



KOMMENTARE

für das Studium im

Sommersemester 2016

Geschäftsführung:

Prof. Dr. Jochen Petzold
Zimmer PT 3.2.45

Sekretariat:

N.N.
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, Brato
Boehm, Farkas
Boehm, Farkas
Gessner
Leikam
Gessner
Aßbeck
Kirchhoff
Kohen, Uppendahl, Waller

Sprechstunden Sommersemester 2016

Name	Sprechzeit	Raum PT	Tel.: 943-
------	------------	---------	------------

ARRINGTON, Doris-Gudrun	Di 12.30-14	3.3.88	3429
ÄBBECK, Akad. Dir. Dr. Johann	Fr 10-12	3.3.106	3488
AUFLITSCH, Dr. Susanne	nach d. Veranstaltung		
BAURIDL, Dr. Birgit	Mo 17-18:30	3.2.83	3507
BERGMANN, Birthe	n.v.	3.3.105	5781
BOEHM, Dr. Katharina	Di 16-17	3.2.59	3499
BRATO, Dr. Thorsten	Mi 14-15	3.2.79	3503
BUSCHFELD, Dr. Sarah	Di 10.30-12.30	3.2.81	3505
CAVANNA, Augustus	Di 12-14	3.2.87	3511
DECKER, Dr. Martin	Mi 13-14	3.2.63	3870
DEPKAT, Prof. Dr. Volker	Di 14-15, Mi 10-11	3.2.71	3476
FARKAS, Dr. Anna	Mi 11-12	3.2.59	3499
FISCHER, Prof. Dr. Roswitha	Di u. Mi 12-13	3.2.68	3473
FRITZE, Martin	nach d. Veranstaltung		
GALLER, Dr. Matthias	nach d. Veranstaltung		
GASTL-Pischetsrieder, Maria	Mo 16-17	3.3.105	5781
GEBAUER, Dr. Amy	Mi 10:15-12	3.3.88	3429
GESSNER, PD Dr. Ingrid	Do 10-12	3.2.70	3475
GÜRTNER, Maria	Di 14-16	3.2.58	3498
HEBEL, Prof. Dr. Udo	siehe Homepage	3.2.73	3477
HERFELD, Dr. Dorith	Do 10-12	2.3.61	3501
HILL, Sophie	Mi 10:15-12:15	3.2.50	3469
HUBNER, Julia	Di 10-12	3.2.69	3474
KAUTZSCH, PD Dr. Alexander	beurlaubt zur Wahrnehmung einer Professur		
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

Name	Sprechzeit	Raum PT	Tel.: 943-
------	------------	---------	------------

LEIKAM, Dr. Susanne	Mi 14-15 Do 14-15	3.2.83	3507
LENZ, Akad. Dir. Dr. Peter	Mo 11:15-13	3.2.44	3506
LEUCKERT, Sven	n.v.	3.2.80	3504
MALKMUS, Dr. Marie-Louise	Di 12-14	3.2.58	3498
MCINTOSH-SCHNEIDER, Julia	Mo 14-16	3.2.57	3497
MÖDL, Gabriele	Mo, Di, Do 10-12:30, Mi 10-12	3.2.62	3667
MÜLLER, Prof. Dr. Timo	tba	3.2.73	3477
NEUMAIER, Theresa	Do 14-16	3.2.55	3046
PETZOLD, Prof. Dr. Jochen	Di 16-17:30	3.2.45	2486
SCHLEBURG, Dr. Florian	Di 14-15	3.2.82	3502
SCHNEIDER, Prof. Dr. Edgar W.	Mi 10-12	3.2.65	3470
SIEBERS, Dr. Lucia	beurlaubt zur Wahrnehmung einer Professur		
STADLER, Sandra	nach d. Veranstaltung		
TRAUTSCH, Dr. Jasper	nach d. Veranstaltung		
TROTZKE, Claudia	Do 10-12	3.2.83	3507
UPPENDAHL, Steve	Di 12-14	3.2.88	1809
WALLER, Peter	Di 10-12	3.2.60	3500
WEBER, Miriam	nach d. Veranstaltung		
WEIG, Heide-Marie	Mi 14-15:30	3.2.43	3463
WEINZIERL, Florian	Mi 14-16	3.2.86	3510
ZWIERLEIN, Prof. Dr. Anne-Julia	Mi 14-15	3.2.48	3467

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

Inhaltsverzeichnis

A. Allgemeines	4
1. Studienplanung	4
1.1 StudienanfängerInnen: Informationsveranstaltungen	4
1.2 Struktur des Studiums	4
1.2.1 Prüfungsordnungen u. Pflichtleistungen	4
1.2.2 Neuerungen in den literaturwissenschaftlichen Modulen (seit WS 2012/13)	4
1.2.3 Modularisierung und Leistungspunkte (LP) / Credit Points (CP)	5
1.3 Hinweis zu den Tabellen der Pflichtleistungen.....	5
1.4 Bekanntmachungen, Informationsveranstaltungen & Newsletter	6
2. Wichtige Termine und Fristen	6
2.1 BewerberInnen und StudienanfängerInnen	6
2.1.1 B.A. und Lehramt: Eignungsfeststellungsverfahren (EFV)	6
2.1.2 Master-Studiengänge.....	6
2.2 Online-Kursanmeldung (LSF)	6
2.3 FlexNow-Anmeldung	7
B. Lehrveranstaltungen	8
Englische Sprachwissenschaft / English Linguistics	9
Anglistik / British Studies	18
Amerikanistik / American Studies	31
Nicht gestufte Übungen	43
Sprachpraxis / Language	43
Fachdidaktik (LA Grund-, Mittel- und Realschule)	52
Fachdidaktik (LA Gymnasium)	56
C. Für Interessierte	60
RUPs, too	60
Öffnungszeiten des MultiMediaZentrums, Universitätsbibliothek.....	60
English Language Resources	60
Exkursion nach Irland (Vorankündigung).....	60
Exkursion nach Wales im Sommersemester 2016 (Vorankündigung)	60

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: 22. Januar 2016.

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 den literaturwissenschaftlichen Modulen (seit WS 2012/13)

Betrifft die **Kennzeichnung** von **Modulen** in der **Literaturwissenschaft (v.a. Proseminare Anglistik und Amerikanistik, American Literary History, British Literary History)**: Angegeben sind hier im Vorlesungsverzeichnis alle Modulversionen, die für Studierende **gültig sein können**, jedoch abhängig vom Studienbeginn: Bitte beachten Sie daher **unbedingt**, welche Lehrveranstaltungen Sie laut der **für Sie gültigen Modulkataloge** absolvieren müssen!

Zum WS 2012/13 traten neue literaturwissenschaftliche Module in Kraft. Diese neuen Module sind für alle gültig, die ab dem WS 2012/13 ihr Studium aufgenommen haben. 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)

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).

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 in 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, 4.4.2016 – Do, 7.4.2016 für alle Erstsemester-relevanten Kurse
- GLC A - <i>Introduction to Engl. and Am. Literary Studies</i>
- <i>Introduction to Engl. Linguistics</i></p> <p>→ Mo, 25.1.2016 – So, 28.2.2016 für alle anderen Kurstypen
(GLC B, C; <i>Composition; Sprachmittlung; Pronunciation Exercises; Proseminare, Seminare, Hauptseminare, Mittel-/Altenglisch, Cultural Studies, Fachdidaktik, Examenskurse</i>)</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 Austauschstudierende.

➔ **FlexNow-Anmeldefrist** für Kurse des SS 2016: **Mo, 25. April 2016 – Fr, 1. Juli 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, 20. Juni – Fr, 1. Juli 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)*

- 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 African American English in its Linguistic and Cultural Context Schneider

Module: EAS-M31.4(8), EAS-M32.3(8), WB-IAA(4), ELG-M32.2(8), AMS-M33.3(8), ENG-UF-WB(4), ELG-M33.3(4), ENG-DF-ZP(4), ENLI-M32.1(4), AMS-M33.2(8), ENLI-M23.2(4), ENLI-M25.3(4), ENGYM-M32C.1(4), EAS-M32.1(8), EAS-M32.2(8), ELG-M33.2(8), ENLI-M25.2(4)

Vorlesung, SWS: 2, Max. Teilnehmer: 100

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mi	wöch.	8:30	10	s.t.				H 6	Schneider	

The dialect spoken by lower-class African Americans has been one of the most prominent topics of sociolinguistic research in the USA since the 1960s. Two central questions have been at stake, a diachronic and a synchronic one: first, whether or not African American English is derived from an earlier creole language and thus incorporates remnants of African linguistic structures, and second, the extent of its difference from dialects spoken by white Americans. For the last few decades, the so-called "divergence hypothesis", which claims that African American English is becoming increasingly different from white speech, has been under debate and attracted some public attention. This lecture course provides an overview of the historical and socio-political background, of the linguistic features considered to be characteristic of African American speech (including speech samples as text transcripts and video or audio recordings), and of the controversies mentioned above. To widen the perspective, there will be three digression sections covering the histories, methods and problems of the related disciplines of sociolinguistics, creolistics, and dialectology, respectively, thus placing the topic of African American English in a broader framework. Recommended reading: Green, Lisa. 2002. *African American English. A Linguistic Introduction*. Cambridge. Cambridge University Press.; Schneider, Edgar W. 1989. *American Earlier Black English*. Tuscaloosa: University of Alabama Press.; No registration required (except FlexNow). – Requirements for course credits: final exam (4 CP; BA and LA students); reading a book and writing a book review in addition to the above (8 CP; MA students).

Pflichtvorlesungen der Basismodule

35702 The Structure of English Schneider

Module: BRST-M12.2(4), AMST-M12.2(4), ENGYM-M12.2(4), ENLI-M12.2(4), ENGS-M12.2(4), ENRS-M12.2(4), ENHS-M12.2(4)

Vorlesung, SWS: 2, ECTS: 4, Max. Teilnehmer: 350

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

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: regular attendance, final exam. No registration required (except in FlexNow).

35703 English in Use **Fischer**

Module: ENGS-M12.3(4), ENGYM-M12.3(4), ENLI-M12.3(4), AMST-M12.3(4), ENHS-M12.3(4), BRST-M12.3(4), ENRS-M12.3(4)

Vorlesung, SWS: 2, ECTS: 4, Max. Teilnehmer: 300

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	10	12	c.t.				H16	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, Hubner, Leuckert, Neumaier, Schleburg**

Module: ENGYM-M12.1(4), ENRS-M12.1(4), BRST-M12.1(4), ENHS-M12.1(4), ENLI-M12.1(4), IAA-BA-WB-fachintern(4), ENGS-M12.1(4), AMST-M12.1(4), ENG-DF-ZP(4)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mo	wöch.	16	18	c.t.			Gr. 1	ZH 4	Hubner	
Di	wöch.	9	10	c.t.			Gr. 1	ZH 4	Hubner	
Di	wöch.	18	19	s.t.			Gr. 2	ZH 6	Schleburg	
Mi	wöch.	12	14	c.t.			Gr. 2	ZH 6	Schleburg	
Mi	wöch.	08	10	c.t.			Gr. 3	PT 1.0.2	Buschfeld	
Do	wöch.	12	13	c.t.			Gr. 3	PHY 9.1.11	Buschfeld	
Mi	wöch.	08	10	c.t.			Gr. 4	ZH 5	Neumaier	
Do	wöch.	16	17	c.t.			Gr. 4	ZH 4	Neumaier	
Do	wöch.	17	17:45	s.t.			Gr. 5	PHY 5.1.03	Leuckert	
Fr	wöch.	10	12	c.t.			Gr. 5	ZH 4	Leuckert	
-	Block	9	12:30	s.t.	25.08.2016	08.09.2016	Gr. 6	PT 1.0.2	Brato	Blockseminar
Do	Einzel	9	10:30	s.t.	15.09.2016	15.09.2016	Gr. 6	PT 1.0.2	Brato	Klausur

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

Module: ENLI-M23.1(4), ENLI-M25.3(4), ENLI-M22.1(4), IAA-BA-WB-fachintern(4), ENLI-M25.1(4), ENG-UF-WB(4), ENGYM-M22.1(4)

35714 Understanding Shakespeare Schleburg

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	12	14	c.t.				ZH 6	Schleburg	

"How goes it?" is not necessarily an over-literal translation from German – 'tis is also a line by England's greatest poet. You can call him *Shakespeare*, *Shagſpere*, or *Saxper* (Marry! he knew not how to spell his name). Obviously, neither Shakespeare's grammar nor his orthography can be measured by the standards of the 21st century, and he who wisheth to enjoy, let alone interpret, his works to-day may find it useful to know that in Early Modern English *gone* rhym'd with *alone*, *nice* did not mean 'agreeable' but 'fhy' or 'falsidious', and "Why ſpeake not you?" was as correct an interrogative sentence as "Why don't you ſpeak?", not to mention the homonymies and connotations that make Saxpere's thoroughly adult jokes work. In our seminar we shall observe and categorise the most significant differences between the language of Shagſpear and Present Day English, based on non-modernised texts. This survey will (God bless us, 'tis what we hope) make reading Shakespeare and his contemporaries the more rewarding and also provide a better understanding of the structures of the modern language. – Requirements: active participation and regular homework, exam final.

