



KOMMENTARE

für das Studium im

Sommersemester 2018

Geschäftsführung:

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Studienberatung:

Studienplanung/-organisation	Posch
Englische Sprachwissenschaft	Brato, Buschfeld
Englische Literatur- und Kulturwissenschaft	Boehm, Decker
Studieneinheiten Großbritannienstudien und Gender Studies	Boehm, Decker
Amerikanistik/American Studies (B.A., M.A.)	Leikam
Amerikanistik/American Studies (Lehramt)	Baier
Studieneinheit Nordamerikastudien	Leikam
Fachdidaktik Englisch (Unterrichtsfach, Didaktikfach)	Gruber
Fachdidaktik Englisch (vertieft)	Gerlach
Sprachpraxis	Kohen, Uppendahl, Waller

Sprechstunden Sommersemester 2018

Name	Sprechzeit	Raum PT	Tel.: 943-
BAIER, Verena	Mo 15-17	3.2.70	3475
BAURIDL, Dr. Birgit	Mi 12-13	3.2.85	3509
BOEHM, Dr. Katharina	Di 10-11	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	nach der Veranstaltung		
CHAPPELL, Prof. Dr. Ben	tba		
DECKER, Dr. Martin	Di 14-15	3.2.63	3870
DEPKAT, Prof. Dr. Volker	Di 14-15, Do 17-18	3.2.71	3476
DETMERS, Dr. Ines	Di 15-16	3.2.61	5782
FARKAS, Dr. Anna	beurlaubt		
FISCHER, Prof. Dr. Roswitha	Di 12-13	3.2.68	3473
GASTL-Pischetsrieder, Maria	Mi 14-15	JH11 1.12	5781
GEBAUER, Dr. Amy	Do 14-16	3.3.88	3429
GERLACH, Prof. Dr. David	Di 14-15	3.3.104	3501
GESSNER, PD Dr. Ingrid	beurlaubt		
GRAEF, Sebastian	Mi 10-12	3.2.43	3463
GRUBER, Angelika	Mi 14-15:30	3.3.106	3488
GUERTNER, Maria	Mi 14-16	3.2.58	3498
HANSEN, Claudia	nach der Veranstaltung		
HEBEL, Prof. Dr. Udo	siehe Homepage	3.2.73	3477
HILL, Sophie	Mi 14-16	3.2.50	3469
KAUTZSCH, PD Dr. Alexander	Di 10-12	3.2.69	3474
KOHEN, Jamie	Di 12-14	3.2.50	3469
KOENIG, Luitgard	nach der Veranstaltung		

Name	Sprechzeit	Raum PT	Tel.: 943-
LENZ, Akad. Dir. Dr. Peter	Mo 11:15-13	3.2.44	3506
MATUSCHEK, Katharina	Do 9-11	3.2.70	3475
MCINTOSH-SCHNEIDER, Julia	Mo 14-16	3.2.57	3497
MÜLLER, Prof. Dr. Timo	Di 16-17 u. n. V.	3.2.73	3477
NEULAND, Christina	nach der Veranstaltung		
NEUMAIER, Theresa	Do 14-16	3.2.55	3046
PESOLD, Dr. Ulrike	Fr 10-12	3.2.47	3466
PETZOLD, Prof. Dr. Jochen	Do 14:30-16	3.2.45	2486
POSCH, Anna	Mo-Do 10-12:30	3.2.62	3667
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	Do 11-12	3.2.80	3504
TROTZKE, Claudia	Di 10-12	3.2.83	3507
UPPENDAHL, Steve	Mo 9-11	3.2.88	1809
WALLER, Peter	Di 11-13	3.2.60	3500
WEBER, Miriam	nach der Veranstaltung		
WEIG, Heide-Marie	n. V.	3.2.43	3463
WEINZIERL, Florian	Mi 10-12	3.2.86	3510
ZWIERLEIN, Prof. Dr. Anne-Julia	Mi 9-10	3.2.48	3467

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vorname.nachname@ur.de*

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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 Studienordnungen. Das genaue Studium der Prüfungsordnungen wird im Interesse eines geordneten Studienverlaufs dringend empfohlen.

Stand der Drucklegung: 30.01.2018

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 und Pflichtleistungen

Erfolgreiches Studieren erfordert eine frühe und umfassende **Studienplanung**. Dies setzt die Vertrautheit mit den formalen und prüfungstechnischen Rahmenbedingungen des jeweiligen Studiengangs 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 Literaturwissenschaftliche Module (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 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 (neu)*	LP (alt)*
Vorlesungen	1 SWS, mit Leistungsnachweis	1	3 / 4 *
	2 SWS, mit Leistungsnachweis	4 / 2*	8
Sprachpraxis	GLC I	--	2
	GLC A (GLC II), Übersetzung/Sprachmittlung	3	4
	GLC B (GLC III)	4	6
	Composition	3	3
	GLC C (GLC IV) / GLC V	4	8
	Writing BA, Presentation, Academic Writing (BA / Lehramt), Grammar, Language Analysis	3	--
Linguistik / Literaturwiss. / Kulturwiss.	Einführungskurse (Linguistik / Literatur)	4	4
	Proseminare	4	7
	Einführungskurse British / American Studies (3sWS)	4	6
	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	4	8
	Cultural Studies Advanced	5	8
Fachdidaktik	Hauptseminare	7	10
	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 Abdrucks 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 & 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/>.

2. Wichtige Termine und Fristen

2.1 Bewerbung 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 den 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/studieninteressierte/m-a-master-of-arts-/index.html>

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 die Studiengangkoordination (PT 3.2.62) wenden.

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

→ <https://lsf.uni-regensburg.de>

Anmeldefristen:

→ **Mo, 2.4.2018 – Do, 5.4.2018** für alle **Erstsemester-relevanten** Kurse
- GLC A - *Introduction to Engl. and Am. Literary Studies*
- *Introduction to Engl. Linguistics*

→ **Mo, 29.1.2018 – So, 4.3.2018** für alle anderen Kurstypen
(GLC B, C: *Composition, Sprachmittlung, Pronunciation Exercises, Proseminare, Seminare, Hauptseminare, Mittel-/Altenglisch, Cultural Studies, Fachdidaktik, Examenskurse*)

Es gilt **Folgendes:**

- Das **Konzept basiert nicht auf Schnelligkeit**. Es macht also keinen Unterschied, ob man sich gleich in der ersten Minute oder erst am zweiten oder dritten Tag anmeldet (siehe "Prioritäten setzen"). Man hat somit mehr Zeit, die Kursplanung zusammenzustellen bzw. umzustellen und auch eine Chance, mit langsamerer Internetverbindung oder wenn man zu Beginn des Anmeldezeitraums verhindert ist in den gewünschten Kurs zu gelangen.
- Studierende, die einen Kurstyp nicht belegen konnten, obwohl ihre Studiensituation dies dringend erfordert, werden gebeten, sich beim Lehrstuhl zu melden, da die KursleiterInnen nicht befugt sind, die festgelegten Obergrenzen für die Kursstärken eigenmächtig abzuändern. Der Lehrstuhl bestimmt dann das weitere Verfahren.
- Wer trotz Zuteilung eines Listenplatzes zur ersten Sitzung unentschuldig 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 2018: **Mo, 23. April 2018 – Fr, 29. Juni 2018**

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

Anmeldefrist zur **Ausspracheprüfung** (Pronunciation Exam): **Mo, 11. Juni – Fr, 29. Juni 2018**
(Achtung: für diese Prüfung ist zusätzlich auch eine Anmeldung per LSF erforderlich; Genaueres dazu gibt es im Juni in einer Rundmail).

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

< <https://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, 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.

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

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

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 Vorlesung (Topical Lecture in English Linguistics)

35700 Language and Society

Fischer

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

Vorlesung, SWS: 2, Max. Teilnehmer: 100

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

This lecture provides a comprehensive introduction to the relationships between language and society. It begins with language variation according to region, social class, gender and age and moves on through multilingualism and contact languages to style and identity. Classic and contemporary case studies, exercises and examples will illustrate why people speak differently in different social contexts. The lecture also introduces the methods and skills of sociolinguistic research, which will enable students to do hands-on research in this field. Requirements: regular attendance, final exam, additional book review assignment for M.A. students. No registration required (except Flexnow). Recommended reading: Gerard van Herk 2012. *What is sociolinguistics?* Chichester: Wiley-Blackwell. Companion website: <www.wiley.com/go/vanherk>; Ronald Wardhaugh & Janet M. Fuller 2015. *An introduction to sociolinguistics*. Chichester: Wiley Blackwell. Companion website: www.wiley.com/go/wardhaugh/sociolinguistics.

Pflichtvorlesungen der Basismodule ("Core Curriculum" Lectures)

35702 The Structure of English

Schneider

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	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 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. Requirement for course credits: final exam. – No registration required (except in FlexNow).

35703 English in Use**Fischer**

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	10	12	c.t.				H 2	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, politeness), text linguistics (types of cohesion, information structure, text typology), sociolinguistics (language variation, language change, multilingualism, 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), and first and second language acquisition. Requirements: Regular attendance, final exam. No registration required (except Flexnow).

Introduction to English Linguistics**35705 Introduction to English Linguistics****Brato, Buschfeld, Kautzsch, Neuland, Neumaier, Schleburg, Siebers**

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	8	10	c.t.			Gruppe 1	ZH 2	Kautzsch	
Mi	wöch.	8	9	c.t.			Gruppe 1	ZH 6	Kautzsch	
Mo	wöch.	17	18	c.t.			Gruppe 2	PT 2.0.3A*	Schleburg	
Di	wöch.	16	18	c.t.			Gruppe 2	PT 1.0.2	Schleburg	
Mi	wöch.	15	16	c.t.			Gruppe 3	PT 1.0.2	Brato	
Do	wöch.	8	10	c.t.			Gruppe 3	PT 1.0.2	Brato	
Mi	wöch.	18	20	c.t.			Gruppe 4	ZH 4	Siebers	
Do	wöch.	14	15	c.t.			Gruppe 4	PT 1.0.2	Siebers	
-	Block	9	12:30	c.t.	13.08.2018	24.08.2018	Gruppe 5	PT 1.0.2	Neumaier	Blockkurs in der vorlesungsfreien Zeit
Di	Einzel	10	12	s.t.	04.09.2018	04.09.2018	Gruppe 5	PT 1.0.2	Neumaier	Klausur
Mo	wöch.	10	11	c.t.			Gruppe 6	ZH 5	Neuland	
Fr	wöch.	10	12	c.t.			Gruppe 6	ZH 5	Neuland	
Mo	wöch.	14	16	c.t.			Gruppe 7	ZH 5	Buschfeld	
Mi	wöch.	9	10	c.t.			Gruppe 7	ZH 6	Buschfeld	
Di	wöch.	18	19	s.t.			Gruppe 8	PT 1.0.2	Schleburg	
Mi	wöch.	12	14	c.t.			Gruppe 8	ZH 5	Schleburg	

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 (Topical Seminars in Linguistics)

35714 (Historical) Sociolinguistics

Brato

Module: ELG-M33.3 (4), ENG-UF-WB (4), ENGYM-M22.1 (4), ENLI-M22.1 (4), ENLI-M23.1 (4), ENLI-M25.1 (4), ENLI-M25.3 (4), IAA-BA-WB-fachintern (4)

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

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

The aim of this course is threefold: Firstly, students will learn about some of the research areas of sociolinguistics, such as regional and social variation, language attitudes and standardisation. Secondly, students will be acquainted with some of the underlying theoretical assumptions and models, e.g. the S-curve, real- and apparent-time variation and change and the three waves of research in sociolinguistics. Thirdly, students will be acquainted with some of the methods used in sociolinguistics, such as the sociolinguistic interview, basic corpus analyses and questionnaires. We will look at examples from across the world and draw on both historical and more recent data from all linguistic levels. Requirements: In-class presentation and term paper. Suggested basic readings:

Meyerhoff, Miriam. 2011. *Introducing sociolinguistics* (2nd edn.). London: Routledge.

Millar, Robert M. 2012. *English historical sociolinguistics*. Edinburgh: Edinburgh University Press.

35715 English Morphology and Word-Formation: Corpus-Based Exercises

Schneider

Module: ELG-M33.3 (4), ENG-UF-WB (4), ENGYM-M22.1 (4), ENLI-M22.1 (4), ENLI-M23.1 (4), ENLI-M25.1 (4), ENLI-M25.3 (4), IAA-BA-WB-fachintern (4)

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

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

Morphology describes the make-up and functions of morphemes, the smallest meaningful building-blocks of the language, and their allomorphs, variant realizations; and word formation investigates how we combine such elements to create new complex lexical items and thus expand our vocabulary. In this seminar we will be introduced to the basic assumptions and descriptive tools of this branch of linguistics, and you will learn how to apply this knowledge practically to document such forms and exemplify such patterns in a large electronic corpus. Familiarity with the discipline will be gained mainly by working our way through a useful, accessible and comprehensive textbook (Schmid 2011). Weekly reading assignments, presentations and

discussions will systematically introduce you to these topics. In order to exemplify the principles introduced there, we will look for examples in a huge electronic text collection, the NOW (News on the Web) corpus, which is freely available on the internet (corpus.byu.edu/now), is composed of 5.4 billion words (!), and continuously extends until yesterday, thus accumulating about 5 million new words per day. In an early session I will familiarize you with this corpus, the principles behind it, and its search interface. Your task will then be to search for examples of the topics discussed and to ask simple meaningful questions to be analyzed on the basis of this corpus. Requirements: active participation, short in-class presentation, written exam based on the textbook, term paper. Obligatory reading: Hans-Jörg Schmid. 2011. *English morphology and word formation. An introduction*. Second edition. Berlin: Erich Schmidt Verlag.

