

INSTITUT FÜR ANGLISTIK UND AMERIKANISTIK



KOMMENTARE

für das Studium im

Sommersemester 2015

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Zimmer PT 3.2.68

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Studienberatung:

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

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

Sprechstunden Sommersemester 2015

Name	Sprechzeit	Raum PT	Tel.: 943-
ARRINGTON, Doris-Gudrun	Di 12.30-14	3.3.88	3429
ABBECK, Akad. Dir. Dr. Johann	Fr 10-12	3.3.106	3488
BAURIDL, Dr. Birgit	Mo 17-18, Do 11-12	3.2.85	3509
BERGMANN, Birthe	n.V.	3.3.105	5781
BIERMEIER, Dr. Thomas	nach Veranstaltung		
BOEHM, Dr. Katharina	Di 11-12.30	3.2.59	3499
BRATO, Dr. Thorsten	n.V.	3.2.79	3503
BRUNNER, Thomas	nach Veranstaltung		
BUSCHFELD, Dr. Sarah	Di 10.30-12.30	3.2.81	3505
CAVANNA, Augustus	Di 12-14	3.2.87	3511
CHAPPELL, Prof. Dr. Ben	nach Veranstaltung		
DECKER, Martin	Mi 13-14	3.2.47	3466
DEPKAT, Prof. Dr. Volker	Di 14-15, Mi 10-11	3.2.71	3476
FACKLER, Katharina	Do 9-11	3.2.70	3475
FARKAS, Dr. Anna	Di 10-11, Do 10-11	3.2.59	3499
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GEBAUER, Dr. Amy	Mi 10:15-12	3.3.88	3429
GESSNER, PD Dr. Ingrid	Do 9-10 u. 14-15	3.2.70	3475
GRAF, Thomas	Mi 13-14	3.2.56	3781
HEBEL, Prof. Dr. Udo	siehe Homepage	3.2.73	3478
HERFELD, Dr. Dorith	Mo 11-12, Di 12-13	2.3.61	3501
HILL, Sophie	Mi 10-12	3.2.50	3469
HITZFELDER, Heike	nach Veranstaltung		
KAUTZSCH, Dr. Alexander	Di 10-12	3.2.69	3474
KERVICK, Mike	Do 14-16	3.2.58	3498
KIRCHHOFF, Prof. Dr. Petra	Di 16-17	3.3.104	5727
KOCH, Walter	nach Veranstaltung		

Name	Sprechzeit	Raum PT	Tel.: 943-
KOHEN, Jamie	Di 12-13, Mi 11-12	3.2.50	3469
LEIKAM, Dr. Susanne	Mi 12-14	3.2.83	3507
LENZ, Akad. Dir. Dr. Peter	Mo 11-13	3.2.44	3506
MCINTOSH-SCHNEIDER, Julia	Mo 14-16	3.2.57	3497
MÖDL, Gabriele	Mo-Do 10-12.30	3.2.62	3667
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NEULAND, Christina	neuland@glibber-bis-graezist.de		
NEUMAIER, Theresa	Do 16-18	3.2.55	3046
PETZOLD, Prof. Dr. Jochen	Di 11:45-13:15	3.2.45	2486
REGNAT, Josef	nach Verantst.	Josef.Regnat@t-online.de	
SCHINDLER, Peter	nach Veranstaltung		
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 14.30-16.30	3.2.83	3507
UPPENDAHL, Steve	Fr 10-12	3.2.88	1809
WALLER, Peter	Mi 13-14 u. 16-17	3.2.60	3500
WEBER, Miriam	nach Veranstaltung		
WEIG, Heide-Marie	nach Verantst.	3.2.43	3463
WEINZIERL, Florian	Mi 14-16	3.2.86	3510
ZEHELEIN, Prof. Dr. Eva-Sabine	Mi 14-15	3.2.73	3478
ZWIERLEIN, Prof. Dr. Anne-Julia	Mo 14-15	3.2.48	3467

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

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

Stand der Drucklegung:16 Januar 2015

A. Allgemeines

1. Studienplanung

1.1 StudienanfängerInnen: Informationsveranstaltungen

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

1.2 Struktur des Studiums

1.2.1 Prüfungsordnungen u. Pflichtleistungen

Erfolgreiches Studieren erfordert eine frühe und umfassende **Studienplanung**. Dies setzt die Vertrautheit mit den formalen und prüfungstechnischen Rahmenbedingungen des jeweiligen Studienganges voraus. **Studien- und Prüfungsordnungen** für die verschiedenen Studiengänge sind im Internet verfügbar (www.uni-r.de >> „Studium“ >> „Modulbeschreibungen, Prüfungs- und Studienordnungen“). Das genaue Studium der Prüfungsordnungen wird im Interesse eines geordneten Studienverlaufs dringend empfohlen! Auch ist es ratsam, grundsätzlich und insbesondere bei Unsicherheiten sowohl die allgemeine als auch eine fachspezifische **Studienberatung** in Anspruch zu nehmen. Allgemeine einführende Hinweise für das Studium der Anglistik und Amerikanistik finden sich auf der Homepage (URL: s. Seite 3 unten).

1.2.2 Neuerungen in der Modulordnung zum Wintersemester 2012/13

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

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

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

Eine umfassende Aufstellung der Änderungen im Einzelnen kann über die Homepage des Instituts eingesehen werden (Informationen für Studierende → Vorlesungsverzeichnis / und: Informationen für Studierende → Lehramt Englisch / B.A. Bachelor of Arts → Studienaufbau → Modulkataloge).

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

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

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

*: je nach Auflistung im Modulkatalog.

Tab. 1: Verteilung der Leistungspunkte auf die Kurstypen

1.3 Hinweis zu den Tabellen der Pflichtleistungen

Bitte beachten:

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

1.4 Bekanntmachungen, Informationsveranstaltungen & Newsletter

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

2. Wichtige Termine u. Fristen

2.1 BewerberInnen und StudienanfängerInnen

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

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

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

2.1.2 Master-Studiengänge

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

2.2 Online-Kursanmeldung (LSF)

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

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

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

→ <https://lsf.uni-regensburg.de>

Anmeldefristen:

- | |
|---|
| <p>→ Mo, 6.4.2015 – Do, 9.4.2015 für alle Erstsemester-relevanten Kurse
- GLC A - Introduction to Engl. and Am. Literary Studies
- Introduction to Engl. Linguistics</p> <p>→ Mo, 19.1.2015 – So, 22.2.2015 für alle anderen Kurstypen
(GLC B, C; Composition; Sprachmittlung; Pronunciation Exercises; Proseminare, Seminare, Hauptseminare, Mittel-/Altenglisch, Cultural Studies, Fachdidaktik, Examenskurse)</p> |
|---|

Es gilt **Folgendes**:

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

→ **FlexNow-Anmeldefrist** für Kurse des SS 2015: **Mo, 27. April 2015 – Fr, 3. Juli 2015**

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

Anmeldefrist zur **Ausspracheprüfung** (Pronunciation Exam): **Mo, 22. Juni – Fr, 3. Juli 2015** (Achtung: für diese Prüfung ist zusätzlich auch eine Anmeldung in LSF erforderlich; Genaueres dazu gibt es Anfang Juni in einer Rundmail).