35715 Conversation Analysis Neumaier

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mi	wöch.	12	14	c.t.				PT 2.0.4	Neumaier	

Conversation Analysis (CA) is concerned with talk-in-interaction, i.e. the way language is used in social encounters. Up until the 1960s, ordinary conversations had been regarded as chaotic and disorderly – a view which this newly developed approach challenged. CA starts from the assumption that every aspect of interaction is potentially orderly and has to be treated in a larger sequential context. This course wants to introduce CA by combining theoretical background with practical analysis. Thus, we will first get to know basic CA concepts, particularly the turn-taking model as established by Sacks, Schegloff and Jefferson. Their 1974

essay "A Simplest Systematics for the Organization of Turn-Taking for Conversation" can be regarded as the groundwork for CA. Apart from that our focus will be on a number of methodological aspects (and, sometimes, problems), such as data collection or transcription. After that, a variety of questions central for CA will be addressed, such as: Who speaks next in conversations? Are interactions sequenced? How are turns structured and how do speakers handle misunderstandings? Are overlaps orderly phenomena? etc. Besides everyday face-to-face encounters, other types of interaction (such as telephone calls) will be considered as well. – Requirements: active participation, regular readings, a presentation, and a term paper.

35716 English in the British Isles **Brato**

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Do	wöch.	10	12	c.t.				ZH 6	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'.

35717 Language Typology **Leuckert**

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Do	wöch.	18	19:30	s.t.				PT 1.0.2	Leuckert	

Whenever we try to learn a new language, especially one that is not related to our mother tongue, we often feel as though this new language may not have much or anything in common at all with the language(s) we know. However, when we look at the way sentences are structured across languages, which sounds are produced cross-linguistically, or how politeness is expressed around the world, we can actually identify several (sometimes striking) similarities. Some of these similarities may be present in every language there is, others are shared only amongst certain groups. The seminar will introduce you to language typology, i.e. the field of research that tries to identify and account for the features that languages have in common, but also the ones that differ. After a general introduction to the field, we will discuss the various ways of structuring and analysing the languages of the world. Then, we will talk about language universals and language types. Finally, we will compare various languages to English with regard to word order typology, case system, sound inventory, politeness etc. To obtain credits, regular attendance and participation, an in-class presentation and a term paper are required.

Seminare

35722 Altenglische Sprache und Kultur

Schleburg

Module: ELG-M31.3(8), ENLI-M22.2(4), IAA-BA-WB-fachintern(4), ENGYM-M22.2(4), ENG-UF-WB(4), ELG-M33.3(4)

Seminar, SWS: 2, Max. Teilnehmer: 25

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mo	wöch.	12	14	c.t.				ZH 5	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 ersten Eindruck von Reiz und Vielfalt der angelsächsischen Überlieferung vermitteln soll. – Anforderungen für Erwerb von Leistungspunkten: Übungsaufgaben und Klausur. Textgrundlage: W. Obst & F. Schleburg, *Lehrbuch des Altenglischen*, Heidelberg 2004.

35723 Mittelenglische Sprache und Kultur

Hubner

Module: MAL-M38.1(4), ELG-M31.3(8), ENLI-M22.2(4), IAA-BA-WB-fachintern(4), ENGYM-M22.2(4), ENG-UF-WB(4), ELG-M33.3(4)

Seminar, SWS: 2, Max. Teilnehmer: 25

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

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.

35725 Altenglisch für Fortgeschrittene

Schleburg

Module: IAA-BA-WB-fachintern(2), ELG-M32.3(10), ENG-UF-WB (2), ELG-M33.3(4)

Seminar, SWS: 2, Max. Teilnehmer: 30

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

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

35726 Mittelenglisch für Fortgeschrittene**Schleburg**

Module: IAA-BA-WB-fachintern(2) , ELG-M32.3(10), ENG-UF-WB(2) , ELG-M33.3(4)

Seminar, SWS: 2, Max. Teilnehmer: 30

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mo	wöch.	14	16	c.t.				ZH 5	Schleburg	

Die Fortsetzung unserer Einführung in das Mittelenglische ergänzt den lautlichen und grammatischen Befund der Sprache Geoffrey Chaucers um seine germanische und altenglische Vorgeschichte. Die Auswahl der Stoffgebiete orientiert sich, ebenso wie die Wahl eines Lektüretextes aus den *Canterbury Tales*, an den Anforderungen der mittelenglischen Textklausur im schriftlichen Staatsexamen. In der ersten Sitzung werden Erfahrungswerte zur langfristigen Examensvorbereitung tradiert. Es empfiehlt sich, diesen Kurs VOR dem mittelenglischen Examenskurs zu besuchen. – Freiwilliger Vertiefungskurs, keine Anmeldung erforderlich. Erwerb von Leistungspunkten nach Absprache möglich.

35727 Altenglisch für Examenskandidaten**Schleburg**

Seminar, SWS: 2, Max. Teilnehmer: 30

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	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.

35729 Syntaktische Analysen**Hubner**

Seminar, SWS: 2, Max. Teilnehmer: 80

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mi	wöch.	14	16	c.t.				W 115	Hubner	

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 8 Wochen werden im Wechsel Aufgabenstellungen aus dem vertieften und nicht vertieften Staatsexamen besprochen. Wie auch im Staatsexamen zu erwarten, dient dabei 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. Eine Anmeldung ist wünschenswert.

35732 Text Analysis für Grund-, Mittel-/Haupt- und Realschulen**Fischer**

Module: ENRS-M22.1(2), ENGS-M22.1(2), ENHS-M22.1(2)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	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, and exam.

35734 Your Final Thesis: Researching and Writing Strategies**Schneider**

Seminar, SWS: 1

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Do	14-tägig	10	12	c.t.				PT 2.0.3A*	Schneider	

The purpose of this class is to provide structured advice and continuous guidance to students who are writing a final thesis (BA, Master, or *Zulassungsarbeit*). Participation is obligatory for students currently working on such a thesis under my supervision, and open to those who consider doing so in the near future. In each session I will address and survey a topic of general interest (like finding references; finding data and sources; structuring a thesis; preparing a references list; analyzing a data set from qualitative or quantitative perspectives; working with corpora; handling tables, graphs, and appendices; grading criteria; writing and style; etc.) before we move on to a discussion of progress reports and queries based on individual, ongoing projects.

35735 Phonemic Transcription**Hubner, Schleburg**

Module: IAA-BA-WB-fachintern(2) , ENG-DF-ZP(2), ENG-UF-WB(2)

Übung, SWS: 1, ECTS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mo	wöch.	11	12	c.t.			Gr. 1	ZH 4	Schleburg	
Mo	wöch.	13	14	c.t.			Gr. 2	ZH 6	Hubner	
Di	wöch.	08	9	c.t.			Gr. 3	ZH 4	Hubner	
Mi	wöch.	16	17	c.t.			Gr. 4	PT 2.0.3A*	Schleburg	

To identify the meaning-distinguishing sound types (phonemes) of the language is a minimum requirement for anybody concerned with the English language. Advanced learners, however, will need a conscious knowledge of distributions, distinctive features and articulatory processes in order to better monitor their own pronunciation, assess regional and social variation and efficiently correct the inevitable Bavarianisms of future pupils. This course will, once more, introduce the set of symbols and conventions relevant to all types of exams and practise British and American Standard transcription on authentic material of increasing complexity. Admission is restricted to owners of at least one pronunciation dictionary (e. g. D. Jones, *English Pronouncing Dictionary*, Cambridge ¹⁶2003, ¹⁷2006; J. C. Wells, *Longman Pronunciation Dictionary*, London ²2000, ³2008).

Hauptseminare

Module: ELG-M32.1(10), ENGYM-M32C.2(7), ELG-M33.1(10), ELG-M32.3(10), ENGYM-M32C.3(7), ENLI-M32.2(7), ENLI-M32.3(7), ENG-UF-WB(7), ELG-M33.3(4)

35738 English-oriented Pidgins and Creoles Schneider

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

Pidgins and creoles are languages (or rather, daughter varieties of English) which have developed in language contact situations all around the globe, and especially among slaves in plantation cultures where no common language known to all speakers was available. Such varieties are still spoken by millions of people, mainly in West Africa, the Caribbean, and the South Pacific area. They are of great interest to linguistics because the special circumstances of their origin and use allow us to address fundamental questions on how languages originate and work. In this class, we will thus be concerned with the origin, distribution, and characteristic forms and functions of English-oriented pidgins and creoles in their respective contexts. In a first component, we will consider general issues which are fundamental to the discipline, such as: the definitions and assumed "typical features" of pidgins and creoles, respectively; characteristic social circumstances under which they have developed; theories on how and why they have emerged, e.g. whether their structure reflects either underlying (often African) substrate structures or a genetically determined human "bioprogram for language"; how they change over time and function in modern societies; and which characteristic properties on several language levels they have. In a second part, a survey of the existing English-related pidgins and creoles will be provided, such as Nigerian Pidgin English, Jamaican Creole ("Patwa"), or Papua New Guinea "Tok Pisin", considering their respective social and historical backgrounds and some prominent linguistic features. Tape recordings and text transcripts for illustration and analysis will be provided whenever possible. Some of this material will be covered by myself, or will be discussed in class on the basis of an obligatory reading sample (with selections from Velupillai's textbook mentioned below); other parts, especially the regional survey, including a discussion of characteristic features of linguistic sample texts from the respective regions, will largely be provided by student participants in in-class presentations. Obligatory reading: Substantial selections from Viveka Velupillai, 2015. *Pidgins, creoles and mixed languages: an introduction*. Amsterdam: Benjamins. [Three extra copies of this textbook are held in the library's reading room; cf. 61/EE 1660 V446+2/+3/+4]. Requirements for course credits: active participation; written exam based on the reading program; oral presentation and written paper. Electronic registration.

35739 Lexical and semantic change Fischer

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

New words enter the English vocabulary all the time, for instance *mouse potato*, *spyware*, *wavepool*, *manga*, *agritourism*. But there are also others that drop out, such as *gobemouche*, *roynish*, *nidulation*, *slubberdegullion*. There are various ways to enlarge the vocabulary. Already existing word constituents are combined. Words are borrowed from other languages. Established words change their meaning. We are interested in conditions and causes for lexical and semantic change, and the theories that exist about them. We want to know what types of change there are and how to classify them. We would also want to find out whether there are

any restrictions on lexical and semantic change, either language internal ones, such as phonological and morphological constraints, or extralinguistic ones. Another issue is the question of the consequences of lexical change. What developments and innovations in the world at large and in society do new words reflect? Furthermore, we can ask ourselves what happens in the mind of the language users when producing or interpreting a novel word or meaning. – Requirements: Reading assignments, quiz, oral presentation, paper. Introductory reading: Hans-Jörg Schmid ²2011. *English morphology and word-formation. An introduction*. Chapter 4: "The origin, development and establishment of complex lexemes", pp. 69-83.

Oberseminare

35744 Recent Research in English Linguistics

Schneider

Module: ELG-M35.2(6)

Seminar, SWS: 2, ECTS: 6, Max. Teilnehmer: 25

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Do	wöch.	8:30	10	s.t.				PT 2.0.3A*	Schneider	

This colloquium is open to all students with an interest in linguistics who wish to gain an impression of the possible approaches, topics and methods of research into the structure and history of the English language. In particular, it is meant as a discussion forum for advanced students who are working on doctoral, Master's, BA or *Staatsexamen* theses, and as a showroom for those intending to do so at a later point in time. Ongoing work on such projects will be presented and discussed in class, giving the authors a chance to collect useful reactions on a broader scale, and the listeners an impression of the range of ongoing research and of possible methodological approaches. Student projects as well as research projects carried out at the *Lehrstuhl* in Regensburg will be presented and discussed. For Master's students it is obligatory to present their work (MA thesis, whether complete or as work-in-progress; and internship report) in this class. Participation in this class is strongly recommended to students who are writing or are planning to write a thesis under my supervision. Not infrequently it happens that students who wish to write a linguistics thesis come to see me about this in my office hours but have little idea of the range of possible topics or of how to proceed methodologically. This is the context to find an answer to such questions beforehand. Under specific conditions it is possible to obtain an „Oberseminar“ Schein, equivalent to a *Hauptseminar*, in this class. If you are interested in this possibility, please contact me beforehand.

Kurse in der Eingangsphase der MA-Programme

35745 Readings in Linguistics

Buschfeld

Module: ELG-M31.1(8)

Seminar, SWS: 2, ECTS: 8, Max. Teilnehmer: 25

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	8:30	10	s.t.				CH 33.1.93	Buschfeld	

This course forms part of the Master's Programme in English Linguistics, but students in their Profilmodule are equally welcome to acquire credit points and linguistic expertise. It is intended to provide first-hand experience and critical discussion of seminal works of 20th century linguistic theory and methodology, covering the classical texts of different schools of modern linguistics as well as more recent studies relevant to the ongoing research at our Department. - Requirements for course credits: regular reading, oral presentation, short essays based on the readings.

Anglistik / British Studies

Vorlesungen

35750 Liberties before Liberalism: Seventeenth-Century Republican Cultures Zwierlein

Module: BRST-M23.3(4), WB-IAA(4), BRST-M32.1(4), BLK-M33.1(8), ENGYM-M32B.1(4), ENG-UF-WB(4), ENG-DF-ZP(4)

Vorlesung, SWS: 2

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mi	wöch.	10	12	c.t.				H 22	Zwierlein	

35751 Shakespeare's History Plays: The 'Original' Game of Thrones Petzold

Module: BLK-M32.1(4), BRST-M23.3(4), WB-IAA(4), BRST-M32.1(4), BLK-M33.1(8), ENGYM-M32B.1(4), ENG-UF-WB(4), ENG-DF-ZP(4)

Vorlesung, SWS: 2, Max. Teilnehmer: 100

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	14	16	c.t.				H 6	Petzold	

This lecture series will focus on Shakespeare's two tetralogies of history plays, the Lancaster Tetralogy comprising *Richard II*, the two parts of *Henry IV* and *Henry V*, and the York Tetralogy, comprising the three parts of *Henry VI* and *Richard III*. Although not written in chronological order, these eight plays cover the period of dynastical wars known as the War of the Roses, in which the houses of York and Lancaster fought for the throne of England – arguably an inspiration for George Martin's *Song of Ice and Fire*. Examining England's national past and raising questions concerning the legitimacy and requirements of kingship, Shakespeare's histories play an important part in the development of a sense of national identity in England. The lectures will examine how Shakespeare shaped and fictionalised his source material into popular plays, and it will contextualize them within the early modern 'world picture'. – Requirements: Final exam.