35716 Syntax **Siebers**

Module: ELG-M33.3 (4), ENG-UF-WB (4), ENGYM-M22.1 (4), ENLI-M22.1 (4), ENLI-M23.1 (4), ENLI-M25.1 (4), ENLI-M25.3 (4), IAA-BA-WB-fachintern (4)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Do	wöch.	12	14	c.t.				PT 1.0.2	Siebers	

Syntax is a core area in linguistics and knowledge of syntactic structures is central to understanding the structure of a language. The aim of this seminar is to familiarise students with basic sentence patterns and to provide tools for the description and analysis of English syntax. This is a hands-on seminar and after the introduction of central concepts we will concentrate on carrying out syntactic analyses. We will follow the model relevant for the state exam (Quirk et al. 1985, *A Comprehensive Grammar of the English Language*) but will also make reference to a few other syntactic approaches. Requirements: active participation, homework and final exam.

35717 Cognitive Linguistics **Neumaier**

Module: ELG-M33.3 (4), ENG-UF-WB (4), ENGYM-M22.1 (4), ENLI-M22.1 (4), ENLI-M23.1 (4), ENLI-M25.1 (4), ENLI-M25.3 (4), IAA-BA-WB-fachintern (4)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Do	wöch.	16	18	c.t.				ZH 4	Neumaier	

Cognitive Linguistics is a relatively modern school of linguistics which consists of several research areas, all united by the belief that language reflects patterns of thought. Studying language can, therefore, be regarded as opening a window into human cognition, into how we perceive the world and then conceptualise these experiences in our minds. In this course, we will get a first overview of the multifaceted field of Cognitive Linguistics. We will see how humans use categorisations to organise their knowledge and how they conceptualise abstract notions (such as metaphor and metonymy). Then, we will look into how our perception and bodily experience of the world around us shapes and structures our conceptual and linguistic system, for example through image schemas, frames or scripts. Another aspect we will address in the course is the field of construction grammar, i.e. the idea that language is based on form-meaning pairings, so-called constructions. Requirements: active participation, obligatory weekly readings, and work on individual projects (to be presented in the course and handed in as a written term paper).

Seminare (Seminars)

35722 Altenglische Sprache und Kultur

Schleburg

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

Seminar, SWS: 2, Max. Teilnehmer: 25

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

Trotz aller Internationalität verrät noch das Englische der Gegenwart im Grundwortschatz und in den morphologischen Strukturen seine germanische Herkunft. In den ältesten schriftlichen Zeugnissen fallen die ererbten Gemeinsamkeiten mit dem Deutschen noch weit stärker ins Auge, und viele Unregelmäßigkeiten der neuenglischen Grammatik werden als Relikte früherer Regeln erkennbar. Dieser Kurs stellt Schreibkonventionen, Lautsystem, Morphologie, Wortschatz und Syntax des Altenglischen anhand tausend Jahre alter Originaltexte vor, die zugleich das Weltbild der Angelsachsen illustrieren. — Anforderungen für Erwerb von Leistungspunkten: Übungsaufgaben und Klausur.

35723 Mittelenglische Sprache und Kultur

Schleburg

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

Seminar, SWS: 2, Max. Teilnehmer: 25

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

Die Werke des Dichters Geoffrey Chaucer († 1400) gehören zu den vergnüglichsten Texten der englischen Literaturgeschichte. Seine Sprache, der spätmittelenglische Dialekt der Hauptstadt London, weist bereits die Mischung von germanischen und romanischen Elementen auf, die das heutige Englisch charakterisiert, und ist mit etwas Übung genussvoll zu lesen. Anhand von Ausschnitten aus dem tragikomischen Liebesroman *Troilus and Criseyde* stellt dieser Kurs Schreibkonventionen, Aussprache, Wortschatz, Morphologie und Syntax des Mittelenglischen vor und arbeitet die wichtigsten Veränderungen zum Neuenglischen heraus. — Anforderungen für Erwerb von Leistungspunkten: Übungsaufgaben und Klausur. Textgrundlage: W. Obst & F. Schleburg, *Die Sprache Chaucers*, Heidelberg 2010.

35725 Altenglisch für Fortgeschrittene

Schleburg

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

Seminar, SWS: 2, Max. Teilnehmer: 30

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	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: KMS-MA-ZP (), ELG-M33.3 (4), ENG-UF-WB (4), MAL-M38.1 (4), KMS-MA-WB (), ELG-M32.3 (10), IAA-BA-WB-fachintern (4)

Seminar, SWS: 2, Max. Teilnehmer: 30

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

Anhand früherer Examensklausuren (die gesammelt auf *GRIPS* verfügbar sind) werden in diesem freiwilligen Kurs noch einmal die in den Augen der Aufgabensteller wichtigsten Themenbereiche der historischen Grammatik wiederholt, die Anwendung auf konkrete Beispiele geübt und nicht zuletzt der ganz eigene Jargon der Textsorte »Bayerisches Staatsexamen« ergründet. Eine sinnvolle Teilnahme setzt die Inhalte des Fortgeschrittenen-Kurses und die regelmäßige Vorbereitung der besprochenen Aufgaben mithilfe der empfohlenen Fachliteratur voraus. — Freiwilliger Vertiefungskurs, keine Anmeldung erforderlich.

35729 Syntaktische Analysen**Kautzsch**

Seminar, SWS: 2, Max. Teilnehmer: 80

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	10	12	c.t.				ZH 6	Kautzsch	

Dieser Kurs bietet interessierten Studierenden die Möglichkeit, ihre Fertigkeiten in der syntaktischen Beschreibung des Englischen zu erweitern bzw. zu festigen. Nach einer Grundlagenphase von etwa 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), ENHS-M22.1 (2), ENGS-M22.1 (2)

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

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

In diesem Seminar geht es um die Bearbeitung von Fragestellungen zu ausgewählten englischen Texten. Die Aufgaben umfassen Phonetik und Phonologie (auch deutsch-englisch kontrastiv), Morphologie und Wortbildung, Syntax, Semantik und Lexikographie, Sprachgeschichte und die Standardvarietäten Britisches Englisch und Amerikanisches Englisch. Das Seminar dient nicht nur zur Auffrischung und Vertiefung sprachwissenschaftlicher Kenntnisse, sondern auch zur Vorbereitung der schriftlichen Staatsprüfung Englisch-Sprachwissenschaft für angehende Grund, Mittel- und Realschullehrer. Da die Staatsprüfung auf Deutsch ist, findet dieser Kurs (auf Wunsch der Studierenden) auf Deutsch statt. Anforderungen: Leseaufgaben, wöchentliche Übungs-Hausaufgaben, Abschlussklausur. Textbuch: Thomas Herbst 2010. *English linguistics. A coursebook for students of English*. Berlin: De Gruyter Mouton; ferner Materialien auf GRIPS.

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

Seminar, SWS: 1

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	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 Exercises in Phonemic Transcription**Fischer, Schleburg**

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	16	17	c.t.			Gruppe 1	PT 2.0.3A*	Schleburg	
Di	wöch.	16	17	c.t.			Gruppe 2	VG 0.24	Fischer	

To be able 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 the conventions relevant to all types of exams and practice British and American Standard transcription on authentic material of increasing complexity. Admission is restricted to owners of at least one pronunciation dictionary (e. g. Daniel Jones, *Cambridge English Pronouncing Dictionary*, Cambridge ¹⁶2003, ¹⁷2006, ¹⁸2011; John C. Wells, *Longman Pronunciation Dictionary*, London ²2000, ³2008).

Module: ELG-M31.1 (8)

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

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

Hauptseminare (Advanced Seminars)

35738 World Englishes on YouTube

Schneider

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

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

The second half of the 20th century has seen new varieties of English emerge around the globe as a consequence of the colonial expansion of the British Empire. Interestingly enough, the demise of the colonial period has not resulted in the English language disappearing in many of these countries but, in contrast, the language evolution gaining new momentum, with new varieties developing and English now being spoken natively by increasing numbers of people also in Asia and Africa. The language has been nativized and has developed specific forms and functions in many countries around the world. In some countries, such as Australia and New Zealand, it is the mother tongue of the majority or, as in South Africa, a significant portion of the population. In many other countries in Africa and Asia, such as Nigeria, Cameroon, Uganda, India, Sri Lanka, Malaysia, or Singapore, it serves as a widely used second language and frequently enjoys official, constitutional status. Furthermore, there are countries in the Caribbean, in Africa, and in the Pacific area where English is the official language but in practice the dominant language spoken by the population is a variety derived from English with significant non-English structural properties, a pidgin or creole. In the first half of the term, we will get familiarized with this topic of "World Englishes", including the historical background, current sociolinguistic settings, and main locations and properties of these new varieties. This part will be based on readings and discussions of my 2011 textbook and the linguistic samples covered in it. While just a few decades ago these new varieties of English would have been largely out of reach for the majority of Germans, increasing global travel and especially the internet have provided access and facilitated an increasing amount of exposure to them. In particular, YouTube turns out to be a goldmine for such purposes, with clips uploaded from all kinds of countries, representing all kinds of varieties of English, deliberately or indirectly. The main purpose of the second half of the term will be to jointly investigate and employ the value of this source from a linguistic perspective, i.e. to ask what type of illustrative evidence can be gained from YouTube on World Englishes and how reliable and useful these presentations are. It will be the seminar participants' duty to investigate what kind of evidence can be found for specific varieties on YouTube, and to assess one specific sample with respect to the linguistic properties represented. These topics will be covered by students in in-class presentations. – Obligatory reading: Edgar W. Schneider. 2011. *English Around the World. An Introduction*. Cambridge: Cambridge University Press; Edgar W. Schneider. 2016. "World Englishes on YouTube: treasure trove or night-

mare?" In Elena Seoane & Cristina Suárez-Gómez, eds., *World Englishes: New Theoretical and Methodological Considerations*. Amsterdam, Philadelphia: Benjamins, 253-281. Requirements for course credits: active participation; intermediate exam on the general part; oral presentation and written paper. Electronic registration.

35740 Investigating Emerging Varieties of English: Focus on Namibia **Kautzsch**

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

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

Mostly as a result of British colonialism, linguistic contact between the local population in the colonies and British settlers and officials saw new forms of English emerging in the respective territories. The investigation of these new varieties of English has become one of the thriving fields in English linguistics today. In this seminar participants will not only be introduced to theoretical aspects of charting new Englishes but also and primarily to the more practical side of how to study such emerging varieties. We will have a look into the design of attitudes and use questionnaires, into the analyses of phonetic and other features based on different styles in the Labovian sense (word lists, reading passages, sociolinguistic interviews), as well as the creation of smaller and larger electronic corpora for the investigation of lexical, morphological, and morpho-syntactical features. The focus here will be on Namibia, a country in Southern Africa, where, after the country's independence from South Africa in 1999, English was made the only official language, although Namibia was never a British colony. For this reason, and also because research on English in Namibia is still in its infancy, Namibia provides an ideal case for a hands-on approach to both describing a new variety and challenging theoretical aspects of World Englishes research. Requirements for credit points will be regular attendance, a presentation in class and an empirical analysis of a feature of Namibian English in the form of a written term paper. Texts for preliminary reading will be made available after registration.

Oberseminare (Recent Research)

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	Lehrperson	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 English Linguistics section of the Department and the "Research Center for World Englishes" 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. MA students who wish to present their MA project or internship report during the summer term are requested to get in touch with me as early as possible. Participation in this class is strongly rec-

ommended 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 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 (Courses for Second Semester M.A. Students)

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	Lehrperson	Bemerkung
Mo	wöch.	8:30	10	s.t.				ZH 5	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 (Lectures)

35750 Victorian Cultures

Zwierlein

Module: GEN-FKN-ZP (), ENGYM-M32B.1 (4), BRST-M32.1 (4), ENG-UF-WB (4), GBS-M01.4 (3), BRST-M23.3 (4), BLK-M33.1 (8), WB-IAA (4), GBS-FKN-ZP (4), GEN-M01.3 (5), ENG-DF-ZP (4), GEN-M01.2 (5)

Vorlesung, SWS: 2, Max. Teilnehmer: 150

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	10	12	c.t.				H 11	Zwierlein	
Di	Einzel	10	12	c.t.	05.06.2018	05.06.2018		H 25	Zwierlein	

The Victorian period invented the distinction between elite and popular culture, and between 'high' and 'low' (as well as 'middlebrow') literature and performance media. Revisiting these debates with a view to current issues – digital cultures, the rise of 'populism' and the role of the 'Humanities' –, this lecture course will pay special attention to the developing mediascape of the nineteenth century (periodicals, music halls, a plethora of stage formats, exhibitions, panoramas), technical innovations (phonograph, telegraph, early cinema, telephone), and socio-logical and legal changes that precipitated the new, nineteenth-century urban mass culture. We will discuss the Victorian publishing industry, and popular literary modes such as the sensation novel, detective novel, adventure novel, horror novel and "scientific romance" along with their specific narrative strategies and implicit ideologies. Among the more canonical writers that we will encounter are: Mary Shelley, Thomas Carlyle, Emily and Charlotte Brontë, Charles Dickens, Wilkie Collins, Mary Elizabeth Braddon, Matthew Arnold, John Stuart Mill, John Ruskin, Alfred Lord Tennyson, George Eliot, Robert Browning, Elizabeth Barrett Browning, Christina Rossetti, Edward Bulwer-Lytton, Samuel Butler, Henry Rider Haggard, Walter Pater, Robert Louis Stevenson, Oscar Wilde, Thomas Hardy, Arthur Conan Doyle, H.G. Wells, Bram Stoker, and Rudyard Kipling. They will be joined by a sizeable number of 'anonymous' writers in penny fiction periodicals and non-canonical authors like W.M. Reynolds, Arthur Machen, or W.T. Stead. Throughout, we will attend to relevant cultural shifts, e.g. industrialization and science; the 'loss of faith'; class struggle and capitalism; imperialism and 'orientalism'; gender history and the fight for women's enfranchisement. Time allowing, we will also attend to the phenomenon of 'Neo-Victorian' fiction, analysing elements of Victorian culture and Victorian literary subgenres that have survived, or been reinvented, in late twentieth and twenty-first-century fiction. Requirements: final written exam. Texts: *The Norton Anthology of English Literature*, 8th rev. ed., vol. 2B, ed. Carol T. Christ: *The Victorian Age* (New York: W.W. Norton, 2006). Additional material (excerpts) will be provided.

