, Dr. Jasper	nach d. Veranstaltung		
TROTZKE, Claudia	Di 13:30-15:30	3.2.83	3507
UPPENDAHL, Steve	Fr 10-12	3.2.88	1809
WALLER, Peter	Di 16-18	3.2.60	3500
WEIG, Heide-Marie	n.d. Veransth.	3.2.43	3463
WEINZIERL, Florian	Mi 14-16	3.2.86	3510
ZEHELEIN, Prof. Dr. Eva-Sabine	Mi 14-15	3.2.73	3478
ZWIERLEIN, Prof. Dr. Anne-Julia	Mi 14-15	3.2.48	3467

*i.d.R.: E-Mail-Adresse =
vorname.nachname@ur.de*

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URL der **Homepage** des Instituts für Anglistik und Amerikanistik:
www-deas.uni-regensburg.de

Bitte beachten: die Informationen zur Studienplanung und zu den Pflichtleistungen wurden mit großer Sorgfalt zusammengestellt. Rechtliche Verbindlichkeit hat jedoch lediglich der Originaltext der betreffenden Prüfungs- und Studienordnung. Das genaue Studium der Prüfungsordnungen wird im Interesse eines geordneten Studienverlaufs dringend empfohlen.
Stand der Drucklegung: Juni 2015.

A. Allgemeines

1. Studienplanung

1.1 StudienanfängerInnen: Informationsveranstaltungen

B.A.-Studiengänge & Lehramt: in der Woche vor Vorlesungsbeginn; genaue Termine: s. Homepage der Zentralen Studienberatung:
<<http://www.uni-regensburg.de/studium/zentrale-studienberatung/>>

1.2 Struktur des Studiums

1.2.1 Prüfungsordnungen u. Pflichtleistungen

Erfolgreiches Studieren erfordert eine frühe und umfassende **Studienplanung**. Dies setzt die Vertrautheit mit den formalen und prüfungstechnischen Rahmenbedingungen des jeweiligen Studienganges voraus. **Studien- und Prüfungsordnungen** für die verschiedenen Studiengänge sind im Internet verfügbar (www.uni-r.de >> „Studium“ >> „Modulbeschreibungen, Prüfungs- und Studienordnungen, Gesetze“). Das genaue Studium der Prüfungsordnungen wird im Interesse eines geordneten Studienverlaufs dringend empfohlen! Auch ist es ratsam, grundsätzlich und insbesondere bei Unsicherheiten sowohl die allgemeine als auch eine fachspezifische **Studienberatung** in Anspruch zu nehmen.

Allgemeine einführende Hinweise für das Studium der Anglistik und Amerikanistik finden sich auf der Homepage (URL: s. Seite 3 unten).

1.2.2 Neuerungen in der Modulordnung zum Wintersemester 2012/13

Im Sommer 2012 wurden einige Änderungen an den neuen Modulordnungen vorgenommen (B.A. und Lehramt), um die Studierbarkeit zu verbessern und die Studierfreundlichkeit zu erhöhen. Zum Wintersemester 2012/13 traten daher neue Modulordnungen in Kraft. Diese neuen Module sind für alle gültig, die **ab dem Wintersemester 2012/13 ihr Studium aufnehmen**. Betroffen sind die folgenden Module:

- Basismodule Literaturwissenschaft aller Studiengänge (B.A. und Lehramt)
- Vertiefungsmodule American Studies 1 und 2 (B.A. American Studies)
- Vertiefungsmodule British Studies 1 und 2 im (B.A. British Studies)
- Vertiefungsmodule Fachwissenschaft (LA Grundschule, Mittelschule, Realschule)
- Vertiefungsmodul Literaturwissenschaft (LA Gymnasium)

Neu sind u.a. die literaturwissenschaftlichen Pflichtveranstaltungen *British Literary History* und *American Literary History* in den Basismodulen.

Eine umfassende Aufstellung der Änderungen im Einzelnen kann über die Homepage des Instituts eingesehen werden (Informationen für Studierende → Vorlesungsverzeichnis / und: Informationen für Studierende → Lehramt Englisch / B.A. Bachelor of Arts → Studienaufbau → Modulkataloge). Bitte beachten Sie unbedingt, welche Lehrveranstaltungen Sie laut der **für Sie gültigen Modulkataloge** absolvieren müssen.

1.2.3 Modularisierung und Leistungspunkte (LP) / Credit Points (CP)

Beim modularisierten Studienmodell werden Leistungspunkte gesammelt, die Auskunft über die mit einer Veranstaltung verbundene Arbeitslast geben. Die Verteilung von Leistungspunkten auf die einzelnen Veranstaltungen und Module können Sie Ihrem entsprechenden Modulkatalog entnehmen.

	Kurstyp	LP (alt)*	LP (neu)*
Vorlesungen	1 SWS, mit Leistungsnachweis	3 / 4 *	1
	2 SWS, mit Leistungsnachweis	8	4 / 2*
Sprachpraxis	GLC I	2	--
	GLC A (GLC II), Übersetzung/Sprachmittlung	4	3
	GLC B (GLC III)	6	4
	Composition	3	3
	GLC C (GLC IV) / GLC V	8	4
	Writing BA, Presentation, Academic Writing (BA / Lehramt), Grammar, Language Analysis	--	3
Linguistik / Literaturwiss. / Kulturwiss.	Einführungskurse (Linguistik / Literatur)	4	4
	Proseminare	7	4
	Einführungskurse British / American Studies (3sWS)	6	4
	Contemporary British / American Cultures	--	1
	British and Irish Cultures, Seminar	--	3
	American Cultural History, Seminar	--	4
	Review Literature (English/American)	--	1
	Text Analysis	--	2
	Altengl./Mittelengl. Sprache u. Kultur	8	4
	Cultural Studies Advanced	8	5
Fachdidaktik	Hauptseminare	10	7
	Einführungskurse, Seminare, Theorie & Praxis	--	3
	Proseminare / Oberkurse	--	4
	Zentrale Aspekte	--	2
	Studienbegleitendes fachdidaktisches Praktikum + zugehöriger Begleitkurs (im freien Bereich)		5
Grundwissen	Prüfung Grundwissen Fachwissenschaft	11	--

*: je nach Auflistung im Modulkatalog.

Tab. 1: Verteilung der Leistungspunkte auf die Kurstypen

1.3 Hinweis zu den Tabellen der Pflichtleistungen

Bitte beachten:

Statt des umfangreichen Abdruckes wiederkehrender und aufgrund ihrer Fülle ggf. auch verwirrender Informationen jedes Semester im KVV werden die Pflichtleistungsübersichten für die jeweiligen Studiengänge und Prüfungsordnungen nicht im Einzelnen aufgeführt. Weiterhin können Sie natürlich die jeweils gültigen Aufstellungen der Pflichtleistungen (abhängig von Studiengang und Studienbeginn) über die Homepage des Instituts (Informationen für Studierende >> Lehramt Englisch / B.A. Bachelor of Arts >> Studienaufbau) abrufen. Der im KVV integrierte Info-Teil konzentriert sich v.a. auf Informationen, die sich von Semester zu Semester ändern (**Fristen, Termine, Anmeldungen**), auf **spezielle Neuerungen** in Modul-/Studienordnungen oder Kursverwendbarkeit, sowie auf ein paar grundlegende **Basisinformationen**.

1.4 Bekanntmachungen, Informationsveranstaltungen & Newsletter

Sämtliche Bekanntmachungen werden auf der **Homepage des Instituts** veröffentlicht (www-deas.uni-regensburg.de) und per Newsletter versandt. Weitere Hinweise zum **Newsletter** siehe <http://www.uni-regensburg.de/sprache-literatur-kultur/anglistik-amerikanistik/studium/links-resources/>. Wie bereits in vergangenen Semestern wird es auch im dieses Semester wieder **Informationsveranstaltungen** für die Planung des Studiums geben; beachten Sie hierzu bitte die aktuellen Aushänge und Ankündigungen per Newsletter.

2. Wichtige Termine und Fristen

2.1 BewerberInnen und StudienanfängerInnen

2.1.1 B.A. und Lehramt: Eignungsfeststellungsverfahren (EFV)

Für alle StudienanfängerInnen der Bachelorstudiengänge Anglistik, Amerikanistik und Englische Sprachwissenschaft sowie für Lehramt Englisch wird an unserem Institut ein **Eignungsfeststellungsverfahren (EFV)** inkl. schriftlichem Eignungstest durchgeführt. Weitere Informationen (Anmeldefrist, Anmeldeformular, Termin des Tests, Inhalt und Vorbereitungsmöglichkeiten sowie Modalitäten der Zulassung) finden Sie auf unserer **Homepage**:

<http://www.uni-regensburg.de/sprache-literatur-kultur/anglistik-amerikanistik/studieninteressierte/>.

2.1.2 Master-Studiengänge

Am Institut für Anglistik und Amerikanistik werden Master-Studiengänge in den Fächern **Amerikanistik** (*American Studies*), **Britische Literatur- und Kulturwissenschaft** (*British Studies*) und **Englische Linguistik** (*English Linguistics*) sowie **Europäisch-Amerikanische Studien** (*European-American Studies*) angeboten. Weitere Informationen zur Bewerbung, sowie zum Aufbau und Inhalten der Master-Studiengänge finden Sie auf der Homepage des Instituts für Anglistik und Amerikanistik: <http://www.uni-regensburg.de/sprache-literatur-kultur/anglistik-amerikanistik/studieninteressenten/m-a-master-of-arts->

2.2 Online-Kursanmeldung (LSF)

Für alle anmeldungspflichtigen Kurse findet die allgemeine Anmeldung über LSF statt.

Bei der Einführungsveranstaltung für Erstsemester (s. Punkt 1.1) wird das System ausführlich erklärt und auch darüber informiert, welche Kurse Sie im ersten Semester benötigen. Bei Fragen können Sie sich gerne an Gabriele Mödl (PT 3.2.62) wenden.

Die **Zugangseite** zur Online-Anmeldung finden Sie im Internet unter der Adresse:

→ <https://lsf.uni-regensburg.de>

Anmeldefristen:

- | |
|---|
| <p>→ Mo, 5.10.2015 – Do, 8.10.2015 für alle Erstsemester-relevanten Kurse
- GLC A - Introduction to Engl. and Am. Literary Studies
- Introduction to Engl. Linguistics</p> <p>→ Mo, 6.7.2015 – So, 20.9.2015 für alle anderen Kurstypen
(GLC B, C; Composition; Sprachmittlung; Pronunciation Exercises; Proseminare, Seminare, Hauptseminare, Mittel-/Altenglisch, Cultural Studies, Fachdidaktik, Examenskurse)</p> |
|---|

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 erfordert, werden gebeten, sich bei der Geschäftsführung zu melden, da die KursleiterInnen nicht befugt sind, die festgelegten Obergrenzen für die Kursstärken eigenmächtig abzuändern. Die Geschäftsführung 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 >> Informationen für Studierende >> Kursanmeldung).

2.3 FlexNow-Anmeldung

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

Ausgenommen davon sind lediglich Studierende im Magisterstudiengang, sowie Lehramtstudierende nach „alter“ LPO (Studienbeginn bis einschl. SoSe 2008) im Hauptstudium. Ebenso können sich ERASMUS-Studierende nicht über FlexNow anmelden.

→ **FlexNow-Anmeldefrist** für Kurse des WS 2015/16: **Mo, 2. Nov. 2015 – Fr, 22. Jan. 2016**

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): **Mo, 11. – Fr, 22. Januar 2016**
(Achtung: für diese Prüfung ist zusätzlich auch eine Anmeldung per LSF-Anmeldung erforderlich; Genaueres dazu gibt es Anfang Januar in einer Rundmail).

Die Zugangsseite sowie eine Anleitung („Dokumentation“) finden Sie unter folgender Adresse:

<<https://www-flexnow.uni-regensburg.de/Flexnow/DiensteFrames.htm>>

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 auf den letzten Tag der Frist, sondern versuchen Sie unbedingt, sich gleich in der ersten Anmeldewoche einzuloggen, sodass eventuelle Probleme (Login-Probleme, TAN-Funktionalität, evtl. fehlende Kurse, falsche Leistungspunktangaben, Unklarheiten zu Prüfungsordnungen, etc.) rechtzeitig untersucht und behoben werden können. Die AnsprechpartnerInnen im Studienorganisationsbüro sind Ihnen dabei gerne behilflich.

B. Lehrveranstaltungen

Bekanntmachungen zu Änderungen des Veranstaltungsangebotes:

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

- Änderung von Räumen / Terminen bestehender Kurse
- Zusatzkurse, oder Kurse, die aufgrund Teilnehmer-Mangels entfallen

→ **Informieren Sie sich regelmäßig** im Online-Vorlesungsverzeichnis LSF oder auf der Homepage des Instituts und beachten Sie Aushänge beim Studienorganisationsbüro.

Erläuterungen zur Modulzuordnung:

Beispiel: *ENGYM-M12.2(4)* und *AMST-M22.w(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 des Instituts für Anglistik und Amerikanistik eingesehen werden.

Unterrichtssprache:

Lehrveranstaltungen mit englischsprachigem Titel werden auf Englisch durchgeführt.

Englische Sprachwissenschaft / English Linguistics

Thematische Vorlesungen

35700 Language and Society

Fischer

Vorlesung, SWS: 2

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Do	wöch.	10	12	c.t.				H 8	Fischer	

This lecture examines the role of the English language in a variety of social contexts. It consists of three parts: The first part focusses on the varying patterns of language use within multilingual speech communities and considers ways in which the English language changes within society. The second part explores social reasons behind language variation and focusses on regional and social variation, gender, age, ethnicity and social networks in particular. The final part assesses how attitudes to language affect speech behavior and shows that appropriate linguistic responses take account of a variety of contextual factors, for example, the relative status of addresser and addressee. Assessment: final exam, additional book review for Master's students. Background reading: Janet Holmes 2008. *An Introduction to Sociolinguistics*. Pearson.

Pflichtvorlesungen der Basismodule

35702 The Structure of English

Kautzsch

Vorlesung, SWS: 2, ECTS: 4

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Di	wöch.	8:30	10	s.t.				H 2	Kautzsch	

This lecture constitutes an obligatory component in the „Basismodul Sprachwissenschaft“, and it can only be chosen after having passed an “Introduction to English Linguistics” successfully. It is meant to provide a basic survey of the fundamental structural properties of the English language from a comparative, typological and historical perspective. As such, and together with the lecture “English in Use”, it also provides a systematic coverage of what the Bavarian “Kultusministerium” has established as the so-called “core curriculum” in English linguistics. The lecture will deepen and supplement some of the material you have learned in the “Introduction”. In particular, the following topics will be covered: The status of English in the modern world; structural properties of modern English (also as opposed to German) on the levels of phonetics and phonology, lexis (characteristics of the English word stock; theories systematizing word meanings); morphology (word formation, inflection); and syntax (approaches, sentence constituents, phrases, clauses, word order); the historical evolution of the language (periodization and external history; lexical growth; major sound changes with present-day consequences; the history of English morphology; the emergence of modern English syntactic structures); present-day diffusion and varieties of English. – Requirements for course credits: Final exam. Regular attendance is expected. – No registration required (except in FlexNow).