35753 Introduction to British and Irish Studies Lenz, Waller

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

Vorlesung, SWS: 2, ECTS: 2, Max. Teilnehmer: 200

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Do	wöch.	12	14	c.t.				H 3	Lenz, Waller	

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

Pflichtvorlesungen der Basismodule

35753 Introduction to British and Irish Studies Lenz, Waller

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

Vorlesung, SWS: 2, ECTS: 2, Max. Teilnehmer: 200

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Do	wöch.	12	14	c.t.				H 3	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, 21.07.2016. 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, Gürtner, Herfeld

Module: ENLI-M13.1(4), ENRS-M13.1(4), AMST-M16.1(4), AMST-M13.1(4), ENHS-M13.1(4), ENGYM-M13.1(4), ENG-DF-ZP(4), ENGS-M13.1(4), BRST-M16.1(4), BRST-M13.1(4)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mi	wöch.	10	13	c.t.			Gr. 3	ZH 4	Boehm	
Mi	wöch.	13	16	c.t.			Gr. 4	ZH 4	Farkas	
Fr	wöch.	08	11	c.t.			Gr. 5	PT 1.0.2	Herfeld	
Fr	wöch.	11	14	c.t.			Gr. 6	PT 1.0.2	Gürtner	
-	Block	08	13:30	s.t.	13.09.2016	21.09.2016	Gr. 7	PT 2.0.3A*	Herfeld	Block
Fr	Einzel	9	12	s.t.	30.09.2016	30.09.2016	Gr. 7	PT 2.0.3A*	Herfeld	

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. 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 there will be two exams: one around midterm (the exact date will be announced in the first week of classes) and one on Tuesday, 19 July 2016, 9-11. – 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

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mo	wöch.	08	10	c.t.			Gr. 1	ZH 6	Waller	
Di	wöch.	12	14	c.t.			Gr. 2	PT 1.0.2	McIntosh-Schneider	
Mi	wöch.	08	10	c.t.			Gr. 3	ZH 6	Herfeld	
Mi	wöch.	16	18	c.t.			Gr. 4	ZH 6	McIntosh-Schneider	
Do	wöch.	12	14	c.t.			Gr. 5	ZH 5	Herfeld	
Do	wöch.	16	18	c.t.			Gr. 6	PT 1.0.2	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. Secondary readings (academic articles) will be found together with other helpful materials in the Course Pack. The date of the assessment will be announced by your teacher. 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.

Proseminare¹

35771 English Literature 1: Early Modern Drama (mit Shakespeare-Exkursion)

Petzold

Module: BRST-M23.1(4), BRST-M16.3(4), BRST-M23.2(4), ENGYM-M23.1(4), BRST-M22.1(4), ENG-UF-WB(4)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	10	12	c.t.				PT 1.0.2	Petzold	Registration for this seminar took place in December 2015; it is now closed.

In this seminar, we will examine four plays by three early modern playwrights: Christopher Marlowe's *Dr Faustus*, Ben Jonson's *The Alchemist* and William Shakespeare's *Cymbeline* and *Hamlet*. In the classroom, we will focus on major themes treated in the plays, and we will contextualise them within the early modern 'world picture'. In June, we will travel to Stratford-upon-Avon to attend performances of all four plays by the RSC, and to take part in a Shakespeare Study Course offered by the Shakespeare Birthplace Trust. Registration for this seminar took place in December 2015; it is now closed. Recommended Texts: Shakespeare, *Cymbeline*, ed. Martin Butler (New Cambridge Shakespeare); Shakespeare, *Hamlet*, ed. Philip Edwards (New Cambridge Shakespeare); Marlowe, *Doctor Faustus*, ed. Roma Gill & Ros King (New Mermaids); Jonson, *The Alchemist and other Plays*, ed. Gordon Campbell (Oxford World's Classics). – Requirements: regular attendance, participation in the excursion, term paper (c. 10 pages).

¹ Bitte beachten Sie zu den Modulangaben bei Proseminaren der Anglistik die Hinweise im Punkt 1.2.2 (Seite 4).

35772 English Literature 1: Shakespeare and the Middle Ages**Galler**

Module: BRST-M23.1(4), BRST-M16.3(4), BRST-M23.2(4), ENGYM-M23.1(4), BRST-M22.1(4), ENG-UF-WB(4)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	18	20	c.t.				ZH 4	Galler	

William Shakespeare's plays were long seen as representative works of Renaissance or "Early Modern" English literature, as opposed to the literature of the "dark" and culturally less developed Middle Ages. True, the playwright started his career in the neo-Classical mode and chose Latin authors such as Ovid and Seneca as his models in poetry and drama. The world in which he lived was, however, very much a medieval one, and a closer look at his plays reveals how much he owes to the native English tradition of moralities, to the freedoms in representing time and space known from the cycle plays, to medieval dumb shows, romance plots, allegory and concepts of tragedy. It is therefore not helpful for our understanding of Shakespeare to draw a dividing line between "medieval" and "early modern". Shakespeare's history plays (we will study *Henry V*) put the late Middle Ages on stage and their representation of the events that led to the establishment of the Tudor dynasty has shaped people's understanding of English history until today. The literary legacy of the Middle Ages, however, is especially obvious in plays written near the end of his career: in the romances of *Pericles* and *The Two Noble Kinsmen*, which dramatize John Gower's *Apollonius of Tyre* and Geoffrey Chaucer's *Knight's Tale* respectively. In this seminar we will investigate Shakespeare's medieval legacy and read excerpts of his Middle English sources (I will provide copies) and the three Shakespearean plays mentioned above. A basic knowledge of Middle English will certainly be helpful. I recommend you to read the three plays in preparation for this seminar: Please use the New Cambridge Shakespeare editions. – You will be required to give an oral presentation and hand in an 8- to 10-page research paper for credits.

35774 English Literature 2: The Nineteenth-Century Novel and the Stage**Weig**

Module: BRST-M16.3(4), BRST-M23.2(4), AMST-M22.1(4), ENG-UF-WB(4), BRST-M22.1(4), BRST-M22.2(4), ENGYM-M23.1(4)

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

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

Aside from commonly being regarded as the 'great age of the novel,' the nineteenth century is also frequently considered to be 'the age of truly popular theatre,' and it thus is rather unsurprising that these two genres, novel and drama, would have intersected and cooperated in a variety of ways throughout the century. The widespread interest in the theatre emerges as a topic – directly or metaphorically – in many of the novels of the age, but the most popular works of fiction also found their way onto the stage, sometimes – as for instance with quite a few of Charles Dickens's novels – even before all their parts had been published. In this course, we will read novels by canonical authors from across the nineteenth century with an eye to the manner in which they engage with the theatre or the dramatic genre, and then pair them with both 'official' and unauthorized play versions based on them in order to illuminate the historical and discursive network that both the novels and playscripts, and the practice of theatrical adaptation, were embedded in. We will thus investigate the workings of shifting popular tastes among different social strata, literary fashions, concepts of theatricality and theatre history, changing legislation on copyright and piracy, as well as broader theoretical contexts of adaptation and intertextuality. – Requirements: presentation and term paper. Please acquire the following texts: Mary Shelley, *Frankenstein* (Oxford World's Classics, 2008); Charles Dickens, *Oliver Twist* (Oxford World's Classics, 1999); Wilkie Collins, *The Moonstone* (Oxford World's Classics, 2008); Bram Stoker, *Dracula* (Oxford World's Classics, 2011).

35775 English Literature 2: Motherhood and the Sexual Double Standard in Late-Nineteenth-Century Literature**Gürtner**

Module: BRST-M16.3(4), BRST-M23.2(4), AMST-M22.1(4), ENG-UF-WB(4), BRST-M22.1(4), BRST-M22.2(4), ENGYM-M23.1(4)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Fr	wöch.	08	10	c.t.				ZH 4	Gürtner	

The Victorian fin de siècle was an age of tremendous change that was shaped by the figure of the New Woman who threatened conventional ideas about respectable woman- and motherhood. Free-spirited, educated and supposedly uninterested in marriage and children, the New Woman presented one of the most far-reaching challenges to the role of women in a male-dominated world. In this seminar, we will examine how New Woman literature of the late-nineteenth-century questioned middle-class Victorian sexual ideology and frankly exposed the sexual double standard underlying Victorian patriarchy by redefining the institution of motherhood and the conception of the nuclear family. A range of radical fictional reactions to the maternal role will help us to explore not only alternative concepts of mothering, but also the emergence of a 'eugenic feminism' that promoted women's role as mothers of the nation. We will be looking at texts by renowned New Woman writers such as Thomas Hardy, Sarah Grand, Mona Caird, Grant Allen, and George Egerton, and supplement these with magazine and newspaper articles of the time, as well as scientific publications on women's role in the 'regeneration' of the British imperial race. Please acquire a copy of Hardy's *Jude the Obscure* (Penguin Classics). All other course texts and materials will be made available electronically. Course requirements: active participation, an oral presentation, and a term paper (8-10 pages).

35776 English Literature 2: The Woman Question at the Turn of the Century**Weber**

Module: BRST-M16.3(4), BRST-M23.2(4), AMST-M22.1(4), ENG-UF-WB(4), BRST-M22.1(4), BRST-M22.2(4), ENGYM-M23.1(4)

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

Tag	Rhyth	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
-	-	10 13:30	12:30 15:30	s.t. s.t.	25.7.16	29.7.16		PT 2.0.3A	Weber	Block

While the end of the 19th century was generally a period of great change and progress, the woman question lay at the heart of the struggle. The author Sarah Grand diagnosed the situation thus in her article „The New Aspects of the Woman Question: „The man of the future will be better, while the woman will be stronger and wiser. To bring this about is the whole aim and object of the present struggle, and with the discovery of the means lies the solution of the Woman Question.“ We will be looking at what exactly the problem was, at some proposed solutions, political and moral, by men and women, often radical and always changing the world for ever. Prescribed reading: Gertrude Colmore, *Suffragette Sally* (Broadview Press); George Gissing, *The Odd Women* (Oxford World Classics edition); Ella Hepworth-Dixon, *The Story of a Modern Woman* (Broadview Press); Menie Muriel Dowie, *Gallia* (e.g. Everyman Library used from Amazon). Please also purchase and read the accompanying course reader from Der Neue Kopierer (Carl-Maria-von-Weber-Str. 6, Regensburg. Follow footpath starting from bus stop opposite FH, Galgenbergstraße. Phone: 7081998). – Requirements: Having read all the works on the reading list and in the reader before the course begins, active participation, an oral presentation and a term paper (3.000 words). If you have trouble finding the novels mentioned above, please contact me.

35778 English Literature 3: Virginia Woolf: Novel, Biography, Life Writing **Zwierlein**

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

Proseminar, SWS: 2

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

35779 English Literature 3: The Irish Short Story: Cultural Genesis, Theory, and Main Representatives **Lenz**

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

Proseminar, SWS: 2

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

The Ireland of the first half of the 20th century was “a country where circumstances were particularly complicated for every intellectual and type of artist—complicated by religion, politics, public unsophistication, censorship, lack of stimulus, and pervasive poverty.” This is how Seán O’Faoláin, one of Ireland’s most renowned writers, characterized his native country in his book *The Short Story* (1948). His compatriot Frank O’Connor, also an internationally celebrated master of the short story, takes a similar line when reflecting upon the narrow-mindedness of Irish life after the foundation of the Irish Free State in 1921 and the challenge for the critical writers which emerged from it: “We must destroy everything in literature which seems to be false, which does not apply to the world about us and the men and women we meet.” Despite their great respect for James Joyce’s literary brilliance, both authors criticize Joyce for his mere obsession with stylistic perfection. In contrast to him, they felt obliged to contribute to the societal and intellectual liberation of their country by means of critically analyzing its status quo in their writings. As, in their opinion, the novel required a coherent social and political context which was hardly to be found in the Ireland between the 1920s and the 1960s, they identified the short story as the ideal means to present slices of the torn and subjugated life in the Free State and early Republic of Ireland. In the seminar we will first look at the historical circumstances which led to the stifling atmosphere of Irish life in the first half of the 20th century. Consequently, we will analyze and discuss various short stories of outstanding Irish writers of that period against the backdrop of essentials of the theory of the Irish short story. In addition, we will scrutinize the further development of that genre as represented by writers up to the 1990s. Forerunners of the Irish short story, such as George Moore and William Carleton, and the Irish oral tradition will be included in our approach to the topic. – Prerequisites: active participation/reading response based upon the thorough knowledge of the primary and secondary texts, an oral presentation, and a term paper. Compulsory purchase (available at Pustet’s): *The Oxford Book of Irish Short Stories*, ed. William Trevor (New York: OUP, 2010). Additional texts will be made available electronically.

35780 English Literature 3: Fairy Tale Narratives**Herfeld**

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

Proseminar, SWS: 2

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Do	wöch.	08	10	c.t.				VG_2.45	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.