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

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

Bitte beachten:

Es werden **keine Nachmeldungen** vorgenommen für Studierende, die den Anmeldezeitraum verpasst haben! 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, so dass eventuelle Probleme (Login-Probleme, TAN-Funktionalität, evtl. fehlende Kurse, falsche Leistungspunktangaben, Unklarheiten zu Prüfungsordnungen, etc.) rechtzeitig untersucht und behoben werden können! Die AnsprechpartnerInnen im Studienorganisationsbüro sind Ihnen dabei gerne behilflich.

B. Lehrveranstaltungen

Bekanntmachungen zu Änderungen des Veranstaltungsangebotes:

Auch nach Erscheinen der Druckversion der Kommentare können sich noch **Änderungen** ergeben, einerseits, da die Raumplanung oft erst in den ersten Vorlesungswochen abgeschlossen werden kann, andererseits, um das Kursangebot besser am tatsächlichen Bedarf ausrichten zu können.

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

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

Erläuterungen zur Modulzuordnung in LSF:

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 (Link zu den Modulbeschreibungen).

Unterrichtssprache:

Lehrveranstaltungen mit englischsprachigem Titel werden auf Englisch durchgeführt.

Englische Sprachwissenschaft / English Linguistics

Thematische Vorlesungen

35700 English Lexicology

Schneider

Vorlesung, SWS: 2

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mi	wöch.	8.30	10	s.t.				H 8	Schneider	

Lexicology is the sub-discipline of linguistics which deals with the vocabulary as a level of language organization. More specifically, it shows that the set of words of a language, at first sight merely an enormously large number of independent items which can at best be listed alphabetically, is in fact not a chaotic accumulation but rather an ordered network of units which are connected by complex internal structures. These relationships have psycholinguistic reality and constitute part of our linguistic knowledge, so, for instance, they can also make language learning and vocabulary acquisition more effective. Conventionally, lexicology is subdivided into the two disciplines of lexical semantics and word formation, which describe systematic relationships on each of the two sides of a linguistic sign (after Saussure), i.e. *signifié* - *signifiant*, or meaning - form, respectively. Thus, after an introductory part the first half of this lecture will give a survey of the concepts and problems of lexical semantics, the description of word meanings. After addressing some basic questions of semantics in general, we will be looking at the theories of word fields, lexical features, semantic prototypes, semantic relations, metaphor and metonymy, syntagmatic semantics, polysemy and vagueness of meaning, and semantic change. The second part will then be devoted to word formation, including fundamental issues like productivity or lexicalization, as well as the types and processes of word formation in English. No registration required (except FlexNow). Requirements for course credits: regular attendance, final exam (4 CP; BA and LA students); reading a book and writing a book review in addition to the above (8 CP; MA students).

Pflichtvorlesungen der Basismodule

35702 The Structure of English

Schneider

Vorlesung, SWS: 2

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	8.30	10	s.t.				H 2	Schneider	

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

Vorlesung, SWS: 2

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	10	12	c.t.				H16	Fischer	

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

Einführungskurse

35705 Introduction to English Linguistics

Brato, Buschfeld, Kautzsch, Neuland,
Neumaier, Schleburg, Siebers

Seminar, SWS: 3, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mo	wöch.	16	18	c.t.			Gr. 1	ZH 4	Kautzsch	
Di	wöch.	8	9	c.t.			Gr. 1	ZH 4	Kautzsch	
Di	wöch.	18	19	s.t.			Gr. 2	ZH 6	Schleburg	
Mi	wöch.	12	14	c.t.			Gr. 2	ZH 6	Schleburg	
Mi	wöch.	8	10	c.t.			Gr. 3	PT 1.0.2	Buschfeld	
Do	wöch.	18	19	c.t.			Gr. 3	PT 1.0.2	Buschfeld	
Mi	wöch.	8	10	c.t.			Gr. 4	ZH 5	Neumaier	
Do	wöch.	18	19	c.t.			Gr. 4	VG_2.45	Neumaier	
Mi	wöch.	18	20	c.t.			Gr. 5	PT 2.0.3A*	Siebers	
Do	wöch.	13	14	c.t.			Gr. 5	PT 2.0.3A*	Siebers	
Do	wöch.	12	13	c.t.			Gr. 6	PT 2.0.3A*	Neuland	
Fr	wöch.	10	12	c.t.			Gr. 6	ZH 4	Neuland	
-	Block	9	12.30	c.t.	31.8.	11.9.	Gr. 7	PT 2.0.3A	Brato	Blockkurs
-	Einzel	13	15	s.t.	18.9.		Gr. 7	PT 2.0.3A	Brato	Klausur
-	-			c.t.	9.2.15	23.2.15	s. LSF WS 14/15		Kautzsch	Blockkurs

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

Proseminare

35714 English in the British Isles

Brato

Proseminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mo	wöch.	12	14	c.t.				H 6	Brato	

Nowhere in the English-speaking world is there more linguistic variation than in the British Isles. You can often spot the regional and social background of a speaker by just listening to a sentence or two of their speech while for others – mainly those of the English elite – there is little indication of where they come from. In this course we will focus on how English differs in the British Isles mainly with regard to pronunciation and morphosyntax, but will also include lexical variation and pragmatics where appropriate. After a brief historical overview on the development of English we will turn to each of the four main varieties (England, Scotland, Wales and Ireland) in turn. We will discuss some of the classic studies from the 1970s as well as more recent research e.g. in the context of 'Multicultural London English'. Requirements: Active participation an in-class presentation on one of the topics as well as a term paper. A very good overview of variation in the British Isles is provided by: Britain, David (ed.). 2007. *Language in the British Isles* (2nd edn.). Cambridge: Cambridge University Press. Additional material will be made available in a 'Semesterapparat'.