35751 'Scorn not the sonnet': 450 Years of English Sonneteering

Petzold

Module: ENG-UF-WB (4), BRST-M32.1 (4), GBS-M01.4 (3), BLK-M32.1 (4), BLK-M33.1 (8), ENG-DF-ZP (4), ENGYM-M32B.1 (4), BRST-M23.3 (4), WB-IAA (4), GBS-FKN-ZP (4)

Vorlesung, SWS: 2, Max. Teilnehmer: 100

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	14	16	c.t.				H 10	Petzold	

As courtiers at the court of Henry VIII, both Henry Howard and Thomas Wyatt were sent on diplomatic missions around 1530. On the continent they were introduced to a (relatively) new poetic form, the sonnet, which they brought back to England. This lecture will examine the sonnet's rapid rise to fame during the sixteenth century, and it will provide a survey of the ups and downs of its further career. Thus, by focussing on the sonnet, we will chart some 450 years of

English poetry and poetic taste: from the sonnet-sequence craze of the 1590s to the sonnet infatuation of romantics (Wordsworth is said to have written more than 500 sonnets) and Victorians, ending with some sonnets by the current poet laureate, Carol Ann Duffy. Requirements for credit: final exam.

35752 British Literary History

Boehm

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

Vorlesung, SWS: 2, ECTS: 4

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	14	16	c.t.				H 15	Boehm	

This lecture offers an overview of British literary (and cultural) history, from Old English epic to the 'internationalisation' of 'English literature' in the twentieth and twenty-first centuries. It will put literary developments into a broader historical framework that includes political events and their cultural ramifications. The course is an obligatory part of the "Basismodul Literaturwissenschaft" and hence it is aimed at beginners. Course materials (including a small reader) will be made available electronically and uploaded to GRIPS. Requirements: final exam. Note: This course cannot be taken as part of the MA British Studies. If the lecture is an obligatory part of the "Basismodul Literaturwissenschaft" in your course of studies, it cannot be taken for a different module.

35753 Introduction to British and Irish Studies

Lenz, Waller

Module: ENHS-M16.1a (2), ENG-DF-ZP (2), AMST-M14.1 (2), ENRS-M14.1 (2), BRST-M14.1 (2), ENG-UF-WB (2), ENGYM-M14.1 (2), ENLI-M14.1 (2), WB-IAA (2), GBS-M01.3 (2)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Do	wöch.	12	14	c.t.				H 2	Lenz, Waller	

This course is our introduction to the study of the British Isles. It will focus on selected issues in British and Irish history and institutions, elite 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: Fri., 20 July 2018. There will be no alternate exam date. 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.

Pflichtvorlesungen der Basismodule (Core Modules: Lectures)

35752 British Literary History

Boehm

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

Vorlesung, SWS: 2, ECTS: 4

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

This lecture offers an overview of British literary (and cultural) history, from Old English epic to the 'internationalisation' of 'English literature' in the twentieth and twenty-first centuries. It will put literary developments into a broader historical framework that includes political events and their cultural ramifications. The course is an obligatory part of the "Basismodul Literaturwissenschaft" and hence it is aimed at beginners. Course materials (including a small reader) will be made available electronically and uploaded to GRIPS. Requirements: final exam. Note: This course cannot be taken as part of the MA British Studies. If the lecture is an obligatory part of the "Basismodul Literaturwissenschaft" in your course of studies, it cannot be taken for a different module.

35753 Introduction to British and Irish Studies

Lenz, Waller

Module: ENHS-M16.1a (2), ENG-DF-ZP (2), AMST-M14.1 (2), ENRS-M14.1 (2), BRST-M14.1 (2), ENG-UF-WB (2), ENGYM-M14.1 (2), ENLI-M14.1 (2), WB-IAA (2), GBS-M01.3 (2)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Do	wöch.	12	14	c.t.				H 2	Lenz, Waller	

This course is our introduction to the study of the British Isles. It will focus on selected issues in British and Irish history and institutions, élite and popular culture, social and ethnic diversity, and the struggle for national identity. We will look at the theory and methodology of cultural studies. Guests from all faculties are welcome in the lecture. The principal course material will be our own reader, *Sceptred Isles*, and you should read the introduction to it before the first lecture. This course is designed to take you from school level on into university study. We do assume a good *Oberstufe*-level of general awareness of British affairs. If you are not sure of this, read Rainer Jacob, *Abiturwissen Englisch: Landeskunde Großbritannien* and make sure you are thoroughly conversant with it BEFORE the semester begins. Final exam: Fri., 20 July 2018. There will be no alternate exam date. Hinweis: Diese Introduction-Vorlesung ist nicht verpflichtend für LA GS/MS, ein Besuch wird als Vorbereitung auf das Seminar 'British and Irish Cultural Studies' jedoch empfohlen.

Introduction to English and American Literary Studies

35755 Introduction to English and American Literary Studies

Boehm, Decker,
Gräf, Pesold

Module: ENGYM-M13.1 (4), ENG-DF-ZP (4), ENRS-M13.1 (4), ENGS-M13.1 (4), ENGYM-M13.1 (4), BRST-M13.1 (4), BRST-M16.1 (4), ENLI-M13.1 (4), BRST-M16.1 (4), BRST-M16.1 (4), ENGYM-M13.1 (4), ENHS-M13.1 (4), ENGS-M13.1 (4), GBS-M01.2 (4), ENHS-M13.1 (4), ENHS-M13.1 (4), ENGS-M13.1 (4)

Seminar, SWS: 3, ECTS: 4, Max. Teilnehmer: 30

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	10	12	c.t.			Gruppe 1	H 16	Boehm	
Mi	wöch.	12	13	c.t.			Gruppe 1	ZH 4	Boehm	
Di	wöch.	13	14	c.t.			Gruppe 2	ZH 6	Decker	
Mi	wöch.	10	12	c.t.			Gruppe 2	H 16	Boehm	
Mi	wöch.	10	12	c.t.			Gruppe 3	H 16	Boehm	
Mi	wöch.	16	17	c.t.			Gruppe 3	ZH 4	Decker	
Mo	wöch.	14	15	c.t.			Gruppe 4	ZH 4	Gräf	
Mi	wöch.	10	12	c.t.			Gruppe 4	H 16	Boehm	
Mo	wöch.	15	16	c.t.			Gruppe 5	ZH 4	Gräf	
Mi	wöch.	10	12	c.t.			Gruppe 5	H 16	Boehm	
Mi	wöch.	10	12	c.t.			Gruppe 6	H 16	Boehm	
Fr	wöch.	12	13	c.t.			Gruppe 6	ZH 5	Pesold	
Mi	wöch.	10	12	c.t.			Gruppe 7	H 16	Boehm	
Fr	wöch.	13	14	c.t.			Gruppe 7	ZH 5	Pesold	

This course familiarizes students with skills and methods necessary for the study of English and American literatures. It covers influential theoretical approaches, critical practices, literary forms, styles, and techniques. In doing so, it provides an introduction to careful textual analysis and to the critical and historical understanding this requires. The course also explores fundamental issues of literary history, literature as an institution, processes of periodization and canonization, and illustrates these through examples and case studies. The basics of scholarly research will also be addressed. The *Introduction to English and American Literary Studies* consists of a weekly lecture and a seminar. Due to the high number of students, there are two parallel lecture courses on offer. Students need to register for ONE lecture and ONE seminar. **IMPORTANT:** Students of the B.A. Anglistik **must** register for the lecture run by Dr. Boehm. Students of the B.A. Amerikanistik **must** register for the lecture run by Prof. Dr. Müller (Course 35756). Students taking a Lehramt-degree can register for either of these two lecture courses. Please note that students attending Dr. Boehm's lecture **must** register for a seminar run by Dr. Martin Decker, Maria Gürtner, Dr. Ulrike Pesold or Sebastian Graef. Students attending Prof. Dr. Müller's lecture **must** register for a seminar run by Verena Baier or Claudia Trotzke (Course 35756). The final exam takes place on 11 July 2018, 10-12. Required textbooks: Michael Meyer, *English and American Literatures*, 4th rev. ed. Tübingen: Francke, 2011; Peter Barry, *Beginning Theory: An Introduction to Literary and Cultural Theory*, 3rd ed. Manchester: Manchester UP, 2009; William Shakespeare, *Midsummer Night's Dream* (Oxford World's Classics edition only!). Further course materials will be provided electronically.

British and Irish Cultures

35767 British and Irish Cultures

McIntosh-Schneider, Waller

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	16	18	c.t.			Gruppe 1	ZH 4	Waller	
Mo	wöch.	18	20	c.t.			Gruppe 2	PT 1.0.2	McIntosh-Schneider	
Di	wöch.	12	14	c.t.			Gruppe 3	ZH 5	McIntosh-Schneider	
Di	wöch.	16	18	s.t.			Gruppe 4	CH 33.1.93	Waller	
Do	wöch.	12	14	c.t.			Gruppe 5	PT 2.0.3A*	McIntosh-Schneider	

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 go through the introduction to it before coming to the first meeting of class. You are expected to read all the texts contained in the reader in the course of the semester, but will do detailed study only on the sections your class teacher chooses. Other primary materials will vary from group to group, but will include video material which is available in the library on DVD, as well as current news reports, as your class teacher directs. The course discussions and level will assume knowledge of the contents of the Introduction to British and Irish Studies lecture series from the start, even if this particular course was not attended. Please ask a peer for the notes from the lecture series if you did not go to it. Assessment will be based on four tasks: a presentation given in the course; on two 20-minute overview exams on what will have been covered in the semester up to that point; and finally a 1200-word essay written at home must be completed – these will each be related to topics covered in the class sessions. Hinweis: Die 'Introduction to British and Irish Studies'-Vorlesung ist bei LA GS/MS als Voraussetzung für das Seminar 'British and Irish Cultural Studies' nicht verpflichtend, der Besuch der Vorlesung wird jedoch als Vorbereitung empfohlen.

Proseminare (Seminars in British and Irish Literary Studies)

35771 English Literature 1: Early Modern Tragedy Petzold

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

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

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

This seminar will combine in-class discussion of three early modern tragedies – William Shakespeare's *Romeo and Juliet* and *Macbeth* and John Webster's *The Duchess of Malfi* – with a field trip to Stratford-upon-Avon, where we will see all three plays (and a comedy to lighten the mood) in performance. In Stratford, we will also take part in a study course offered by the Shakespeare Centre, comprising introductory lectures and post-performance discussions of the plays and some additional activities. Registration for this course took place in November 2017 and has now closed.

35772 English Literature 1: Early Modern Literary Couples Zwierlein

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	8:30	10	s.t.				PT 2.0.3A*	Zwierlein	

A significant number of early modern literary prose and dramatic narratives are structured around a central couple (or sometimes love triangle). While the absence of 'the Renaissance Beloved', especially with reference to Petrarchan antecedents, has become a cliché in literary studies, this seminar will set out to reinvestigate some of the relevant texts and fictional couples, with a view to specific early modern social, legal and cultural developments, shifting and contested gender relations and social hierarchies. We will inquire into humanistic notions of 'male

friendship', conventions of homosociality, traditional wife-taming plots, functions of cross-dressing, and constructions of the marriage market, while not neglecting structural and stylistic devices such as doubling and mirroring, intertextual referencing, or the uses of rhetoric and staging techniques for performing gendered identities. The literary couple might seem the stuff of comedy, but we will also look at examples in tragedy and epic. The following texts will be covered: Philip Sidney, *Astrophil and Stella* (1582); Christopher Marlowe, *Hero and Leander* (1598); William Shakespeare, *Sonnets* (1609), *Venus and Adonis* (1592-93), *The Taming of the Shrew* (1593), *A Midsummer Night's Dream* (1595/96), *Much Ado about Nothing* (1598/99), *Romeo and Juliet* (1597), *Othello* (1603/04); Mary Wroth, *Pamphilia to Amphilanthus* (1621); John Milton, *Paradise Lost* (1667); Aphra Behn, *Oroonoko* (1688). Requirements: active participation, an oral presentation, and a term paper (c. 8-10 pages, deadline: September 28, 2018). Texts: Christopher Marlowe, *Hero and Leander* (1598), in Christopher Marlowe: *The Complete Poems and Translations*, ed. Stephen Orgel, rev. ed. (London: Penguin, 2007). For the Shakespeare plays and poems, I recommend buying either the Arden series editions, or a complete works edition such as *William Shakespeare: The Complete Works*, ed. Stanley Wells and Gary Taylor (Oxford University Press). John Milton, *Paradise Lost* (1667), ed. Alastair Fowler, 2nd ed. (London: Longman, 1998); Aphra Behn, *Oroonoko, or The Royal Slave* (1688), in *Aphra Behn: Oroonoko, The Rover and Other Works*, ed. Janet Todd (London: Penguin, 1992). Other texts will be made available electronically.