35781 English Literature 3: The First World War in English and Irish Literature**Decker**

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

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

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

The common notion of the First World War as the "Great War" is justified not only considering its political magnitude as the "seminal catastrophe" of the twentieth century and its unprecedented scale of mobilisation, expansion and destruction. It was also a "great" war in the sense of the abundance of cultural responses and transformations it provoked, both as it took place and in the decades to follow, even up to the present day. As Samuel Hynes argues in his influential study *A War Imagined: The First World War and English Culture*, the war was "the great military and political event of its time; but it was also the great imaginative event", it effectively "changed reality" and lastingly "altered the ways in which men and women thought not only about war but about the world, and about culture and its expression". In this seminar, we will engage with a wide range of literary responses to this conflict, across genres and periods – from the glorification of sacrifice in war poetry during the conflict, to the grim war novels and modernist reworkings of the 1920s, to the re-imaginings and re-contextualisations of the Great War experience at the end of the twentieth century. The difficult status of the First World War in Ireland and its representation in Irish writing will be of special importance for us. Longer texts to be covered include Sean O'Casey's *The Silver Tassie* (1928), Richard Aldington's *Death of a Hero* (1929), Jennifer Johnston's *How Many Miles to Babylon?* (1974), Frank McGuinness's *Observe the Sons of Ulster Marching Towards the Somme* (1985) and Pat Barker's *Regeneration* (1991). Poems, short stories and secondary texts will be made available electronically. A detailed reading list including editions to be purchased will be made available by the beginning of the winter term break. – Course requirements: active participation, an oral presentation, and a term paper (8-10 pages).

Cultural Studies Advanced

35785 Blockseminar: Irish History and Culture (Irland-Exkursion)

Lenz

Module: ENGYM-M32B.2(5), ENG-DF-ZP(5), BRST-M32.2(5), ENG-UF-WB(5), BLK-M32.3(8)

Seminar, SWS: 2, Max. Teilnehmer: 14

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
-	n. V.			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 (Grund- oder Hauptstudium) 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. ein zweitägiger Aufenthalt in der Hauptstadt Dublin bzw. 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*, Leihbus, B&B, alle Ausflüge und Eintrittsgelder). Eine Bezuschussung ist eventuell möglich. Weitere Details sind beim Vortreffen zu erfahren. Die beiden Termine für 2016 sind fast ausgebucht (nur noch zwei Plätze frei für die Exkursion Mitte September), jedoch ist die Voranmeldung für die Fahrten 2017 bereits möglich. Die genaue Festlegung der Termine für 2017 erfolgt bei einem Vortreffen zu Beginn der Vorlesungszeit des WS 2016/17, zu dem die vorangemeldeten Teilnehmer/Innen per E-Mail eingeladen werden.

35786 Shifting the Scene: William Shakespeare, Heritage and National Identity**Boehm**

Module: ENGYM-M32B.2(5), BRST-M32.2(5), ENG-UF-WB(5), BLK-M32.3(8)

Seminar, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	18	20	c.t.				PT 1.0.2	Boehm	

Shakespeare's already enormous cultural presence is about to receive a new boost with the worldwide events, celebrations and performances that will take place in 2016 to commemorate the 400th anniversary of Shakespeare's death. Shakespeare has often been styled as an icon of English national identity. In this seminar we will take a broad historical perspective, ranging from Shakespeare's own time to 2016, and we will explore the diverse ways in which selected literary works, films, commemorative events and heritage practices connect Shakespeare to ideas of national history and heritage, Englishness, race and national identity, class and (popular) culture. The seminar falls into three parts. Part I takes us back to the Renaissance. We will read three plays by Shakespeare – *Henry V*, *Richard III* and *The Tempest* – and discuss how Shakespeare and his original audience thought about Englishness, race, kingship and the early modern nation-state. Part II examines the emergence of the Shakespeare heritage industry in the eighteenth and nineteenth centuries and includes case studies of a range of cultural venues for the commemoration of Shakespeare, such as John Boydell's eighteenth-century Shakespeare Gallery, the Birthplace Museum (founded in 1847), and the annual celebrations in Stratford-upon-Avon. Part III focuses on some of the ways in which artists, writers and theorists are imagining Shakespeare's relationship to British culture and to British (imperial) history right now. We will consider the London events and performances that form part of "Shakespeare400", as well as recent adaptations of Shakespeare's plays, including Jeanette Winterson's *The Gap of Time* and Howard Jacobson's *Shylock Is My Name*. Course requirements: presentation, written exam, poster session. Course texts: William Shakespeare, *Henry V*, *The Tragedy of King Richard III* and *The Tempest* (please buy the Oxford World's Classics editions!). Jeanette Winterson, *The Gap of Time* (Hogarth); Howard Jacobson, *Shylock Is My Name* (Hogarth). All other materials will be made available electronically.

35787 Deviant Bodies in 21st-Century Popular Culture**Farkas**

Module: ENGYM-M32B.2(5), BRST-M32.2(5), ENG-UF-WB(5), BLK-M32.3(8)

Seminar

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Do	wöch.	08	10	c.t.				VG_1.36	Farkas	

Is there such a thing as a "perfect" body? Popular culture appears not only to suggest so, but to insist that it is our duty to strive for it. Drawing on the intersections of gender studies with new theoretical developments in the emerging fields of disability, transgender, and fat studies, this course will investigate the relationship between the "normal," the "ideal," and the "deviant" body, and how they are represented in the 21st century. Ideas about the body are constantly being debated in mass media and imagined and personified in advertising, film, television, and on the internet. We will consider a range of exemplary topics, including the impact of interactive social media communities on body image activism, how ability is negotiated in the superhero genre, and the self-/representation of real and scripted gender non-conforming and transgender individuals on television. – Course requirements are the participation in an expert group, a poster session, and a final exam.

35785 Blockseminar: An Introduction to Wales**Waller**

Module: ENGYM-M32B.2(5), ENG-DF-ZP(5), BRST-M32.2(5), ENG-UF-WB(5), BLK-M32.3(8)

Seminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
-	n. V.			c.t.					Waller	Exkursion

“Moving from Wales to Italy is like moving to a different country.” (Welsh former Liverpool and Juventus footballer, Ian Rush). The capital of Wales is Cardiff, they have their own language, that Dylan Thomas bloke was from there (I think), and they really really like sheep. When it comes to Wales, most students in Germany will know no more than three-quarters of the facts contained in the preceding statement, and very little besides about the country. However, what is Wales really? What is it that makes its people so confidently aware of their uniqueness without there seemingly being any real desire to seek full independence? In this course, the focus will be on introducing the group to a country that otherwise receives an unjustly limited amount of attention in the education system in Germany, and in British life generally. Focus will be on the conflicting ways Wales defines itself, including feminist, linguistic, communal, political, post-colonial, mythical and visual perspectives, as well as the issue of how Wales has been defined from outside. In particular, its approach of as a country to cultural awareness and the nation state is quite singular and will therefore be discussed. The role of Wales in the UK and beyond will also feature significantly in the class discussions. The aim of the course is for all the participants to feel at the end of the semester that a full introduction to this country was offered, that a strong understanding and engagement with what it means to be Welsh has been developed, that the Ian Rush statement at the top of this summary makes sense, and that the following quote rings true: “To be born in Wales, not with a silver spoon in your mouth, but with music in your blood and poetry in your soul, is a privilege indeed” (Brian Harris). The course will involve a collection of student-led presentations at the start of semester, followed by a week-long excursion to Wales, during which we shall receive lectures from renowned specialists in the fields of Welsh writing and cultural studies: among them Professor Katie Gramich (Cardiff University), Professor Daniel Williams (Swansea University), Dr Charnell-White (Aberystwyth University) and a highly-renowned Welsh author. – Course requirements: active participation, oral presentation, 4500-word paper. Texts: Williams, Raymond. *Who Speaks for Wales? Nation, Culture, Identity*. Ed. Daniel Williams (University of Wales Press, 2008). Each student will also receive a list of recommended texts at the start the course, all of which have been ordered and should be available in the library (key essays and/or excerpts from as many of these as possible will be made available on G.R.I.P.S.).

Review Courses**35789 Review English Literature****Decker**

Module: ENRS-M22.2(1), IAA-BA-WB-fachintern(1), ENG-UF-WB(1)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mi	wöch.	15	16	c.t.			Gr. 1	ZH 5	Decker	
Do	wöch.	10	11	c.t.			Gr. 2	PT 1.0.2	Decker	

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

Hauptseminare

Module: ENGYM-M32B.3(7), BRST-M32.3(7), BLK-M33.3(10), BLK-M33.2(10), BLK-M32.2(10),

35790 Charles Dickens: Domestic, Metropolitan, Global Zwierlein

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

35791 The 'Fallen Woman' in Victorian Fiction Petzold

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mo	wöch.	10	12	s.t.				W 116	Petzold	

Victorian middle-class society idealized women as 'angels in the house', but if, in the eyes of self-righteous commentators, they failed to live up to notions of propriety they were quickly ostracised as 'fallen women'. In this seminar we will look at fictional versions of 'fallen women' almost spanning the Victorian period, and we will contextualise these representations within changing discourses on the legal rights of women, on public health and on emancipation. Hence, we will explore Victorian gender roles and gender stereotypes, and how authors established and/or questioned them in their fiction. Texts: Charles Dickens, *Oliver Twist* (1838); Elizabeth Gaskell, *Ruth* (1853); George Eliot, *Adam Bede* (1859); Thomas Hardy, *Tess of the d'Urbervilles* (1891); additional material will be made available via GRIPS. – Requirements: regular attendance, participation in an expert group, term paper (15-20 pages).

35792 Victorian Juvenile Magazines Petzold

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mi	wöch.	10	12	s.t.				W 113	Petzold	

According to Sheila Egoff, "children's magazines of the nineteenth century were institutions as those of today can never hope [...] to be" (1951: 26), and they are a particularly interesting object for investigation, since their appeal to a mass-market and their high frequency of publication makes them "particularly sensitive seismographs of taste", as Kirsten Drotner put it (1988: 4). And since the University of Regensburg is (almost?) the only University in Germany to have access to the database "19th Century UK Periodicals", we are in a unique position to examine those treasure troves of Victorian popular culture. In this seminar we will examine a selection of magazines (including *Boy's Own Magazine*, *Boys of England*, *Boy's Own Paper*, *Girl's Own Paper*, *Atalanta*) aimed at young readers, published between the 1850s and the 1890s. We will explore how they cater to the tastes of their readership, and we will examine how they 'construct' or 'define' their readership, particularly with regard to age, gender and class. Texts: all texts will be made available on GRIPS. – Requirements: regular attendance, participation in an 'expert group', term paper (15-20 pages).

35793 Hybridity, Mimicry, or Staunch Nationalism? Irish Literature and the Question of National and Cultural Authenticity

Lenz

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

Towards the end of the 19th century, when the political and cultural situation seemed to have taken an encouraging turn towards Ireland regaining independence of the colonizer across the Irish Sea, intellectuals and politicians entered into a heated debate on the question of the nation's prospective status. Disregarding the idealistic nature of this concept in view of the harsh social reality and widespread poverty especially in rural areas, the propagators of the Irish Renaissance movement pleaded for an Ireland that should develop from the mists of Celtic times. They were critically observed by the nationalists, who met most of the leading heads in the Irish Renaissance with contempt because of their Anglo-Irish ethnicity and demanded an "Irish (i.e. Celtic) Ireland" cleansed from alien (i.e. British) influences. After Ireland's release into partial independence in 1921, and even in the two decades after the foundation of the Irish Republic (1949), the controversy about Ireland's political and societal status in relation to other western nations continued. This process was accompanied by debates about Ireland's internal situation, in which England's former oppressive impact had been replaced by the dominance of a staunch nationalism combined with a backward Catholicism. In the seminar we will explore how the options of hybridity, mimicry, or staunch nationalism as concepts for Ireland's development from the 1890s to the 1970s found expression in literary texts of various genres. – Prerequisites: active participation/ reading response based upon the thorough knowledge of the primary and secondary texts, an oral presentation, and a term paper (15-20 pp.). Compulsory purchase (available at Pustet's): David Pierce. *Irish Writing in the Twentieth Century: A Reader*. Cork: CUP, 1999. Additional texts will be made available electronically.

Oberseminare

35794 Research Seminar

Zwierlein

Module: BLK-M35.1(6), BLK-M31.3(10)

Seminar, ECTS: 10

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
-	Block	10	16	c.t.	17.05.2016	20.05.2016		AM KüGar	Zwierlein	Raum: Große Künstlergarderobe im Zentralen Hörsaalgebäude

This seminar addresses students of the M.A. British Studies preparing or writing their final thesis but is also open to those writing theses for a 'Magister' or 'Staatsexamen' degree. Students will have the opportunity to present their work-in-progress and receive feedback by lecturers and fellow students. We will discuss theoretical approaches, writing techniques and the most important writing stages, such as finding and defining your topic, researching the material, structuring and presenting your arguments. Doctoral candidates and advanced researchers preparing their 'Habilitation' will be invited to join us in order to present parts of their ongoing projects and share their experiences. In addition, several distinguished guest lecturers will contribute to the programme. – Requirements: BLK-M31: active participation, reading the assigned texts, and a transcript of one of the sessions / lectures; BLK-M35: active participation, reading the assigned texts, and an oral presentation of their work-in-progress.

Übungen

35796 Übung für Examenskandidaten (neue LPO): Poetry & Prose

Petzold

Übung, SWS: 1, Max. Teilnehmer: 40

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

Diese Übung richtet sich vor allem an Studierende des vertieften Lehramtsstudiengangs „Englisch“, die nach neuer Prüfungsordnung studieren (Studienbeginn ab WS 2008/9), aber natürlich sind auch Studierende aus den „nicht-vertieften“ Studiengängen (GS, MS, RS) willkommen, die ihre Klausur im Bereich Literaturwissenschaft schreiben möchten. In der Übung werden wir exemplarisch Klausuraufgaben zu den Themen Lyrik vor bzw. nach 1830 und Erzählprosa im 18., 19. sowie im 20. & 21. Jahrhundert besprechen, wobei wir in der ersten Sitzung nach Wunsch der TeilnehmerInnen Schwerpunkte festlegen können – kommen Sie also bitte in die erste Sitzung, wenn Sie Einfluss auf die Inhalte der Übung nehmen möchten! Es wird in der Übung nicht darum gehen, die komplette englische Literaturgeschichte „durchzuarbeiten“, hierzu bieten sich entsprechende Bücher bzw. immer im Wintersemester die Vorlesung „British Literary History“ an. Eine Examensübung zum Drama der frühen Neuzeit wird es voraussichtlich wieder im Wintersemester 2016/17 geben.