35715 Discourse Analysis

Neumaier

Proseminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mi	wöch.	10	12	c.t.				VG_0.15	Neumaier	

Discourse Analysis is a comparatively new area within the field of English Linguistics. It focuses on language in use which it regards as being closely connected to social, political and cultural aspects – and therefore overlaps with many other academic disciplines, such as anthropology or sociology. This course will cover a range of aspects within this field of investigation: after approaching the concept of "discourse", we will look into different ways of investigating linguistic units higher than the sentence, such as text linguistics, Speech Act Theory or Grice's co-operative principle. We will deal with interactional sociolinguistics and discuss the way social relationships are negotiated through language, e.g. when it comes to the concept of face or politeness. Then we will focus on how interaction is structured, i.e. we will cover Conversation Analysis and also take a closer look at research methods used in this field of study (which includes the opportunity of a task-based analysis). Furthermore, the course will deal with language and gender, the notion of power and Critical Discourse Analysis. Requirements: active participation, regular readings, a presentation and a term paper. – Online registration.

35716 English Word Formation**Biermeier**

Proseminar, SWS: 2, Max. Teilnehmer: 15

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

The way English words are created seems to be an intriguing mystery, which can only be solved by reading and learning as much as possible about the formation of words. In this course students will be made familiar with the well-known but also unusual properties of the ways in which words are built in English. For a start, we will give an overview of the main categories of word-formation, such as compounding, conversion and affixation. Then we will look at less prominent types that have become rather trendy in recent years (back-formation, clipping, blending, abbreviation), especially as regards their use by the media. All categories will be documented by a sufficient number of examples, which are drawn from dictionaries and computer corpora such as the British National Corpus, the Corpus of Contemporary American English and the International Corpus of English. In an additional section different approaches to word-formation will be dealt with and students will get an insight into the methodological problems of obtaining and analyzing relevant data drawn from various sources. Finally, we will put the traditional distinction between British and American English to the test. In this respect, English as a global language will be dealt with, too. Requirements are two presentations in class, regular attendance and participation, as well as a written exam. The seminar will be largely based on: Bauer, Laurie and Rodney Huddleston. 2002. "Lexical Word-formation." In Huddleston and Pullum, eds. *The Cambridge Grammar of the English Language*. Cambridge: University Press, 1621-1721. Plag, Ingo. 2003. *Word-Formation in English*. Cambridge: University Press. Schmid, Hans-Jörg. 2011. *English morphology and word-formation. An introduction*. Berlin: Erich Schmidt.

35717 Cognitive Linguistics**Brunner**

Proseminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mi	wöch.	18	20	c.t.				ZH 6	Brunner	

Cognitive Linguistics is a young and highly influential branch of linguistic research. Cognitive linguists have a very special view of what language is and what it means to know a language: While traditional grammars have reduced language to an autonomous system with its own set of abstract rules and regularities, cognitive linguists believe that the principles underlying language use are intimately related to all the other cognitive abilities which we have. Cognitive linguistics, thus, provides psychologically plausible explanations for properties of grammar which seem arbitrary at first sight. For this reason, a cognitive approach to grammar has radical consequences for our understanding of semantics, morphology and syntax. This class will provide an accessible hands-on introduction to cognitive linguistics. In addition to covering the general implications of such an approach, it will be demonstrated that many of the problems you know from traditional grammar can be solved in a simple and elegant way by taking a cognitive stance. What is more, cognitive approaches are also highly relevant for the fields of language acquisition and language teaching (and, incidentally, for the Bavarian state exam syllabus). Requirements include short readings and two reading quizzes, a presentation and a term paper. – Online registration.

35718 Historical Sociolinguistics**Siebers**

Proseminar, SWS: 2, Max. Teilnehmer: 15

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

In recent years, insights and methods from sociolinguistics have been applied to the field of historical linguistics in order to identify the sociolinguistic forces in the history of English. Focusing on the social context in which language change occurs, historical linguists have mainly dealt with morphological and syntactic changes, language standardisation and codification as well as language contact. New primary data that allow for such analyses of language change have become available, especially letters of all types. It is the study of these letters that we will focus on in the seminar to see how they can be used to inform our understanding of the sociolinguistic nature of changes in English. After an introduction to the field of historical sociolinguistics, we will discuss a number of case studies and students will have the opportunity to choose from a number of letter collections as a basis for their in-class presentations. Requirements: active participation, presentation and term paper. Recommended reading: McColl Millar, Robert. 2012. *English Historical Sociolinguistics*. Edinburgh University Press.

35719 World Englishes**Buschfeld**

Proseminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Do	wöch.	16	18	c.t.				W 115	Buschfeld	

Today different varieties of English are spoken around the world as native, second, and foreign languages. This class will focus on "Postcolonial Englishes" (PCEs), i.e. varieties of English that emerged out of colonial and postcolonial contexts. We will look into different approaches to and models of World Englishes, as well as into the (socio)linguistic characteristics of individual PCEs. In addition to that, the course will provide an introduction to linguistic research methods and data collection. The seminar will be largely based on: Schneider, Edgar W. 2007. *Postcolonial English. Varieties Around the World*. Cambridge: Cambridge University Press. Schneider, Edgar W. 2011. *English Around the World. An Introduction*. Cambridge: Cambridge University Press.

Seminare**35722 Altenglische Sprache und Kultur****Schleburg**

Seminar, SWS: 2, Max. Teilnehmer: 25

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

Trotz aller Internationalität verrät noch das Englische der Gegenwart im Grundwortschatz und in den morphologischen Strukturen seine germanische Herkunft. In den ältesten schriftlichen Zeugnissen fallen die ererbten Gemeinsamkeiten mit dem Deutschen noch weit stärker ins Auge, und viele Unregelmäßigkeiten der neuenglischen Grammatik werden als Relikte früherer Regeln erkennbar. Dieser Kurs stellt Schreibkonventionen, Lautsystem, Morphologie, Wortschatz und Syntax des Alt-englischen anhand einer Textsammlung vor, die zugleich einen Eindruck von Reiz und Vielfalt der angelsächsischen Überlieferung vermitteln soll. — Elektronische Anmeldung. Anforderungen für Erwerb von Leistungspunkten: Übungsaufgaben und Klausur. Textgrundlage: W. Obst & F. Schleburg, *Lehrbuch des Altenglischen*, Heidelberg 2004.