Vorlesung, SWS: 2, ECTS: 4

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Di	wöch.	10	12	c.t.				H17	Fischer	

Together with the lecture "The Structure of English", "English in Use" provides a systematic coverage of what the Bavarian "Kultusministerium" has established as the so-called "core curriculum" in English linguistics. It constitutes an obligatory component in the "Basismodul Sprachwissenschaft" and can only be chosen after having passed an "Introduction to English Linguistics" successfully, since it will deepen and supplement some of the material you have learned in the "Introduction". The lecture will give a survey of language use in different settings and situations. The following topics will be dealt with: Pragmatics (speech acts, conversational principles and structures), text linguistics (types of cohesion, information structure, text typology), sociolinguistics (language variation, standard norms, language contact phenomena, language and culture), corpus linguistics (corpus composition and compilation, tools and techniques, the use of corpora in language studies and for pedagogical purposes), lexicography (with a focus on monolingual learner's dictionaries), first and second language acquisition, translation theory and English-German contrasts. Requirements: Final exam. No LSF-registration.

Einführungskurse

35705 Introduction to English Linguistics

Brato, Buschfeld, Neuland,
Neumaier, Schleburg, Siebers

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Mo	wöch.	14	16	c.t.			Gr. 1	R 009	Brato	
Di	wöch.	9	10	s.t.			Gr. 1	PT 1.0.2	Brato	
Di	wöch.	18	19	s.t.			Gr. 2	ZH 4	Schleburg	
Mi	wöch.	14	16	c.t.			Gr. 2	ZH 4	Schleburg	
Di	wöch.	17	18	c.t.			Gr. 3	PHY 7.1.21	Siebers	
Mi	wöch.	10	12	c.t.			Gr. 3	ZH 5	Siebers	
Mi	wöch.	8	10	c.t.			Gr. 4	ZH 5	Neumaier	
Do	wöch.	18	19	c.t.			Gr. 4	ZH 5	Neumaier	
Do	wöch.	12	13	c.t.			Gr. 5	ZH 4	Neuland	
Fr	wöch.	10	12	c.t.			Gr. 5	PT 1.0.2	Neuland	
-	-			c.t.			Gr. 6		Buschfeld	Blockkurs

This course is an introduction to the study of the English language. After an initial discussion of the main properties of human languages that set them apart from animal communication, the first part of the course offers an overview of the main structural properties of the English language. These will include a description of the following linguistic levels: 1. Phonetics and phonology: i.e. the human speech sound inventory as well as the specific sounds used by the English language; 2. Morphology and word-formation: the analysis of meaningful units below the word level (such as plural *-s* in *cats*, *dogs* or *horses*) and the various ways of creating new words (e.g. the verb *to google* deriving from the name of the search engine Google); 3. Syntax: the structure of English sentences; and 4. Semantics and pragmatics: both dealing with different types of linguistic meaning. Finally, the course explores the effects of the main linguistic changes on all linguistic levels that have affected the English language since its "birth" in the 5th century (History of the English language). - Requirements: regular attendance, final exam (the exact date will be announced in the first session).

Proseminare

35717 African American English

Miethaner

Proseminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Mo	wöch.	18	20	c.t.				PT 2.0.3A*	Miethaner	

Teenagers all over the planet are being exposed to African American English (AAE), formerly known as Black English, through the medium of rap and house music. The prestige of this variety in the music scene becomes apparent in the dissemination of AAE terms to various languages. This development is surprising when we consider the fact that until half a century ago AAE was believed by most Americans to be 'broken language'. This seminar intends to outline the history of and current developments in AAE. Three main aspects will be focussed upon: 1, The synchronic status of AAE, i.e. its structural 'distance' to other varieties of American English. 2, The diachronic status of AAE, i.e. interpretative models of its genesis and development. 3, The educational, social and political implications of AAE. Parts of our analyses will be based on the BLUR (Blues Lyrics Collected at the University of Regensburg) corpus, a computerized collection of early blues texts. To obtain credits you will be asked to give a presentation in class, to do a written test and to complete several reading/research assignments.

35718 English in North America

Siebers

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Di	wöch.	18	20	c.t.				PT 2.0.3A*	Siebers	

This course provides an overview of the varieties of English spoken on the North American continent, sometimes collectively referred to as North American English due to their similarities in pronunciation and vocabulary. Considering the settlement history of the United States and Canada, we will investigate how the different settler groups shaped the development of regional dialects and how contact with speakers from other languages resulted in the emergence of such contact varieties as African American English and Chicano English. A major aim of the seminar will be to characterise North American varieties in terms of their linguistic features. In this context, we will discuss the results of recent sociolinguistic studies in order to examine to what extent variation in the use of these features is determined by extra-linguistic variables such as gender, age and ethnicity. Recommended reading: Algeo, John. ed. 2001. *The Cambridge History of the English Language, Vol. VI: English in North America*. Cambridge: Cambridge University Press., Walker, James A. 2015. /Canadian English. A sociolinguistic perspective/. Oxford: Routledge., Wolfram, Walt and Natalie Schilling-Estes 2005. *American English: dialects and variation*. Second edition. Malden/Oxford: Blackwell.

35719 English in the British Isles

Brato

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Mi	wöch.	8	10	c.t.				ZH 4	Brato	

Nowhere in the English-speaking world is there more linguistic variation than in the British Isles. You can often spot the regional and social background of a speaker by just listening to a sentence or two of their speech while for others – mainly those of the English elite – there is little indication of where they come from. In this course we will focus on how English differs in the British Isles mainly with regard to pronunciation and morphosyntax, but will also include lexical

variation and pragmatics where appropriate. After a brief historical overview on the development of English we will turn to each of the four main varieties (England, Scotland, Wales and Ireland) in turn. We will discuss some of the classic studies from the 1970s as well as more recent research e.g. in the context of 'Multicultural London English'. Requirements: Active participation an in-class presentation on one of the topics, as well as a term paper. A very good overview of variation in the British Isles is provided by: Britain, David (ed.). 2007. *Language in the British Isles* (2nd edn.). Cambridge: Cambridge University Press. Additional material will be made available in a 'Semesterapparat'.

35720 English Semantics **Neumaier**

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Do	wöch.	14	16	c.t.				ZH 4	Neumaier	

Semantics is the branch of linguistics concerned with the meaning of linguistic units and their possible combinations. Within this course, we will therefore deal with questions such as: what is the meaning of words, phrases or sentences, and how is it organised in our mental system? What is the relationship between meaning and the external world? We will first look at semantic relations between words such as synonymy and antonymy, hyponyms or lexical ambiguity. The seminar will mainly focus on cognitive aspects of meaning, i.e. we are going to deal with topics such as prototypes, categorisation, frames, conceptual blends, etc. We will, for example, take a closer look at why we are perfectly happy with a sentence like *The cat is on the table* but are reluctant to say *?The table is under the cat*, or why some members of the category BIRD seem to be better examples than others (e.g. sparrow vs. ostrich). – Requirements: active participation, regular readings, a presentation, and a term paper.

Seminare

35722 Altenglische Sprache u. Kultur **Schleburg**

Seminar, SWS: 2, Max. Teilnehmer: 25

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Mo	wöch.	12	14	c.t.				PT 2.0.3A*	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 werden als Relikte früherer Regeln erkennbar. Dieser Kurs stellt Schreibkonventionen, Lautsystem, Morphologie, Wortschatz und Syntax des Alt-englischen anhand einer Textsammlung vor, die zugleich einen Eindruck von Reiz und Vielfalt der angelsächsischen Überlieferung vermitteln soll. — Elektronische Anmeldung. Anforderungen für Erwerb von Leistungspunkten: Übungsaufgaben und Klausur. Textgrundlage: W. Obst & F. Schleburg, *Lehrbuch des Altenglischen*, Heidelberg 2004.

35723 Mittelenglische Sprache u. Kultur**Schleburg**

Seminar, SWS: 2, Max. Teilnehmer: 25

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Mi	wöch.	12	14	c.t.				ZH 5	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 charakterisiert, und ist mit etwas 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. — Elektronische Anmeldung. Anforderungen für Erwerb von Leistungspunkten: Übungsaufgaben und Klausur. Textgrundlage: W. Obst & F. Schleburg, *Die Sprache Chaucers*, Heidelberg 2010.

35724 Early English**Schleburg**

Seminar, SWS: 2, Max. Teilnehmer: 25

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Di	wöch.	12	14	c.t.				PT 1.0.2	Schleburg	

“Early English” is the English-classroom alternative to our German 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 purpose of scholarly discourse and translation. Of course local *Lehramt* students will also be able to acquire the historical qualification needed for their state exam. — 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 a number of weird words, orthographic oddities and erratic inflections. — Online registration. Regular homework and final exam.

35725 Altenglisch für Fortgeschrittene**Schleburg**

Seminar, SWS: 2, Max. Teilnehmer: 30

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Mo	wöch.	14	16	c.t.				PT 2.0.3A*	Schleburg	

Die Fortsetzung unserer Einführung in das Altenglische fasst jene Prozesse des lautlichen, morphologischen und syntaktischen Wandels ins Auge, die über das Mittelenglische zur Gegenwartssprache führen. Die Auswahl der Stoffgebiete und der Übungstexte orientiert sich an den Anforderungen der altenglischen Textklausur im schriftlichen Staatsexamen. In der ersten Sitzung werden Erfahrungswerte zur langfristigen Examensvorbereitung tradiert. Es wird empfohlen, diesen Kurs VOR dem altenglischen Examenskurs zu besuchen. — Freiwilliger Vertiefungskurs, keine Anmeldung erforderlich. Erwerb von Leistungspunkten nach Absprache möglich.

35726 Mittelenglisch für Fortgeschrittene**Schleburg**

Seminar, SWS: 2, Max. Teilnehmer: 30

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Mi	wöch.	16	18	c.t.				ZH 5	Schleburg	

Die Fortsetzung unserer Einführung in das Mittelenglische ergänzt den lautlichen und grammatischen Befund der Sprache Geoffrey Chaucers um seine westgermanische und altenglische Vorgeschichte. Die Auswahl der Stoffgebiete und der Übungstexte orientiert sich an den Anforderungen der mittelenglischen Textklausur im schriftlichen Staatsexamen. In der ersten Sitzung werden Erfahrungswerte zur langfristigen Examensvorbereitung tradiert. Es wird empfohlen, diesen Kurs VOR dem mittelenglischen Examenskurs zu besuchen. — Freiwilliger Vertiefungskurs, keine Anmeldung erforderlich. Erwerb von Leistungspunkten nach Absprache möglich.

35727 Mittelenglisch für Examenskandidaten**Schleburg**

Seminar, SWS: 2, Max. Teilnehmer: 30

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Mo	wöch.	16	18	c.t.				PT 2.0.3A*	Schleburg	

Anhand früherer Examensklausuren (die gesammelt auf dem K-Laufwerk 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 Staats-examen“ ergründet. Eine sinnvolle Teilnahme setzt die Inhalte des Fortgeschrittenen-Kurses und die regelmäßige Vorbereitung der besprochenen Aufgaben mithilfe der empfohlenen Fachliteratur voraus. — Keine Anmeldung erforderlich.

35730 Syntaktische Analysen (vertieft und nicht vertieft)**Kautzsch**

Seminar, SWS: 2, Max. Teilnehmer: 50

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Mi	wöch.	12	14	c.t.				H23	Kautzsch	

Dieser Kurs bietet interessierten Studierenden die Möglichkeit, ihre Fertigkeiten in der syntaktischen Beschreibung des Englischen zu erweitern bzw. zu festigen. Nach einer Grundlagenphase von etwa 6 Wochen werden Aufgabenstellungen aus dem nicht vertieften Staatsexamen besprochen. Wie auch im Staatsexamen zu erwarten, dient das syntaktische Modell von Quirk, Greenbaum *et al.* (*A Comprehensive Grammar of the English Language*, 1985; *A Student's Grammar of the English Language*, 1992) als Grundlage. Der Beschreibungsmodus von Aarts & Aarts (*English Syntactic Structures*, 1988) sowie der valenztheoretische Ansatz (z.B. Herbst, Thomas. *A Valency Dictionary of English.*) werden am Rande ebenfalls angesprochen. Eine Anmeldung ist wünschenswert.

35732 Text Analysis (Grund-, Mittel-/Haupt-, Realschule)**Fischer**

Seminar, SWS: 2, ECTS: 2, Max. Teilnehmer: 30

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Mi	wöch.	10	12	c.t.				PT 2.0.3A*	Fischer	

In this seminar we will analyze a selection of texts in terms of phonetics and phonology, morphology and word formation, syntax, semantics and text linguistics. The contrast between German and English pronunciation and between British and American English will be considered as well. The seminar also helps to prepare for the final state exam in linguistics. Reading: Thomas Herbst 2010. *English linguistics. A coursebook for students of English*. Berlin: De Gruyter Mouton. Requirements: Reading assignments, weekly exercises, exam. Course material is available on GRIPS.

35735 Phonemic Transcription**Kautzsch**

Übung, SWS: 1, ECTS: 2, Max. Teilnehmer: 25

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Mi	wöch.	9	10	c.t.				PT 1.0.2	Kautzsch	

Die Phoneme der Sprache korrekt zu identifizieren, zu realisieren und zu beschreiben, ist eine unentbehrliche Fähigkeit für jeden, der sich professionell mit dem Englischen beschäftigt. Wer sich die Artikulationsvorgänge und die distinktiven Merkmale der Laute bewusst macht, kann die eigene Aussprache besser kontrollieren, dialektale und soziale Varianten klar unterscheiden und ggf. auch die Fehler künftiger Schüler gezielt korrigieren. In dieser Übung wird das für alle Examensoptionen relevante Transkriptionssystem noch einmal von Grund auf dargestellt und anhand authentischer Texte eingeübt. – Referenz: D. Jones, ¹⁶2003 oder ¹⁷2006. *English Pronouncing Dictionary*. CUP, oder: J. C. Wells, ²2000 oder ³2008. *Longman Pronunciation Dictionary*. London. – Erwerb von 2 Leistungspunkten für den Wahlbereich möglich.

Hauptseminare**35739 English in its Social Context****Fischer**

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Di	wöch.	14	16	c.t.				PT 1.0.2	Fischer	

This course is about why users of English speak differently in different social contexts, and how language is used to convey social meaning. Some social factors relate to the users of language, the participants; others relate to its uses, the social setting and function of the interaction. – The first part of the course focusses on general theories and concepts of the relationship between linguistic choices and the social contexts in which they are made. The second part focusses on specific social dimensions, such as social status, gender, age, ethnicity and social networks. Language change is a result of social variation and will therefore be included as well. The course also provides an introduction to key issues in linguistic data collection and analysis. The participants of the course will be asked to do a small research project which can be chosen freely, and give a presentation. There will be a short mid-term exam after the first part of the course. Introductory reading: Rajend Mesthrie et al. ²2009. *Introducing sociolinguistics*. Chp 1: 1-41.