Amerikanistik / American Studies

Vorlesungen

35800 Introduction to American Studies Gessner

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

Vorlesung, SWS: 1, ECTS: 1, Max. Teilnehmer: 200

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	12	13	c.t.				H 3	Gessner	

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 History² Bauridl

Module: AMST-M13.3(4), ENHS-M22.2b(4), ENLI-M13.3(4), BRST-M13.3(4), ENGS-M13.2b(4), IAA-BA-WB-fachintern(4), ENRS-M13.3(4), ENGYM-M13.3(4), ENG-DF-ZP(4), ENGS-M22.2b(4), ENHS-M13.2b(4), AMST-M16.2(4)

Seminar, SWS: 2, ECTS: 4, Max. Teilnehmer: 200

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mi	wöch.	10	12	c.t.				H10	Bauridl	

Following a modular structure, this lecture course surveys the history of American literature: from pre-contact oral traditions via European explorations, colonialism, Indian-white relations, slavery and abolitionism, the American Revolution, the Early Republic and cultural nationalism, the so-called American Renaissance, women's movements, Realism and Naturalism, modernism / the Lost Generation / the Harlem Renaissance, the postmodern era / Beat Generation / suburbia / cultural pluralism / Civil Rights to 9/11 to the present. Embedding literary history in larger dynamics of cultural and political developments, the lecture course discusses verbal texts alongside further forms of cultural expression such as images, performances, or spaces. It offers a historicized perspective on the canonization of previously marginalized artists such as women and so-called 'ethnic' writers; considers past and present politically, socially, culturally, literary reformatory impulses; and takes into account recent developments in literary and cultural theory in general and in American Studies in particular. Credit requirement: final exam. Course text: Baym, Nina, et al., eds. *The Norton Anthology of American Literature*. 8th ed. 5 vols. New York: Norton, 2012. Print. This lecture course is also recommended as a review for *Staatsexamen* candidates. It is accompanied by a non-mandatory readings class—see 35849 *Readings in American Literary History (Übung zu ALH)*.

² Bitte beachten Sie zu den Modulangaben bei American Literary History die Hinweise im Punkt 1.2.2 (Seite 4).

35803 Environmental Perspectives on American Culture**Müller**

Module: EAS-M31.4(8), EAS-M33.3(8), WB-IAA(4), EAS-M33.2(8), EAS-M34.2(8), AMST-M23.3(4), ENGYM-M32A.1(4), ENG-UF-WB(4), EAS-M34.1(8), AMS-M33.3(8), ENG-DF-ZP(4), AMS-M33.2(8), AMS-M32.2(8), AMST-M32.1(4), EAS-M33.1(8), EAS-M34.3(8)

Vorlesung, SWS: 2, Max. Teilnehmer: 100

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

In the collective imagination at home and abroad, America is characterized among other things by its vast, beautiful landscapes, which attract millions of visitors each year and provide the backdrop for countless Hollywood films. At the same time, the United States remain the biggest polluter of air, land, and water, and thus a villain for environmental activists worldwide. The lecture traces the impact of cultural texts from various media and genres on the American imagination of the natural environment. The first part of the lecture surveys the history of cultural depictions of nature from the Early Republic to the present day. The second part examines the variety of current perspectives on the United States and the environment, including ethnic and transnational approaches. The third part examines a series of case studies – roads, cities, animals – that shed light on the environmental imagination in American culture. It thus provides an introduction to the growing research area of Environmental Studies and to concepts and methods of ecocriticism. Background reading: Garrard, Greg. *Ecocriticism*. London: Routledge, 2011. Print.; Opie, John. *Nature's Nation: An Environmental History of the United States*. Fort Worth: Harcourt Brace, 1998. Print. Credit requirement: final exam.

35804 The History of North America II: The Age of the American Revolution, 1763-1815 Depkat

Module: EAS-M31.4(8), EAS-M33.3(8), WB-IAA(4), EAS-M33.2(8), EAS-M33.1(8), EAS-M34.3(8), AMST-M23.3(4), EAS-M34.2(8), ENG-UF-WB(4), AMS-M33.3(8), ENGYM-M32A.1(4), AMS-M33.2(8), AMS-M32.2(8), AMST-M32.1(4), EAS-M34.1(8), ENG-DF-ZP(4)

Vorlesung, SWS: 2, Max. Teilnehmer: 100

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	16	18	c.t.				H 6	Depkat	

The lecture deals with the history of North America from the end of the French and Indian War to the end of the War of 1812 from a continental perspective, integrating the histories of the United States, Canada and Mexico. This period saw the escalation of the imperial conflict between Great Britain and thirteen of her North American colonies into the American Revolution, the foundation of the United States as federal union without precedent, and the consolidation of the young republic in bitter political struggles over the direction of the domestic and foreign policy. However, July 4, 1776 witnessed the birth not of one but of two nations in North America, as Canada was founded by those North Americans who were against the "principles of 1776." From a continental perspective, therefore, the Revolutionary War appears as North America's first civil war that found its sequel in the largely forgotten War of 1812. The latter is sometimes described as a second war of independence, which, however, did not only ensure the independence of the United States but also the one of Canada. Meanwhile further down South, Miguel Hidalgo y Costilla in 1810 sparked a revolt by Indians and mestizos in New Spain that marks the beginning of the end of Spanish rule in America. The lecture continues last term's course but also stands on its own. Its overall aim is to highlight the major trends and problems of Canadian, U.S.-American and Mexican history in this crucial transition period that brought the whole of North America on different paths to independence. Credit for: BA, MAS, MEAS, Lehramt. Credit requirements: midterm (take-home exam) and final exam. Reading: Volker Depkat, *Geschichte Nordamerikas: Eine Einführung* (Köln: Böhlau 2008). Francis D. Cogliano, *Revolutionary America, 1763-1815: A Political History* (2nd ed., New York: Routledge, 2009). Margaret Conrad and Alvin Finkel, *History of the Canadian Peoples: Beginnings to 1867: Volume 1* (3rd ed., Toronto: Addison

Wesley Longman, 2002). J.M. Bumsted, *The Peoples of Canada: A Pre-Confederation History* (Oxford: Oxford UP, 2003). J.H. Elliott, *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). Alan M. Taylor, *The Civil War of 1812: American Citizens, British Subjects, Irish Rebels, and Indian Allies* (New York: Alfred A. Knopf, 2011). Sean Wilentz, *The Rise of American Democracy: Jefferson to Lincoln* (New York: Norton, 2005).

American Cultural History

35810 American Cultural History Cavanna, N.N., Uppendahl

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

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

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

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. The 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, 21 July 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

Module: ENLI-M13.1(4), ENRS-M13.1(4), AMST-M16.1(4), AMST-M13.1(4), ENHS-M13.1(4), ENGYM-M13.1(4), ENG-DF-ZP(4), ENGS-M13.1(4), BRST-M16.1(4), BRST-M13.1(4)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mo	wöch.	10	13	c.t.			Gr. 1	ZH 6	Bauridl	
Mo	wöch.	14	17	c.t.			Gr. 2	ZH 6	Bauridl	

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. 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 there will be two exams: one around midterm (the exact date will be announced in the first week of classes) and one on Tuesday, 19 July 2016, 9-11. – 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 Anglistik!].

Proseminare³

35820 American Literature I: From the Beginnings through the 19th Century Leikam, Trotzke

Module: AMST-M22.1(4), BRST-M22.2(4), AMST-M22.2(4), AMST-M16.3(4), ENGYM-M23.2(4), ENG-UF-WB(4)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mi	wöch.	8:30	10	s.t.			Gr. 1	PT 2.0.3A*	Leikam	
Mi	wöch.	12	14	c.t.			Gr. 2	W 113	Leikam	
Do	wöch.	8:30	10	s.t.			Gr. 3	PT 1.0.2	Trotzke	

The course explores American literature from pre-Columbian Native American documents through nineteenth-century realist writings. Taught in seminar format and based on reading, discussion, and active participation, it studies literary texts in their respective historical and cultural contexts. The course investigates, among others, early exploration narratives and selected texts from colonial America (such as a captivity narrative and early American poetry). It also discusses samples of nineteenth-century short fiction (e.g. Washington Irving, Charlotte Perkins Gilman), a slave narrative by Frederick Douglass, Nathaniel Hawthorne's *The Scarlet Letter*, and 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. Additional required texts will be announced in the first course session.

35825 American Literature II: The 20th and 21st Centuries N.N., Weinzierl

Module: ENRS-M13.3(4), AMST-M22.2(4), ENHS-M13.2b(4), AMST-M16.2(4), ENGYM-M13.3(4), ENLI-M13.3(4), BRST-M13.3(4), ENHS-M13.2(4), AMST-M13.3(4), ENGS-M13.2(4), ENGYM-M23.2(4), ENHS-M22.2(4), ENHS-M22.2b(4), AMST-M16.3(4), ENGS-M22.2b(4), ENGS-M13.2b(4), ENG-UF-WB(4)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	12	14	c.t.			Gr. 1	ZH 4	N.N.	
Mi	wöch.	12	14	c.t.			Gr. 2	ZH 2	Weinzierl	

The course explores representative 20th- and 21st-century American fiction (e.g. by F. Scott Fitzgerald, Art Spiegelman, and Toni Morrison) poems (e.g. by Ezra Pound), and plays (e.g. by Eugene O'Neill and Donald Margulies). Taught in seminar format and based on reading, discussion, and active participation, it studies literary texts in their respective historical and cultural contexts. Exploring movements and concepts such as realism, naturalism, modernism, postmodernism, and cultural pluralism and reformatory impulses, the course deepens students'

³ Bitte beachten Sie z. d. Modulangaben bei Proseminaren d. Amerikanistik d. Hinweise im Punkt 1.2.2 (Seite 4).

knowledge and skills with regard to American literary history, cultural and literary concepts. 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. C, D, and E. New York: Norton, 2012. Print. Additional required texts will be announced in the first course session.

35831 The Black Atlantic

Müller

Module: AMST-M23.2(4), ENG-UF-WB(4), AMST-M22.3(4)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mi	wöch.	10	12	s.t.				ZH 6	Müller	

The seminar traces the literary and cultural exchanges brought about by black migration around the Atlantic: by colonialism and slavery, travel and homecoming, expatriation and nation-building. Building on Paul Gilroy's influential study *The Black Atlantic* (1993), we will discuss the concepts of postcolonialism and transnationalism; representations of blackness in European art; narratives of slavery from the eighteenth century to the present; and a variety of literary texts from Africa, England, the United States, Canada, and the Caribbean. We will look at the writers' responses to the conditions of movement and dislocation that have characterized the Black Atlantic, and at the many (often contradictory) models of personal and cultural identity that have emerged under these conditions. Participants must acquire the following books: Henry Louis Gates, ed., *The Classic Slave Narratives* (Signet); Toni Morrison, *Beloved* (Vintage); Caryl Phillips, *A Distant Shore* (Vintage). Course requirement: oral presentation. Credit requirement: 2 shorter mid-term papers (1-2pp. each); a 5- to 7-page research paper in English.

35832 Political Institutions of the USA

Cavanna

Module: AMST-M23.1(4), ENG-UF-WB(4)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	8:30	10	s.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 Kurssoff and/or on GRIPS. Principal texts (available in the library): O'Connor, Karen, Larry J. Sabato, and Alixandra B. Yanus. *American Government: Roots and Reform*. 12th ed. Boston: Pearson, 2016. Print; Hall, Kermit L., ed. *Major Problems in American Constitutional History: Documents and Essays*. 2 vols. Lexington, Mass.: Heath, 1992. Print; Hall, Kermit L, and Timothy S. Huebner, eds. *Major Problems in American Constitutional History: Documents and Essays*. 2nd ed. Boston: Wadsworth, 2010. Print. Credit for BA; Lehramt students are advised to take the course.

Cultural Studies Advanced

35834 The Revolutions of 1848 in Transatlantic Perspective Trautsch

Module: EAS-M31.4(8), EAS-M34.3(8), EAS-M33.3(8), EAS-M33.1(8), AMST-M32.2(5), EAS-M34.2(8), EAS-M33.2(8), EAS-M31.3(8), AMS-M32.3(8), ENGYM-M32A.2(5), EAS-M34.1(8), AMS-M33.3(8), AMS-M33.2(8)

Seminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	12:30	14:00	s.t.				VG_1.37	Trautsch	

The Revolutions of 1848 were not only a highly significant episode in European history; they were also closely connected to developments in the Americas. During the revolutionary upheaval, European actors of different political leanings invoked the American example either to justify democratic reform or to warn of profound changes. To many liberals, the American Revolution served as an inspiring example that a democracy could work in a large territorial state and their debates about the merits and shortcomings of American democracy helped shape their political identities. Perceiving the U.S. more critically, many conservatives, by contrast, interpreted the American Revolution and its aftermath as a cautionary tale, and doubted anyway that any potential American 'lessons' could be applied outside the Western Hemisphere. The events in Europe made Americans, in turn, ponder what the Revolutions of 1848 meant for their conception of the American nation as an exceptional 'land of liberty' and how they should react to what happened in the 'Old World.' Furthermore, the so-called Forty-Eighters who fled from Central Europe to North America after 1849 subsequently influenced political developments in the antebellum U.S., above all through their contribution to the abolitionist movement. Meanwhile, the European revolutionary contention also spread to parts of Latin America. This course will therefore analyze the European Revolutions of 1848 within a transatlantic framework. Course requirement: oral presentation. Credit requirements: presentation handout and power point presentation; term paper (10-15 pages). Readings: Hobsbawm, Eric. *The Age of Revolution, 1789-1848*. New York: Vintage, 1996. Print; Rapport, Mike. *1848: Year of Revolution*. New York: Basic, 2008. Print; Roberts, Timothy Mason. *Distant Revolutions: 1848 and the Challenge to American Exceptionalism*. Charlottesville: U of Virginia P, 2009. Print; Honeck, Mischa. *We Are the Revolutionists: German-Speaking Immigrants and American Abolitionists after 1848*. Athens: U of Georgia P, 2011. Print.