35723 Mittelenglische Sprache und Kultur**Schleburg**

Seminar, SWS: 2, Max. Teilnehmer: 25

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

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

35725 Altenglisch für Fortgeschrittene**Schleburg**

Seminar, SWS: 2, Max. Teilnehmer: 30

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

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

35726 Mittelenglisch für Fortgeschrittene**Schleburg**

Seminar, SWS: 2, Max. Teilnehmer: 30

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

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

35727 Altenglisch für Examenskandidaten**Schleburg**

Seminar, SWS: 2, Max. Teilnehmer: 30

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

Anhand früherer Examensklausuren (die gesammelt auf dem K-Laufwerk verfügbar sind) werden in diesem freiwilligen Kurs noch einmal die in den Augen der Aufgabensteller wichtigsten Themenbereiche der historischen Grammatik wiederholt, die Anwendung auf konkrete Beispiele geübt und nicht zuletzt der ganz eigene Jargon der Textsorte „Bayerisches Staatsexamen“ ergründet. Eine sinnvolle Teilnahme setzt die Inhalte des Fortgeschrittenen-

Kurses und die regelmäßige Vorbereitung der besprochenen Aufgaben mithilfe der empfohlenen Fachliteratur voraus. — Keine Anmeldung erforderlich.

35729 Syntaktische Analysen

Kautzsch

Seminar, SWS: 2, Max. Teilnehmer: 80

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mi	wöch.	12	14	c.t.				H 23	Kautzsch	

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

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

Fischer

Seminar, SWS: 2, Max. Teilnehmer: 30

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

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

35733 Sprachwissenschaft im Staatsexamen (Grund-, Mittel-/Haupt- und Realschulen)

Fischer

Seminar, SWS: 1, Max. Teilnehmer: 30

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mi	wöch.	15	16	c.t.				ZH 5	Fischer	

Dieses einstündige Seminar ist für Studierende des Lehramts an Grund-, Mittel- und Realschulen gedacht, die zum nächsten Prüfungszeitraum die schriftliche Prüfung Staatsexamen Unterrichtsfach Englisch ablegen möchten. Wir werden uns intensiv mit den früheren Staatsexamensklausuren beschäftigen und je nach Bedarf bestimmte Themen und Aufgabentypen behandeln. Unter GRIPS Text Analysis können die Staatsexamensklausuren heruntergeladen werden. Die Anmeldung erfolgt elektronisch.

35734 Your Final Thesis: Researching and Writing Strategies

Schneider

Seminar, SWS: 1

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Do	14-tägig	10	12	c.t.				ZH 8	Schneider	

The purpose of this class is to provide structured advice and continuous guidance to students who are writing a final thesis (BA, Master, or *Zulassungsarbeit*). Participation is obligatory for students currently working on such a thesis under my supervision, and open to those who consider doing so in the near future. In each session I will address and survey a topic of general interest (like finding references; finding data and sources; structuring a thesis; preparing a references list; analyzing a data set from qualitative or quantitative perspectives; working with

corpora; handling tables, graphs, and appendices; grading criteria; writing and style; etc.) before we move on to a discussion of progress reports and queries based on individual, ongoing projects.

35735 Phonemic Transcription **Schleburg**

Übung, SWS: 1, Max. Teilnehmer: 35

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mo	wöch.	11	12	c.t.			Gr. 1	W 115	Schleburg	
Mi	wöch.	11	12	c.t.			Gr. 2	H 39	Schleburg	

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

Hauptseminare

35738 English Lexicography **Schneider**

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

Dictionaries are an important tool for any student of language, so it is important to understand how and why they are compiled as well as what kind of information they provide. The character of some English dictionaries has changed quite radically over the last decades – for example, they provide extensive grammatical information (such as *LDOCE*), they are more strictly corpus based (such as *COBUILD*), or they are specialized to cover specific properties of lexical items that traditional dictionaries have tended to ignore (such as the *BBI Dictionary of Collocations*). Increasingly, dictionaries are available as electronic resources: as CD-ROMs or websites which accompany conventional dictionaries (and offer new modes of accessing and using the data), as smartphone apps (such as “Leo”), or online (such as the “Urban Dictionary”). In this seminar we will get familiarized with the historical, methodological and conceptual basics of lexicography and with a range of different dictionaries. Topics will include a historical overview (from the beginnings of English lexicography as lists of “hard words” via Dr. Johnson’s dictionary to the *OED*, including its continuously updated electronic version), the procedure of dictionary-making as well as types and properties of dictionaries, and characteristic features, advantages and drawbacks of various modern dictionaries of English. Some of this material will be introduced and covered by me, including some exercises; other parts will be worked out by obligatory reading, class discussion, and student presentations. Students will have to read a textbook on the subject (which, incidentally, is also on the obligatory reading list for the final written *Staatsexamen* for LA students), and they will have to prepare a presentation in which one particular dictionary is introduced, characterized, assessed, and applied for specific tasks or exercises. As far as possible, emphasis will be placed on practical tasks for which the dictionaries under discussion will have to be employed. Obligatory reading: Bo Svensén. 2009. *A Handbook of Lexicography. The Theory and Practice of Dictionary-Making*. Cambridge: Cambridge University Press.

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

The concept *genre* is taken to be the organizing principle of language in use. According to Swales, it is a "class of communicative events, the members of which share some set of communicative purposes" (1990: 58). The notion of *genre analysis* extends linguistic analysis from linguistic description to explanation, taking functional and socio-cultural aspects into account. In this Hauptseminar, we will investigate language variation across (non-literary) genres. First of all, we will deal with general characteristics of genre analysis as well as comprehensive analytical frameworks including both situational and linguistic characteristics of genres. Then we will zoom in on the differences of particular genres, which will enable us to recognize the defining features of genres in general, and to understand the reasons why genres have certain characteristics, in terms of their functions and intended audiences. Students are asked to choose a genre of their interest. You are then supposed to become familiar with the research findings and applications of the respective genre, and, working in a group, introduce the genre to the class through practical application. Possible genres are: news reportage, academic writing, computer-mediated discourse (websites, emails, chats), TV programmes (talk shows, sitcoms), university lectures, radio interviews, business communication, classroom English, conversations (face-to-face, speeches, story-telling), tourist brochures.... – Requirements: regular attendance, reading assignments, quiz, group presentation, one research paper. Introductory readings: Bhatia, Vijay K. 1993. "Approach to genre analysis." In: *Analysing genre. Language use in professional settings*. London: Longman. pp. 13-41; Bhatia, Vijay K 2004. "Perspectives on written discourse." In: *Worlds of written discourse*. London: Continuum, pp. 3-25; Swales, John M. 1990. "The concept of genre." In: *Genre analysis. English in academic and research settings*. Cambridge: CUP, pp. 33-67; Swales, John M. 2004. "Toward a world of genre." In: *Research genres. Explorations and applications*. Cambridge: CUP, pp. 1-32.