35740 Accents of English**Kautzsch**

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Mi	wöch.	10	12	c.t.				ZH 4	Kautzsch	

It is widely assumed that only learners of a foreign language speak with an accent. But actually everyone does so, since the term accent merely refers to a particular way of pronouncing a language. What accents do is give away information about their speakers and identify them as members of a certain group. As soon as Queen Elizabeth II opens her mouth, she is immediately recognized as a member of the British upper class, just like Ewan McGregor cannot deny his Scottish origins in interviews (although as the young Obi Wan Kenobi in *Star Wars* he sounds a lot less Scottish). After a brief general recap of phonetics and phonology and an outline of relevant methodologies, this seminar will explore a wide variety of accents. We will not stop at characteristic features of Englishes spoken as a native language in the UK, the US, Canada, Australia, or New Zealand, but also go into the peculiarities of English as a second language, as spoken, for example, in West Africa or Singapore, and as a foreign language, e.g. in Germany, Italy, or China. Requirements: regular attendance, quiz, presentation, and a research paper.

Kurse in der Eingangsphase der MA-Programme**35724 Early English****Schleburg**

Seminar, SWS: 2, Max. Teilnehmer: 25

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Di	wöch.	12	14	c.t.				PT 1.0.2	Schleburg	

“Early English” is the English-classroom alternative to our German 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 purpose of scholarly discourse and translation. Of course local *Lehramt* students will also be able to acquire the historical qualification needed for their state exam. — 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 a number of weird words, orthographic oddities and erratic inflections. — Online registration. Regular homework and final exam.

35749 Academic Writing for Linguists (M.A. course)**Buschfeld**

Seminar, SWS: 2

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Mi	wöch.	8	10	c.t.				VG 1.30	Buschfeld	

This course is designed to deepen MA students' knowledge and skills in academic writing, i.e. in conducting and organizing advanced linguistic research, in identifying and evaluating sources as well as in summarizing and discussing research positions. The focus of this class will be on composing (MA) 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, stylistic questions as well as formal aspects. By the end of this course, students should be able to

approach a linguistic topic in an analytical way, to select appropriate literature and information, to discuss opposing views, and to master text cohesion and academic style in their own writing. Course requirements: active participation in class, short oral presentations on the individual writing processes, seminar paper (approx. 15 pages), review of a recent linguistic monograph or edited volume of one's own choice.

Anglistik / British Studies

Vorlesungen

35750 Rural and Urban Spaces in Early Modern Literature Zwierlein

Vorlesung, SWS: 2

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Mi	wöch.	10	12	c.t.				H22	Zwierlein	

"Modern theories of pastoral have a way of turning into theories of literature." (Louis Montrose) 'Pastoral' texts, popular between the sixteenth and eighteenth centuries, have never entirely died out. They offer a great deal more than idyllic country settings populated with love-sick shepherds: they set up experimental scenarios for testing social power structures, they introduce symbolical 'rites of passage' that inquire into the stability of social and cultural identities, and they are highly self-reflexive and metafictional, engaging with the production and possibilities of 'fiction'. Starting out from the Greek and Latin roots of the tradition, eclogues by Theocritus and Virgil, this lecture course combines an interest in pastoral politics and poetics with early modern literary reflections on urbanization, the early-capitalist metropolis and the town-country dichotomy that drives the pastoral hypothesis. We will juxtapose poems and epics by Christopher Marlowe, Walter Raleigh, Ben Jonson, John Donne, Edmund Spenser, Philip Sidney, Andrew Marvell, John Milton, James Thomson, and Alexander Pope with selected plays by William Shakespeare and Ben Jonson, as well as early modern novels by Philip Sidney and Mary Wroth. Time allowing, we will end by discussing the abiding importance of the pastoral myth for constructions of Englishness (the English countryside, English heritage culture) and twentieth-century deployments of the pastoral mode in poems by Dylan Thomas, Norman MacCaig, Charles Tomlinson, and Seamus Heaney. Requirements: written final exam. Texts: *The Norton Anthology of English Literature*, 8th rev. ed., vol. 1, ed. Stephen Greenblatt: *The Middle Ages through the Restoration and the Eighteenth Century* (New York: W.W. Norton, 2006).

35752 British Literary History Petzold

Seminar, SWS: 2, ECTS: 4

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Do	wöch.	10	12	c.t.				H17	Petzold	

Course description: see "Anglistik: Pflichtvorlesungen der Basismodule".

Pflichtvorlesungen der Basismodule

35752 British Literary History

Petzold

Seminar, SWS: 2, ECTS: 4

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Do	wöch.	10	12	c.t.				H17	Petzold	

This course will offer an overview of British literary (and cultural) history, from Old English epic to the 'internationalisation' of 'English literature' in the twentieth and twenty-first centuries. It will put literary developments into a broader historical framework that includes political events and their cultural ramifications. The course is an obligatory part of the "Basismodul Literaturwissenschaft" and hence it is aimed at beginners. However, more advanced students, e.g. those preparing for state examinations, are also welcome to attend. Course materials (including a small reader) will be made available via GRIPS. A final exam will be held in the last week of classes. NB: For the time being, this course will only be offered in the winter term! Requirements: final exam (in-class).

35753 Introduction to British and Irish Studies

Lenz, Waller

Vorlesung, SWS: 2, ECTS: 2

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Do	wöch.	12	14	c.t.				H 2	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. We will look at the theory and methodology of cultural studies. Guests from all faculties are welcome in the lecture. The principal course material will be our own reader, *Sceptred Isles*, and you should read the introduction to it before the first lecture. This course is designed to take you from school level on into university study. 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. Final exam: Thu, 11.2.2016. 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.

Einführungskurse Literaturwissenschaft

35755 Introduction to English and American Literary Studies

Boehm, Farkas, Herfeld, Stadler

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Mi	wöch.	10	13	c.t.			Gr. 3	PT 1.0.2	Boehm	
Mi	wöch.	13	16	c.t.			Gr. 4	PT 1.0.2	Farkas	
Fr	wöch.	11	14	c.t.			Gr. 7	ZH 6	Stadler	
-	n. V.			c.t.			Gr. 8		Herfeld	Blockkurs

The course will familiarize students with fundamental knowledge and skills necessary for the study of English and American literatures. Participants will be introduced to critical concepts such as 'literature,' 'culture,' and 'text.' Influential theoretical approaches, critical methods, and the basics and problems of literary history, canonization, and periodization will be discussed. By covering representative examples of all major literary forms, we will explore a broad variety of literary representations and apply important technical terms and concepts to

the analysis of specific texts. Practical problems of research and writing (e.g., how to find and quote secondary literature) will also be addressed. Tutors will help students with course work and assignments. All sections of this "Introduction to English and American Literary Studies" offered by the Institut für Anglistik und Amerikanistik will follow a shared syllabus and will conclude with a written exam on Tuesday, 9 February 2016, 9-12. – Required textbooks: Meyer, Michael. *English and American Literatures*. 4th rev. ed. Tübingen: Francke, 2011. Print; Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. 3rd ed. Manchester: Manchester UP, 2009. Print. Further course materials, mandatory readings, and course requirements will be announced in the first meetings [siehe Parallelangebot der Amerikanistik!].

Seminare British and Irish Cultures

35767 British and Irish Cultures Herfeld, McIntosh-Schneider, Waller

Seminar, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Mo	wöch.	8	10	c.t.			Gr. 1	PT 2.0.3A*	Herfeld	
Mo	wöch.	10	12	c.t.			Gr. 2	PT 2.0.3A*	Herfeld	
Di	wöch.	10	12	c.t.			Gr. 3	ZH 6	McIntosh-Schneider	
Di	wöch.	18	20	c.t.			Gr. 4	PT 1.0.2	Waller	
Mi	wöch.	18	20	c.t.			Gr. 5	ZH 4	McIntosh-Schneider	
Do	wöch.	16	18	c.t.			Gr. 6	ZH 4	Waller	

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 our own reader, *Sceptred Isles*, which you should already have browsed in conjunction with the lecture; now you will read it in detail. Please read the introduction to it before coming to the first meeting of class. You are expected to read all the texts contained in the reader in the course of the semester, but will do detailed study only on the sections your class teacher chooses. 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 attend. Assessment will be based on a presentation given in the course and on 5 short essays related to topics covered in the class sessions. 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

35774 English Literature 1: Christopher Marlowe Pesold

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Fr	wöch.	10	12	c.t.				VG 1.37	Pesold	

Born the same year as Shakespeare, the son of a Canterbury shoemaker ended up taking academic degrees at Cambridge, but appears to have worked as a spy as well. He was famous for his "mighty line" (Ben Jonson) and infamous for being in trouble with the authorities (he was arrested under suspicion of murder in 1589), for being an atheist and a blasphemer. In

1593, Christopher Marlowe was stabbed in a pub brawl. It's not surprising, then, that his works appear more contradictory than those of most of his Renaissance colleagues. As an introduction, this seminar will deal with examples of Marlowe's poetry and then analyse the structure and contexts of his plays (*Tamburlaine*, *The Jew of Malta*, *Doctor Faustus*, *Edward the Second* and *The Massacre at Paris*), including the concepts of the overreacher, Machiavelianism and religion. – Compulsory purchase: Christopher Marlowe, *The Complete Plays*, ed. F. Romany and R. Lindsay (London: Penguin 2003). — Poetry will be made available on the K-Drive before the start of the semester.

35775 English Literature 2: Bad Girls and Female Fiends in 19th-Century Literature Boehm

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Di	wöch.	14	16	c.t.				CH 13.0.82	Boehm	

This seminar explores nineteenth-century literary, journalistic and visual representations of girls and women whose actions pushed against the period's social norms. We will study literary depictions of violent and scheming women, sirens and witches, bigamists and murderesses in the poetry of John Keats, Christina Rossetti, Augusta Webster and Elizabeth Barrett Browning, and in prose texts including Charlotte Brontë's *Jane Eyre* (1847), Elizabeth Gaskell's *Lois the Witch* (1861), H. Rider Haggard's *She* (1886), and short stories by Elizabeth Braddon and Flora Steel. Key topics for class discussions will be the conflicting ways in which these texts engage with the patriarchal structures of British society in the nineteenth century, and with contemporary attitudes to femininity and gender relations. We will place the literary texts in their wider historical and cultural context by looking at the gender ideologies of contemporary journalism and visual art, as well as at court cases, medical literature, advertisements, and ephemeral material. At the end of the term we will turn to a Neo-Victorian novel, Sarah Waters's *Affinity* (1999), to consider how contemporary authors engage with and "rewrite" the gendered discourses and sexual mores of their Victorian ancestors. A workshop session will be dedicated to a hands-on research project that makes use of the university's digital databases: we will explore constructions of femininity and crime in nineteenth-century press reports about the notorious trial of teenage murderess Constance Kent. Two guest lectures by eminent British scholars in the field will round off the seminar. Requirements: reading response; participation in expert team; term paper. Please buy the following texts: Charlotte Brontë, *Jane Eyre* (Oxford World's Classics, 2008); H. Rider Haggard, *She* (Oxford World's Classics, 2008), Sarah Waters, *Affinity* (any edition).

35776 English Literature 2: (Anti-)Theatricality in Literature and Culture of the 19th Century Weig

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
-	wöch.			c.t.					Weig	Blockkurs

The 19th century, and the Victorian era in particular, have frequently been characterised as anti-theatrical, a sentiment understood to derive from a variety of cultural anxieties linked to the theatre, acting, and the acting profession. However, in an age in which theatres proliferated across London, amateur acting enjoyed immense popularity, and a celebrity culture began to emerge in earnest, the relationship between English society and theatricality ultimately proves to be far more manifold and intricate than a simple attitude of suspicion. In this seminar, we will examine theatricality and theatrical performativity as an integral part of 19th century society, and as represented in the literature of the period, permeating and shaping such areas as class identity, education, and gender norms. We will be looking at texts by

canonical authors from Jane Austen and Maria Edgeworth to Charles Dickens, Wilkie Collins, George Eliot, William Makepeace Thackeray, and Oscar Wilde, and supplement these with exemplary playtexts, but also newspaper and magazine articles from the 19th century, as well as theoretical writing on concepts of theatricality and its cultural significance. Please acquire a copy of Austen's *Mansfield Park* (Oxford World's Classics). All other course texts will be made available on G.R.I.P.S. Course requirements: a presentation and a term paper (8-10 pages).

35777 English Literature 3: The Fairy Tale Narrative of the 20th and early 21st century Herfeld

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Mo	wöch.	12	14	c.t.				VG 1.36	Herfeld	

The fairy tale was a popular narrative form in 19th century Britain, but its popularity declined after the turn of the century. Fairy tale narratives, however, survived. Be it because of the Disneyfication of the fairy tale in the 1950s or for other reasons – there has definitely been a revival of the fairy tale since the 1960s and 1970s. But the fairy tale has emerged in new and sometimes quite surprising forms, ranging from comedy to political satire. Students attending this seminar are going to be introduced to fairy tale theories and tools of analysis of the 20th century, will look at fairy tale narratives in times of war and political crisis and will proceed to analyze and discuss the tales with regard to the women's liberation movement, an increasing globalization as well as intercultural aspects of the fairy tale. Last but not least, this seminar will also include other medial representations of the fairy tale. Texts studied in depth will range from Angela Carter's *The Bloody Chamber and Other Stories*, Salman Rushdie's *Haroun and the Sea of Stories*, A.S. Byatt's *The Djinn in the Nightingale's Eye* to Neil Gaiman's "Snow, Glass, Apples" and on to Jacky Kay's *The Adoption Papers* (two poems from the book). The rest will be made available in electronic form on GRIPS.

35778 English Literature 3: English and Irish Drama in the 20th Century Lenz

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Di	wöch.	12	14	c.t.				PT 2.0.3A*	Lenz	

Modern English and Irish dramatic traditions are inextricably entwined because of the English language, the long British occupation of Ireland, and the geographical proximity of the two countries. With the opening of the Abbey Theatre in Dublin in 1904 and the establishment of a national theatre devoted to the production of plays on Irish themes by Irish writers, Irish drama began a century of significant contribution to English language and world drama. Britain would not have a national theatre until the National Theatre Board was set up in 1962. With the focus put on the second half of the twentieth century while, nevertheless, including some pace making texts of the period between the 1890s and the 1950s, this seminar will analyse and discuss a selection of the most remarkable plays by internationally renowned authors on both sides of the Irish Sea. Requirements: active participation, oral presentation/expert talk, term-paper (10-12 pp.) Compulsory purchase (available at *Pustet's*): 1. *The Methuen Book of Modern Drama: Plays of the '80s and '90s*. Bloomsbury Publishing PLC, 2003. 2. *Modern Irish Drama*. Ed. John P. Harrington. New York: Norton, 1991). 3. Samuel Beckett, *Waiting for Godot*. Hrsg. Manfred Pfister. Stuttgart: Reclam, 2007). Some other primary and secondary texts will be made available electronically.

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Do	wöch.	12	14	c.t.				ZH 5	Stadler	

This course is designed to introduce students to formal and aesthetic properties of literary texts for children and young adults and their sociopolitical, cultural, and linguistic significance for contemporary society, as well as the place of this type of literature within the canon. Our major focus will be on twenty-first century South African adolescent literature. All texts will be approached from a diverse set of critical positions that reflect current debates in literary studies. Please acquire copies of the following texts (unfortunately, most books are only available as ebooks): Kgbetli Moele, *Untitled* (2013); Jenny Robson, *Back to Villa Park* (2013), Lily Herne, *Deadlands* (2011); Jenny Robson, *Monday Evening, Thursday Afternoon* (2013); John van de Ruit, *Spud* (2005). Other texts will be made available electronically. Course requirements: active participation, an oral presentation, and a term paper (8-10 pages).