35835 Performing Black American Lives and Memories Bauridl

Module: EAS-M31.4(8), AMST-M32.2(5), EAS-M33.1(8), EAS-M33.3(8), EAS-M34.3(8), EAS-M31.3(8), EAS-M33.2(8), EAS-M34.2(8), AMS-M32.3(8), AMS-M33.3(8), EAS-M34.1(8), ENGYM-M32A.2(5), AMS-M33.2(8)

Seminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mi	wöch.	14	16	c.t.				ZH 6	Bauridl	

This course investigates contemporary African American and (transnational) black cultural performances—ranging from music to speeches to shows to protest movements and literary enactments—as acts of agency and 'overcoming' in the face of past and present instances of oppression and social injustice. Against the foil of black traditions and canonical examples, it

scrutinizes contemporary examples such as Lauren Hill's "Black Rage (dedicated to Ferguson)," speeches by Cornel West, Black Lives Matter protest examples, Helen Oyeyemi's 2015 *Boy, Snow, Bird*, the 2014 series *Empire*, the 2013 movie *12 Years a Slave*, or slam poetry by Jamaican-Chinese-American Staceyann Chin and discusses their national and transnational position at the intersections of identity, (counter) memory, and activism. Students will be familiarized with key concepts of memory, protest, and performance; they will be introduced to the basic contours of African American Studies. Required material will be announced in the first session; it will be partially available on GRIPS. Course requirement: oral presentation. Credit requirement: response and research writing of 10-15pp.

35836 America, Justice, and the Environment **Leikam**

Module: EAS-M31.4(8), AMST-M32.2(5), EAS-M33.1(8), EAS-M33.3(8), EAS-M34.3(8), EAS-M31.3(8), EAS-M33.2(8), EAS-M34.2(8), AMS-M32.3(8), AMS-M33.3(8), EAS-M34.1(8), ENGYM-M32A.2(5), AMS-M33.2(8)

Seminar, SWS: 2, Max. Teilnehmer: 15

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

The Pledge of Allegiance unmistakably identifies the United States as "one Nation under God, indivisible, with Liberty and Justice for all," thereby perpetuating the long-standing claim of justice as a constitutive element of the American creed. This class will investigate the nexus between justice and the environment in the United States, which has received renewed scholarly attention through the Black Lives-Matter-movement. Bringing together concepts such as Rob Nixon's slow violence and T.V. Reed's environmental justice ecocriticism with contemporary (transnational) American Studies theories and approaches, we will analyze selected American literary, cultural, and visual texts in terms of how they construct, contest, and imagine the distribution of environmental resources and benefits as well as environmental detriments and risks along the lines of ethnicity, class, citizenship, age, and gender, to name but a few of the critical categories involved. While we will identify historical precursors in the discourses of justice, we will mainly focus on discussions of America, justice, and the environment in the 21st century. Course materials include, among others, novels such as T.C. Boyle's *A Friend of the Earth* (2000) and Edan Lepucki's *California* (2014), films such as Gus Van Sant's *Promised Land* (2012), and eco-photography projects such as Edward Burtynsky's *Oil* (2008). A detailed list of readings will be made available in the first session. Course requirement: oral presentation. Credit requirements: a presentation handout/PPT and a 10-15 page research paper.

35837 Topical Issues **Uppendahl**

Module: AMST-M32.2(5), ENGYM-M32A.2(5), AMS-M34.1 (20.0)

Seminar, SWS: 2, ECTS: 5, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Fr	wöch.	10	12	c.t.				PT 2.0.4	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 Paris in the American Imagination Müller

Module: EAS-M31.4(10), EAS-M33.3(10), ENGYM-M32A.3(7), EAS-M34.2(10), EAS-M33.2(10), AMS-M33.1(10), EAS-M31.1(10), EAS-M34.1(10), AMS-M33.3(7), AMS-M33.2(10), AMST-M32.3(7), AMS-M32.1(10), EAS-M34.3(10), EAS-M33.1(10)

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	14	16	c.t.				ZH 6	Müller	

Paris has excited the American imagination more than any other foreign city. It has been depicted as a place of freedom, culture, fashion, and joie de vivre, but also as a capital of sin and corruption. From the "Babylon on the Seine" of religious circles to the "moveable feast" of the Jazz Age, this seminar will examine influential conceptions of Paris in nineteenth- and twentieth-century America. The seminar will familiarize students with a number of important American writers and artists; on a theoretical plane it will address the role of literary and cultural texts in the constitution of cultural ideas of self and other, nation and transnationalism. Participants must acquire the following books: Edgar Allan Poe, *Selected Tales* (Penguin Popular Classics); Ernest Hemingway, *The Sun Also Rises* (Arrow); Djuna Barnes, *Nightwood* (Faber & Faber). Course requirement: oral presentation. Credit requirements: 2 shorter mid-term papers (1-2 pp. each); final research paper (10-15 pages).

35841 The Presidency of Barack Obama: A Critical Assessment (together with Prof. Dr. Stephan Bierling) Bierling, Depkat

Module: AMS-M32.1(10), EAS-M31.4(10), EAS-M33.1(10), EAS-M33.3(10), EAS-M34.3(10), ENGYM-M32A.3(7), EAS-M33.2(10), EAS-M34.2(10), AMS-M33.1(10), EAS-M31.1(10), AMS-M33.3(10), EAS-M34.1(10), AMS-M33.2(10), AMST-M32.3(7)

Hauptseminar, SWS: 2, Max. Teilnehmer: 10

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	10	12	c.t.				ZH 6	Depkat, Bierling	

The years of 2016/17 will witness the election of a new American president and the end of President Barack Obama's term. Eight years ago the candidacy of Barack Obama triggered a worldwide wave of enthusiasm, and his inauguration was accompanied with many high hopes for renewal, substantial reforms and the 'healing' of the many wounds that the culture wars of the 1990s and early 2000s had inflicted on the American nation. Most of these hopes have been shattered, which threatens to completely reverse the original enthusiasm projected onto Barack Obama, blinding us to the first African American president's lasting achievements. Reason enough to critically assess the presidency of Barack Obama, focusing on his foreign and domestic policies, his stand on environmental issues, and his position towards the rapid pluralization and individualization of U.S. society translating into debates about same-sex marriage, family values, ongoing racism, and American identity. Course requirement: oral

presentation. Credit requirement: presentation handout/ppt.; 15-20-page research paper in English. Credit for: BA, MAS, MEAS, Lehramt.

35842 Eco/Biopolitics in Transnational American Culture **Gessner**

Module: AMS-M32.1(10), EAS-M31.4(10), EAS-M33.1(10), EAS-M33.3(10), EAS-M34.3(10), ENGYM-M32A.3(7), EAS-M33.2(10), EAS-M34.2(10), AMS-M33.1(10), EAS-M31.1(10), AMS-M33.3(10), EAS-M34.1(10), AMS-M33.2(10), AMST-M32.3(7)

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Do	wöch.	8:30	10	s.t.				ZH 6	Gessner	

As the media coverage of the Ebola outbreak in West Africa well demonstrates, fear of epidemics usually spreads faster than the viruses causing them, generating cultures of mistrust and suspicion. Rather than factually engaging with prevention, contemporary cultural representations of contagion, military intervention, and of man-made environmental and toxic disasters are heavily charged with ideological energy. This seminar explores various ways in which representations of environmental and health disasters feed into a double helix of risk (of infection and pollution) and security (sheltering the healthy body and pristine landscape). We will discuss how cultural representations and performances capitalize on the “culture of fear” (Barry Glassner) for specific political purposes and how they support or resist the ideological embeddings of biopolitical surveillance. Topics addressed in this seminar include: the 1978 Love Canal toxic waste tragedy; the 1984 Bhopal gas leak disaster; the 2010 Deepwater Horizon oil spill; the ongoing Haiti cholera epidemic that began in 2010 only 10 months after a catastrophic earthquake; the nuclear disasters in Fukushima (2011), Chernobyl (1986), and Three Mile Island (1979); the 2014-2015 Ebola outbreak in West Africa; and the current Syrian refugee crisis. We will pay special attention to the particular mediation of calamities in the Global South (Africa, South-East Asia) and how they meet and shape the expectations of viewers and readers in the Global North (Europe and North America). Course material: will be announced and partially available on GRIPS. Course requirements: oral presentation. Credit requirements: presentation handout/ppt; research paper (15-20 pages).

Oberseminare

35844 Recent Research in American Studies **Müller**

Module: AMS-M35.1(6), EAS-M36.1(6)

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

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

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 18 March 2016 and an abstract of their thesis project (some 400 words) two weeks before the respective date of their presentation (both by email to timo.mueller@phil.uni-augsburg.de).

Reviews

35847 Review American Literature

Müller

Module: IAA-BA-WB-fachintern(1) , ENRS-M22.3(1), ENG-UF-WB(1) , ENRS-M22.3(1)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	17	18	c.t.				PT 1.0.2	Müller	

Discussing select exemplary texts, the course reviews American literary and cultural history from colonial times through the immediate present. Participants are expected to have acquired a solid and broad knowledge of American literary and cultural history and theory in the course of their studies by attending both mandatory and additional courses. The review course builds in particular on the two *Proseminare* in American literature and the lecture course *American Literary History*. Course requirement: 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	Dozent	Bemerkung
Di	14-tägig	18	20	c.t.				PT 2.0.3A*	Depkat	

Writing a *Masterarbeit*, a *Zulassungsarbeit* or a *Bachelorarbeit* 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 isolation. 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. All students interested are asked to attend the first session in the first week of the semester.

35849 Readings in American Literary History (Übung zu ALH)

Bauridl

Übung, SWS: 2

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mi	n. V.	16	20	c.t.				ZH 5	Bauridl	

Taught in seminar-format and based on reading and discussion, this class accompanies the lecture course "American Literary History" (35801). After each lecture module, we will scrutinize sample recommended readings that illustrate the dynamics of literary and cultural developments. A list of readings will be available at the beginning of the semester. This class is also suitable for *Staatsexamen* candidates. It should not be taken independently from the lecture course "American Literary History." While participation in this class is recommended, it is *not mandatory* for the final exam in "American Literary History." Further dates will be announced in the first session / first week of the semester.

35958 Presentation B.A. (AmE)**Bauridl**

Module: AMST-M31.1(3), ENLI-M31.1(3), ENG-UF-WB(3)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Do	n. V.	16	20	c.t.				ZH 6	Bauridl	

This course focuses on methodological, structural, and strategic issues of academic research. In this context, it provides students in the BA programs with the opportunity to present the current, work-in-progress state of their BA theses, to debate their own questions, and to receive constructive feedback in a scholarly, safe environment among peers. Course Phase 1 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 major elements of academic research such as 'agenda,' 'corpus,' 'method,' 'theory' etc. as well as 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. Course begins 02 June 16. Phases 1 and 2 will take place during the semester (Thurs. 02 June 16, 16-20 c.t.; Thurs. 09 June 16, 16-20 c.t.; Thurs. 30 June 16, 16-20 c.t.). Course Phase 3 will be taught in block format after the end of the semester / right after finals week (Mon./Tues. 25/26 July 16, 9:00-12 & 13-16).

Kurse anderer Lehrstühle u. Institute i. d. Master-Programmen MAS u. MEAS**33324a Washington Summer Symposium on U.S. Foreign Policy under President Obama****Groittl**

Module: EAS-M31.1(10), EAS-M31.4(10), EAS-M34.1(10), EAS-M34.2(10), EAS-M34.3(10)

Hauptseminar, SWS: 2, ECTS: 10, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	Einzel	18	20		19.04.2016	19.04.2016		PT 1.0.4*	Groittl	Informationsveranstaltung
Di	Einzel	18	20		21.06.2016	21.06.2016		PT 1.0.4*	Groittl	Vorbereitungssitzung
Di	Einzel	18	20		28.06.2016	28.06.2016		PT 1.0.4*	Groittl	Vorbereitungssitzung
-	-								Groittl	Die Veranstaltung findet voraussichtlich vom 31.7.2016-11.8.2016 in Washington D.C./USA statt. (Termin noch ohne Gewähr, Stand: 03.11.2016)

Anmeldung durch Bewerbungsschreiben, Details dazu auf Homepage der Internationalen Politik und transatlantischen Beziehungen unter "Studium/Exkursion".

33324b Decision 2016. Elections American Style**Bierling, Jacobson**

Module: EAS-M31.1(10), EAS-M31.4(10), EAS-M34.1(10), EAS-M34.2(10), EAS-M34.3(10)

Hauptseminar, SWS: 2, ECTS: 10, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mi	Einzel	10	12	c.t.	20.04.2016	20.04.2016			Bierling, Jacobson	(Sitzungen am Mittwoch, den 20.4., 25.5., 1.6.,

										8.6. und 6.7. jeweils 10-12 Uhr sowie Blockseminar am Mittwoch, den 22.6. (10.00-13.00, 14.00-17.00), und Donnerstag, den 23.6. (10.00-13.00, 14.00-17.00 Uhr)
Mi	wöch.	10	12	c.t.	25.05.2016	08.06.2016		VG 1.36	Bierling, Jacobson	
Mi	Einzel	10	12	c.t.	06.07.2016	06.07.2016			Bierling, Jacobson	
-	Block	10	17	s.t.	22.06.2016	23.06.2016			Bierling, Jacobson	

Max. je drei TeilnehmerInnen aus den beiden Master-Programmen; Teilnahme für StudentInnen in den Masterprogrammen (American Studies; European American Studies) nur nach Anmeldung per E-Mail bei Frau Reindl und Bestätigung der Zulassung.