Oberseminare

Seminar, SWS: 2, Max. Teilnehmer: 25

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Do	wöch.	8.30	10	s.t.				PT 2.0.3A*	Schneider	

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

Anglistik / British Studies

Vorlesungen

35750 Shakespeare and Contemporaries Zwierlein

Vorlesung, SWS: 2

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

This lecture course focuses on Shakespeare and contemporaries, situating literary and non-literary texts within central cultural and historical developments of the early modern period (or 'Renaissance') up to the Restoration. The course will emphasize throughout the political significance and political interpretation of literary texts – and the 'ideology' of genre (Fredric Jameson). With a view to domestic politics, foreign policy, questions of the legitimacy of government and social stratification, we will discuss the ideological work done by early modern drama (Shakespearean and other: tragedies; comedies; history plays; romances; 'city comedies'; 'revenge tragedies'), poetry (sonnet cycles; country-house poems; elegies; epic poetry), and narrative ('proto-novels'; utopias; travel narratives; mothers' advice books). Our topical issues will be overseas travel and colonization, the beginnings of racialization, early modern science, religion and superstition, early modern capitalism, urban expansion, gender relations and the special social and cultural situation of female writers. Among the authors covered will be William Shakespeare as well as: Philip Sidney, Edmund Spenser, Thomas Nashe, Walter Raleigh, Ben Jonson, Christopher Marlowe, Elizabeth I., Thomas Middleton, Aemilia Lanyer, Mary Wroth, and Margaret Cavendish. Requirements: written final exam. Texts: Greenblatt, Stephen, ed. *The Norton Anthology of English Literature: The Middle Ages through the Restoration and the Eighteenth Century*. 9th ed. Vol. 1. New York: W.W. Norton, 2012.

35751 The Empire Writes Back: Writing About/From the (Former) Colonies Petzold

Vorlesung, SWS: 2

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

In the first part of this lecture, we will look at British texts representing colonialism and the colonies from Shakespeare to the 20th century. We will examine how 'colonial discourse' shapes its object, reinforcing racist hierarchies, suppression and exploitation. In the second part, we will then look at some texts of the so-called 'New English Literatures' that have developed in the former colonies; here, the focus will be on texts from India and the African continent, particularly South Africa. Thus, the lecture will provide an introduction to 'colonial' and 'post-colonial' literature in English, and it will examine some of the key concepts of 'post-colonial studies'. Master's Students: This lecture counts as "Modern Theories of Literature" (M32.1). Requirements: final exam.

Pflichtvorlesungen der Basismodule

35753 Introduction to British and Irish Studies Lenz, Waller

Vorlesung, SWS: 2

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

This course is our introduction to the study of the British Isles. It will focus on selected issues in British and Irish history and institutions, élite and popular culture, social and ethnic diversity, and

the struggle for national identity. We will look at the theory and methodology of cultural studies. Guests from all faculties are welcome in the lecture. The principal course material will be our own reader, *Sceptred Isles*, and you should read the introduction to it before the first lecture. This course is designed to take you from school level on into university study. We do assume a good *Oberstufe*-level of general awareness of British affairs. If you are not sure of this, read Rainer Jacob, *Abiturwissen Englisch: Landeskunde Großbritannien* and make sure you are thoroughly conversant with it BEFORE the semester begins. Final exam: NEUER TERMIN: 17.07.: 14:15 bis 17:45. Hinweis: Diese Introduction-Vorlesung ist nicht verpflichtend für LA GS/HS, ein Besuch wird als Vorbereitung auf das Seminar 'British and Irish Cultural Studies' jedoch empfohlen.

Einführungskurse Literaturwissenschaft

35755 Introduction to English and American Literary Studies Boehm, Decker, Farkas, Herfeld

Seminar, SWS: 3, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mo	wöch.	8	11	c.t.			Gr. 1	CH 33.0.87	Herfeld	
Mi	wöch.	10	13	c.t.			Gr. 5	ZH 4	Boehm	
Do	wöch.	11	14	c.t.			Gr. 6	S 008 *	Farkas	
Fr	wöch.	11	14	c.t.			Gr. 7	PT 2.0.3A*	Decker	
-	-			c.t.			Gr. 8		Herfeld	Blockkurs
-	-			c.t.	23.2.15	13.3.15	s. LSF WS 14/15		Herfeld	Blockkurs

The course will familiarize students with fundamental knowledge and skills necessary for the study of English and American literatures. Participants will be introduced to critical concepts such as "literature," "culture," and "text." Influential theoretical approaches, critical methods, and the basics and problems of literary history, canonization, and periodization will be discussed. By covering representative examples of all major literary forms, we will explore a broad variety of literary representations and apply important technical terms and concepts to the analysis of specific texts. Practical problems of research and writing (e.g., how to find and quote secondary literature) will also be addressed. Tutors will help students with course work and assignments. All sections of this "Introduction to English and American Literary Studies" offered by the Institut für Anglistik und Amerikanistik will follow a shared syllabus and will conclude with a written exam on Tuesday, 21 July 2015, 9-12. – 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. Further course materials, mandatory readings, and course requirements will be announced in the first meetings [siehe Parallelangebot der Amerikanistik!].

Seminare British and Irish Cultures

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

Seminar, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mo	wöch.	8	10	c.t.			Gr. 1	ZH 6	Waller	
Mo	wöch.	14	16	c.t.			Gr. 2	PT 2.0.3A*	Waller	
Di	wöch.	8	10	c.t.			Gr. 3	PT 2.0.3A*	Herfeld	
Di	wöch.	10	12	c.t.			Gr. 4	ZH 6	Herfeld	
Di	wöch.	12	14	c.t.			Gr. 5	PT 1.0.2	McIntosh-Schneider	
Mi	wöch.	18	20	c.t.			Gr. 6	PT 1.0.2	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 read the introduction to it before coming to the first meeting of class. You are expected to read all the texts contained in the reader in the course of the semester, but will do detailed study only on the sections your class teacher chooses. Other primary materials will vary from group to group, but will include video material which is available in the library on DVD, as well as current news reports, as your class teacher directs. Secondary readings (academic articles) will be found together with other helpful materials in the Course Pack. The date of the assessment will be announced by your teacher. Hinweis: Die 'Introduction to British and Irish Studies'-Vorlesung ist bei LA GS/MS als Voraussetzung für das Seminar 'British and Irish Cultural Studies' nicht verpflichtend, der Besuch der Vorlesung wird jedoch als Vorbereitung empfohlen.