35774 English Literature 2: Women and/in Journalism in the 19th Century **Weber**

Module: ENG-UF-WB (4), GEN-FKN-ZP (4), ENGYM-M23.1 (4), BRST-M22.2 (4), GEN-M01.3 (5), BRST-M16.3 (4), AMST-M22.1 (4), ENLI-M13.2 (4), BRST-M23.2 (4), GBS-FKN-ZP (4), BRST-M22.1 (4), GEN-M01.2 (5), GBS-M01.4 (3)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
-	Block	10	17	c.t.	23.07.2018	27.07.2018		PT 2.0.3A*	Weber	Blockkurs in der vorlesungsfreien Zeit; Pause von 13 bis 14 Uhr

Nineteenth-century Britain saw a great flourishing of the press and journalism. New technology, rising numbers of literacy, more commuters who relied on magazines for entertainment were some of the factors contributing to the fast development of the fourth estate. An important genre of the exploding market were magazines for women, traditional domestic publications and radical feminist ones, facilitating public debate about woman's new role. In this course we are going to get an overview of the press as a whole and then focus on feminist and feminine periodicals, before we will spend some time with online databases of digitised Victorian periodicals and create our own corpora to analyse for the term paper. Course requirements are having read the reading material, active oral participation, a presentation and a term paper. Apart from a course reader, available at *Der Neue Kopierer*, we are going to read: George Gissing, *New Grub Street* (Oxford World's Classics), Ella Hepworth Dixon, *The Story of a Modern Woman* (Broadview Press) and Sara Jeannette Duncan, *A Daughter of Today* (Amazon sell an electronic edition in case you cannot get your hands on a paper-copy). It is MANDATORY for you to buy and read these texts beforehand. Please email me should you have any problems finding them.

35775 English Literature 2: 'Presume not God to Scan - the Proper Study of Mankind is Man': 18th-Century English Literature and the Struggle between Empiricism and Intuition

Lenz

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

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

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

In accordance with his French colleague René Descartes, the English philosopher John Locke was convinced that man's capacity of acquiring objectively reliable knowledge was possible only by means of empirical contact with the world. Consequently, Locke and Descartes can be regarded as two of the most influential representatives of the so-called Age of Enlightenment, which declared human reason and understanding based on empiricism to be the keys to unveiling the nature of human existence in an objectively given world and universe. All those questions which are not confined to the empirically accessible sphere of existence were considered unanswerable and hence left to private speculation or religion. The outcome of this was a neo-classical, mechanical concept of the world deprived of the individual and mystical, which left many people dissatisfied. The application of this mechanical approach to the world found its most striking expression in industrialisation, which caused the pollution of the environment and social problems. Hence, many British developed a longing for an alternative, for a more complex, mystical, and warmer view upon reality. This paradigmatic change resulted in the gradual emergence of a new literary tradition which culminated in the publication of the second edition of Wordsworth's and Coleridge's *Lyrical Ballads* in 1798. In its preface, a new poetic view of nature and man's position in it was presented, which was in diametrical opposition to the one held by neo-classicists, and which was labelled romantic. This seminar will first develop an insight into essentials of the Age of Enlightenment in Britain. Against this backdrop, it will explore typical neo-classical positions relating to epistemology, gender, race, class, and religion and subsequently contrast them with those romantic writers held in this respect. Course requirements: active participation, an oral presentation/ guided discussion, and a term-paper (10-12 pp.). Most of the texts to be dealt with are contained in *The Norton Anthology of English Literature*, 8th rev. ed. vols. 1 and 2, ed. Stephen Greenblatt (New York: Norton, 2006). Further primary and secondary texts will be made available electronically (*Project Gutenberg*) and/ or by means of a *Course Reader*.

35776 English Literature 2: Assimilation or Self-Realisation? Life and Literature in 19th- and Early 20th-Century Ireland

Lenz

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

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

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

Due to having begun the gradual taking over of Ireland as early as in 1169, the powerful British neighbour could use the Emerald Isle as an ideal and geographically most interesting colonial trial basis for more than 750 years, i.e. until the foundation of the Irish Free State in 1921/22. The colonizer's impact on Irish life and culture resulted in Irish national resistance, mimicry, and hybridity as a consequence of the binary opposition of colonizer and colonized. The Irish nationalists saw Celtic culture and Catholicism as the exclusive determinatives of true Irishness, whereas the descendants of English, Scottish, and Welsh settlers considered their hybrid status of being Anglo-Irish an important ingredient of what Irish national awareness was to be. Towards the end

of the 19th century and in the first two decades of the 20th century the debate over the question whether the Ireland of the future should resurrect from the mists of the Celtic past or become a sort of copy of the colonial nation across the Irish Sea culminated in the so-called Irish Renaissance movement and, politically, in the Easter Rising of 1916. Against the backdrop of Irish history and culture, and also of some essentials of (post)colonial theory, this seminar will explore how the challenging binarism of assimilation (to Britain) and (Celtic-Irish) self-realization found its expression in Irish literature and critical writing, and how it laid the foundation stone for the development of modern Ireland. Among the authors to be dealt with will be Jonathan Swift, Maria Edgeworth, William Carleton, George Moore, George Bernard Shaw, William Butler Yeats, Lady Gregory, Douglas Hyde, James Joyce, and Seán O'Casey. Course requirements: active participation, an oral presentation/ guided discussion, and a term-paper (10-12 pp.). Anthology to be used: *Irish Writing: An Anthology of Irish Literature in English 1789-1939* (Oxford: World's Classics, 2008). Further primary and secondary texts will be made available electronically and by means of a *Course Reader*.

35778 English Literature 3: The Witch School Story Pesold

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Fr	wöch.	8	10	c.t.				ZH 5	Pesold	

A school located on a remote island, where new pupils are made to sign their names in blood... The assistant headmaster has no reflection... The French teacher disappears whenever there's a full moon... Sounds familiar? Well this one was written first. The *Harry Potter* series is by no means the first witch school story. Indeed, the witch school story has by now become an important subgenre of the school story. In this course we will trace the development of the school story and the transition to the witch school story and its development in the last forty years by reading selected books by Jill Murphy, Anthony Horowitz, Diana Wynne Jones and, of course, J.K. Rowling's *Harry Potter*. Course requirements: active participation, oral presentation and term paper.

Compulsory purchase:

Horowitz, Anthony. *Groosham Grange*, any edition.

Horowitz, Anthony. *Return to Groosham Grange*, any edition.

Jones, Diana Wynne. *Witch Week*, London: HarperCollins, 2008.

Murphy, Jill. *The Worst Witch*, any edition.

Murphy, Jill. *The Worst Witch Strikes Again*, any edition.

Rowling, J.K. *Harry Potter and the Philosopher's Stone*, Adult Edition, London: Bloomsbury, 2004.

Recommended reading:

Hughes, Thomas. *Tom Brown's Schooldays*, ed. with an Introduction and Notes by Andrew Sanders, Oxford: Oxford University Press, 1999.

Kipling, Rudyard. *Stalky & Co.*, Oxford: Oxford University Press, 1999.

35779 English Literature 3: The Edwardian Era: Texts and Contexts Gürtner

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	10	12	c.t.				ZH 4	Gürtner	

The first decade of the twentieth century was a time when Britain was still the greatest world power, and when the hitherto unparalleled destruction of the First World War was yet to come. This period, marked by Edward VII's accession to the throne in 1901, has been assessed in contradictory ways: while some have seen the Edwardian era as a period of accumulating crisis, others have called it a 'Golden Age' – yet, it is safe to say that it certainly was a period of transition in British history. This transitional character is also evident in the literary production of the era, Edwardian writers working in-between well-established, strict late-Victorian conventions and the early stirrings of twentieth-century modernity and literary Modernism. In this seminar, however, we will examine Edwardian Britain not only through its literature but through a variety of different media and from a range of vantage points that take in the political, social, cultural, economic and technological developments of these years. We will explore the ambivalent character of this period through the works of renowned Edwardian realists such as Arnold Bennett, Joseph Conrad, and E. M. Foster, as well as through feminist and suffragist texts by authors such as Elizabeth Robins and H. G. Wells. Towards the end of the seminar, we will also look at one of the most enduringly popular genres of the Edwardian age, children's literature, featuring writers like Beatrix Potter and J. M. Barrie, and we will consider how this period has been re-imagined since 1914 by examining the contemporary nostalgia for the Edwardian era on TV. Please acquire and read the following texts: E. M. Forster, *Howards End* (Penguin Classics, 2000); Joseph Conrad, *Heart of Darkness* (Oxford World's Classics, 2008); H. G. Wells, *Ann Veronica* (Penguin Classics, 2005); J. M. Barrie, *Peter Pan* (Oxford World's Classics, 2008). Additional texts and materials will be made available electronically. Course requirements: active participation, an oral presentation / guided discussion, and a term paper (c. 8-10 pages).

35780	English Literature 3: Experimental Writing by British Women in the 20th & 21st Centuries								Waller
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Module: ENRS-M13.2 (4), ENHS-M13.2a (4), BRST-M23.2 (4), ENGYM-M13.2 (4), ENG-UF-WB (4), AMST-M13.2 (4), BRST-M16.2 (4), BRST-M13.2 (4), ENGS-M22.2a (4), ENHS-M22.2 (4), ENGS-M13.2 (4), GBS-FKN-ZP (4), ENLI-M13.2 (4), BRST-M23.1 (4), BRST-M16.3 (4), ENHS-M22.2a (4), ENHS-M13.2 (4), GBS-M01.4 (3), ENGS-M13.2a (4), ENGYM-M23.1 (4)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	14	16	c.t.				VG 0.14	Waller	

"In future, granted time and books and a little space in the house for herself, literature will become for women, as for men, an art to be studied. Women's gift will be trained and strengthened. The novel will[...] become, more than at present, a work of art like any other, and its resources and its limitations will be explored." This quote from "Women and Fiction" was read by Woolf herself to female university students at Cambridge in 1928 – the year that women got equal voting rights to men in the UK. Since that time, the freedom and opportunity for women to write has grown to levels never before experienced. This course will look at how some female Britons have taken literature and moved it into previously unrealized forms. Starting with Woolf's work from that period and then focussing on late 20th/early 21st Century writing, we shall look at what was written, how and what the given authors were trying to say to us that they felt we had not encountered before. How are they looking to change our understanding of the given areas? We shall cover the works' relations to and influences upon Modernism, Postmodernism, Postcolonialism and Feminism, whilst keeping in mind social developments and approaches to the expression of identity shown by these writers. The aim of the course is to understand why and how these women have played such a prominent role in the development of UK literary art

(and beyond) over the last 80-90 years. Assessment: one presentation, regular willing and enthusiastic participation, and an essay of 4500-5000 words.

Texts:

Virginia Woolf, *To the Lighthouse* (1927). Oxford University Press, 2006.
 Carter, Angela. *The Bloody Chamber and Other Stories* (1979). London: Vintage, 1995.
 Winterson, Jeanette. *Oranges Are Not the Only Fruit*. (1985) London: Vintage, 2001. (Recommended purchase: Jeanette Winterson. *Oranges Are Not the Only Fruit: The Script*. London: Pandora, 1990).
 Kane, Sarah. *Blasted* (1995). In: *Modern Drama: Plays of the 80s and 90s*. Caryl Churchill – "Top Girls", Terry Johnson – "Hysteria", Sarah Kane – "Blasted", Mark Ravenhill – "Shopping and Fucking" and Martin McDonagh – "The Beauty Queen of Leenane". Introduced by Graham Whybrow. London: Methuen, 2001. 207-270. – To be provided on GRIPS.
 Smith, Ali. *The Accidental*. London: Penguin, 2006.
 Lewis, Gwyneth – A selection of poems will be provided on GRIPS.

Cultural Studies Advanced Seminars

35785 Blockseminar/ Irland-Exkursion: Irish History and Culture Lenz

Module: BLK-M32.3 (8), ENG-DF-ZP (5), GBS-M01.4 (3), ENG-UF-WB (5), BRST-M32.2 (5), ENGYM-M32B.2 (5), GBS-FKN-ZP (5)

Seminar, SWS: 2, Max. Teilnehmer: 8

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
-	n. V.			c.t.					Lenz	Der genaue Termin wird den vorangemeldeten Teilnehmern/Innen per E-Mail und bei einem ersten Informationstreffen mitgeteilt.

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 *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 pro Fahrt auf 8 begrenzt. Interessenten/Innen wird empfohlen, sich baldmöglichst persönlich oder bei der elektronischen Kursanmeldung (immer sowohl im Herbst als auch im Frühjahr möglich) anzumelden. Auf dem Programm stehen u.a. jeweils zweitägige Aufenthalte 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 Sitzungen an der Universität vor und nach der Exkursion 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* (12-15 pp., in English)). Voraussichtliche Kosten (Erfahrungswert): ca. 760 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, zu dem die vorangemeldeten Interessentinnen und Interessenten (per E-Mail an den Exkursionsleiter oder bei der regulären elektronischen Kursanmeldung) eingeladen werden. **Da das Blockseminar mit Exkursion in der Regel sehr schnell ausgebucht ist, empfiehlt sich im Falle des Interesses an der Teilnahme die baldige Anmeldung.**

35786 Nineteenth-Century Visuals

McIntosh-Schneider

Module: BRST-M32.2 (5), GBS-FKN-ZP (5), ENG-UF-WB (5), GBS-M01.4 (3), BLK-M32.3 (8), ENGYM-M32B.2 (5)

Seminar, SWS: 2, Max. Teilnehmer: 15

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

In this course we will be looking at different types of visuals and their connections to cultural shifts in the nineteenth century. The types of material we shall be considering include paintings, engravings, satirical prints, illustrated periodicals/newspapers, cards, photography and early moving pictures. A bibliography and collection of visuals will be made available at the beginning of the course. Course requirements: active participation in class discussion, oral presentation, and a 15-page research paper.