35700 African American English in its Linguistic and Cultural Context Schneider

Module: EAS-M31.4(8), EAS-M32.3(8), WB-IAA(4), ELG-M32.2(8), AMS-M33.3(8), ENG-UF-WB(4), ELG-M33.3(4), ENG-DF-ZP(4), ENLI-M32.1(4), AMS-M33.2(8), ENLI-M23.2(4), ENLI-M25.3(4), ENGYM-M32C.1(4), EAS-M32.1(8), EAS-M32.2(8), ELG-M33.2(8), ENLI-M25.2(4)

Vorlesung, SWS: 2, Max. Teilnehmer: 100

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mi	wöch.	8:30	10	s.t.				H 6	Schneider	

Course description: please see "Englische Sprachwissenschaft: Vorlesungen".

36038 Québec – "a nation within a united Canada "(une nation au sein d'un Canada uni)?" (französische Kulturwissenschaft) Szlezák

Module: EAS-M 32.1(8), EAS-M 32.2(8), EAS-M 32.3(8)

Proseminar, SWS: 2, Max. Teilnehmer: 24

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Do	wöch.	10	11:30						Szlezák	

Dieses Proseminar versucht auf der Basis kulturwissenschaftlicher Verfahren einen Eindruck von der kulturellen und sprachlichen Ausnahmesituation der Provinz Québec zu vermitteln. ECTS/Leistungspunkte je nach Modulbeschreibung (abhängig vom Zeitpunkt des Studienbeginns). Leistungsnachweis: Referat, Test, Klausur.

Nicht gestufte Übungen

35785 Blockseminar: Irish History and Culture (Irland-Exkursion) Lenz

Module: ENGYM-M32B.2(5), ENG-DF-ZP(5), BRST-M32.2(5), ENG-UF-WB(5), BLK-M32.3(8)

Seminar, SWS: 2, Max. Teilnehmer: 14

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
-	n. V.			c.t.					Lenz	

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

35854 Tandem Mentoring Uppendahl

Übung, SWS: 2

35855 DAAD / TA Großbritannien (Beratungs- und Informationsseminar) Waller

Übung, SWS: 2

35856 RUPs, too Kohen

Übung

Sprachpraxis / Language

Basismodul

35860 General Language Course A Arrington, Gebauer, Hill, Kohen

Module: AMST-M11.1(3), ENHS-M15.1(3), ENLI-M11.1(3), ENRS-M11.1(3), ENHS-M11.1(3), ENGS-M11.1(3), ENGS-M15.1(3), BRST-M11.1(3), ENGYM-M11.1(3)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mo	wöch.	14	17	c.t.			Gr. 1	PT 1.0.2	Arrington	
Mo	wöch.	17	20	c.t.			Gr. 2	PT 1.0.2	Arrington	
Mi	wöch.	15	18	c.t.			Gr. 3	PT 1.0.2	Kohen	
Fr	wöch.	08	11	c.t.			Gr. 5	ZH 5	Gebauer	
Fr	wöch.	08	11	c.t.			Gr. 4	PT 2.0.3A*	Hill	
Fr	wöch.	11	14	c.t.			Gr. 6	ZH 5	Gebauer	
-	n. V.	9:15	14:15	s.t.	12.9.2016	27.9.2016	Gr. 7	ZH 4	Arrington	Pause: 11:40-12:45

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., 9.7.2016. There will be no alternate exam date.

35880 Composition (Introduction to Academic Writing) Gebauer, Hill, Malkmus, McIntosh-Schneider, Waller

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mo	wöch.	12	14	c.t.			Gr. 1	S 008 *	Waller	
Di	wöch.	10	12	c.t.			Gr. 2	S 008 *	Malkmus	
Mi	wöch.	12	14	c.t.			Gr. 3	PT 1.0.2	McIntosh-Schneider	
Do	wöch.	18	20	c.t.			Gr. 4	ZH 5	Gebauer	
Fr	wöch.	12	14	c.t.			Gr. 5	W 112	Malkmus	
-	-			c.t.			Gr. 6	tba	Hill	Block
-	Block	9	12:30	s.t.	25.07.2016	12.08.2016	Gr. 7	ZH 4	McIntosh-Schneider	Block
Di	Einzel	9	12:30	s.t.	26.07.2016	26.07.2016	Gr. 7	CIP-PT4	McIntosh-Schneider	
Do	Einzel	9	12:30	s.t.	28.07.2016	28.07.2016	Gr. 7	CIP-PT4	McIntosh-Schneider	
Di	Einzel	9	12:30	c.t.	02.08.2016	02.08.2016	Gr. 7	CIP-PT4	McIntosh-Schneider	
Do	Einzel	9	12:30	c.t.	04.08.2016	04.08.2016	Gr. 7	CIP-PT4	McIntosh-Schneider	

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, H. Ramsey, and Jane E. Aaron. *The Little, Brown Handbook*. 13th global ed. Boston: Pearson, 2016. Print. - Registration via LSF.

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

Module: IAA-BA-WB-fachintern(1), ENGS-M15.2(1), ENG-DF-ZP, ENG-UF-WB(1)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mo	wöch.	16	17	c.t.			Gr. 1	S 014B *	McIntosh-Schneider	BrE

Mi	wöch.	08	9	c.t.		Gr. 2	S 008 *	Hill	BrE
Mi	wöch.	08	9	c.t.		Gr. 3	ZH 4	Gebauer	AmE
Mi	wöch.	9	10	c.t.		Gr. 4	S 008 *	Hill	BrE
Mi	wöch.	9	10	c.t.		Gr. 5	ZH 4	Gebauer	AmE

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, McIntosh-Schneider

Module: ENHS-M15.2(4), BRST-M11.2(4), ENRS-M11.2(4), ENHS-M11.2(4), AMST-M11.2(4), ENGYM-M11.2(4), ENLI-M11.2(4), ENGS-M11.2(4)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mo	wöch.	08	11	c.t.			Gr. 1	PT 1.0.2	Gebauer	
Mo	wöch.	11	14	c.t.			Gr. 2	PT 1.0.2	Gebauer	
Mo	wöch.	17	20	c.t.			Gr. 3	ZH 6	McIntosh-Schneider	
Mi	wöch.	12	15	c.t.			Gr. 4	ZH 5	Arrington	
Do	wöch.	08	11	c.t.			Gr. 5	ZH 4	Arrington	
Do	wöch.	11	14	c.t.			Gr. 6	PT 1.0.2	McIntosh-Schneider	
Fr	wöch.	08	11	c.t.			Gr. 7	ZH 6	Cavanna	
Fr	wöch.	11	14	c.t.			Gr. 8	ZH 6	Cavanna	

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., 9.7.2016. There will be no alternate exam date.

35911 Focus on Grammar and Vocabulary Practice**Arrington**

Module: IAA-BA-WB-fachintern(2), ENG-DF-ZP(2), ENG-UF-WB(2)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mi	wöch.	16	18	c.t.			Gr. 1	VG_2.39	Arrington	
-	Block	9:15	14:15	s.t.	8.8.2016	17.8.2016	Gr. 2	PT 1.0.2	Arrington	Pause: 11:40-12:45

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**

Module: AMST-M24.1(4), BRST-M24.1(4), ENGYM-M21.2(4), ENGS-M21.2(4), BRST-M21.2(4), ENG-DF-ZP(4), ENRS-M21.2(4), AMST-M21.2(4), ENHS-M21.2(4), ENLI-M21.2(4), ENGS-M21.2(4), ENLI-M24.1(4)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mo	wöch.	08	11	c.t.			Gr. 1	ZH 4	Kohen	
Mo	wöch.	08	11	c.t.			Gr. 2	PT 2.0.3A*	Hill	
Mo	wöch.	11	14	c.t.			Gr. 3	PT 2.0.3A*	Hill	
Mo	wöch.	14	17	c.t.			Gr. 4	S 024 *	Hill	
Mi	wöch.	17	20	c.t.			Gr. 5	PT 2.0.3A*	Waller	
Do	wöch.	11	14	c.t.			Gr. 6	ZH 4	Uppendahl	
Do	wöch.	17	20	c.t.			Gr. 7	ZH 4	Uppendahl	

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., 9.7.2016. There will be no alternate exam date.

35923 Writing B.A. (AmE)**Gebauer**

Module: AMST-M21.1(3), ENG-UF-WB(3), ENLI-M21.1(3)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Do	wöch.	16	18	c.t.				ZH 5	Gebauer	

In this course students will be introduced to a variety of text types. Students will be expected to analyse and evaluate the texts, and comment on register, structure and stylistic devices. In addition to text structure, students will be introduced to a variety of structures on the sentence level in order to improve their communication skills. There will be a writing task for each of the text types discussed, and students will have to present these (together with their corrected texts) in a portfolio at the end of the semester. All tasks will be marked. Four of these tasks will be graded for the final course grade. A course reader will be available at the beginning of the semester. Additional material may be put on K-drive. — Requirements for credit: regular attendance, active participation, complete portfolio, four graded writing assignments.

35924 Writing B.A. (BrE)**McIntosh-Schneider**

Module: BRST-M21.1(3), ENG-UF-WB(3), ENLI-M21.1(3)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Do	wöch.	14	16	c.t.				ZH 6	McIntosh-Schneider	

In this course students will be introduced to a variety of text types. Students will be expected to analyse and evaluate the texts, and comment on register, structure and stylistic devices. In addition to text structure, students will be introduced to a variety of structures on the sentence level in order to improve their communication skills. There will be a writing task for each of the text types discussed, and students will have to present these (together with their corrected texts) in a portfolio at the end of the semester. All tasks will be marked. Four of these tasks will be graded for the final course grade. A course reader will be available at the beginning of the semester. Additional material may be put on K-drive. — Requirements for credit: regular attendance, active participation, complete portfolio, four graded writing assignments.

35925 Sprachmittlung (LA nicht vertieft)**Herfeld, Malkmus**

Module: ENG-DF-ZP(3), ENGS-M21.4(3), IAA-BA-WB-fachintern(3), ENHS-M21.4(3), ENRS-M21.4(3)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mi	wöch.	10	12	c.t.			Gr. 1	PT 1.0.2	Herfeld	
Fr	wöch.	10	12	c.t.			Gr. 2	W 113	Malkmus	

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 (entspr. Grammar V)

Lenz

Module: ENGS-M21.1(3), ENHS-M21.1(3), ENRS-M21.1(3), ENGYM-M21.1(3)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	14	16	c.t.				H 17	Lenz	

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

Lenz

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	16	18	c.t.			Gr. 1	PT 2.0.3A*	Lenz	
Mi	wöch.	14	16	c.t.			Gr. 2	H 47	Lenz	

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

Hubner, Malkmus

Module: IAA-BA-WB-fachintern(3) , ENGYM-M31.1(3)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mo	wöch.	10	12	c.t.			Gr. 1	VG_2.39	Hubner	
Mo	wöch.	12	14	c.t.			Gr. 2	ZH 4	Malkmus	
Mi	wöch.	10	12	c.t.			Gr. 3	ZH 5	Hubner	

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

Module: ENGYM-M31.2(3)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mo	wöch.	14	16	c.t.			Gr. 1	PHY 9.1.11	Waller	
Di	wöch.	08	10	c.t.			Gr. 2	PT 2.0.3A*	Waller	
Di	wöch.	10	12	c.t.			Gr. 3	ZH 4	Kohen	
Do	wöch.	16	18	c.t.			Gr. 4	W 116	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, participation in course discussions and an oral presentation.

35949 Text Production (nicht vertieft)

Kohen

Übung, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	08	10	c.t.			Gr. 1	PT 1.0.2	Kohen	

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**Malkmus, McIntosh-Schneider, Uppendahl**

Übung, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mo	wöch.	10	12	c.t.			Gr. 1	PHY 9.1.08	Malkmus	
Mi	wöch.	18	20	c.t.			Gr. 2	PT 1.0.2	McIntosh-Schneider	
Fr	wöch.	12	14	c.t.			Gr. 3	PT 2.0.3A*	Uppendahl	

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.

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

Übung, SWS: 2, Max. Teilnehmer: 30

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mo	wöch.	08	10	c.t.			Gr. 1	VG_2.39	Hubner	
Di	wöch.	16	18	c.t.			Gr. 2	ZH 6	Schleburg	

35956 Academic Writing B.A. AmE**Cavanna**

Module: ENLI-M31.2(3), AMST-M31.2(3), ENG-UF-WB(3)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mo	wöch.	08	10	c.t.				VG_0.04	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, H. Ramsey, and Jane E. Aaron. *The Little, Brown Handbook*. 13th global ed. Boston: Pearson, 2016. Print; *MLA Handbook for Writers of Research Papers*. 7th ed. New York: Modern Language Association, 2009. Print.

35957 Academic Writing B.A. BrE**Herfeld**

Module: BRST-M31.2(3), ENLI-M31.2(3), ENG-UF-WB (3)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mo	Einzel	18	19	c.t.	06.06.2016	06.06.2016		tba	Herfeld	Verpflichtende Vorbesprechung!
-	Block	8:30	13	s.t.	25.07.2016	29.07.2016		PT 1.0.2	Herfeld	Block

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, H. Ramsey, and Jane E. Aaron. *The Little, Brown Handbook*. 13th global ed. Boston: Pearson, 2016. Print; *MLA Handbook for Writers of Research Papers*. 7th ed. New York: Modern Language Association, 2009. Print.