Proseminare

35774 English Literature 1: Early Modern Revenge Tragedies: Law and/or Justice? Graf

Proseminar, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Fr	wöch.	8	10	c.t.				ZH 4	Graf	

In this seminar we will read some of early modern England's most influential literary works. According to Tanya Pollard, "revenge tragedy was for a time the most popular form of English Renaissance tragedy, and arguably of the period's drama altogether." The genre was so successful in part because it concerned itself with the socio-political intricacies and dangers of Elizabethan and Jacobean high society. At a time when the royal court increasingly demanded a monopoly on power, revenge plays warned of concentrated power's negative effects. We will investigate how different authors used the themes and generic conventions of the revenge tragedy for their critiques of society during a time of changing norms, when medieval custom and notions of honour clashed with modern perceptions of law and justice. Please read the following texts for this seminar: William Kyd, *The Spanish Tragedy*; Thomas Middleton, *The Revenger's Tragedy*; George Chapman, *The Revenge of Bussy D'Ambois*; Cyril Tourneur, *The Atheist's Tragedy*. NOTE: All of the above can be found in *Four Revenge Tragedies*, ed. Katharine Eisaman Maus, Oxford UP 2008. William Shakespeare, *Hamlet*, ed. G. R. Hibbard, Oxford UP 2008. Requirements: active participation in class, participation in an expert team, a term paper.

35775 English Literature 2: Romantic Poetry Petzold

Proseminar, SWS: 2, Max. Teilnehmer: 20

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

With its emphasis on the individual and on 'emotions', the Romantic period (c. 1798 to 1832) is still highly influential for our concepts of (lyrical) poetry. In this seminar, we will read a selection of poetry by the 'big names' of romanticism (and some less well-known writers). We will identify major topics, and look at how similar topics were treated differently by different poets. For each session, we will also read a critical essay, to be discussed in class. Requirements: short oral presentation, term-paper (c. 10-12 pages) Text: Michael O'Neill & Charles Mahoney (eds.), *Romantic Poetry: An Annotated Anthology*, (Blackwell Annotated Anthologies) 2008. ISBN-13: 978-0631213178. Essays will be made available via GRIPS.

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

Proseminar, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Fr	Einzel	14	16	c.t.	10.07.2015	10.07.2015		PT 3.2.43	Weig	
-	Block			c.t.	08.09.2015	15.09.2015		PT 1.0.2	Weig	

The 19th century, and the Victorian era in particular, have frequently been characterised as anti-theatrical, a sentiment understood to derive from a variety of cultural anxieties linked to the theatre, acting, and the acting profession. However, in an age in which theatres proliferated across London, amateur acting enjoyed immense popularity, and a celebrity culture began to emerge in earnest, the relationship between English society and theatricality ultimately proves to be far more manifold and intricate than a simple attitude of suspicion. In this seminar, we will examine theatricality and theatrical performativity as an integral part of 19th century society, and as represented in the literature of the period, permeating and shaping such areas as class identity, education, and gender norms. We will be looking at texts by canonical authors from Jane Austen and Maria Edgeworth to Charles Dickens, Wilkie Collins, George Eliot, William Makepeace Thackeray, and Oscar Wilde, and supplement these with exemplary playtexts, but also newspaper and magazine articles from the 19th century, as well as theoretical writing on concepts of theatricality and its cultural significance. Please acquire a copy of Austen's *Mansfield Park* (Oxford World's Classics). All other course texts will be made available on G.R.I.P.S. Course requirements: a presentation and a term paper (8-10 pages).

35777 English Literature 3: Experimental Women's Writing of the 20th & 21st Centuries Waller

Proseminar, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Do	wöch.	14	16	c.t.				PT 1.0.2	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, *Orlando* (1928). Oxford University Press, 1998. Carter, Angela. *The Bloody Chamber and Other Stories* (1979). London: Vintage, 1995. Winterson, Jeanette. *Sexing the Cherry*. (1989) London: Vintage, 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.

35778 English Literature 3: Edwardian Literature**Weber**

Proseminar, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
-	Block	10	13	c.t.	27.07.2015	07.08.2015		ZH 4	Weber	

When in the early days of 1901 Queen Victoria died after almost 64 years on the throne Britain felt „[...] a bit motherless [...], mysterious little Victoria is dead and fat vulgar Edward is King“ - at least that was Henry James' assessment. And there really was a lot of uncertainty at the beginning of the new century. The empire had passed its zenith, the new king had a reputation of being ostentatious and self-indulgent, which was so very different from his prim mother, technological and scientific innovations were exciting yet unsettling, increasing radicalism like the women's struggle for suffrage changed society. In this course we are going to trace these developments and will see how a literature deeply rooted in the 19th century vacillated between nostalgia and challenging traditional values and morality on its way to modernity. We are going to be looking at a colonial text (Joseph Conrad, *Heart of Darkness*, 1899; edition: Penguin, 2012), a society novel (E.M. Forster, *A Room with A View*, 1908; edition: Penguin, 2006), a play full of radical thought (Elizabeth Robins, *Votes for Women!*, 1909), the flourishing genre of children's literature (Beatrix Potter's tales (selection)), early science-fiction (H.G. Wells, *Short Stories* (selection, 1903-1911)), an anarchical and surreal thriller (G.K. Chesterton, *The Man Who Was Thursday*, 1908; edition: Penguin Classics, 2011), and at some commenting poetry by Thomas Hardy. In the last session we are also going to jump back to our own times and examine the contemporary nostalgia for the Edwardian era on TV. Unless otherwise stated the texts and some additional reading are all to be found in the course reader available from *Der Neue Kopierer*, Carl-Maria-von-Weber-Str. 6, Regensburg (follow footpath starting from bus stop opposite FH, Galgenbergstraße. Phone: 7081998). Requirements: active participation, an oral presentation, and a term paper (c. 8-10 pages). Recommended background reading: the relevant chapters in Michael Alexander. *A History of English Literature*. Basingstoke: Palgrave, 2007.