35788 Blockseminar: An Introduction to Wales

Waller

Module: BLK-M32.3 (8), ENGYM-M32B.2 (5), ENG-DF-ZP (5), GBS-FKN-ZP (5), BRST-M32.2 (5), GBS-M01.4 (3), ENG-UF-WB (5)

Seminar, SWS: 2, Max. Teilnehmer: 15

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

"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 de-

veloped, 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.).

36320 Literatur und Tanz **Gelhard**

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

Hauptseminar, SWS: 2

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	12	14	c.t.	10.04.2018				Gelhard	

Der Choreograph John Cranko sagte einmal: "Ballett ist vielleicht das körperlichste aller Bühnenfächer, doch Kunst wird Ballett nur, wenn es unkörperlich wirkt." Ballett ist nicht nur eine der körperlichsten, sondern auch eine der am wenigsten erforschten Bühnenkünste. Tanz ist gleichzeitig eine der am wenigsten greifbaren, flüchtigsten Kunstformen. Vor allem für Literaturwissenschaftler scheint die wortlose Kunstform des Tanzes das denkbar ungeeignetste Forschungsobjekt. Das Seminar will diesen Medienwechsel von Literatur zu Tanz analysieren. Es werden Texte diskutiert, die als Grundlage für eine Balletthandlung dienen, und wir werden uns mit den Choreographien John Crankos zu "Romeo und Julia", "Der widerspenstigen Zähmung" und "Eugen Onegin" beschäftigen, sowie mit den Balletten John Neumeiers "Kameliendame" und "Tod in Venedig". Literatur: Wird in der ersten Sitzung bekannt gegeben. Leistungsnachweis: Regelmäßige und **aktive** Teilnahme, Referat.

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: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	12	13	c.t.				ZH 6	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 (Advanced Seminars in British and Irish Literary Studies)

35790 Fashionable Diseases in Nineteenth-Century Britain

Zwierlein

Module: ENGYM-M32B.3 (7), BLK-M33.2 (10), BLK-M32.2 (10), GEN-M01.3 (5), GEN-M01.2 (5), BRST-M32.3 (7), BLK-M33.3 (10)

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	10	12	c.t.				PT 2.0.3A*	Zwierlein	

Among the cultural preoccupations of our own era are much-debated issues like information overload, work pressure and stress levels. Cultural commentators and physicians during the nineteenth century anticipated those debates, asking how the problems of modern civilization affect bodily constitution, life expectancy, and physical and psychological well-being. This seminar will concentrate on the historical (nineteenth-century) moment when medical and statistical sciences became increasingly professionalised – and simultaneously popularised. We will inquire into cultural negotiations of specific ‘fashionable’ medical conditions such as addictions (opium, alcohol), catalepsy, states of melancholia and depression, ‘hysteria’ and extrasensory perceptions, neurasthenia and the various mental conditions grouped under the terms of insanity or ‘madness’. Paying attention to the feedback loops between the medical sciences and literature, we will attend to the following questions: What is a symptom? What are the medical and literary strategies of narrating disease? How can disease be represented / visualized? In what ways does the rise of statistical science influence the relationship between doctor and individual patient? In how far is disease also a gender issue? The following texts will be covered: Thomas De Quincey, *Confessions of an English Opium-Eater* (1821); Edgar Allan Poe, “The Tell-Tale Heart” (1843); Charles Dickens, *David Copperfield* (1849-50) and *Our Mutual Friend* (1864-65); George Eliot, *Silas Marner* (1861) and *The Lifted Veil* (1859); Mary Elizabeth Braddon, *Lady Audley’s Secret* (1862); George Eliot, *Middlemarch* (1871-72) and *Daniel Deronda* (1876); Arthur Conan Doyle, “The Parasite” (1894); Thomas Hardy, *Jude the Obscure* (1895). Requirements: active participation, an oral presentation, and a term paper (c. 15-20 pages, deadline: September 28, 2018). Texts: see above. I also recommend Lawrence Rothfield, *Vital Signs: Medical Realism in Nineteenth-Century Fiction* (Princeton, 1992); Athena Vrettos, *Somatic Fictions: Imagining Illness in Victorian Culture* (Stanford, 1995); Peter Melville Logan, *Nerves and Narratives: A Cultural History of Hysteria in Nineteenth-Century British Prose* (Berkeley, 1997); Helen Small, *Love’s Madness: Medicine, the Novel, and Female Insanity, 1800-1865* (New York, 1998); Erin O’Connor, *Raw Material: Producing Pathology in Victorian Culture* (Durham, 2000).

35792 Game of Bones: The Forensic Detective in British Crime Literature from the 19th Century to the Present

Detmers

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

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	10	12	c.t.				ZH 5	Detmers	

Following the lead of Arthur Conan Doyle’s Sherlock Holmes, writers as different as Richard Austin Freeman, Dorothy L. Sayers, P.D. James, Colin Cotterill, Benjamin Black (aka John Banville), Simon Beckett and, last but not least, D.E. Meredith, have created a new fictional type of investigator figure: the so called ‘forensic detective’. Looking at both detective stories and novels, the course aims to show that the putative connection between detective fiction and the rise of forensic science not only provides new subject matter, but also helps to engender innovative forms of crime writing. Dealing with a broad range of texts makes it possible to trace the historical development of the forensic detective in three major phases, mapped out as follows: from Doyle’s Victorian ‘forensic master mind’ Sherlock Holmes, through the transitional period from

1910 to the 1930s with Freeman's Dr. John Thorndyke, the first full-fledged fictional forensic medical practitioner, and Sayers' forensic based crime fiction that narratively explores forensic odontology, to the late 20th and early 21st century. At the heart of this long period are, for example, P.D. James *Death of an Expert Witness* (1977), set in a forensic laboratory, Colin Cotterill's *The Coroner's Lunch* (2004) and his invention of the first postcolonial forensic detective, Dr. Siri Paiboun, a state pathologist in 1970s Laos, Benjamin Black's (aka John Banville) *Christine Falls* (2006) with Quirke, a pathologist in 1950s Dublin, Simon Beckett's *Written in Bone* (2007), introducing the investigative forensic anthropologist David Hunter and D. E. Meredith's *Devoured* (2010) that is set in 19th century London and centred on Prof. Adolphus Hatton and his morgue assistant Albert Roumande. The focus of this seminar is interdisciplinary, drawing on the literary history of crime writing, medical science and criminology. To further develop the dialogue(s) between 'forensic fiction' and the broader cultural discourse on the 'forensic turn' (L. Steenberg 2013), our readings will be based on critical texts by, for example, Alison Adam, Luc Boltanski or Michel Foucault. Requirements: active participation, an oral presentation / guided discussion, and a term paper (c. 15-20 pages). Texts: P.D. James *Death of an Expert Witness* (1977); Colin Cotterill's *The Coroner's Lunch* (2004); Benjamin Black's (aka John Banville) *Christine Falls* (2006); Simon Beckett's *Written in Bone* (2007); D. E. Meredith's *Devoured* (2010). Please note: a Reader with additional material will be ready for you by the start of the semester at the Copy Shop.

35793 The Victorians at War

Petzold

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

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

The Napoleonic Wars that affected most European nations had ended in 1815, and for many contemporaries the reign of Queen Victoria (1837-1901) may well have seemed – at least primarily – a time of peace. But while the United Kingdom may not have been under immediate threat, the British fought a considerable number of wars during Victoria's reign – most but not all of them connected with the expansion of the British Empire. In this seminar, we will focus on two wars that were particularly important with regard to British culture and self-perception, the Crimean War (1853-56) and the (second) South African War, also called Anglo-Boer War (1899-1903). Both wars were widely reported in the British press and both created distinctive narratives and images. We will examine how the wars were represented in pictures (photography, caricature) and in writing, both non-fiction (newspapers, war correspondents) and fiction (poetry and prose). We will explore critical debates on the (mis-)management of the wars and we will question concepts of identity and alterity, of manliness and heroism. Texts: All texts will be made available via GRIPS. Requirements for credit: regular attendance, participation in an 'expert group', term paper (c. 20 p.).

Oberseminare (Research Seminar)

35794 Research Seminar

Zwierlein

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

Seminar, SWS: 2, ECTS: 10

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	8:30	10	s.t.				PT 1.0.2	Zwierlein	

This seminar addresses students of the M.A. British Studies preparing or completing their final thesis but is also open to those writing theses for a 'Staatsexamen' degree. Students will have the

opportunity to present their work-in-progress and receive feedback by faculty 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 will be invited to join us in order to present parts of their ongoing projects and share their experiences. In addition, several distinguished guest speakers 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.

Gender Studies

35798 Einführung in die Gender Studies **Decker**

Module: ENG-UF-WB (4), WB-IAA (4), ENG-DF-ZP (4), GEN-M01.1 (4)

Seminar, SWS: 2, Max. Teilnehmer: 30

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Fr	wöch.	8	10	c.t.				PT 2.0.3A*	Decker	

Für weitere Informationen siehe: www-genderstudies.uni-regensburg.de.

Amerikanistik (American Studies)

Vorlesungen (Lectures)

35800 Introduction to American Studies

Müller

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

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

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

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 July 10, 2018. 12:15-13:00. Course texts: Hebel, Udo. *Einführung in die Amerikanistik/American Studies*. Stuttgart: Metzler, 2008. Print; Bronner, Simon J., ed. *Encyclopedia of American Studies*. Johns Hopkins UP, 2014. Web.

35801 American Literary History

Bauridl

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	10	12	c.t.				H 2	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 (Wed., 11 July 2018, 10-12 c.t.). 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.

35804 American Exceptionalism, Part IV**Depkat**

Module: EAS-M31.4 (8), GES-LA-M05.2 (4), EAS-M33.3 (8), WB-IAA (4), GES-M06.2 (4), GES-LA-M15.1 (4), GES-LA-M06.1 (4), GES-LA-M15.2 (4), GES-MA-12.3 (), GES-LA-M23.2 (4), EAS-M33.2 (8), ENGYM-M32A.1 (4), GES-MA-05.3 (), NAS-M01.3 (4), GES-MA-05.1 (), GES-MA-12.2 (), EAS-M34.1 (8), ENG-DF-ZP (4), GES-LA-M14.2 (4), GES-M03.3 (4), AMS-M32.2 (8), GES-LA-M07.2 (4), GES-M10.2 (4), AMST-M23.3 (4), AMST-M32.1 (4), GES-BF-ZP (), GES-M03.2 (4), EAS-M33.1 (8), EAS-M34.3 (8), GES-BA-WB-fachintern (), GES-LA-M03.2 (4), GES-LA-HSD01.2 (4), EAS-M34.2 (8), GES-UF-WB (), NAS-FKN-ZP (4), ENG-UF-WB (4), AMS-M33.3 (7), AMS-M33.2 (7)

Vorlesung, SWS: 2, Max. Teilnehmer: 100

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	10	12	c.t.				H 8	Depkat	

Narratives of exceptionalism – characterized by a belief in America’s highly distinctive features or unusual trajectory, based on the abundance of its natural resources, its revolutionary origins and its Protestant religious culture that anticipated God’s blessing of the nation – have been crucial for the intellectual construction of America from its colonial beginnings to the present. However, narratives of exceptionalism were never a purely American affair, as Europeans, Africans, and Asians, projecting their own dreams and nightmares onto the American screen, also contributed to the intellectual construction of America. Therefore, narratives of American exceptionalism were just as much the result of American self-descriptions as they were interpretations from abroad. Against this backdrop, the lecture will not elaborate on the question of whether or not America is exceptional but rather analyze narratives of exceptionalism that made Americans and Europeans reflect on America as being exceptional. This course continues last term’s lecture – but it stands on its own and can be followed by everyone interested. We will discuss the African American civil rights movement and its use of exceptionalist narratives, and we will also investigate how protest movements in the nineteenth and twentieth centuries have used American exceptionalism to state their cause and generate majorities for it. In this context we will discuss among others the reform movements of the 1830/40s, the Progressive Era, the New Deal reforms, and the environmental movement. Credit for: Lehramt, Magister, B.A., M.A. Credit requirements: midterm (take-home exam) and final (Tuesday, 10 July 2018, 10:00-12:00). Readings: Donald E. Pease, *The New American Exceptionalism* (Minneapolis: U of Minnesota P, 2009). Godfrey Hodgson, *The Myth of American Exceptionalism* (New Haven and London: Yale UP 2009). Deborah L. Madsen, *American Exceptionalism* (Jackson: UP of Mississippi, 1998). Byron E. Shafer, *Is America Different? A New Look at American Exceptionalism* (Oxford: Clarendon P., and New York: Oxford UP, 1991). Seymour Martin Lipset, *American Exceptionalism: A Double-edged Sword* (New York: W.W. Norton, 1996).

American Cultural History**35810 American Cultural History****Cavanna, Matuschek, Uppendahl**

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	14	16	c.t.			Gruppe 1	W 112	Matuschek	Auch für Nordamerikastudien (FKN)
Do	wöch.	14	15	c.t.			Gruppe 1	CH 33.1.93	Matuschek	Auch für Nordamerikastudien (FKN)
Di	wöch.	14	16	c.t.			Gruppe 2	ZH 4	Uppendahl	
Do	wöch.	15	16	c.t.			Gruppe 2	ZH 5	Uppendahl	
Di	wöch.	16	19	c.t.			Gruppe 3	ZH 5	Cavanna	
Di	wöch.	16	18	c.t.			Gruppe 4	ZH 4	Uppendahl	Auch für Nordameri-

										kastudien (FKN)
Do	wöch.	16	17	c.t.			Gruppe 4	ZH 5	Uppendahl	Auch für Nordamerikastudien (FKN)

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, 19 July 2018, 9-11.30 — Course materials: Weekly readings; Hebel, Udo. *Einführung in die Amerikanistik/American Studies*. Stuttgart: Metzler, 2008. Print. — Recommended history textbooks: Depkat, Volker. *Geschichte Nordamerikas: Eine Einführung*. Köln: Böhlau, 2008. Print. Boyer, Paul S., et al. *The Enduring Vision: A History of the American People*. 8th ed. Boston: Wadsworth, 2014. Print.