Cultural Studies Advanced

Seminar, SWS: 2, Max. Teilnehmer: 14

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
-	wöch.			c.t.					Lenz	

Die Teilnahme an der achttägigen Exkursion, die bei Bedarf zweimal im Jahr (Juni und September) durchgeführt wird, steht allen Studierenden der Anglistik/ Amerikanistik offen, die sich für die Geschichte, Kultur und Literatur Irlands und die daraus resultierenden Beziehungen zwischen der "Grünen Insel" und Großbritannien bzw. den USA interessieren und die – wegen der nötigen *walking tours* in wilder Landschaft – eine sportliche Grundeinstellung aufweisen. Der vorausgehende Besuch von "An Introduction to British and Irish Studies" oder eines Seminars zur irischen Literatur oder Kultur wird empfohlen, ist aber nicht Bedingung für die Teilnahme. Aus organisatorischen Gründen ist die Teilnehmerzahl auf 16 begrenzt. Interessenten/Innen wird empfohlen sich baldmöglichst persönlich oder bei der elektronischen Kursanmeldung (immer sowohl im Herbst als auch im Frühjahr möglich) anzumelden. Auf dem Programm stehen u.a. jeweils eintägige Aufenthalte in der Hauptstadt Dublin und in der "Rebel City" Cork, sowie der Besuch des beeindruckenden Cobh Heritage Centre zur Geschichte der Emigration und der *Great Famine*. Reiseziel ist der vor *Valentia Island*, direkt am weltberühmten *Ring of Kerry* gelegene Atlantik-Hafenort *Portmagee*. Von unserem Stützpunkt aus unternehmen wir während der fünf Tage unseres Aufenthalts dort Touren zu prähistorischen, frühchristlichen und neuzeitlichen Stätten, die für die Bedeutung Irlands für die europäische Kultur exemplarisch sind. Geplant sind die Fahrt durch Gaeltacht-Gebiete in den Südwesten mit Zwischenstopp in *Blarney Castle*, Wanderungen entlang der Steilküste zu prähistorischen *wedge tombs*, *dolmens*, *alignments*, *Ogham Stones*, zu frühchristlichen *beehive-dwellings* und *St Brendan's Well*, zu einer Burgruine der anglo-normannischen Eroberer und zum gewaltigen *Leacanabuaile Stone Fort*, ein Abstecher in den *Killarney National Park* (*Muckross House*, *Muckross Abbey*) und in den *Derrynane National Park* (Besichtigung der *Church Island* und des Hauses von Daniel O'Connell incl. Filmvorführung über die Bedeutung O'Connells innerhalb der irischen Geschichte), die Fahrt entlang des *Skellig Ring* nach *Ballinskelligs* (*Gaeltacht*) zum *Pre-Famine Village Cill Rialaig*, der Besuch des *Skellig Heritage Centre* (Diashow und Ausstellung zur Geschichte von *Skellig Michael*), des *Valentia Heritage Centre* (Dokumentierung des ersten *Transatlantic Cable*) und von *singing pubs* (*traditional Irish music/Irish dance*) sowie (*weather permitting!*) eine vierstündige Bootsfahrt auf dem Atlantik zum Weltkulturerbe *Skellig Michael* und ggf. ein Theaterbesuch in Cork. Die kulturwissenschaftliche Rahmensetzung für die Exkursion erfolgt

mittels Vor- und Nachtreffen an der Universität und wird durch Vorträge zur Geschichte, Kultur und Literatur Irlands vor Ort ergänzt. Der Erwerb von *Cultural Studies Advanced* Leistungspunkten ist möglich, jedoch nicht Pflicht für die Teilnahme an der Exkursion. Für den Erwerb der Leistungspunkte gelten die üblichen Bedingungen (*oral presentation* und *term paper* (15-20 *pp. in English*)). Voraussichtliche Kosten (Erfahrungswert): ca. 690 Euro (incl. Linienflüge mit *Aer Lingus*, Bahnfahrt Dublin – Cork, Leihbus, B&B, alle Ausflüge und Eintrittsgelder). Eine Bezuschussung ist eventuell möglich. Weitere Details sind beim Vortreffen zu erfahren. Die beiden Termine für 2015 sind bereits ausgebucht, jedoch ist die Voranmeldung für die Fahrten 2016 bereits möglich. Die genaue Festlegung der Termine für 2016 erfolgt bei einem Vortreffen zu Beginn der Vorlesungszeit des WS 2015/16, zu dem die vorangemeldeten Teilnehmer/Innen per E-Mail eingeladen werden.

35788 Immigration Cultures

McIntosh-Schneider

Seminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Mo	wöch.	16	18	c.t.				PT 1.0.2	McIntosh-Schneider	

Although it was founded in 1981, the Black Cultural Archive had to wait until July 2014 to open its doors in the Black heritage centre in Brixton, London. The archive is concerned with collecting items that document the history of people of African and Caribbean descent in Britain. This year the BCA together with the Victoria and Albert Museum held an exhibition of photographs called *Staying Power: Photographs of Black British Experience, 1950s-1990s*. The exhibited photographs, and additional items exhibited, will form a basis for discussion of the lives of both the photographers and their subjects. Additionally, we shall study how immigration cultures have influenced and are still influencing life in the UK. After a brief history of immigration into the UK and an introduction to theories, we shall explore politics, music, architecture, the fine arts, film and photography to mention just a few areas. Credits: regular attendance, active participation, presentation, and 15 page paper.

35789 Challenging Britishness: Post-World War Comedies

Waller

Seminar, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Mi	wöch.	16	18	c.t.				PT 1.0.2	Waller	

Having lived in Bavaria for ten years, I have now come to be convinced that the Bavarian translation of "I don't find that funny," is "Ah. Der britische Humor". The question I ask myself, though, is 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. 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 national 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 and therefore it is hoped that 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 (other texts 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

35790 Review English Literature Pesold

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Fr	wöch.	9	10	c.t.				VG 1.37	Pesold	

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). Note: This course will take place fortnightly for 2 hours per session (14-16 h c.t.)! The course begins on October 22. Requirements: participation in class discussion, final exam. — Text: A reader will be made available online via GRIPS.

Hauptseminare

35791 Early Modern Colonialism Zwierlein

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Di	wöch.	16	18	c.t.				PT 1.0.2	Zwierlein	

After the 1607 Jamestown settlement in the Colony of Virginia, the establishment of English colonies in the 'New World' progressed apace, while the East India Company, granted Queen Elizabeth I's Royal Charter in 1600, traded with the Indian Subcontinent and paved the way for the British 'Empire in the East' in centuries to come. During the seventeenth century, literary texts increasingly came to register the divided attitudes held by the English toward overseas trade and the settlement of overseas territory. In order to investigate some these philosophical and political debates, we will look at contemporary travel narratives, colonialist propaganda, the English Navigation Acts, and short poems and essays by Michael Drayton, Andrew Marvell, John Donne, Francis Bacon and John Locke. The main emphasis will rest on William Shakespeare's romance play *The Tempest* (1612), Henry Neville's utopian travel narrative *The Isle of Pines* (1668), Aphra Behn's short novel *Oroonoko* (1688) and John Milton's religious epic *Paradise Lost* (1667). We will explore the role of the paradise myth in colonialist narrative, the theme of European encounters with the 'wilderness', the issues of mythical 'origins', strategies of legitimacy and philosophical concepts of 'property', as well as the question to what extent some of the texts offer an implicit critique of colonialism. Benefits and possible pitfalls of a postcolonial reading of early modern texts will be considered, as well as gender issues.

Requirements: active participation, an oral presentation, and a term paper (c. 15-20 pages).
 Texts: William Shakespeare, *The Tempest*, ed. Alden Vaughan and Virginia Vaughan, The Arden Shakespeare, 3rd Series (Walton-on-Thames: Nelson, 1999); Henry Neville, *The Isle of Pines*, in *Three Early Modern Utopias. Thomas More: Utopia, Francis Bacon: New Atlantis, Henry Neville: The Isle of Pines*, ed. Susan Bruce (Oxford: Oxford University Press, 1999); John Milton, *Paradise Lost*, ed. Alastair Fowler, 2nd ed. (London: Longman, 1998); Aphra Behn, *Oroonoko*, ed. Janet Todd (London: Penguin, 1992).

35792 Early Modern Poetry: The Sonnet from Wyatt to Milton

Petzold

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Di	wöch.	10	12	c.t.				PT 1.0.2	Petzold	

The sonnet was a kind of 'genre sensation' of the early modern period. Introduced to English literature in the 1530s, it rose to immense popularity in the 1590s. In this seminar we will examine how early sonneteers adapted the model of Petrarch's *Canzoniere*, focussing on the sonnets of Thomas Wyatt, Henry Howard, Philip Sidney and Edward Spenser. The most radical departure from this model will be reached with William Shakespeare's sonnet sequence, although his sonnets are still mainly concerned with 'love' (in a wide sense). Reading these love sonnets by various authors, we will discuss early modern concepts of the ideal woman and of manliness, but also of poetry and creativity. However, not all sonnets are about love, and John Donne's 'Holy Sonnets' are a case in point, to be examined in the seminar. We will end with the sonnets of John Milton, the last important sonneteer before the form fell into disrepute in the 'Augustan Age' (because it is no classical poetic genre). Requirements: a short presentation or participation in an 'expert group' (Studienleistung); term-paper (15-20 pages, Prüfungsleistung)
 Texts: *Shakespeare's Sonnets*, ed. Katherine Duncan-Jones. The Arden Shakespeare (third series). Further texts will be made available via GRIPS.

35793 Catholicism in Irish Literature

Lenz

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Mi	wöch.	12	14	s.t.				R 005	Lenz	

"...in Ireland the people is the Church, and the Church the people." This lapidary statement made by a character in G.B. Shaw's most hilarious play *John Bull's Other Island* sums up in a nutshell what used to be the case in Ireland for more than 600 years. Thus it is little wonder that, up to the last decade of the twentieth century, Irish literature put the focus on the Church's often inhibiting influence upon all spheres of Irish life. However, since the 1990s, Ireland has utterly changed in this respect. Formerly *the* European country in which the Catholic population's (over 85 %) nominal and factual affiliation with the Church was almost identical, Ireland was shattered by societal changes and a rash of Church scandals which reached their sad climax in the uncovering of thousands of child abuse cases committed by Catholic clerics. Consequently, many Irish Catholics have abandoned their traditionally blindfold obedience to the clergy and developed a detached and critical attitude towards the Church. This change, which had come about in the wake of the "shock to the system", has also aroused the interest of writers and film-makers and caused them to present the Church and its priests in a hitherto unprecedented manner which swings from harsh criticism to partial commiseration to relentless ridiculing. This seminar examines the variable representation of Irish Catholicism in modern and contemporary Irish (and Northern Irish) literature and film. A rich array of interdisciplinary explorations of Irish Catholicism by critics of various academic disciplines will supplement the

analysis and discussion of the primary texts. Course requirements: active participation, oral presentation, term-paper (12-15 pp.) Compulsory purchase (available at *Pustet's*): *The Way Back*. George Moore's *The Untilled Field* and *The Lake*. Ed. Robert Welch. Dublin: Wolfhound Press, 1982., *Modern Irish Drama*. Ed. John P. Harrington. New York: Norton, 1991., James Joyce. *Dubliners* (Penguin Modern Classics), James Joyce. *A Portrait of the Artist as a Young Man* (Penguin Modern Classics), Brian Moore, *Catholics* (*Loyola Classics*), Further primary texts and secondary texts will be made available electronically and by means of the *Course Reader*.

Übungen

35795 Übung für Examenkandidaten (Staatsexamen, neue Prüfungsordnung): Petzold Early Modern Drama

Übung, SWS: 1, Max. Teilnehmer: 30

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Mi	wöch.	10	12	c.t.				W 115	Petzold	

Dieser Kurs richtet sich an Lehramtsstudierende (neue LPO), die demnächst das erste Staatsexamen für das gymnasiale Lehramt anstreben. Von den sieben anglistischen Themenkörben ist der zum „Drama der Renaissance“ am engsten umrissen und lässt sich daher am gezieltesten vorbereiten. Daher werde ich zukünftig im WS einen Examenkurs zum Drama der frühen Neuzeit anbieten, in dem wir neben dem kultur- und literaturgeschichtlichen Kontext Beispieltex-te aus den drei Hauptgattungen (Komödie, Tragödie, Historie) besprechen; hinzu kommt die Besprechung früherer Examensaufgaben. Sollte sich jedoch in der ersten Sitzung herausstellen, dass die überwiegende Mehrheit sich nicht auf das „Shakespeare-Thema“ vorbereiten möchte, kann die Übung auch noch entsprechend angepasst werden. Kommen Sie daher bitte auf jeden Fall in die erste Sitzung falls Sie grundsätzlich an einer Examensübung zur britischen Literaturwissenschaft interessiert sind, damit wir die Ausrichtung gemeinsam festlegen können. Sollte die Übung wie geplant auf die Vorbereitung des „Shakespeare-Themas“ ausgerichtet sein, werde ich im Sommersemester eine Übung für die anderen Themenbereiche bzw. das nicht-vertiefte Examen anbieten.

Kurse in der Eingangsphase der MA-Programme

35797 Reading and Discussion Zwierlein

Seminar, SWS: 2, ECTS: 6, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Di	wöch.	14	16	c.t.				PT 2.0.3A*	Zwierlein	

This reading class in the MA British Studies will revisit the late-Victorian and Edwardian ‘New Woman’ debate and its accompanying issues, such as social and legal reform, female education, and the question of suffrage. We will study examples of an innovative nineteenth-century genre produced for the mass periodical market of the period: the short story. These stories, with their philosophical paradoxes, surprise reversals, and intricate symbolism will be approached from a diverse set of critical positions that reflect current debates in the field of Victorian Studies. Two presentations by distinguished guest lecturers from King’s College, London and the University of Oxford will form an integral part of this course. Requirements: active participation, an oral presentation / a lecture transcript. Text: *Women Who Did: Stories by Men and Women 1890-1914*, ed. Angelique Richardson, London: Penguin, 2005.

35850 Academic Writing (MA course)**Bauridl**

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Mo	14-tägig	14	18	c.t.	19.10.2015			ZH 6	Bauridl	

Course description: see page 37.

Amerikanistik / American Studies

Vorlesungen

35800 Introduction to American Studies**Zehelein**

Vorlesung, SWS: 1, ECTS: 1

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Di	wöch.	12:15	13	s.t.				H 3	Zehelein	

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. Course text: Hebel, Udo. Einführung in die Amerikanistik/American Studies. Stuttgart: Metzler, 2008. Print.