35779 English Literature I: The 16th/17th Century**Farkas**

Proseminar, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	14	16	c.t.				S 014B *	Farkas	

This seminar will familiarise students with important texts from sixteenth- and seventeenth-century literature in prose, drama, and poetry. We will situate the texts in their cultural and historical contexts and attend to questions of literary history, discussing and testing relevant literary terms and concepts. The following authors, among others, will be dealt with: Elizabeth I, William Shakespeare, Ben Jonson, Philip Sidney, Mary Wroth, Edmund Spenser, John Donne, Andrew Marvell, John Bunyan, Francis Bacon, Rachel Speght, Aphra Behn, John Milton, Samuel Pepys, John Dryden, William Wycherley. Requirements: active participation, an oral presentation, and a term paper (c. 8-10 pages). Texts: Most texts will be made available in electronic format; it will also be useful to have access to *The Norton Anthology of English Literature*, 9th rev. ed., vol. 1, ed. Stephen Greenblatt: The Middle Ages through the Restoration and the Eighteenth Century (New York: W.W. Norton, 2012). Additionally, please acquire copies of the following texts: William Shakespeare, *King Lear* (Arden Edition), and John Milton, *Paradise Lost*, ed. Alastair Fowler, 2nd ed. (London: Longman, 1998).

Proseminar, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	12	14	c.t.			Gr. 1	PT 2.0.3A*	Lenz	
Mi	wöch.	12	14	c.t.			Gr. 2	PT 2.0.3A*	Lenz	

This course aims to introduce students to a wide range of eighteenth- and nineteenth century texts in poetry, drama and prose, as well as to the cultural and historical contexts from which these works emerged. We will study individual authors as well as broader literary movements, look at a variety of genres and aesthetic developments, and explore the changing conditions of literary production and consumption from 1700 to 1900. Texts will be approached from a diverse set of critical positions that reflect current debates in the fields of Victorian and Eighteenth-Century Studies. The reading load for the course is substantial; students are advised to start reading the longer texts over the break before classes start. Requirements: active participation, an oral presentation, and a term paper (c. 8-10 pages). **Reading:** For the courses taught by P. Lenz: Daniel Defoe, *Robinson Crusoe* (Oxford World's Classics); Wilkie Collins, *The Moonstone* (Oxford World's Classics); Bram Stoker, *Dracula* (Oxford World's Classics); Oscar Wilde, *The Importance of Being Earnest* (Reclam) (copies available at *Pustet's*). Copies of Christina Rossetti, "Goblin Market" and Alfred Lord Tennyson, "The Lady of Shalott" as well as further poems and texts providing background information are contained in our *PS-Reader* (available at *Der Neue Kopierer*, Carl-Maria-von-Weber-Str. 6, Regensburg (follow footpath starting from bus stop opposite FH, Galgenbergstraße. Phone: 7081998).

Cultural Studies Advanced

35786 Blockseminar: Irish History and Culture (Irland-Exkursion)

Lenz

Seminar, SWS: 2, Max. Teilnehmer: 14

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

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

Fahrt entlang des *Skellig Ring* nach *Ballinskelligs (Gaeltacht)* zum *Pre-Famine Village Cill Rialaig*, der Besuch des *Skellig Heritage Centre* (Diashow und Ausstellung zur Geschichte von *Skellig Michael*), des *Valentia Heritage Centre* (Dokumentierung des ersten *Transatlantic Cable*) und von *singing pubs (traditional Irish music/Irish dance)* sowie (*weather permitting!*) eine vierstündige Bootsfahrt auf dem Atlantik zum Weltkulturerbe *Skellig Michael* und ggf. ein Theaterbesuch in Cork. Die kulturwissenschaftliche Rahmensetzung für die Exkursion erfolgt mittels Vor- und Nachtreffen an der Universität und wird durch Vorträge zur Geschichte, Kultur und Literatur Irlands vor Ort ergänzt. Der Erwerb von *Cultural Studies Advanced* Leistungspunkten ist möglich, jedoch nicht Pflicht für die Teilnahme an der Exkursion. Für den Erwerb der Leistungspunkte gelten die üblichen Bedingungen (*oral presentation* und *term paper* (15-20 *pp. in English*)). Voraussichtliche Kosten (Erfahrungswert): ca. 690 Euro (incl. Linienflüge mit *Aer Lingus*, Bahnfahrt Dublin – Cork, Leihbus, B&B, alle Ausflüge und Eintrittsgelder). Eine Bezuschussung ist eventuell möglich. Weitere Details sind beim Vortreffen zu erfahren. Die beiden Termine für 2015 sind bereits ausgebucht, jedoch ist die Voranmeldung für die Fahrten 2016 bereits möglich. Die genaue Festlegung der Termine für 2016 erfolgt bei einem Vortreffen zu Beginn der Vorlesungszeit des WS 2015/16, zu dem die vorangemeldeten TeilnehmerInnen per E-Mail eingeladen werden.

35787 Blockseminar: An Introduction to Wales

Waller

Seminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
-	BlockSa	8	18	c.t.	01.04.2015	02.04.2015		ZH 4	Waller	
-	n. V.			c.t.					Waller	Exkursion

“Moving from Wales to Italy is like moving to a different country.” (Welsh former Liverpool and Juventus footballer, Ian Rush). The capital of Wales is Cardiff, they have their own language, that Dylan Thomas bloke was from there (I think), and they really really like sheep. When it comes to Wales, most students in Germany will know no more than three-quarters of the facts contained in the preceding statement, and very little besides about the country. However, what is Wales really? What is it that makes its people so confidently aware of their uniqueness without there seemingly being any real desire to seek full independence? In this course, the focus will be on introducing the group to a country that otherwise receives an unjustly limited amount of attention in the education system in Germany, and in British life generally. Focus will be on the conflicting ways Wales defines itself, including feminist, linguistic, communal, political, post-colonial, mythical and visual perspectives, as well as the issue of how Wales has been defined from outside. In particular, its approach of as a country to cultural awareness and the nation state is quite singular and will therefore be discussed. The role of Wales in the UK and beyond will also feature significantly in the class discussions. The aim of the course is for all the participants to feel at the end of the semester that a full introduction to this country was offered, that a strong understanding and engagement with what it means to be Welsh has been developed, that the Ian Rush statement at the top of this summary makes sense, and that the following quote rings true: “To be born in Wales, not with a silver spoon in your mouth, but with music in your blood and poetry in your soul, is a privilege indeed” (Brian Harris). The course will also receive visits from two renowned specialists in the field of Welsh writing: one who will be focusing primarily on gendered constructions of Wales (Dr Katie Gramich); and one on issues of identity, race and nationhood (Dr Daniel Williams). They will also each help to run a seminar built around their lecture. — Course requirements: active participation, oral presentation, term 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.).