Introduction to English and American Literary Studies

35756 Introduction to English and American Literary Studies **Baier, Müller, Trotzke**

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	12	13	c.t.			Gruppe 1	ZH 6	Baier	
Do	wöch.	10	12	c.t.			Gruppe 1	H 4	Müller	
Mo	wöch.	13	14	c.t.			Gruppe 2	ZH 6	Baier	
Do	wöch.	10	12	c.t.			Gruppe 2	H 4	Müller	
Di	wöch.	14	15	c.t.			Gruppe 3	ZH 5	Trotzke	
Do	wöch.	10	12	c.t.			Gruppe 3	H 4	Müller	
Di	wöch.	15	16	c.t.			Gruppe 4	ZH 5	Trotzke	
Do	wöch.	10	12	c.t.			Gruppe 4	H 4	Müller	

The course will familiarize students with fundamental knowledge and skills necessary for the study of English and American literature. 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. This course is open to bachelor's students in American Studies and to all Lehramt students. The course qualifies students for seminars in both British and American literature. Credit requirement: final (multiple-choice) exam on July 12, 2018 (90mins., 10-12). Required textbook: 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.

Proseminare (Undergraduate Seminars in American Studies)

35820 American Literature I: From the Beginnings through the 19th Century Müller

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	18	20	c.t.			Gruppe 1	ZH 6	Müller	
Do	wöch.	14	16	c.t.			Gruppe 2	ZH 6	Müller	

The course explores American literature from pre-Columbian Native American documents through nineteenth-century realist and naturalist 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, samples of nineteenth-century short fiction, Nathaniel Hawthorne's *The Scarlet Letter*, and selected poems by Walt Whitman and Emily Dickinson. Course requirements: oral presentation, midterm paper. Credit requirement: an 8 to 10-page (3,500 to 4,500-word) research paper in English. — Required Texts: Baym, Nina et al., eds. *The Norton Anthology of American Literature*. 8th ed. Vols. A, B, and C. New York: Norton, 2012. Print.

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

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	8:30	10	s.t.			Gruppe 1	ZH 5	Weinzierl	
Do	wöch.	10	12	c.t.			Gruppe 2	ZH 6	Bauridl	

The course deepens students' knowledge of American literary history and its entanglements with cultural history, and it advances students' methodological and theoretical approaches to literary analysis as cultural analysis. It focuses on representative 20th- and 21st-century American fiction, poems, and plays. Taught in seminar format and based on reading, discussion, and active participation, the course analyzes literary texts in their respective historical contexts as well as from the perspective of current scholarly debates in the field. It explores concepts, developments, and discourses ranging from realism to (post)postmodernism and from the multivocality of reformatory movements to cultural pluralism. Course requirement: oral presentation, midterm paper. Credit requirement: an 8- to 10-page research paper (3.500-4.500 words) 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 United States in the World Chappell

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	Lehrperson	Bemerkung
Mi	wöch.	14	16	c.t.				ZH 4	Chappell	

American exceptionalism, as a characteristic of U.S. nationalism, tends to presume that the his-

tory of the U.S.A. proceeds without precedent or influence from the rest of the world. This course counters that ideological notion by examining sites in which relations between the United States and other people and places draw into sharp focus. Some of these points of contact are determined by actual exceptionalities—the exercise of the world’s largest national economy, for example, or its most powerful and widely dispersed military. Other places where ‘America’ and the rest of the world mutually influence one another include in the definition and practices of citizenship and the processes of migration across national boundaries. The course provides some background on the formation of the U.S. ‘imagined community,’ including its foundation in settler colonialism and the contested history of U.S. citizenship. From there we examine immigration and border policy in order to understand how people coming to the U.S.A. from outside both challenge and affirm ideas of national identity, even as the U.S. nation defines itself in the process of admitting or expelling particular people from its territory. For a view on structural and political-economic conditions that frame these histories, we turn to the subjects of global capitalism and war. In all topical areas, a view ‘from the ground’ will be prioritized, as readings drawn from ethnography, oral history, journalism, and political commentary flesh out the complex and large-scale relations of the United States to the world. Required readings will be announced in the first session. Course requirements: oral presentation. Credit requirement: presentation handout; and course writings of a total of 3.500-4.500 words (in English).

35832 Political Institutions of the USA **Cavanna**

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	8	10	c.t.				CH 33.1.89	Cavanna	

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

Cultural Studies Advanced Seminars

35834 American Diasporas

Müller

Module: AMST-M32.2 (5), EAS-M34.1 (8), AMS-M33.3 (7), NAS-M01.3 (4), NAS-FKN-ZP (5), AMS-M32.3 (8), EAS-M31.3 (8), EAS-M33.2 (8), EAS-M34.2 (8), EAS-M33.3 (8), EAS-M34.3 (8), ENGYM-M32A.2 (5), EAS-M33.1 (8), AMS-M33.2 (7), EAS-M31.4 (8)

Seminar, SWS: 2, Max. Teilnehmer: 15

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

In recent years the term 'diaspora,' which originally referred to Jews living outside their Israelite homeland, has increasingly been used to describe various ethnic groups that have been displaced by physical or economic pressure. The Penguin Atlas of Diasporas (1995), for example, features eleven groups including the Armenian, Black, Chinese, Indian, Irish, and Palestinian diasporas. The seminar explores the uses of this extended understanding of diaspora for transnational American Studies. It asks what we learn about ethnic groups—the focus will be on Jewish Americans and African Americans—if we study them as diasporas. Drawing on a range of cultural texts including political and philosophical writings, paintings, comics, music, poetry, and fiction, we will explore how these groups create a sense of a shared transnational history and how that sense shapes notions of home and foreign, of belonging and difference. Credit requirements: mid-term paper (1-2 pp.), final research paper (10 pp.). Required Texts: Philip Roth, *Portnoy's Complaint* (Vintage). Background Reading: Cohen, Robin. *Global Diasporas: An Introduction*. London: UCL Press, 1997. Print; Mayer, Ruth. *Diaspora: Eine kritische Begriffsbestimmung*. Bielefeld: Transcript, 2005. Print.

35835 Local or Global? Performance in America (in collaboration with graduate seminar at U Mainz / Dr. Wiegink)

Bauridl

Module: AMS-M33.3 (7), EAS-M34.1 (8), AMST-M32.2 (5), NAS-FKN-ZP (5), NAS-M01.3 (4), AMS-M32.3 (8), EAS-M34.2 (8), EAS-M33.2 (8), EAS-M31.3 (8), EAS-M33.1 (8), AMST-M32.2 (5), EAS-M34.3 (8), EAS-M33.3 (8), EAS-M31.4 (8), AMS-M33.2 (7), ENGYM-M32A.2 (5)

Seminar, SWS: 2, Max. Teilnehmer: 15

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

As a collaborative venture between students in Mainz and students in Regensburg, this course explores diverse performances ranging from on-stage music to political enactments to commemorative events to festive activities to protest and intervention. The course introduces students to the basic concepts and methods of two recent, impactful developments in American Studies, the performative turn and the transnational turn. Students will thus be enabled to analyze how specific performances located in places in- and outside the United States negotiate America in global contexts. They will investigate the potential of particular performances to perpetuate, but also to challenge and counteract cultural, social, and political discourses and phenomena. Performances to be discussed will be of mostly contemporary nature and will include, among others: commemorations of liberation by US troops at the Flossenbuerg Concentration Camp Memorial; German-American festive performances such as the Grafenwoehr Volkfest; activist performances by Guillermo Gómez-Peña / Coco Fusco ("The Couple in the Cage") and Denise Uyehara ("Shooting Columbus"); current protest marches and past transatlantic abolitionist protest; or political performance poetry and hip hop. The course is taught in tandem with Dr. Pia Wiegink at the University of Mainz. Students in both locations will exchange, compare, and discuss their findings via a shared blog, joint assignments, and online workshops. Students are invited (yet not obliged) to participate in the conference "Cultural Performance in Transnational American Studies" in Mainz from June 21-23. Regensburg students will

go on a field trip to the Flossenbuerg Concentration Camp Memorial and Museum. Course requirement: participation in and submission of content to collaborative discussion and online projects; written contributions will add up to a total of 10-15 pages. Credit requirement: course grade will be based on individual written contributions. Readings will be announced in the first session.

35837 Topical Issues **Uppendahl**

Module: AMST-M32.2 (5), ENGYM-M32A.2 (5), NAS-M01.3 (4), AMS-M34.1 (20), NAS-FKN-ZP ()

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Fr	wöch.	10	12	c.t.				ZH 6	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 (Graduate Seminars in American Studies)

35841 Critical Prison Studies **Depkat**

Module: AMST-M32.3 (7), ENGYM-M32A.3 (7), AMS-M32.1 (10), AMS-M33.2 (7), EAS-M31.4 (8), EAS-M33.1 (8), EAS-M33.3 (8), EAS-M34.3 (8), AMS-M33.3 (7), EAS-M34.1 (8), EAS-M33.2 (8), EAS-M34.2 (8), EAS-M31.1 (10), AMS-M33.1 (10)

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

The U.S.' incarceration rate is the highest in the world. With just over five percent of the world's population, the United States currently has nearly a quarter of the world's prisoners. Over two million people are currently in prison; one in 100 adults, including 1 in 9 black men aged 20 to 34, is currently incarcerated in overcrowded, congested and crime-ridden prisons. Living conditions there are horrible and have been repeatedly accused of gross human rights violations. This situation has triggered the formation of Critical Prison Studies as a rapidly growing, and highly innovative field of research involving disciplines as diverse as criminology, law, sociology, political science, history, literary and cultural studies and many more. It currently is among the politically most relevant areas of research in the field of American Studies. The seminar will introduce its participants to the field of Critical Prison Studies at the intersection of crime, legal culture, criminal justice, racism and inequality in the U.S.. Topics to be discussed are the history of the American prison system, the sociology of prisoners, the history of criminal justice especially since

1945, and the cultural and media representations of the prison system ranging from prison literature and prison movies to the more recent prison television series like *Orange is the New Black*. Integral part of the seminar will be a one-day workshop conference hosted by the Bavarian American Academy to take place in Munich in the fall, and featuring some of the leading scholars in the field. Reading: All course materials will be available on GRIPS. Credit for: Lehramt, Magister, B.A., M.A. Course requirement: oral presentation. Credit requirement: presentation handout and/or PowerPoint presentation; annotated bibliography and a term paper of 15-20 pages. Credit for: Lehramt, Magister, B.A., M.A. Readings: David Scott, ed., *Why prison?* Cambridge: Cambridge UP, 2013. Laura Bufano Edge, *Locked Up: A History of the U.S. Prison System*, Minneapolis, MN: Twenty-First Century Books, 2009. David Musick and Kristine Gunsaulus-Musick, *American Prisons: Their Past, Present and Future*, London: Routledge, 2017. Mary D. Looman and John D. Carl, *A Country Called Prison: Mass Incarceration and the Making of a New Nation*, Oxford: Oxford UP, 2015. Anne-Marie Cusac, *Cruel and Unusual: The Culture of Punishment in America*, New Haven: Yale UP, 2009. Thomas L Dumm, *Democracy and Punishment: Disciplinary Origins of the United States*, Madison, Wis.: U of Wisconsin P, 1987. Elizabeth Kai Hinton, *From the War on Poverty to the War on Crime: The Making of Mass Incarceration in America*, Cambridge, MA: Harvard UP, 2016. Kermit L. Hall, ed., *Police, Prison, and Punishment: Major Historical Interpretations*, New York: Garland, 1987.

35842 The Cultural Lives of Neoliberalism Chappell

Module: EAS-M34.1 (8), AMS-M33.3 (7), EAS-M34.2 (8), EAS-M33.2 (8), AMS-M33.1 (10), EAS-M31.1 (10), AMST-M32.3 (7), ENGYM-M32A.3 (7), EAS-M31.4 (8), AMS-M32.1 (10), AMS-M33.2 (7), EAS-M34.3 (8), EAS-M33.3 (8), EAS-M33.1 (8)

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

Neoliberalism, a set of ideas that hold capitalist markets and entrepreneurial firms to be normative models for all human activity, has been a subject of concern in the field of American Studies for more than two decades. Its widespread use as a keyword without elaboration, often only to signify the dominant ideology of the present social order, has arguably hindered efforts to critically examine how this normative cultural logic exercises influence and draws support in ordinary life. This course seeks to prepare students for a rigorous engagement with neoliberalism, not as a reified idea that is easy to define and locate, but as an emergent rationality and logic of practice. The course provides a brief view of prior moments when neoliberalism was promoted as an intellectual position through theoretical argument, as in the work of the Mont Pelerin Society, and when it became a ruling political perspective through U.S. influence in Latin America and with the rise to power of Ronald Reagan and Margaret Thatcher. The bulk of the course, however, will be given over to examining neoliberalism not as a proposition that invites challenge in philosophical discussion or political debate and election, but as an un-named logic that enjoys hegemonic status in much of the world, regardless of the fate of those overt arguments. Specific sites where we will examine the 'cultural lives' of neoliberalism include religion, the military state, higher education, high-tech industry, informal economies, and minority entrepreneurship. Readings will be announced in the first session. Course requirement: oral presentation. Credit requirement: presentation handout and/or PowerPoint presentation; advanced academic writings in English (of a total of 15-20 pages).

Oberseminare (Recent Research)

35844 Recent Research in American Studies

Müller, et al.