35801 American Literary History**Bauridl**

Seminar, SWS: 2, ECTS: 4

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Mi	wöch.	10	12	c.t.				H11	Bauridl	

Taking into account recent developments in literary and cultural theory in general and in American Studies in particular, this lecture course surveys the history of American literature from pre-contact oral traditions to the present. It discusses verbal texts alongside visual images, music, and performances. Among the topics to be covered are Native American oral literature, texts by early European explorers of the 'New World,' literary self-expression during the colonial era, verbal and visual representations of Indian-white relations, cultural constructs of Americanness during the American Revolution and the Early Republic, the growing desire to develop genuinely American art as of the nineteenth century, the so-called American Renaissance, the conflict between idealizations of American thought and the artistic movements of Realism and Naturalism, the innovative force of Modernism (as found in the works of the Lost Generation, of Imagist poets, and of Harlem Renaissance writers), and artistic experimentation during the Postmodern era and beyond (including the Beat Generation, responses to the Vietnam conflict, depictions of suburbia, and the debate about cultural pluralism). While covering these topics, the lecture course offers a historicized perspective on the canonization of previously marginalized artists (such as women and so-called 'ethnic' writers) and forms of self-expression. Credit requirement: final exam. Course text: Baym, Nina, et al., eds. The Norton Anthology of American Literature. 8th ed. 5 vols. New York: Norton, 2012. Print.

35802 (Transnational) American Icons**Zehelein**

Vorlesung, SWS: 2

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Do	wöch.	10	12	c.t.				H22	Zehelein	

This lecture will explore American icons not in the sense of religious devotional imagery (and certainly not in the sense of text message symbols! ☺), but in the sense of representative products, places or people which have become American / global idols or items of admiration and imitation. From the railroad and the Model T to Apple and Facebook, from McDonald's to Starbucks, from Niagara Falls and Mount Rushmore to the Golden Gate and the Coca-Cola Museum, from George Washington to Barack Obama, from John Wayne and Johnny Cash to Oprah and Madonna—emblematic products, places and people constitute a significant part of a nation's (performance of) collective identity, both as self-defined and as other-perceived around the globe. Please buy and read: Dave Eggers, *The Circle*. Credit requirement: final exam.

35803 The History of North America I: Precolumbian and Colonial America to 1763**Depkat**

Vorlesung, SWS: 2

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Di	wöch.	10	12	c.t.				H 6	Depkat	

This lecture is the first in a series of lectures pursuing a continental approach to the history of North America from the precolumbian beginnings to the present. Its overall aim is to highlight the major trends and problems of Canadian, U.S.-American and Mexican history (insofar as it relates to the history of the North American continent), and to think about what defines the continental specificity of historical developments in North America. This first lecture deals with North America from the first peopling of the continent by Paleo-Indian cultures at the end of the last ice age to the end of the Seven Years War in 1763. It will describe the diversity of Indian cultures, reflect on the convergencies and divergencies of the French, British and Spanish colonial rule in North America and look at the struggle of the European great powers for the continent that unfolded in a series of wars spanning the 17th and 18th centuries. It will trace the very different paths to modernity that the United States, Canada and Mexico took to the very different colonial histories of North America. Credit for: Lehramt, Magister, B.A., M.A. Credit requirements: midterm (take-home exam) and final. Readings: Volker Depkat, *Geschichte Nordamerikas: Eine Einführung* (Köln: Böhlau, 2008). Alan Taylor, *American Colonies: The Settling of North America* (New York: Penguin, 2001). Jack P. Greene and Philipp D. Morgan, eds., *Atlantic History: A Critical Appraisal* (Oxford: Oxford UP, 2009). Charles C. Mann, *1491: New Revelations of the Americas before Columbus* (New York: Vintage, 2006). J. H. Elliot, *Empires of the Atlantic World: Britain and Spain in America 1492-1830* (New Haven: Yale UP, 2006). David J. Weber, *The Spanish Frontier in North America* (New Haven: Yale UP, 1992). Fred Anderson, *The Crucible of War: The Seven Years' War and the Fate of Empire in British North America, 1754-1766* (New York: Vintage, 2001). Hermann Wellenreuther, *Niedergang und Aufstieg: Geschichte Nordamerikas vom Beginn der Besiedlung bis zum Ausgang des 17. Jahrhunderts* (Münster: LIT, 2000). ---, *Ausbildung und Neubildung: Die Geschichte Nordamerikas vom Ausgang des 17. Jahrhunderts bis zum Ausbruch der Amerikanischen Revolution 1775* (Münster: LIT, 2001).

American Cultural History

35810 American Cultural History

Cavanna, Uppendahl

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Di	wöch.	14	16	c.t.			Gr. 1	ZH 6	Cavanna	
Do	wöch.	14	15	c.t.			Gr. 1	ZH 6	Cavanna	
Di	wöch.	14	16	c.t.			Gr. 2	ZH 5	Uppendahl	
Do	wöch.	14	15	c.t.			Gr. 2	ZH 5	Uppendahl	
Di	wöch.	16	18	c.t.			Gr. 3	ZH 6	Cavanna	
Do	wöch.	15	16	c.t.			Gr. 3	ZH 6	Cavanna	
Di	wöch.	16	18	c.t.			Gr. 4	ZH 5	Uppendahl	
Do	wöch.	15	16	c.t.			Gr. 4	ZH 5	Uppendahl	

The course focuses on textual, visual, and audiovisual materials that are central to a critical understanding of North American cultural, social, and political history 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. Taught in seminar format, this discussion-based course is 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 for participants of all sections of this class on Thursday, 11 February 2016, 9-12. — Course materials: Course Reader (available at local copy shop); 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; Boyer, Paul S., et al. *The Enduring Vision: A History of the American People*. 8th ed. Boston: Wadsworth, 2014. Print.

Einführungskurse Literaturwissenschaft

35755 Introduction to English and American Literary Studies

Bauridl, Gessner, Trotzke, Weinzierl

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Mo	wöch.	10	13	c.t.			Gr. 1	PT 1.0.2	Bauridl	
Mo	wöch.	14	17	c.t.			Gr. 2	H 52	Trotzke	
Do	wöch.	9	12	c.t.			Gr. 5	ZH 6	Weinzierl	
Fr	wöch.	8:30	11	s.t.			Gr. 6		Gessner	

The course will familiarize students with fundamental knowledge and skills necessary for the study of English and American literatures. Participants will be introduced to critical concepts such as 'literature,' 'culture,' and 'text.' Influential theoretical approaches, critical methods, and the basics and problems of literary history, canonization, and periodization will be discussed. By covering representative examples of all major literary forms, we will explore a broad variety of literary representations and apply important technical terms and concepts to the analysis of specific texts. Practical problems of research and writing (e.g., how to find and quote secondary literature) will also be addressed. Tutors will help students with course work

and assignments. All sections of this "Introduction to English and American Literary Studies" offered by the Institut für Anglistik und Amerikanistik will follow a shared syllabus and will conclude with a written exam on Tuesday, 9 February 2016, 9-12. – Required textbooks: Meyer, Michael. *English and American Literatures*. 4th rev. ed. Tübingen: Francke, 2011; Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*, 3rd ed., Manchester: Manchester UP, 2009. Further course materials, mandatory readings, and course requirements will be announced in the first meetings [siehe Parallelangebot der Anglistik!].

Proseminare

35820 American Literature I: From the Beginnings through the 19th Century N.N., Zehelein

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Di	wöch.	12	14	c.t.			Gr. 1	R 008	N.N.	
Mi	wöch.	8:30	10	s.t.			Gr. 2	ZH 6	Zehelein	
Mi	wöch.	10	12	c.t.			Gr. 3	ZH 6	Zehelein	

This course explores American literature from early written accounts of the 'New World' through late-nineteenth-century realist writings. Taught in seminar format and based on discussion and participation, it is designed to help students develop their competence and skills as readers and interpreters of literary texts, which will be studied in their respective historical and cultural contexts. The course will first focus on early exploration narratives and selected texts from colonial America (such as a captivity narrative and early American poetry). We will then turn to a sample of nineteenth-century short fiction (e.g. Washington Irving, Henry James, Charlotte Perkins Gilman), a slave narrative by Frederick Douglass, Nathaniel Hawthorne's romance *The Scarlet Letter*, selected poems by Walt Whitman and Emily Dickinson. Course requirement: oral presentation. Credit requirement: an 8- to 10-page research paper in English. — Required Texts: Baym, Nina et al., eds. *The Norton Anthology of American Literature*. 8th ed. Vols. A, B, and C. New York: Norton, 2012. Print.

35825 American Literature II: The 20th and 21st Centuries Buchmann

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Do	wöch.	16	18	c.t.			Gr. 1	ZH 5	Buchmann	
Fr	wöch.	10	12	c.t.			Gr. 2		Buchmann	

This course explores representative 20th- and 21st-century American fiction (e.g. by F. Scott Fitzgerald, Art Spiegelman, and Toni Morrison), autobiographies, poems (e.g. by T. S. Eliot), and plays (e.g. by Eugene O'Neill and Donald Margulies). We will situate the texts in their cultural and historical contexts, and explore literary movements and concepts such as realism, naturalism, expressionism, modernism, postmodernism, feminism, and the cultural borderlands. Taught in seminar format and based on discussion and participation, the course deepens students' knowledge and skills with regard to American literature and American literary history, cultural and literary terms and concepts, the interpretation of literary texts, and scholarly writing. Course requirement: oral presentation. Credit requirement: an 8- to 10-page research paper in English. — Required Texts: F. Scott Fitzgerald, *The Great Gatsby*. Eugene O'Neill, *The Emperor Jones*. Donald Margulies, *Dinner with Friends*. Baym, Nina et al., eds. *The Norton Anthology of American Literature*. 8th ed. Vols. C, D, and E. New York: Norton, 2012. Print.

35831 Nature in American Literatures and Cultures**Leikam**

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Mi	wöch.	14	16	c.t.				H39	Leikam	

This course explores literary and cultural representations of nature in North America. As recent American debates about genetically modified crops, fracking, and climate change have emphasized, representations of nature are far from unbiased accounts of the non-human environment, but inextricably entangled with cultural and historical traditions, economic motives, and political strategies. Representations of nature further come along with a plethora of ideologies that contain normative assumptions, among others, about the nation, progress, technology, science, class, race, and gender. In this course, we will investigate the intersections of these issues with the politics and aesthetics of nature representations in North American literatures and cultures. Course materials include some of the canonical texts of American literary history such as Native American creation stories, William Bradford's *Of Plymouth Plantation* (1630-1650; 1856), Ralph Waldo Emerson's *Nature* (1836), and Rachel Carson's *Silent Spring* (1962), but we will also analyze contemporary cultural representations of nature as, for example, 'cli-fi' novels such as Margaret Atwood's *The Year of the Flood* (2009) and Nathaniel Rich's *Odds Against Tomorrow* (2013), the films *Promised Land* (2012) and *Interstellar* (2014), eco-photography, and eco-activist protests. Course requirement: oral presentation. Credit requirement: an 8- to 10-page research paper in English.

35832 Political Institutions of the USA**Cavanna**

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Di	wöch.	8	10	c.t.				ZH 6	Cavanna	

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. All students will be required to give an oral presentation (course requirement). Those who wish to receive credit will also be asked to submit an eight- to ten-page research paper (credit requirement). Further details about these points will be posted on Kurssoft and/or on GRIPS. Principal texts (available in the library): O'Connor, Karen, and Larry J. Sabato. *American Government: Roots and Reform*. 10th ed. New York: Longman, 2009. Print; Hall, Kermit L., ed., *Major Problems in American Constitutional History: Documents and Essays*. 2 vols. Lexington, Mass.: Heath, 1992. Print. Credit for BA; Lehramt students are advised to take the course.

Cultural Studies Advanced

33135 European-American Migrations, 1820-1914: Actors, Patterns, Policies, Processes Depkat, Liedtke

Seminar, SWS: 2

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Do	wöch.	8	10	c.t.				VG_1.30	Depkat, Liedtke	Team-taught course with Prof. Dr. Rainer Liedtke, Chair of Modern European History

Migration has shaped the histories of European-American relations ever since the beginnings of European expansion in the Early Modern period, which produced a Euro-Atlantic migration system connecting different societies and regions in Europe with different societies and regions in North America. Undergoing repeated transformations over time, this system involved clustered moves between certain European regions of origin and certain receiving regions in North America, as well as non-clustered, multidirectional movements of individuals and groups across the Atlantic. In the course of time the demographic setup of the Atlantic migration changed just as much as the causes and motivations for it and the migration policies on both sides of the ocean did. Focusing on the 19th and 20th centuries, the discussion- and participation-based seminar will combine macro-, meso- and microhistorical approaches to analyze the contexts, factors, developments, actors and experiences of migration history from a decidedly European-American perspective. Credit for M.A., B.A. and Lehramt. Course requirement: oral presentation. Credit requirements: presentation handout/ppt; essay (10-15 pages). Reading: Jochen Oltmer, *Migration im 19. und 20. Jahrhundert* (München: R. Oldenbourg, 2010). Roger Daniels, *Coming to America: A History of Immigration and Ethnicity in American Life* (New York: HarperPerennial, 2002). Roger Daniels, *Guarding the Golden Door: American Immigration Policy and Immigrants since 1882* (New York: Hill and Wang, 2004). Hans-Jürgen Grabbe, *Vor der Großen Flut: Die Europäische Migration in die Vereinigten Staaten von Amerika 1783-1820* (Stuttgart: Steiner, 2001). Margot Hamm, Michael Henker, and Evamaria Brockhoff. *Good Bye Bayern, Grüss Gott America: Auswanderung aus Bayern nach Amerika seit 1683* (Darmstadt: Primus Verlag, 2004).

35835 From Helene (Fischer) to Michelle: Transnational Representations of the Obama Women Bauridl

Seminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Mi	wöch.	14	16	c.t.				ZH 5	Bauridl	

What do Helene Fischer and Michelle Obama have in common? This course does not center on German musical culture. It takes as its starting point a phenomenon that the German musician and the American First Lady share: Although the two women's (inter/national) audiences are mostly aware that, whenever they appear publicly, they are performing, acting, 'putting on a show,' they are nevertheless popular, are perceived as genuine and trustworthy by their fans, and have achieved a celebrity-like status. The discussion- and participation-based course explains this contemporary phenomenon by drawing on and familiarizing students with crucial American Studies concepts such as identity, performance, gender, and autobiography. Focusing on the female members of the Obama family—Michelle, her daughters, as well as Barack Obama's African half-sister Auma—, we will explore diverse materials that put the 'Obama women' into the limelight of public attention. We will discuss national and international public appearances by Michelle and her daughters at political and festive occasions and in TV shows, her health and gardening initiative, speeches, Youtube videos,

Auma Obama's autobiography, and select further material. Transnationally extending our perspective, we will set the 'Obama women' in relation with and contrast to 'European' public personae and celebrities such as Angela Merkel, Queen Elisabeth, Monaco's Charlene Grimaldi, Helene Fischer, or Conchita. Course Material: Auma Obama, *And Then Life Happens*; further material will be available on GRIPS. Course requirement: oral presentation. Credit requirements: presentation handout/ppt; essay (10-15 pages).