35958 Presentation B.A. (AmE)

Bauridl

Module: AMST-M31.1(3), ENLI-M31.1(3), ENG-UF-WB(3)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Do	n. V.	16	20	c.t.				ZH 6	Bauridl	

This course focuses on methodological, structural, and strategic issues of academic research. In this context, it provides students in the BA programs with the opportunity to present the current, work-in-progress state of their BA theses, to debate their own questions, and to receive constructive feedback in a scholarly, safe environment among peers. Course Phase 1 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 major elements of academic research such as 'agenda,' 'corpus,' 'method,' 'theory' etc. as well as 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. Course begins 02 June 16. Phases 1 and 2 will take place during the semester (Thurs. 02 June 16, 16-20 c.t.; Thurs. 09 June 16, 16-20 c.t.; Thurs. 30 June 16, 16-20 c.t.). Course Phase 3 will be taught in block format after the end of the semester / right after finals week (Mon./Tues. 25/26 July 16, 9:00-12 & 13-16).

35959 Presentation B.A. (BrE)

Hill

Module: ENLI-M31.1(3), BRST-M31.1(3), ENG-UF-WB (3)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Fr	wöch.	12	14	c.t.				ZH 4	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.

Fachdidaktik (LA Grund-, Mittel- und Realschule)

Einführungskurse

35960 Einführung in die Didaktik der englischen Sprache und Literatur **Aßbeck**

Module: ENFDNV-M11.1(3), ENFDNV-M12.1(3), ENFDNV-M13.1(3)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mo	wöch.	08:15	10:30	s.t.			Gr. 1	ZH 5	Aßbeck	
Di	wöch.	08:15	10:30	s.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 sowie Literaturdidaktik und Lektürebehandlung. Leistungsnachweis: schriftliche Hausaufgabe und 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 Listening, reading, viewing - how to teach the receptive skills **Aßbeck**

Module: ENFDNV-M11.3(4)

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

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

Listening is the most important skill in everyday life – communication depends on decoding oral information. Listening comprehension lessons, however, are known to be anxiety-ridden. This phenomenon is not only due to wrong choice of material and unsuitable post-listening activities. It is also based on unrealistic listening situations which sometimes make listening (or viewing) in the classroom more difficult than it is in a real-life situation. The example of listening comprehension in ELT is to demonstrate that a skill which we take for granted is actually based on a very complex mental process. We will try to understand these processes and draw conclusions for practical work in the classroom. The aspects to be dealt with include motivating materials, the age-old controversy of authentic vs simplified texts, how to match materials and activities, strategies for improving comprehension, how to individualize reading and listening in the classroom, language acquisition and intercultural learning via films, etc. Course requirements: handout, term paper, and 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 summer term starts. A list of topics will be on display at the end of the winter term.

35968 Edutech und Co im kompetenzorientierten Englischunterricht**Fritze**

Module: ENFDNV-M11.3(4)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Do	wöch.	14	16	c.t.				PT 2.0.3A*	Fritze	

Das Proseminar beschäftigt sich mit Überlegungen, wie kompetenzorientierter Fremdsprachenunterricht durch den Einsatz von EdTech in seinen Möglichkeiten erweitert werden kann. Fragestellungen, die im Laufe des Seminars diskutiert werden, sind: Welche (neuen?) Möglichkeiten des gezielten Einsatzes von Technologie gibt es vor allem in den Bereichen Individualisierung und Differenzierung? Worin genau liegt der Mehrwert des Einsatzes von EduTech im Englischunterricht? In welchen Bereichen sind klassische Unterrichtsarrangements weiterhin sinnvoll? Wie helfen Modelle wie SAMR oder TPACK bei der Unterrichtsgestaltung? 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 und aktive Mitarbeit.

Proseminare (Didaktikfach Englisch)**35962 Theorie und Praxis des Englischunterrichts in der Mittelschule****Schindler**

Module: ENFDNV-M13.2(3)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mo	wöch.	16	18	c.t.				ZH 5	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 und schriftliche Ausarbeitung eines Unterrichtskonzepts.

35963 Teaching English in the Primary Classroom**Hitzfelder**

Module: ENFDNV-M12.2(3)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mi	wöch.	16	18	c.t.					Hitzfelder	Montessorischule, Prüfeningener Schlossstraße 73c

This course builds on the introduction to TEFL („Einführung in die Didaktik der englischen Sprache und Literatur“) and is to offer a combination of theoretical knowledge and classroom practice to those students who have opted for „Englisch als Didaktikfach der Grundschule“. The course is meant to develop both language competence and the teaching skills and will therefore focus

on classroom language, language learning games, playful communicative activities, storytelling, songs, intercultural learning, using CLIL in the primary classroom, and many other aspects of teaching English to very young learners. Participants should be aware that classroom observation and teaching will occasionally take place in the morning! Course requirements: term paper and active participation in all course activities.

Proseminare (praktikumsbegleitend)

35964 TEFL: Theory and Practice (LA Grundschule)

Koch

Module: ENFDNV-M11.2(3)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	14:30	16	s.t.				S 024 *	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 and 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

Module: ENFDNV-M11.2(3)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	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.

Module: ENFDNV-M11.2(3)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	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, and 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

Module: ENFDNV-M11.4(2)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mi	wöch.	08	13	c.t.					Aßbeck	vor Ort in den Praktikumsschulen

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

Praktikum, SWS: 2

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
-	n. V.			c.t.					Aßbeck	PT 3.3.106

35972 Vorbesprechung für das pädagogisch-didaktische Blockpraktikum Aßbeck

Praktikum, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Fr	Einzel	8:30	10	s.t.	24.06.2016	24.06.2016			Aßbeck	PT 3.3.106

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 Teaching English as a Foreign Language Bergmann, Kirchhoff

Module: ENFDGYM-M11.1(3)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mo	wöch.	10	12	c.t.			Gr. 1	R 008	Kirchhoff	
Mo	wöch.	14	16	c.t.			Gr. 2	ZH 4	Bergmann	

This interactive lecture 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), issues of evaluating and testing language proficiency as well as literature, culture and media in the classroom. Credit Requirements: regular attendance strongly recommended, final exam. Electronic registration required. Please note tutorials to this course.

Seminar Kulturdidaktik

35979 Teaching British and North American Cultures

Auflitsch, Bergmann

Module: ENFDGYM-M11.2(3)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
-	Block	9	17	s.t.	4.04.2016	6.04.2016	Gr. 1	PT 1.0.2	Bergmann	Block
Mo	wöch.	12:30	14	s.t.			Gr. 2	ZH 8	Bergmann	
Mi	wöch.	14	16	c.t.			Gr. 3	S 014B	Auflitsch	

„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. A basic knowledge about teaching a foreign language is a necessary prerequisite for adequate participation; FlexNow documentation of the successful completion of an introductory course will have to be presented in the first sessions. – Requirements: regular attendance, in-class presentation, written assessment.

Seminare

35983 Theorie und Praxis der Unterrichtsgestaltung (in Verbindung mit dem studienbegleitenden Praktikum)

Kirchhoff

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	14	16	c.t.				PT 2.0.3A*	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 "studienbegleitenden fachdidaktischen Praktikum". Requirements: regular attendance, active participation and portfolio work. Application: Students can apply for this course after they have successfully completed the "Einführungskurs". Please note that you have to apply through the "Praktikumsamt der MB-Dienststelle Oberpfalz" before you can register in FlexNow.

35990 Seminar für Examenskandidaten (Fachdidaktik Englisch vertieft, schrift. und mündl. Examen)

Kirchhoff

Seminar, SWS: 2, Max. Teilnehmer: 30

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Do	wöch.	12	14	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. Anmeldung über LSF.

35992 Mediales Übersetzen im Rahmen von KIPKo Karl

Seminar, SWS: 2

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Do	wöch.	12	14	c.t.				CIP-Pool PT2 (PT 2.0.2)	Karl	

Audiovisuelle Übersetzung ist eine komplexe Tätigkeit, in der Text-, Sprach- und Kulturkompetenz ebenso zusammenlaufen wie Fähigkeiten in der technischen Verarbeitung und Arbeitsplanung. Im Kurs beschäftigen wir uns in erster Linie mit der deutschen Untertitelung von englischen (ggf. französischen) Filmen, wobei Englischkenntnisse Voraussetzung, Französischkenntnisse jedoch nicht zwingend notwendig sind. Darüber hinaus soll auch auf den Bereich der Synchronisation eingegangen werden, wobei es sich um eine besonders komplexe Form der sprachlichen und kulturellen Übertragung handelt. Audiovisuelle Übersetzung unterscheidet sich grundlegend von literarischer Übersetzung, da gerade beim Untertiteln häufig keine wortgetreue Übersetzung möglich ist. Es handelt sich bei der audiovisuellen Übersetzung um einen der wenigen Bereiche, in dem sich die philologische Ausbildung unmittelbar mit einem großen Arbeitsmarkt in Europa berührt. Die Veranstaltung wird im Rahmen der Zusatzqualifikation KIPKo angeboten, die es Lehramtsstudenten erleichtern soll, Berufsfelder außerhalb der Schule für sich zu erschließen. <http://www.uni-regensburg.de/sprache-literatur-kultur/romanistik/kulturwissenschaft/junkerjuergen/kipko/index.html>. Als Leistungsnachweis wird wahlweise ein Untertitelungsprojekt oder ein Dialogbuch für die Synchronisation eines Films erstellt (Umfang ca. 500 Zeilen). Eine Teilnahme ist nur im Rahmen von KIPKo möglich.

Oberkurse (Sprach- und Literaturdidaktik)

35985 Kooperationsseminar: Erklären im Englischunterricht Gastl-Pischetsrieder, Kirchhoff

Module: ENFDGYM-M11.3(4), ENFDGYM-M11.3(4)

Seminar, SWS: 2, ECTS: 4, Max. Teilnehmer: 10

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mo	wöch.	14	16	c.t.				R 005	Gastl-Pischetsrieder, Kirchhoff	

This seminar, which is a joint cooperation between ELT and German Linguistics, will focus on explanations. We will look at recent publications on the theory of explaining and at research works on explanations in ELT. Additionally, students have the opportunity to deepen their competence in explaining in three phases: In a first phase, you will experience and reflect on your understanding of less familiar topics by watching video-taped explanations. In a second and third phase, you will learn how to give explanations with respect on your future work as an English teacher. Some sessions will take place with the respective seminar in German Linguistics. Requirements for course credits: active participation, oral presentations, portfolio. Recommended readings will be given in the seminar. Registration via LSF. Note: Students can only take part in the *Oberkurs* after they have successfully passed the introduction to ELT.

35986 Teaching and Researching Reading in ELT**Stadler**

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	18	20	c.t.				ZH 5	Stadler	

In this seminar we will focus on key areas of reading (e.g. extensive reading, comprehension skills, reading fluency, and vocabulary building) that need to be included in any successful pedagogy. Firstly, we will debate key research findings in cognitive theory, sociolinguistics, discourse analysis, language acquisition, and literacy studies with regard to L2 reading. Secondly, we will attempt to put theory on a productive parity with classroom practices. Thus, Students will gain experience in evaluating different commercially available reading materials and develop a set of pedagogical practices for teaching and assessing reading in a foreign language. – Requirements for course credits: active participation, oral presentation, term paper. Electronic registration required. Recommended reading: Grabe, W. and F. Stoller (2011). Teaching and Researching Reading. Harlow: Pearson Education. Kern, R. (2000). Literacy and Language Teaching. Oxford: Oxford University Press. Note: Students can only take part in the Oberkurs after they have successfully passed the introduction to ELT.

35988 Kompetenzorientierung im Englischunterricht**Regnat**

Module: ENFDGYM-M11.3(4)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Do	wöch.	16	18	c.t.				ZH 8	Regnat	

Auf der Basis eines vertieften Verständnisses der Kompetenzorientierung werden wir uns in diesem Kurs einer Hauptaufgabe des modernen Fremdsprachenunterrichts widmen – der Entwicklung der *skills* (*listening, reading, speaking, writing, mediation*). Ausgehend von theoretischen Konzepten und Modellen werden wir analysieren, welchen Niederschlag diese in den offiziellen Vorgaben für den Englischunterricht gefunden haben, und welche didaktisch-methodischen Schlussfolgerungen daraus zu ziehen sind. Durch die Analyse konkreter Beispiele aus dem schulischen Alltag soll für sie ersichtlich werden, wie die Entwicklung der *skills* in den verschiedenen Bereichen des unterrichtspraktischen Handelns zielführend und nachhaltig umgesetzt werden kann. – Die Leistungspunkte für eine erfolgreiche Teilnahme erhalten sie für folgende Leistungen: Regelmäßige Anwesenheit, aktive Teilnahme, Kurzpräsentation, Klausur. Eine erweiterte Leseliste erhalten sie in der ersten Sitzung. Basisliteratur: Hallet, Wolfgang. *Kompetenzaufgaben im Englischunterricht*. Seelze: Klett, 2012; Andreas Müller-Hartmann, Marita Schocker von Diffurth. *Introduction to English Language Learning*, Klett Lernen und Wissen, Stuttgart, 2007.

Hauptseminar**35991 Current developments in English language teaching and learning****Kirchhoff**

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

The purpose of this class is to provide advice and guidance to students who are writing a “Zulassungsarbeit” or a doctorate in English Language Teaching. We will discuss recent publications in the field of ELT and applied linguistics. Participants will be given input on research methodology and they have the opportunity to present and discuss ideas and research findings to a group. 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.

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 2017 (Vorankündigung)

Die nächste Exkursion nach Wales wird im Sommersemester 2017 stattfinden; die Anmeldung wird 2016 sein: bitte beachten Sie entsprechende Aushänge.