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

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

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

In this forum, students who are currently working on their doctoral dissertations and master's theses will present their projects and invite critical responses from the audience. 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 28 March 2018 and an outline of their presentation two weeks before the presentation (both by email to timo.mueller@ur.de). Presentations will be scheduled on Thursday, 28 June 2018, in the context of the "REAF@10" conference (28-29 June 2018).

Reviews (Review Courses and Thesis Preparation)

35847 Review American Literature

Trotzke

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	9	10	c.t.				ZH 2	Trotzke	

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 text: Baym, Nina, et al., eds. The Norton Anthology of American Literature. 8th ed. New York: Norton, 2012. Print. Course requirement: presentation. Credit requirement: presentation handout / ppt. Details will be announced in the first session.

35848 Seminar für Examenskandidaten

Depkat

Seminar, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Do	14-tägig	18	20	c.t.				PT 1.0.2	Depkat	

Writing an "akademische Abschlussarbeit" is a challenging task that is prone to make you lonely. Presenting one's project to others, and having it discussed by fellow students helps a lot to clarify things and overcome loneliness. With this seminar, I want to offer students who are either in the process of writing their "Abschlussarbeit" or about to begin with it the opportunity to present their projects to an interested audience.

35958 Presentation B.A. (AmE)

Bauridl

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	Lehrperson	Bemerkung
Do	wöch.	14	16	c.t.	12.04.2018	21.06.2018		PT 2.0.4	Bauridl	

Do	Einzel	9	16	c.t.	19.07.2018	19.07.2018		ZH 6	Bauridl	
Fr	Einzel	9	12	c.t.	20.07.2018	20.07.2018		ZH 8	Bauridl	

This research course focuses on American Studies; it is open to students in the BA programs American Studies and English Linguistics. Students writing their *Zulassungsarbeit* in American Studies may be admitted to the course after prior consultation with Dr. Bauridl. The course centers on methodological, structural, and strategic issues of academic research. In this context, it provides students in the BA programs with the opportunity to present the current, work-in-progress state of their BA theses, to debate their own questions, and to receive constructive feedback in a scholarly, safe environment among peers. Course Phase 1 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. Phases 1 and 2 will take place during the semester; Course Phase 3 will be taught in block format after the end of the semester. Course requirements: oral presentations (informal and formal). Credit requirement: research proposal—handout (app. 5pp.).

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

33304 Einführung in die Internationale Politik Bierling

Module: EAS-M34.3 (8), EAS-M31.4 (8), EAS-M34.1 (8), EAS-M34.2 (8), EAS-M31.2 (8)

Vorlesung, SWS: 2, ECTS: 4, Max. Teilnehmer: 250

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	16	18	c.t.				H 2	Bierling	Keine Anmeldung im HIS-LSF! Anmeldung zur Klausur (= Leistungsnachweis/Prüfung) erfolgt über FlexNow in der Zeit vom 09.04.-27.06.2018! Die Veranstaltung findet im H2 statt, sofern nichts anderes im Kommentar angegeben ist.

33324 Washington Summer Symposium on U.S. Foreign Policy Groitl

Module: EAS-M31.1 (8), EAS-M31.4 (8), EAS-M34.1 (8), EAS-M34.2 (8), EAS-M34.3 (8)

Hauptseminar, SWS: 3, ECTS: 10, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	Einzel	18	20	s.t.	16.04.2018	16.04.2018		PT 1.0.4*	Groitl	Infoveranstaltung
Mo	Einzel	18	20	s.t.	07.05.2018	07.05.2018		PT 1.0.4*	Groitl	First group meeting
Mo	wöch.	18	20	s.t.	11.06.2018	25.06.2018		PT 1.0.4*	Groitl	Vorbereitungsseminare
So	n. V.				29.07.2018	09.08.2018			Groitl	Exkursion nach Washington D.C. / USA

Die Veranstaltung ist für Studierende der Amerikanistik nur in den angegebenen Modulen belegbar. Anmeldung: bis 30.4.2018 mit dem von der Professur für Internationale Politik zur Verfügung gestellten Anmeldeformular. Weitere Informationen unter www.intpol.ur.de und LSF.

Nicht gestufte Übungen (Open for All Students)

35785 Blockseminar/ Irland-Exkursion: Irish History and Culture **Lenz**

Module: BLK-M32.3 (8), ENGYM-M32B.2 (5), ENG-DF-ZP (5), GBS-M01.4 (3), ENG-UF-WB (5), BRST-M32.2 (5), GBS-FKN-ZP (5), BRST-M32.2 (5)

Seminar, SWS: 2, Max. Teilnehmer: 8

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	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

Gebauer, Hill, Kohen

Module: NAS-M01.4 (3), BRST-M11.1 (3), GBS-M01.1 (3), ENGS-M15.1 (3), ENHS-M11.1 (3), AMST-M11.1 (3), ENGYM-M11.1 (3), ENLI-M11.1 (3), ENRS-M11.1 (3), ENHS-M11.1 (3), ENHS-M15.1 (3), ENGS-M11.1 (3)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	8	11	c.t.			Gruppe 1	PT 1.0.2	Kohen	
Mo	wöch.	11	14	c.t.			Gruppe 2	PT 1.0.2	Kohen	
Do	wöch.	8	11	c.t.			Gruppe 3	ZH 4	Gebauer	
Do	wöch.	11	14	c.t.			Gruppe 4	ZH 4	Gebauer	
Fr	wöch.	12	15	c.t.			Gruppe 5	ZH 4	Hill	

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. Note: The final exam for the regular semester-courses will be held on Sat., 7 July 2018. There will be no alternate exam date.

Texts:

GLC A course pack -- available at *Digital-Print* in the *Ludwig-Thoma-Str.*

Carleton-Gertsch, Louise. *Words in context. Thematischer Oberstufenwortschatz Englisch.* Klett: 2013 (Unit 1-4, 15, 18).

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

Swan, Michael. *Practical English Usage.* 3rd ed. Oxford: OUP, 2005.

35880 Composition (Introduction to Academic Writing)

Hill, Kohen, McIntosh-Schneider, Uppendahl

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	12	14	c.t.			Gruppe 1	ZH 4	Uppendahl	Auch für Nordamerikastudien (FKN)
Di	wöch.	18	20	c.t.			Gruppe 2	PT 2.0.3A*	Kohen	Auch für Nordamerikastudien (FKN)
Mo	wöch.	16	18	c.t.			Gruppe 3	ZH 5	Hill	
-	Block	9	12:30	c.t.	23.07.2018	03.08.2018	Gruppe 4	PT 1.0.2	McIntosh-Schneider	Blockkurs in der vorlesungsfreien Zeit

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

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	8	9	c.t.			Gruppe 1	ZH 6	Gebauer	
Mo	wöch.	9	10	c.t.			Gruppe 2	ZH 6	Gebauer	
Fr	wöch.	8	9	c.t.			Gruppe 3	ZH 4	Hill	
Fr	wöch.	9	10	c.t.			Gruppe 4	ZH 4	Hill	

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 Gebauer, Hill, McIntosh-Schneider

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	8	11	c.t.			Gruppe 1	ZH 4	Hill	
Mo	wöch.	11	14	c.t.			Gruppe 2	ZH 4	Hill	
Mi	wöch.	12	15	c.t.			Gruppe 3	PT 1.0.2	McIntosh-Schneider	
Fr	wöch.	8	11	c.t.			Gruppe 4	PT 1.0.2	Gebauer	
Fr	wöch.	11	14	c.t.			Gruppe 5	PT 1.0.2	Gebauer	

The prerequisite for GLC B is the successful completion of GLC A. Moreover, it is highly recommended that students who earned a mark of 3 or less in GLC A do some supplemental work in order to improve before advancing to GLC B. GLC B combines work in the skill areas of vocabulary, grammar, reading, writing, 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. Note: the final exam will be held on Saturday, July 7, 2018. There will be no alternate exam date.

Texts:

GLC B course pack, available from *DigitalPrint* on *Ludwig-Thoma-Str.*

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

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

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

Vertiefungsmodul

35915 General Language Course C

Kohen, Uppendahl, Waller

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	11	14	c.t.			Gruppe 1	ZH 5	Waller	
Mi	wöch.	16	19	c.t.			Gruppe 2	PT 2.0.3A*	Kohen	
Do	wöch.	12	15	c.t.			Gruppe 3	ZH 5	Uppendahl	
Fr	wöch.	12	15	c.t.			Gruppe 4	ZH 6	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. Note: The final exam will be held on Sat., 7 July 2018. There will be no alternate exam date.

Texts:

Carleton-Gertsch, Louise. *Words in context. Thematischer Oberstufenwortschatz Englisch*. Klett: 2013.

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

Swan, Michael. *Practical English Usage*. 3rd ed. Oxford: OUP, 2005.

35923 Writing B.A. (AmE)

Gebauer

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	10	12	c.t.				ZH 6	Gebauer	

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

35924 Writing B.A. (BrE)

McIntosh-Schneider

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

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

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

In this course students will be introduced to a variety of text types. Students will be expected to analyze and evaluate the texts, and comment on register, 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)

Decker

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	12	14	c.t.			Gruppe 1	ZH 6	Decker	
Fr	wöch.	10	12	c.t.			Gruppe 2	PT 2.0.3A*	Decker	

Übersetzen ist eine Fertigkeit, wenn nicht gar eine Kunst. Selbstverständlich kann sie nicht in einem einzigen Semester erlernt werden. Das Unterrichtsziel bleibt jedoch die gute Übersetzung.

Auf dem Weg dahin sollen wöchentlich verschiedene Texte 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

Lenz

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	14	16	c.t.			Gruppe 1	PT 2.0.3A*	Lenz	
Do	wöch.	14	16	c.t.			Gruppe 2	PT 2.0.3A*	Lenz	

Grammar/Language Analysis consists of two subsequent parts, (1) the lecture *Grammar* (theory and analysis) and (2) the seminar *Language Analysis* (analysis and discussion). A component of *Vertiefungsmodul Sprachpraxis*, *Grammar/ Language Analysis* is compulsory for students of all *Lehramtsstudiengänge* who commenced their studies in WS 2008/09 and later (New LPO I, 13.03.2008). Students wishing to acquire the 6 credit points for *Grammar/Language Analysis* are expected to have completed GLC C and the 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

Lenz

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

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

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

Grammar/Language Analysis consists of two subsequent parts, (1) the lecture *Grammar* (theory and analysis) and (2) the seminar *Language Analysis* (analysis and discussion). A component of *Vertiefungsmodul Sprachpraxis*, *Grammar/ Language Analysis* is compulsory for students of all *Lehramtsstudiengänge* who commenced their studies in WS 2008/09 and later (New LPO I, 13.03.2008). Students wishing to acquire the 6 credit points for *Grammar/Language Analysis* are expected to have completed GLC C and the 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 Stu-*

dent *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)

Decker

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	8	10	c.t.			Gruppe 1	ZH 5	Decker	
Do	wöch.	8	10	c.t.			Gruppe 2	ZH 5	Decker	

Übersetzen ist eine Fertigkeit, wenn nicht gar eine Kunst. Selbstverständlich kann sie nicht in einem einzigen Semester erlernt werden. Das Unterrichtsziel bleibt jedoch die gute Übersetzung. Auf dem Weg dahin sollen wöchentlich verschiedene Texte 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)

Kohen, Waller

Module: ENGYM-M31.2 (3)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	8	10	c.t.			Gruppe 1	ZH 6	Kohen	
Di	wöch.	10	12	c.t.			Gruppe 2	ZH 6	Kohen	
Do	wöch.	16	18	c.t.			Gruppe 3	PT 1.0.2	Waller	

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)

McIntosh-Schneider

Übung, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	18	20	c.t.				PT 1.0.2	McIntosh-Schneider	

This course seeks to prepare students for the Staatsexamen written practical language paper. Various task types will be written and discussed using past exam papers. During the semester, students will have 6-7 of their papers marked by the teacher. However, only students who attend the course regularly will be eligible to receive feedback. Please note that the number of places in the courses are limited (you must register!). If the number of applicants exceeds the

number of places available, students who are registered for the next state exam will be given preference. Please note that this course may not be taken more than twice, so those who drop out of the course will only be eligible to take the course one more time.

35950 Text Production (vertieft) Gebauer, Hill

Übung, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	14	16	c.t.			Gruppe 1	PT 1.0.2	Hill	
Do	wöch.	16	18	s.t.			Gruppe 2	PT 2.0.3A*	Gebauer	

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) Kautzsch

Übung, SWS: 2, Max. Teilnehmer: 30

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	8	10	c.t.				PT 2.0.3A*	Kautzsch	

35956 Academic Writing B.A. AmE N. N.

Module: AMST-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	Lehrperson	Bemerkung
Mo	wöch.	8	10	c.t.				VG 0.15	N. N.	

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

35957 Academic Writing B.A. BrE Waller

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

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

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

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	Lehrperson	Bemerkung
Do	wöch.	14	16	c.t.	12.04.2018	21.06.2018		ZH 8	Bauridl	
Do	Einzel	9	16	c.t.	19.07.2018	19.07.2018		ZH 8	Bauridl	
Fr	Einzel	9	12	c.t.	20.07.2018	20.07.2018		ZH 8	Bauridl	

This research course focuses on American Studies; it is open to students in the BA programs American Studies and English Linguistics. Students writing their *Zulassungsarbeit* in American Studies may be admitted to the course after prior consultation with Dr. Bauridl. The course centers on methodological, structural, and strategic issues of academic research. In this context, it provides students in the BA programs with the opportunity to present the current, work-in-progress state of their BA theses, to debate their own questions, and to receive constructive feedback in a scholarly, safe environment among peers. Course Phase 1 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. Phases 1 and 2 will take place during the semester; Course Phase 3 will be taught in block format after the end of the semester. Course requirements: oral presentations (informal and formal). Credit requirement: research proposal—handout (app. 5pp.).