35836 Negotiating Western Identity: Transatlantic Relations in the Postwar Period **Trautsch**

Seminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Di	wöch.	12	14	c.t.				ZH 5	Trautsch	

The first decade after the Second World War witnessed profound changes in America's relationship to Europe. For the first time, the U.S. entered into a military alliance during peacetime outside the Western Hemisphere, when it joined NATO in 1949. Unlike after the First World War, the U.S. government kept significant numbers of troops in Europe to protect its western part from a possible Soviet attack, directly or indirectly intervened in the political process of West European nations, and strongly encouraged West European integration efforts. Just as importantly, North America and Western Europe became increasingly connected to each other through an expansion of trade, cultural exchanges, and transnational networks. This discussion- and participation-based seminar examines the multiple diplomatic, political, social, economic, and cultural changes in the transatlantic relationship that took place in the postwar period, paying particular attention to how actors on both sides of the Atlantic negotiated the markers of the emerging 'Western' identity and analyzing the profound ramifications the notion of an 'Atlantic Community' had for Americans' conception of their nation, which had traditionally been defined through demarcation from the 'Old World.' Course requirement: oral presentation. Credit requirements: presentation handout and power point presentation; term paper (10-15 pages). Readings: Marco Mariano (ed.), *Defining the Atlantic Community: Culture, Intellectuals, and Policies in the Mid-Twentieth Century* (New York: Routledge, 2010). Marc Trachtenberg (ed.), *Between Empire and Alliance: America and Europe during the Cold War* (Lanham: Rowman & Littlefield, 2003). Giles Scott-Smith and Hans Krabbendam (eds.), *The Cultural Cold War in Western Europe, 1945-1960* (London: Frank Cass, 2003).

35837 Topical Issues in Contemporary American Culture **Uppendahl**

Seminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Fr	wöch.	8	10	c.t.				PT 1.0.2	Uppendahl	

This class will explore major developments in recent American culture. Attention will be paid to important trends and crucial events since the 1990s and their historical and cultural significance. Issues to be discussed will include landmark U.S. Supreme Court cases; trends in American foreign policy and relations; demographical changes; major social and political controversies involving race and ethnicity; Native Americans; issues in education (e.g., admission policies, bilingual education, home schooling, creationism); American self-definitions and collective memory after 9/11; religion in America; American culture and violence; U.S. economy and business values; expressions of popular culture; recent election campaigns and results. – Participants from the old Lehramt-Studiengang are strongly advised to have completed "Introduction to American Studies"; all participants are expected to already have or to acquire a firm footing in American history and culture. Students in the MA program American Studies who wish to attend this course for credit for AMS-M34 (Projekt-/Praxismodul

Amerikanistik) are strictly required to discuss and clear their participation in this course with one of the Professors at the American Studies Dpt. prior to registration. – Course materials will encompass textual as well as visual materials which allow for a discussion of America’s many tensions, paradoxes, and promises. Course requirement: oral presentation. — Credit requirement: 8- to 10-page research paper.

Hauptseminare

35840 Fatherhood

Zehelein

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Di	wöch.	14	16	c.t.				ZH 4	Zehelein	

Fathers have long been banned to the side-lines of gender research to such an extent that somewhat polemically inclined writers such as D. Blankenhorn have diagnosed a *Fatherless America* (1995) and psychologist Helen Smith has recently spoken about *Men on Strike: why men are boycotting marriage, fatherhood, and the American Dream* (2013). What does she mean? How come? And what, indeed, has happened to men as fathers from the Puritan head of household via the Victorian hegemonic male to today’s partner in parenting? In other words: how have changes in normative expectations *vis à vis* the American family affected the role and function of the father as a social practice, in how far do cultural representations and social practice conform or clash, and how are these discursively framed? In multidisciplinary fashion we will explore male identity and fatherhood via a variety of texts—short story, poem, (graphic) novel, painting, photograph and film. Please buy and read: Harper Lee, *To Kill a Mockingbird*; Cormac McCarthy, *The Road*; Alison Bechdel, *Fun Home*; Noah Hawley, *The Good Father*. Course requirement: oral presentation. Credit requirements: presentation handout/ppt.; 15-20-page research paper in English.

35841 Benjamin Franklin’s Autobiography

Depkat

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Di	wöch.	16	18	c.t.				VG 0.05	Depkat	

Benjamin Franklin’s “Autobiography,” which he himself never called such, is considered to be an arch-American text for its definitive formulation of the self-made-man-ideal as the core of American identity. This assessment, however, blinds us to the fact that Franklin’s life narrative was a French and English book before it became an American one. As a text, Benjamin Franklin’s “Autobiography” is as transnational as the biography of its author: Franklin spent large parts of his long life in England and France serving and promoting the interests of the American colonies in their struggle with the mothercountry. As the only one of the American Founding Fathers he signed all four founding documents of the American Republic: the Declaration of Independence, the Treaty of Alliance with France, the Peace of Paris, and the Constitution of 1787. This discussion- and participation-based seminar will analyze Benjamin Franklin’s life and his writing about it as European-American phenomena. We will read and analyze closely his autobiography, think about the various biographical contexts of the multiple autobiographical acts, reflect his biography in the context of Revolutionary America, and look at the reception of his memoir in France, England, Germany and the United States through the ages. Credit for: Lehramt, Magister, B.A., M.A. Course requirement: oral presentation. Credit requirement: presentation handout/ppt.; 15-20-page research paper in English. Readings: Joyce Chaplin, ed., *Benjamin Franklin’s Autobiography: An Authoritative Text, Contexts, Criticism* (New York: Norton, 2012). James N. Green and Peter Stallybrass, *Benjamin Franklin: Writer and Printer* (New

Castle, DE: Oak Knoll P, Library Company of Philadelphia, and the British Library, 2006). Edmund S. Morgan, *Benjamin Franklin* (New Haven: Yale UP, 2002). Jürgen Overhoff, *Benjamin Franklin: Erfinder, Freigeist, Staatenlenker* (Stuttgart: Klett Cotta, 2006).

Oberseminare

35842 Recent Research in American Studies Gessner

Seminar, SWS: 2, ECTS: 6, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Do	wöch.	12	14	c.t.				ZH 6	Gessner	

The course provides a forum for scholarly exchange in the field of American Studies. Students who are currently working on their doctoral dissertations and master's theses will present their projects and invite critical responses from the audience. American Studies research projects currently pursued or in the planning stage at the University of Regensburg will be presented for critical examination. In special cases, guest lectures and round tables with international scholars visiting Regensburg American Studies and the Regensburg European American Forum (REAF) will be part of the course program and give course participants the opportunity to share their ideas with experts in their respective fields. M.A. students who wish to take the course for credit in AMS-M35 (M.A. program American Studies) or EAS-M36 (M.A. program European American Studies) are expected to submit the (tentative) title of the master's thesis by 20 September 2015 and an abstract of their thesis project (some 400 words) two weeks before the respective date of their presentation (both by email to ingrid.gessner@ur.de).

Reviews

35843 Review American Literature N.N.

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Di	wöch.	18	19	c.t.				ZH 5	N.N.	

The course reviews American literary history from colonial times through the immediate present. It addresses students at the end of their B.A. studies and students in the Lehramt programs preparing for their final exams. Participants are expected to have acquired a solid and broad knowledge of American literary and cultural history 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. In view of the regulations and requirements of the new LPO I and the new format for the written tests in the state exam, the review and practice of interpretive skills will be given special attention. Course requirement: presentation. Credit requirement: take-home final exam. 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.

35848 Seminar für Examenskandidaten Depkat

Seminar, SWS: 2, Max. Teilnehmer: 30

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Do	14-tägig	18	20	c.t.				PT 2.0.3A*	Depkat	

Writing an "akademische Abschlussarbeit" is a challenging task that is prone to make you lonely. Presenting one's project to others, and having it discussed by fellow students helps a lot

to clarify things and overcome loneliness. With this seminar, I want to offer students who are either in the process of writing their Abschlussarbeit or about to begin with it the opportunity to present their projects to an interested audience.

35958 Presentation B.A. (AmE) Bauridl

Seminar, SWS: 2, ECTS: 3, Max. Teilnehmer: 18

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Mo	14-tägig	14	18	c.t.	12.10.2015			ZH 6	Bauridl	

This course 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 introduces students to techniques of scholarly research presentations and Q&As as well as to strategies to use both to improve their B.A. research. In this context, this course phase also discusses the writing process itself. Course Phase 2 will be 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 will actually present the current stage of their projects in thematically organized workshops. This course focuses on American Studies; it is open to students in the BA programs American Studies and English Linguistics.

35959 Academic Writing B.A. (AmE) Cavanna

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Mo	wöch.	8	10	c.t.				VG 2.39	Cavanna	

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 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, Ramsey H., and Jane E. Aaron. *The Little, Brown Handbook*. 12th international ed. Boston: Pearson, 2012.

Kurse in der Eingangsphase der MA-Programme

35846 Fundamentals: Approaches, Concepts, Theories Leikam

Seminar, SWS: 2, ECTS: 8, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Do	wöch.	10	12	s.t.				ZH 4	Leikam	

The course traces methods and theoretical perspectives within the field of American Studies from its beginnings to the historical, political, visual, performative, spatial, and transnational turns of New American Studies and European American Studies. The course provides an introduction to graduate work in American Studies and European American Studies and offers a broad understanding of theoretical concepts defining both fields. We will trace the development of the discipline by looking at the kinds of scholarly works that have made up the corpus of American Studies over time, including texts by European Americanists as well as programmatic American Quarterly articles. Course requirement: oral presentation. Credit

requirements: a critical essay, a presentation handout/ppt, and one annotated bibliography defining a subset of works in American Studies methods, theories, or topics. Required readings: will be available on GRIPS. Recommended readings: Maddox, Lucy, ed. *Locating American Studies: The Evolution of a Discipline*. Baltimore, MD: Johns Hopkins UP, 1999. Print; Pease, Donald E., and Robyn Wiegman, eds. *The Futures of American Studies*. Durham, NC: Duke UP, 2002. Print; Rowe, John Carlos, ed. *Post-Nationalist American Studies*. Berkeley: U of California P, 2000. Print; *American Literary History*. Spec. issue *Twenty Years of American Literary History: The Anniversary Volume* 20.1-2 (2008). Print. Credit for: MAS, MEAS.

35848 Readings in European-American Cultural Relations Depkat

Seminar, SWS: 2, ECTS: 8, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Mi	wöch.	8:30	10	s.t.				PT 2.0.3A	Depkat	

On the basis of key texts and visual documents, we will discuss mutual perceptions, political interaction, social ties, and cultural exchange between Europe and the United States over the centuries. Among the topics covered in this course are Europe's colonial expansion into the New World, eighteenth-century debates about progress and decline, European-American relations in the 'Age of Atlantic Revolutions,' migration history, American capitalism and notions of modernity, the 'Americanization' of Europe, and the role of the U.S. in postmodern mindsets. Credit requirement: presentation handout/ppt. and final exam. Reading: A reader containing all course materials will be ready for pick-up at the beginning of the term. Credit for: MEAS.

35850 Academic Writing (MA course) Bauridl

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Mo	14-tägig	14	18	c.t.	19.10.2015			ZH 6	Bauridl	

This course is designed to deepen MA students' knowledge and skills in conducting and organizing advanced academic research, source identification and evaluation, different forms of advanced academic writing ranging from reviews to annotated bibliographies to academic opinion pieces to scholarly articles to theses, different stages of advanced academic writing from drafting to revision, different questions of advanced academic writing ranging from corpus to approach to bibliography, as well as 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. Course requirement: oral presentations, writing assignments. Credit requirement: an app. 10-12-page collection of various pieces of academic writing on relevant to your discipline. Readings will be announced and/or made available in class.

Kurse anderer Lehrstühle u. Institute i.d. Master-Programmen MAS und MEAS

36045 Zwischen Spanien und der tierra firme - die Kanarischen Inseln, die Antillen und ihre Sprache(n) Neumann-Holzschuh

Hauptseminar, SWS: 2

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Do	wöch.	14	16	c.t.				VG_1.36	Neumann-Holzschuh	

In diesem Hauptseminar sollen ausgehend von dem 2014 erschienenen Buch *Los orígenes de la lengua española en América. Los primeros cambios en las Islas Canarias, las Antillas y Castilla del Oro* von Jens Lüdtke grundlegende Fragen der Herausbildung des lateinamerikanischen Spanisch behandelt werden. Ausgehend von der sprachlichen Situation in Spanien im 15./16. Jahrhundert soll ein Fokus des Seminars auf dem Spanischen der Kanarischen Inseln liegen, das sprachhistorisch gesehen eine wichtige und oft zu wenig beachtete Etappe darstellt. Ein weiterer Fokus wird das Antillen-Spanische sein, das aus diachroner Perspektive näher untersucht werden soll. Im Laufe des Seminars wird immer wieder die Frage gestellt werden, inwieweit für die Frage nach der Herausbildung des amerikanischen Spanisch zentrale Begriffe der Sprachwandelforschung wie z.B. Koinébildung nutzbar gemacht werden können.

33324 Fremde Freunde? Die USA und Europa seit dem Ende des Kalten Kriegs Bierling

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Di	wöch.	10	12	c.t.				PT 1.0.4	Bierling	

Registration via E-Mail to Karin Reindl required; participation only after confirmed admission.

35700 Language and Society Fischer

Vorlesung, SWS: 2, Max. Teilnehmer: 100

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Do	wöch.	10	12	c.t.				H 8	Fischer	

Course description see page 9.

35717 African American English Miethaner

Proseminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Mo	wöch.	18	20	c.t.				PT 2.0.3A*	Miethaner	

Course description see page 11.

35718 English in North America Siebers

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Di	wöch.	18	20	c.t.				PT 2.0.3A*	Siebers	

Course description see page 11.

35740 Accents of English **Kautzsch**

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Mi	wöch.	10	12	c.t.				ZH 4	Kautzsch	

Course description see page 116.

Nicht gestufte Übungen

35787 Blockseminar: Irish History and Culture (Irland-Exkursion) **Lenz**

Seminar, SWS: 2, Max. Teilnehmer: 14

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
-	wöch.			c.t.					Lenz	

Course description: see "Anglistik: Cultural Studies Advanced".

35854 Tandem Mentoring **Uppendahl**

Übung, SWS: 2

35855 DAAD / TA Großbritannien (Beratung, Informationsveranstaltung) **Waller**

Übung, SWS: 2

35856 RUPs, too **Kohen**

Übung

Sprachpraxis

Basismodul

35860 General Language Course A

Arrington, Gebauer, Kohen

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

Tag	Rhyth.	von	Bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Mo	wöch.	8	11	c.t.			Gr. 1	ZH 4	Kohen	
Mo	wöch.	14	17	c.t.			Gr. 2	ZH 4	Arrington	
Mo	wöch.	17	20	c.t.			Gr. 3	ZH 4	Arrington	
Mi	wöch.	12	15	c.t.			Gr. 4	PT 2.0.3A*	Kohen	
Fr	wöch.	8	11	c.t.			Gr. 5	ZH 4	Gebauer	
Fr	wöch.	11	14	c.t.			Gr. 6	ZH 4	Gebauer	
-	Block	9:15	14:30	s.t.	29.02.2016	15.03.2016	Gr. 7	PT 1.0.2	Arrington	Pause 11:40-13

The prerequisite for GLC A is the successful completion of the *EFV*, i.e. formal admittance to the program. GLC A combines work in the skill areas of vocabulary, grammar, reading, and translation, all at an advanced level, and is intended to prepare students for the kinds of work they should be doing in their first few semesters at an academic institution. Vocabulary acquisition and pronunciation are to be worked on outside of class, and the majority of the in-class time will be spent on units of readings that give students insight into various English-speaking cultures, which will then stand them in good stead in their literature, linguistic and cultural studies courses. Work on grammar will be contextualized, and while certain problems in English grammar will receive attention, students are expected to have an advanced command of the grammar before they enrol in GLC A. The writing component of the course is intended to bolster the range of expression the students have and to reinforce concepts of writing at the university level. 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. At the end of GLC A or B there will be an oral exam that tests pronunciation, flow and intonation. Those who do not pass the exam will be sent to the language lab to practice and improve before they are re-tested. - Course requirements: in-class participation, oral reports, written assignments and final exam as laid out in course pack. - Materials: GLC A course pack -- available at *Digital-Print* in the *Ludwig-Thoma-Str.* Hoffmann, H. G., and M. Hoffmann. *Großer Lernwortschatz Englisch*. 2nd ed. Ismaning: Hueber, 2003. Units 1-5 will be tested; Sammon, Geoff. *Exploring English Grammar: Anglistik - Amerikanistik*. Berlin: Cornelsen, 2002; Swan, Michael. *Practical English Usage*. 3rd ed. Oxford: OUP, 2005. Note: The final exam for the regular semester-courses will be held on Sat., 30.1.2016. There will be no alternate exam date.

35880 Composition (Introduction to Academic Writing)

Cavanna, Gebauer, Hill,
McIntosh-Schneider, Uppendahl

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Di	wöch.	18	20	c.t.			Gr. 1	ZH 6	Uppendahl	
Do	wöch.	8	10	c.t.			Gr. 2	ZH 4	Cavanna	
Do	wöch.	16	18	c.t.			Gr. 3	ZH 6	Gebauer	
Fr	wöch.	12	14	c.t.			Gr. 4	ZH 5	Uppendahl	

-	Block	9	12:30	c.t.	15.2.16	26.2.16	Gr. 5		McIntosh-Schneider	Blockkurs
-	Block			c.t.			Gr. 6		Hill	Blockkurs

It is highly recommended to take this course during the first two semesters, ideally after having completed GLC A, yet either before or together with 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 several written assignments and a 1000- to 1200-word research paper. Details about course materials will be announced in the first week of the semester. Required book: Fowler, Ramsey H., and Jane E. Aaron. *The Little, Brown Handbook*. 12th international ed. New York: Pearson, 2012. - Registration via LSF.

35894 Exercises in English Pronunciation (BrE/AmE) Gebauer, Hill

Seminar, SWS: 1, ECTS: 1, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Mo	wöch.	13	14	c.t.			Gr. 1	PT 1.0.2	Hill	British English
Di	wöch.	8	9	c.t.			Gr. 2	PT 2.0.3A*	Hill	British English
Di	wöch.	9	10	c.t.			Gr. 3	PT 2.0.3A*	Hill	British English
Do	wöch.	8	9	c.t.			Gr. 4	PT 2.0.3A*	Gebauer	American English
Do	wöch.	9	10	c.t.			Gr. 5	PT 2.0.3A*	Gebauer	American English

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

35900 General Language Course B Arrington, Cavanna, Gebauer, Hill, McIntosh-Schneider

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Mo	wöch.	14	17	c.t.			Gr. 1	ZH 5	Gebauer	
Mo	wöch.	17	20	c.t.			Gr. 2	ZH 5	Gebauer	
Mi	wöch.	12	15	c.t.			Gr. 3	ZH 6	McIntosh-Schneider	
Mi	wöch.	12	15	c.t.			Gr. 4	S 119 *	Arrington	
Do	wöch.	8	11	c.t.			Gr. 5	PT 1.0.2	Arrington	
Fr	wöch.	8	11	c.t.			Gr. 6	ZH 6	Cavanna	
Fr	wöch.	11	14	c.t.			Gr. 7	PT 2.0.3A*	Hill	

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, reading, and translation, all at an advanced level. Vocabulary acquisition and pronunciation are to be worked on outside of class, and the bulk of the in-class time will be spent on units of readings that explore aspects of language and society in Great Britain and the USA. Students will be expected to have a solid background in the area of cultural studies and this course will build upon that. Grammar will be contextualized as in GLC A, although an even more sophisticated approach to the analysis of grammatical functions will be expected. The goal of the writing component of the course is to have students producing texts of near-native fluency and correctness. Translation will also be approached from the

aspect of contrastive analysis, although the focus will be on longer texts for the purposes of increasing cohesion and idiomatic quality and refining style. It is recommended that students take GLC B in their second (B.A.) or third (Lehramt) semesters. - Course requirements: in-class participation, oral reports, written assignments and final exam as laid out in course pack. - Materials: GLC B course pack, available from *Digital-Print* in the *Ludwig-Thoma-Str.* Hoffmann, H. G., and M. Hoffmann. *Großer Lernwortschatz Englisch*. 2nd ed. Ismaning: Hueber, 2003. Units 6, 12 will be tested; Sammon, Geoff. *Exploring English Grammar: Anglistik - Amerikanistik*. Berlin: Cornelsen, 2002; Swan, Michael. *Practical English Usage*. 3rd ed. Oxford: OUP, 2005. Note: The final exam will be held on Sat., 30.1.2016. There will be no alternate exam date.

35911 Focus on Grammar Practice

Arrington

Seminar, SWS: 1, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Do	wöch.	13	14	c.t.				ZH 4	Arrington	

In this course we plan to cover points that need revision. There will be one small student project and otherwise we will spend our time working on grammar problems. We will also cover topics that are relevant to GLC A and B, in addition to areas that we feel are particularly weak in students' work. The course is aimed at students of all levels and could be taken at any time during your studies.

Vertiefungsmodul

35915 General Language Course C

Hill, Kohen, Uppendahl, Waller

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Mo	wöch.	8	11	c.t.			Gr. 1	ZH 6	Waller	
Mo	wöch.	11	14	c.t.			Gr. 2	ZH 4	Kohen	
Mo	wöch.	11	14	c.t.			Gr. 3	ZH 6	Waller	
Mi	wöch.	15	18	c.t.			Gr. 4	PT 2.0.3A*	Kohen	
Do	wöch.	11	14	c.t.			Gr. 5	PT 1.0.2	Uppendahl	
Fr	wöch.	8	11	c.t.			Gr. 6	PT 2.0.3A*	Hill	

The prerequisite for GLC C is the successful completion of GLC B, which also includes the completion of the pronunciation requirement (see GLC A). 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 (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 course pack. - Materials: Hoffmann, H. G., and M. Hoffmann. *Großer Lernwortschatz Englisch. 2nd ed. Ismaning: Hueber, 2003.* Units 13-20 will be tested. Sammon, Geoff. *Exploring English Grammar: Anglistik - Amerikanistik. Berlin: Cornelsen, 2002;* Swan, Michael. *Practical English Usage. 3rd ed. Oxford: OUP, 2005.* Note: The final exam will be held on Sat., 30.1.2016. There will be no alternate exam date.

35923 Writing B.A. (BrE)

McIntosh-Schneider

Seminar, SWS: 2, ECTS: 3

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Mi	wöch.	16	18	c.t.				ZH 6	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.

35924 Writing B.A. (AmE)

Gebauer

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Mi	wöch.	16	18	c.t.				ZH 4	Gebauer	

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.

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

Herfeld, Malkmus

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Fr	wöch.	10	12	c.t.			Gr. 1	ZH 5	Herfeld	
-	wöch.			c.t.			Gr. 2		Malkmus	Blockkurs

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 unterschiedlichster 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. - Der Leistungsnachweis ergibt sich aus zwei Übersetzungsklausuren, die für alle Parallelkurse identisch sind und an zwei Freitagen nachmittags stattfinden.

35934 Grammar

Kautzsch, Lenz

Seminar, SWS: 2, ECTS: 3, Max. Teilnehmer: 70

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Mo	wöch.	10	12	c.t.			Gr. 1	H 8	Kautzsch	
Di	wöch.	14	16	c.t.			Gr. 2	H46	Lenz	
Do	wöch.	14	16	c.t.			Gr. 3	PT 2.0.3A*	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 lecture(1) before attending the seminar(2) as the former are prerequisites to successfully preparing 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 and discursive 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.

35938 Language Analysis

Lenz

Seminar, SWS: 2, ECTS: 3, Max. Teilnehmer: 70

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Di	wöch.	16	18	c.t.			Gr. 1	PT 2.0.3A*	Lenz	
Mi	wöch.	14	16	c.t.			Gr. 2	H 2	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 lecture(1) before attending the seminar(2) as the former are prerequisites to successfully preparing 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 and discursive 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

35940 Sprachmittlung (LA vertieft: LA Gymnasium)

Herfeld, Kautzsch, Malkmus

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Mo	wöch.	8:30	10	s.t.			Gr. 1	PT 1.0.2	Kautzsch	
Di	wöch.	12	14	c.t.			Gr. 2	ZH 4	Kautzsch	
Fr	wöch.	8	10	c.t.			Gr. 3	ZH 5	Herfeld	
-	n. V.			c.t.			Gr. 4		Malkmus	Blockkurs

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 unterschiedlichster 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. - Der Leistungsnachweis ergibt sich aus zwei Übersetzungsklausuren, die für alle Parallelkurse identisch sind und an zwei Freitagen nachmittags stattfinden.

35945 Academic Writing LA (vertieft, neue LPO)

Cavanna, Kohen, Waller

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Mo	wöch.	16	18	c.t.			Gr. 1	CH 12.0.17	Waller	
Di	wöch.	8	10	c.t.			Gr. 2	ZH 4	Kohen	
Di	wöch.	10	12	c.t.			Gr. 3	ZH 4	Kohen	
Fr	wöch.	12	14	c.t.			Gr. 4	PT 1.0.2	Cavanna	

This is a required course for all *Lehramt Gymnasium* students who began their studies in WS 08/09 or later. It is intended to provide in-depth treatment of advanced cultural studies topics in combination with practice writing various task types which occur on the Text Production exam. Requirements for the course include the completion of a portfolio of assigned tasks and participation in course discussions. Please note that Ac. Writing LA can only be taken after GLC C.

35949 Text Production (nicht vertieft)

McIntosh-Schneider

Übung, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Do	wöch.	12	14	c.t.				PT 2.0.3A*	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.

35950 Text Production, vertieft (alte LPO)**Hill, McIntosh-Schneider**

Übung, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Mo	wöch.	8	10	c.t.			Gr. 1	W 113	Hill	
Di	wöch.	12	14	c.t.			Gr. 2	ZH 6	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. We advise students who took Academic Writing LA in a previous semester to take Text Production with a different course instructor.

35954 Sprachmittlung Examensrepetitorium (ED-Übersetzung)**Kautzsch, Schleburg**

Übung, SWS: 2, Max. Teilnehmer: 35

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Mo	wöch.	12	14	c.t.			Gr. 1	H 9	Kautzsch	
Di	wöch.	16	18	c.t.			Gr. 2	ZH 4	Schleburg	

35956 Academic Writing B.A. (BrE)**Herfeld**

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
-	wöch.			c.t.					Herfeld	Blockkurs

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 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, Ramsey H., and Jane E. Aaron. *The Little, Brown Handbook*. 12th international ed. Boston: Pearson, 2012.

35957 Presentation B.A. (BrE)**Hill**

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Mo	wöch.	10	12	c.t.				VG 2.45	Hill	

Whether you plan a career in academia or business, you will all need to be able to give scintillating presentations that send your audience home with the feeling that they have spent their time profitably by listening to you. Giving a presentation is so much more than just content or as close to perfect mastery of the English language as possible. A successful presentation in English is also not just about being able to translate whatever you may do in a German

presentation into perfect English. In this course we will discuss, and above all else practise, what it takes to send an audience home feeling not only as if they have understood you but have also learned something. Each student will be 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.

35958 Presentation B.A. (AmE)

Bauridl

Seminar, SWS: 2, ECTS: 3, Max. Teilnehmer: 18

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Mo	14-tägig	14	18	c.t.	12.10.2015			ZH 6	Bauridl	

This course 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 introduces students to techniques of scholarly research presentations and Q&As as well as to strategies to use both to improve their B.A. research. In this context, this course phase also discusses the writing process itself. Course Phase 2 will be 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 will actually present the current stage of their projects in thematically organized workshops. This course focuses on American Studies; it is open to students in the BA programs American Studies and English Linguistics.

35959 Academic Writing B.A. (AmE)

Cavanna

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Mo	wöch.	8	10	c.t.				VG 2.39	Cavanna	

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 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, Ramsey H., and Jane E. Aaron. *The Little, Brown Handbook*. 12th international ed. Boston: Pearson, 2012.

Fachdidaktik (LA Grund-, Mittel- und Realschule)

Einführungskurse

35960 Einführung in die Didaktik der englischen Sprache und Literatur Aßbeck

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Mo	wöch.	08:15	10:30	s.t.			Gr. 1	ZH 5	Aßbeck	
Di	wöch.	08:15	10:30	c.t.			Gr. 2	ZH 5	Aßbeck	

Der Einführungskurs bietet einen gerafften Überblick über die wichtigsten Bezugswissenschaften (z.B. Linguistik, Gedächtnispsychologie, Motivationspsychologie etc.) und ihren jeweiligen Beitrag zu einer Fremdsprachenlern/lehrtheorie sowie über die wesentlichen Teilgebiete und Problembereiche der Fremdsprachendidaktik. Es werden u.a. angesprochen: Lehrwerke und Lehrpläne, Spracherwerbtheorien, Unterrichtsanalyse und Unterrichtsplanung, methodische Ansätze in Vergangenheit und Gegenwart, Verfahrensweisen und Unterrichtstechniken in den einzelnen Fertigungsbereichen, Formen der Evaluation und Lernzielkontrolle, interkulturelles Lernen und Literaturdidaktik und Lektürebehandlung. Leistungsnachweis: schriftliche Hausaufgabe, Abschlussklausur. Der erfolgreiche Besuch des Einführungskurses ist Voraussetzung für die Teilnahme an einem fachdidaktischen Seminar sowie für die Ableistung des studienbegleitenden fachdidaktischen Praktikums.

Proseminare

35967 Literature and language teaching Aßbeck

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Di	wöch.	10:30	12	s.t.				ZH 5	Aßbeck	

For many years the teaching of literature in foreign language classes didn't require any justification - the study of certain classic pieces of English literature was considered obligatory for the truly educated person. The advent of the communicative approach to language teaching with its emphasis on the spoken language severely challenged the place of literature in the language classroom. But now literature is back - but is it also popular with the learners? This is one of the many questions we will have to probe into. Further issues we will deal with are linked to the problem of (hidden)canons, how to make primary pupils familiar with literature, how to turn poetry into an interesting genre for language learners, how and why to teach culture via literature, the wide range of analytical, creative, learner-based, multi-media etc. approaches to teaching literature, etc. Course requirements: handout, term paper, active participation in all course activities. Students wanting to participate in this course are requested to sign up for a topic and collect course materials before (!!) the winter term starts. A list of topics will be on display at the end of the summer term.