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: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Fr	wöch.	10	12	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 für Lehramt Grund-, Mittel- und Realschule (English Language Teaching)

Einführungskurse (Introduction to English Language Teaching)

35975 Introduction to English Language Teaching

Gerlach

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

Vorlesung, SWS: 2, ECTS: 3

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	12	14	c.t.				H 11	Gerlach	

This lecture provides an overview of key concepts and current debates in the field of teaching English as a foreign language. Among these concepts and debates are aspects such as language learning theories, language skills, language teaching methodology, the teaching and learning of literature/culture/media, teaching language domains (vocabulary, grammar, pronunciation) as well as issues concerning evaluating learners' language proficiency in classrooms. Credit requirements: Regular attendance strongly recommended, final exam in last session.

Proseminare

35967 Inclusive Education and TEFL

Gerlach

Module: ENFDNV-M11.3 (4)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	8:30	10	s.t.				ZH 4	Gerlach	

Questions of differentiation, individualization, and inclusion need to be addressed in English language teaching as well. This course aims at giving an overview of potential approaches to inclusive language teaching, different learning difficulties, and ways of integrating different learner needs into the foreign language classroom. Credit requirements: Active participation, short presentation, term paper. Recommended reading will be discussed and presented at the beginning of the course.

Proseminare (Didaktikfach Englisch)

35963 Teaching English in the Primary Classroom

Gruber

Module: ENFDNV-M12.2 (3), ENG-DF-ZP (3)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	10	12	c.t.				ZH 5	Gruber	Hospitationen freitags von 11:30 - 13 (ca. 14-tägig, die einzelnen Termine werden noch bekannt gegeben)

This course builds on the introduction to TEFL ("Einführung in die Didaktik der englischen Sprache

und Literatur“) and offers a combination of theoretical knowledge and classroom practice to those students who have opted for “Englisch als Didaktikfach der Grundschule”. The course is meant to develop both language competence and teaching skills and will therefore focus on classroom language, language learning games, communicative activities, storytelling, songs, intercultural learning, 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 at the “Montessori Grundschule Regensburg” (Prüfeninger Schloßstrasse 73c). Course requirements: presentation, practice lesson, term paper including exemplary lesson plan (“Unterrichtsentwurf”).

Proseminare (praktikumsbegleitend)

35964 TEFL: Theory and Practice (LA Grundschule)

König

Module: ENFDNV-M11.2 (3)

Proseminar, SWS: 2, ECTS: 3

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	12:30	14	s.t.					König	St.-Nikola-Grundschule Regensburg Reinhausen 40/42 93059 Regensburg

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 principles 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 course books 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.

35966 TEFL: Theory and Practice (LA Realschule und Mittelschule)

Hansen

Module: ENFDNV-M11.2 (3)

Proseminar, SWS: 2, ECTS: 3

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	14	16	c.t.				CH 33.1.89	Hansen	

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.

Examensvorbereitung

35969 Zentrale Aspekte und Fragestellungen des Englischunterrichts

Gerlach

Module: ENFDNV-M11.4 (2)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	8:30	10	s.t.				PT 1.0.2	Gerlach	

Dieser Kurs dient zur Vorbereitung auf die Klausur „Fachdidaktik“ im Staatsexamen und als allgemeines Repetitorium, um das Grundlagenwissen für die mündliche Examensprüfung aufzufrischen. Anhand von Prüfungsaufgaben der letzten Jahre sowie darüber hinausgehender Literatur und weiterer Aspekte des Englischlehrens und -lernens werden die wichtigsten fremdsprachendidaktischen Themen diskutiert, analysiert und hinsichtlich ihrer Relevanz hinterfragt. Jeder Teilnehmer sollte im Interesse einer fruchtbaren Diskussion bereit sein, die zu jedem Thema vorgeschlagenen Publikationen vor der jeweiligen Sitzung zu lesen. Leistungsnachweis: Ausarbeitung eines Klausurthemas oder Handout als Informationsgrundlage zu einem Examensthema.

Praktikum

35970 Durchführung und Analyse von Unterricht (in Ausbildungsklassen)

Gruber

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

Praktikum

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	8	13	s.t.					Gruber	vor Ort in den Praktikumsschulen

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

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

Gruber,
Hansen

Module: ENFDNV-fdPra-M11.1 (3)

Seminar, SWS: 2

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
-	n. V.			c.t.			Gruppe 1		Gruber	Lehramt Grundschule Unterrichtsbesuch + Besprechung nach individueller Absprache
-	n. V.			c.t.			Gruppe 2		Hansen	Lehramt Mittel- und Realschule Unterrichtsbesuch + Besprechung nach individueller Absprache

Diese Veranstaltung ergänzt das studienbegleitende Praktikum aller nicht vertieft Studierenden mit Unterrichtsfach Englisch. Während ihres fachdidaktischen Praktikums wird ein Unterrichtsversuch eines jeden Studenten besucht. Anschließend wird die Unterrichtsstunde gemeinsam besprochen und die Studierenden sollen diese reflektieren, sowie auf Stärken und Schwächen der diesen eingehen.

Fachdidaktik für Lehramt Gymnasium (English Language Teaching)

Einführungskurse (Introduction to English Language Teaching)

35975 Introduction to English Language Teaching

Gerlach

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

Vorlesung, SWS: 2, ECTS: 3

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	12	14	c.t.				H 11	Gerlach	

This lecture provides an overview of key concepts and current debates in the field of teaching English as a foreign language. Among these concepts and debates are aspects such as language learning theories, language skills, language teaching methodology, the teaching and learning of literature/culture/media, teaching language domains (vocabulary, grammar, pronunciation) as well as issues concerning evaluating learners' language proficiency in classrooms. Credit requirements: Regular attendance strongly recommended, final exam in last session.

Seminar Kulturdidaktik

35979 Teaching Controversial Issues Using Film and Literature

Gruber

Module: ENFDGYM-M11.2 (3)

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

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

This seminar will discuss the possibilities of using film and literature to address controversial issues such as suicide, bullying, sexual harassment, family issues, (cultural) identity construction, race, class, gender and migration in the EFL classroom. Therefore, the seminar gives insights into different techniques of incorporating Young Adult Fiction, short stories, TV series and movies into English lessons in order to use their motivational benefits, make the students discuss controversial issues and raise awareness about social problems. Credit requirements: Active participation, short presentation, term paper including exemplary lesson plan ("Unterrichtsentwurf"). Recommended reading will be discussed and presented at the beginning of the course. Students can only take part in this seminar after they have successfully passed the introduction to ELT.

Oberkurse (Sprach- und Literaturdidaktik)

35985 Bilingual Education (CLIL)

Gerlach

Module: ENFDGYM-M11.3 (4)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	10	12	c.t.				PT 1.0.2	Gerlach	

The idea of teaching subjects in English as a foreign language is a fashionable approach and enables students to gain additional language competence. Still, merely conducting a history or biology class in English does not do the concept (and the learners) justice. The idea of Content and Language Integrated Learning (CLIL) is discussed in this seminar alongside methodical approaches of teaching subject classes in English. Credit requirements: Active participation, short presentation, exemplary lesson plan ("Unterrichtsentwurf"). Recommended reading will be dis-

cussed and presented at the beginning of the course.

35986 Teaching and Learning (in) Contexts - A Project and Research Seminar Gerlach

Module: ENFDGYM-M11.3 (4)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Do	Einzel	9	17	c.t.	05.04.2018	05.04.2018		VG 1.37	Gerlach	Blockkurs in der vorlesungsfreien Zeit
Fr	Einzel	9	13	c.t.	06.04.2018	06.04.2018		VG 0.05	Gerlach	
Mo	Einzel	9	17	c.t.	16.07.2018	16.07.2018		VG 0.05	Gerlach	
Di	Einzel	9	13	c.t.	17.07.2018	17.07.2018		VG 0.05	Gerlach	

Ausgehend von der Idee, dass das Lernen und Lehren von Fremdsprachen sich nicht alleine auf methodische Ansätze beschränken kann (und darf), soll in diesem Seminar gemeinsam mit den Teilnehmerinnen und Teilnehmern zu Kontexten des Englischunterrichts diskutiert und geforscht werden. Wir beschäftigen uns u.a. mit folgenden Fragen: Was macht den *English classroom* aus? Wie lässt er sich für Lehrkräfte, Lernende und Unterrichtsgegenstände beschreibbar machen? Wie erkenne ich als Lehrkraft, was (un)nötig ist, damit meine Lernenden von meinem Unterricht profitieren? Der Blockkurs ist in einen Erarbeitungsblock zu Beginn des Semesters eingeteilt, auf den ein semesterbegleitendes Forschungs-/Praxisprojekt (in Eigenverantwortung der Studierenden) folgt. Die Ergebnisse der Projektphase werden im semesterabschließenden Block vorgestellt und ausgewertet. Scheinvoraussetzungen: Aktive Beteiligung, kurze Präsentation, Hausarbeit.

35987 Explanations in English Language Teaching Gastl-Pischetsrieder

Module: ENFDGYM-M11.3 (4)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
-	Block	09:15	16	s.t.	03.04.2018	06.04.2018		VG 2.45	Gastl-Pischetsrieder	

This seminar will focus on explanations in theory and practice. 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 by watching videotaped explanations and by practicing how to give explanations themselves. This seminar will partially take place with a respective seminar in the Didactics of Mathematics in order to experience and reflect on our understanding of less familiar topics (no maths skills needed!). Requirements for course credits: active participation, oral presentations, portfolio. Recommended reading: Keßler, Jörg-U. "Englischdidaktik in Erklärungsnot. Implizites und explizites Wissen und die Rolle der Bewusstmachung im schulischen Englischunterricht." Erklären – Gesprächsanalytische und fachdidaktische Perspektiven. Ed. Rüdiger Vogt. Tübingen: Stauffenburg Verlag, 2009. 93-108. Print. Registration via LSF. Note: Students can only take part in the *Oberkurs* after they have successfully passed the introduction to ELT.

Examensvorbereitung

35992 Examensvorbereitung, Englisch Lehramt vertieft

Gruber

Seminar, SWS: 2, Max. Teilnehmer: 20

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

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. Hierfür werden die fachdidaktischen Kenntnisse bezüglich der vier im Staatsexamen gestellten Themenbereiche weiter vertieft: Sprachlerntheorien und individuelle Voraussetzungen des Spracherwerbs, Theorie und Methodik des kommunikativen Englischunterrichts, Theorien und Ziele des interkulturellen Lernens und deren Umsetzung im Unterricht, Ziele und Verfahren der Textarbeit im Hinblick auf interkulturelle, literarische und sprachliche Bildungsziele. Für die jeweiligen Aufgabenbereiche werden zudem verschiedene Staatsexamensaufgaben bearbeitet und gemeinsam besprochen.

Kein Erwerb von Leistungspunkten möglich. Anmeldung über LSF.

Veranstaltungen der Universitätsbibliothek und weitere Veranstaltungen

60514 Fit fürs Studium - Grundlagen der Medien- und Methodenkompetenz für das Recherchieren, Präsentieren, Schreiben, Zitieren (Onlinekurs)

Bachmaier

Module: RZ-M06 (3), MEI-BF-WB-fachintern (), RZ-M51.1 (), WB-SLA ()

Kurs, SWS: 2

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.			c.t.	18.04.2018	06.06.2018			Bachmaier	

Onlinekurs vom 18.04.2018 - 06.06.2018; Anmeldung direkt im G.R.I.P.S.-Kurs

Seminararbeiten und Referate meistern: Lernen Sie in dem 6-wöchigen Online-Kurs alle wichtigen Tools zum Recherchieren, Lernen, Präsentieren, Schreiben und Zitieren von Rechenzentrum und Bibliothek kennen. Entscheiden Sie dabei selbst, wann und wo Sie lernen möchten! Sie können sich in den Kurs selbst einschreiben: <https://elearning.uni-regensburg.de/course/view.php?id=19319>

Leistungsnachweis: Übungsaufgaben und Abschlussklausur

IT-Projektkompetenzen für Geistes-, Sozial- und Sprachwissenschaften

Allouche

Module: WB-IMSK (), AVM-MA-ZP ()

Kurs, ECTS: 3 (2 SWS) bzw. 6 (4 SWS), Max. Teilnehmer: 50

Online-Kurs im iLearn-Portal der Technischen Hochschule Deggendorf. Anmeldung über LSF von 29.01. bis 12.04.2018 möglich. Kursbeschreibung siehe LSF.

C. Für Interessierte

RUPs, too

The RUPs have been a part of the University of Regensburg since 1967, 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 in PT 3.2.50, or by email: jamie.kohen@ur.de, or check out the RUPs, too Facebook page.

Universitätsbibliothek

Die Universitätsbibliothek besitzt neben Büchern und Zeitschriften u. a. auch hunderte britischer und amerikanischer Filme und Dokumentationen auf DVD und englischsprachige Hörbücher auf CD, die von Studierenden entliehen werden können. Kataloge sind über die Homepage der Universitätsbibliothek verfügbar.

English Language Resources

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

Found on the departmental home page under Informationen für Studierende → Links & Resources, this site offers links to newspapers and magazines, the library, cultural studies, practical language resources, and universities in the UK, USA, Ireland, and Canada.

Exkursion nach Irland

Wegen der begrenzten Teilnehmerzahl (8) werden InteressentInnen gebeten, sich baldmöglichst mit Herrn Dr. Lenz (PT 3.2.44) in Verbindung zu setzen. Termin und Beschreibung: siehe Rubrik "Anglistik: Cultural Studies Advanced".