35968 Förderung der "Four Skills" im digitalen (Unterrichts-)Zeitalter**Fritze**

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Do	wöch.	14	16	c.t.				PT 1.0.2	Fritze	

Das Proseminar beschäftigt sich mit Überlegungen, wie guter Fremdsprachenunterricht im digitalen Zeitalter aussehen kann/muss. Fragestellungen, die im Laufe des Proseminars diskutiert werden: Welche (neuen?) Möglichkeiten des gezielten Einsatzes von Technologie gibt es in den Bereichen Listening (+ Viewing), Writing, Reading (+ Mediation) und Speaking? Worin genau liegt der Mehrwert des Einsatzes von „EduTech“? In welchen Bereichen sind klassische Unterrichtsarrangements weiterhin sinnvoll? Wie können sich analoge und digitale Unterrichtswelt sinnvoll ergänzen? Erwartet wird aktive Mitarbeit, regelmäßige Teilnahme, das Erstellen einer umfangreicheren, unterrichtspraktisch orientierten Präsentation und die Integration dieser in eine schriftliche Seminararbeit. Die Themenvergabe erfolgt in der ersten Seminarsitzung. Leistungsnachweis: Präsentation, Seminararbeit, aktive Mitarbeit.

Proseminare (Didaktikfach Englisch)**35963 Theorie und Praxis des Englischunterrichts an der Mittelschule****Schindler**

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Mo	wöch.	16	18	c.t.				S 024 *	Schindler	

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 in Verbindung mit sinnvollen Lernstrategien, anwendungsorientierter Grammatikunterricht, Entwicklung von Sprechkompetenz und Sprechmotivation etc.) sollen vor allem unter Berücksichtigung der zwei wichtigsten schulartspezifischen Grundprinzipien behandelt werden: Differenzierung und Lernerautonomie. Der Kurs wird 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 eines Unterrichtskonzepts

Proseminare (praktikumsbegleitend)**35964 TEFL: Theory and Practice (LA Grundschule)****Koch**

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Di	wöch.	14:30	16	s.t.				S 119 *	Koch	

This course is obligatory for all those students who will be doing their „fachdidaktisches Begleitpraktikum“ this coming semester. Students should be aware that teaching English to very young learners requires a specific methodology which is mainly based on authentic materials, playful activities and a lot of L2 input. We will first of all analyze and discuss the methodological principals and then apply them to the planning of lessons, tasks and adequate forms of evaluation. Practical work and theoretical reflection will go hand in hand. In particular we will deal with: rhymes and songs, games and activities, storytelling/picture books, cultural events, coursebooks and other materials. Students wanting to attend this course must have passed the "Einführungskurs". Assessment will be based on active in-class participation and on a written term paper.

35965 TEFL: Theory and Practice (LA Mittelschule)**Aßbeck**

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Do	wöch.	8:30	10	s.t.				ZH 5	Aßbeck	

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.

35966 TEFL: Theory and Practice (LA Realschule)**Aßbeck**

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Do	wöch.	10	12	c.t.				ZH 5	Aßbeck	

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.

Examenskolloquium

35969 Zentrale Aspekte und Fragestellungen des Englischunterrichts (Examensvorbereitung) Aßbeck

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Mo	wöch.	10:30	12	s.t.				ZH 5	Aßbeck	

Dieser Kurs ist als Vorbereitung auf die Fachdidaktikklausur im Staatsexamen (GS, HS, RS) sowie als Repetitorium gedacht und soll auch das nötige Grundlagenwissen für die mündliche Examensprüfung (alte LPO) zur Verfügung stellen. Anhand von Prüfungsaufgaben der letzten Jahre werden wir die wichtigsten fachdidaktischen Fragestellungen diskutieren und nach einer gründlichen Analyse der Themenstellung „Musterlösungen“ zu skizzieren versuchen. Neben dem Erwerb eines Überblickswissens steht auch die kritische Reflexion der eigenen praktischen Erfahrung vor dem Hintergrund der fachdidaktischen Literatur im Mittelpunkt, da Examensthemen meist Theorie- und Praxiswissen voraussetzen. Jeder Teilnehmer sollte im Interesse einer fruchtbaren Diskussion bereit sein, die zu jedem Thema vorgeschlagenen Publikationen (siehe Aushang des Semesterprogramms ca. 2 Wochen vor Semesterbeginn!) vor der jeweiligen Sitzung zu lesen. Auf Wunsch der Teilnehmer kann auch ein *reader*, der diese Publikationen enthält, in Auftrag gegeben werden. Die Verteilung der Themen für die schriftlichen Aufgaben erfolgt in der ersten Sitzung. Leistungsnachweis: Ausarbeitung eines Klausurthemas oder Handout als Informationsgrundlage zu einem Examensthema.

Praktikum

35970 Durchführung und Analyse von Unterricht (in Ausbildungsklassen) Aßbeck

Praktikum, SWS: 4, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
-	wöch.	8	13	c.t.					Aßbeck	vor Ort in den Praktikumsschulen

35971 Planung und Analyse von Englischunterricht (Begleitveranstaltung zum studienbegleitenden fachdidaktischen Praktikum) Aßbeck

Praktikum, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
-	wöch.			n.V.					Aßbeck	

35972 Vorbesprechung für das pädagogisch-didaktische Blockpraktikum Aßbeck

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Fr	Einzel	8:30	10	s.t.	29.1.2016			PT 3.3.106	Aßbeck	

In dieser Vorbesprechung erhalten Studierende ein Skript als Anleitung zur strukturierten und reflektierten Unterrichtsbeobachtung sowie wichtige Hinweise zur Handhabung von Unterrichtsplanung und Unterrichtsanalyse. Beides soll als „forschendes Lernen“ erfolgen und – auf der Basis des bisher erworbenen Wissens aus Fachdidaktik und EWS – zu einem tieferen Verständnis der Lehr- und Lernprozesse im Englischunterricht führen. Die Ergebnisse werden nach Abschluss des Praktikums in einer Kleingruppenbesprechung (Termin nach Vereinbarung) ausgewertet und diskutiert.

Fachdidaktik (LA Gymnasium)

Einführungskurse

35975 Introduction to English Language Teaching Kirchhoff, N.N.

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Mo	wöch.	10	12	c.t.			Gr. 1	H 6	Kirchhoff	
Mo	wöch.	16	18	c.t.			Gr. 2	VG_1.31	N.N.	

This seminar will provide an overview of key aspects and current debates in the field of teaching and learning English as a foreign language. Participants have the opportunity to familiarize themselves with the topics: European and national language learning policies, language teacher education and teacher development, (second) language learning theories, individual differences, language teaching methodology, the teaching and learning of the language domains (pronunciation, vocabulary, grammar), the four skills (listening, speaking, reading, writing) as well as issues of evaluating and testing language proficiency. Credit Requirements: Regular attendance strongly recommended, final exam. Electronic registration required. Please take part in tutorials to this course.

Seminar Kulturdidaktik

35979 Teaching British and North American Culture Bergmann

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
-	Block	9	14	c.t.	5.10.2015	9.10.2015	Gr. 1	PT 1.0.2	Bergmann	Blockkurs
Mo	wöch.	12:30	14	s.t.			Gr. 2	ZH 5	Bergmann	
Mo	wöch.	14	16	c.t.			Gr. 3	PT 1.0.2	Bergmann	

„Learning a foreign language is more than a simple task of assembling lexical items in grammatically accurate sentences. It involves learning to communicate with others in that language and such communication involves an engagement with culture.“ (Liddicoat 2005). This seminar takes a cultural perspective on ELT as a central paradigm in current language teaching. On top of that, we will explore the use of media in ELT classrooms. Introductory reading: Liddicoat, Anthony. "Language teaching and learning from an intercultural perspective." *The Handbook of Second Language Acquisition*. Eds. Doughty, Cathrine and Michael H. Long: Blackwell Handbooks in Linguistics, 2005. 837-55. Print. The seminar is obligatory for students following the curriculum of the new LPO of 2008. FlexNow documentation of the successful completion of the introductory course will have to be presented in the first sessions. Requirements: Regular attendance, in-class presentation, written assessment. Note: Students can only take part after they have successfully passed the introduction to ELT.

Seminar (praktikumsbegleitend)

35983 Theorie und Praxis des Englischunterrichts (in Verbindung mit dem studienbegleitenden Praktikum) Kirchhoff

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Di	wöch.	14	16	c.t.				VG 0.24	Kirchhoff	

This seminar gives you the opportunity to reflect on your experiences as an observer and a novice teacher of English at a Gymnasium. It also aims at bridging the gap between theory and practice of foreign language teaching. We will focus on topics like: lesson planning, content and method of language teaching, teaching the four skills, assessing language proficiency and giving feedback as well as classroom management and working with the board. This seminar is offered in connection with the "studienbegleitendes fachdidaktisches Praktikum". Students who have been abroad as assistant teachers also need to pass this course. A transfer of the points to the "freier Wahlbereich" [PK1] is possible. Requirements: Regular attendance, active participation and portfolio work. Make sure you have also applied through the "Praktikumsamt der MB-Dienststelle Oberpfalz" before you register in FlexNow. Note: Students can only take part after they have successfully passed the introduction to ELT.

35984 Reflexion von Unterrichtspraxis im Rahmen des Praktikums Kirchhoff

Seminar

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Mi	wöch.	11	12	c.t.					Kirchhoff	

In diesem Seminar besprechen wir die Planung und Evaluierung von Unterrichtsstunden am Gymnasium. Dieser Kurs ist für alle Teilnehmer des Theorie und Praxis-Seminar verpflichtend.

Oberkurse (Sprach- und Literaturdidaktik)

35987 Researching and Teaching Listening Kirchhoff

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Di	wöch.	10	12	c.t.				PT 2.0.3A*	Kirchhoff	

Listening is probably the most essential and the most difficult skill for foreign language learning. It is now seen as an active skill that can be explicitly taught. In this seminar we will focus on key areas of listening that need to be included in any successful pedagogy. Recent research provides useful insights and suggests ways in which teachers can help learners to become good listeners through the design of classroom procedures. First, we will look at information about the invisible cognitive processes involved in listening. Secondly, we will investigate the role of listening in language acquisition. Finally, we will consider the implications of up-to-date research for L2 pedagogy. We will pay special attention to the role of input and interaction in listening, methods of teaching listening as well as approaches to assessing listening. Requirements for course credits: active participation, oral presentation, term paper. Electronic registration required. Recommended reading: Field, John. (2008). *Listening in the Language Classroom*. Cambridge: CUP; Vandergrift, Larry, & Goh, Christine. (2012). *Teaching and Learning in Second Language Listening: Metacognition in Action*. London: Routledge. Note: Students can only take part in the *Oberkurs* after they have successfully passed the introduction to ELT.

35988 Vocabulary in ELT: Theoretical background and implications for the teaching practice Biermeier

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Do	wöch.	16	18	c.t.				PT 2.0.3A*	Biermeier	

There is much more to vocabulary teaching than just teaching words and there is no doubt that vocabulary learning needs to take place within a well-planned programme. In this seminar we will study different aspects of vocabulary learning and teaching. We will also consider the question of how pupils' vocabulary can be sensibly and sustainably expanded through learning and coping strategies. Based on fundamental articles, we will explore the statistical and etymological nature of English vocabulary. Of course, we will work with the vocabulary sections provided by various coursebooks. In addition, the question of testing vocabulary will be addressed. Finally, we will explore the implications of vocabulary teaching for exam methods such as mediation or composition. Requirements for course credits: active participation, oral presentation, exam. Recommended reading: Murray, Denise E. (2011) *What English language teachers need to know*. New York: Routledge.

Hauptseminar

35990 Current developments in English language teaching and learning Kirchhoff

Seminar, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Mo	wöch.	18	20	c.t.				PT 1.0.2	Kirchhoff	

This seminar will focus on current developments and debates in ELT. We will discuss recent publications in the field of ELT and Applied Linguistics with particular attention to research methodology. Participation and presentation of work-in-progress is obligatory for students currently working on a "Zulassungsarbeit" or doctorate under my supervision, and open to those who consider doing so in the next semesters. Registration in my office hours and via LSF. Recommended reading: Brown, James, and Theodore Rogers. *Doing Second Language Research*. Cambridge: CUP, 2002. Print.; Mackey, Alison, and Susan M. Gass. "Research Methods in Second Language Acquisition: A Practical Guide." Ed. Wiley-Blackwell. Chichester, 2012. Print.

Übung

35989 Seminar für Examenskandidaten, Fachdidaktik Englisch vertieft, mündl. und schriftl. Examen Kirchhoff

Seminar, SWS: 2, Max. Teilnehmer: 30

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	DozentIn	Bemerkung
Do	wöch.	10	12	c.t.				PT 2.0.3A*	Kirchhoff	

Die Veranstaltung richtet sich an Studierende des Lehramts an Gymnasien, die das mündliche Staatsexamen (nach „alter LPO“) oder das schriftliche Staatsexamen (nach „neuer LPO“) in Fachdidaktik Englisch ablegen werden. Die Grundlagen des Fachs werden in diesem Kurs wiederholt und beide Prüfungsformen in gezielten Übungen vorbereitet. Die Anmeldung und die Erstellung eines genauen Themenplans erfolgt in der ersten Sitzung auf der Basis der Bedürfnisse der anwesenden Teilnehmer. Kein Erwerb von Leistungspunkten möglich.

C. Für Interessierte

RUPs, too

The RUPs have been a part of the University of Regensburg for over 40 years now, and they are still going strong. The main goals of the acting troupe are to provide quality entertainment in English and a medium for interested students to improve their own proficiency in the language. Any students who are interested in joining the group, whether as backstage crew or on stage, are welcome to join us. Auditions for roles are held at the beginning of every semester, but acting experience is not necessary. Not every person can act every semester, but we always have a place for people who are interested in team work and enjoy a nice group atmosphere. For more information please contact Jamie Kohen in her office hours, Di 13-14 und Mi 11-12 in PT 3.2.50, or by email: jamie.kohen@ur.de, or check out the RUPs, too Facebook page.

Öffnungszeiten des MultiMediaZentrums, Universitätsbibliothek

Mo.–Do.: 9.00–12.00 und 13.30–15.30 (Mi. bis 17.00)

Das MultiMediaZentrum besitzt hunderte britischer und amerikanischer Filme und Dokumentationen auf Video und DVD, die von Studierenden entliehen werden können. Eine Hörbuchsammlung kommt gerade dazu. Kataloge sind über die Homepage der Universitätsbibliothek verfügbar. Bitte machen Sie davon Gebrauch: Use it or lose it!

English Language Resources

<http://homepages-nw.uni-regensburg.de/~caa03016/index.htm>

Found on the department home page under Studium > Links & Resources, this site offers links to newspapers and magazines, the library, cultural studies, practical-language resources, and universities in GB, USA, Ireland and Canada.

Exkursion nach Irland (Vorankündigung)

Wegen der begrenzten Teilnehmerzahl (14) werden InteressentInnen gebeten, sich baldmöglichst mit Herrn Dr. Lenz (PT 3.2.44) in Verbindung zu setzen. Termin u. Beschreibung: siehe Rubrik „Anglistik: Cultural Studies Advanced“.

Exkursion nach Wales im Sommersemester 2016 (Vorankündigung)

Die nächste Exkursion nach Wales wird im Sommersemester 2016 stattfinden; die Anmeldung wird 2015 sein: bitte beachten Sie entsprechende Aushänge.