35788 Young Adult Literature, Social Media and the Publishing Industry Boehm, Trummer
(Interdisziplinäre Veranstaltung mit dem Lehrstuhl für Vergleichende Kulturwissenschaft)

Seminar, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mi	wöch.	16	18	c.t.				PT 2.0.3A*	Boehm, Trummer	

This co-taught seminar explores the controversial cultural debates that have grown around the publishing phenomenon of Young Adult (YA) literature. Since the international success of *Harry Potter*, other blockbuster series – including *The Hunger Games*, *Twilight*, *The Mortal Instruments* and the *Divergent* series – have emerged. Their combined impact has radically changed the ways in which YA literature is written, produced, marketed, discussed and read by audiences spanning all age groups. In the wake of this development, critics and YA authors have begun to engage in a lively and often polemic debate about YA’s potential inclusion in the canon, about the definition of literary value, the role of fandoms and fan fiction, and about the function of social media both as a marketing tool and as a tool for serious critical engagement. The course will consist of four parts, each of which introduces students to a different set of methods for studying YA literature as a literary and cultural phenomenon. Course parts are taught by Dr. Boehm unless otherwise noted. Part 1, “Theoretical Perspectives”, provides course participants with a theoretical toolkit for the study of the changing nature of the book market and of newly emerging roles for authors, readers and mediators (e.g. bloggers and vloggers). Part 2, “A Cultural History of Comics: Censorship and Youth Culture”, taught by Dr. Manuel Trummer (Kulturwissenschaft), takes a historical perspective and looks at pivotal 20th-century moments in which existing cultural definitions of “youth” came under pressure as conservative forces pushed for the censorship of certain groups of comics. Part 3, “YA, Literary Analysis and the Canon Debate”, reads two critically acclaimed YA texts (Margo Lanagan’s *Tender Morsels* and Markus Zusak’s *The Book Thief*) and uses these novels to think about the construction of literary value and the cultural forums that shape public opinion in this regard. Part 4, “Working in YA-Publishing”, consists of a co-taught workshop with YA-literature editor Emily Huggins (Ueberreuter Verlag, Berlin), who will discuss the entire process of editing, producing and marketing YA-novels with us. She will also talk about the influence of the British and American book markets on the German market. There will be a hands-on segment to the workshop as well where we will simulate individual steps in the production of a new YA-hit. Texts: Margo Lanagan, *Tender Morsels* (New York: Knopf); Markus Zusak, *The Book Thief* (London: Random House). Requirements: Participation in expert team; written final exam.

Review Courses

35789 Review English Literature Decker

Seminar, SWS: 1, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Do	wöch.	10	11	c.t.			Gr. 1	PT 1.0.2	Decker	
Do	wöch.	13	14	c.t.			Gr. 2	S 024 *	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

35790 Modernism: James Joyce, T.S. Eliot, Virginia Woolf

Zwierlein

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

This seminar on modernist writing will start with James Joyce's cycle of short stories about his native city, *Dubliners* (w. 1905, p. 1914), his semi-autobiographical novel of formation, *A Portrait of the Artist as a Young Man* (1914-15), his only published play, *Exiles* (1916), and his famous – at the time scandalous – novel *Ulysses* (1922). Short samples from what Joyce himself considered his masterpiece, *Finnegans Wake* (1939), will also be offered. In terms of style and narrative technique, we will be concerned with the "stream of consciousness", with Joyce's artful deployment of free indirect discourse, as well as his "epiphanies". The following cultural topics will be of particular interest: Dublin and the metropolis; "paralysis"; exile and emigration; Irish Nationalism and Catholicism; gender; imperialism; tourism as neo-colonialism; global business and 'commodity culture'. We will also discuss Joyce's concepts of history and historiography as they evolved in the course of his career and analyse the deployment of Homeric myth and interpretations of Leopold Bloom in *Ulysses* as an embodiment of the "wandering Jew". We will then proceed to T.S. Eliot's long poems *The Love Song of J. Alfred Prufrock* (1915), *The Waste Land* (1922), and *The Hollow Men* (1925) before concluding with Virginia Woolf's novel *Mrs Dalloway* (1925) and two of her non-fiction works, *A Room of One's Own* (1929) and *Three Guineas* (1938). Requirements: active participation, an oral presentation, and a term paper (c. 15-20 pages). Please note: There is a substantial reading load for this course. It is imperative that students complete reading of at least half of the set texts before term starts. Texts: Joyce, James. *Dubliners*. Ed. Jeri Johnson. Oxford: Oxford UP, 2008. Oxford World's Classics; Joyce, James. *A Portrait of the Artist as a Young Man*. Ed. Jeri Johnson. Oxford: Oxford UP, 2008. Oxford World's Classics; Joyce, James. *Ulysses*. Ed. Jeri Johnson. Oxford: Oxford UP, 2011. Oxford World's Classics; Joyce, James. *Exiles*. Ed. Des Gahan. N.p.: CreateSpace Independent Platform, 2012; Eliot, T.S. *Complete Poems and Plays*. London: Faber & Faber Poetry, 2004; Woolf, Virginia. *A Room of One's Own, and Three Guineas*. Ed. Morag Shiach. Oxford: Oxford UP, 2008. Oxford World's Classics; Woolf, Virginia. *Mrs Dalloway*. Ed. David Bradshaw. Oxford: Oxford UP, 2008. Oxford World's Classics.

35791 Literatures from/about India and Pakistan, 1901-2014

Zwierlein

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

The cultural diversity of the Indian subcontinent figures prominently in the novels by British, Indian and Pakistani authors that form the core reading for this class: Rudyard Kipling, *Kim* (1901); E.M. Forster, *A Passage to India* (1924); Paul Scott, *Staying On* (1977); Salman Rushdie, *Midnight's Children* (1981); Arundhati Roy, *The God of Small Things* (1997); Salman Rushdie, *Shalimar the Clown* (2005); Kiran Desai, *The Inheritance of Loss* (2006); Aravind Adiga, *Last Man in Tower* (2011); Neel Mukherjee, *The Lives of Others* (2014). We will discuss the transition from colonial to postcolonial times as traced by our selected texts, the themes of cultural contact and transfer, the notion of hybridity, and questions of the local and the global, the province and the metropolis. We will attend to these works' multi-layered constructions of time and space: Spanning the globe from India/Pakistan/Kashmir to European or US-American locations, they also often reach back to precolonial times or forward to the present age of globalized capitalism and its large cityscapes. At the – shifting – centres of these texts are the fates of individuals, families, and entire cultures. Discussing concepts of postcolonial humour, we will also be concerned with the notion of a 'postcolonial nostalgia' or 'postcolonial melancholia' (Paul Gilroy). Requirements: active participation, an oral presentation, and a term paper (c. 15-20 pages). Please note: There is a substantial reading load for this course. It is imperative that students complete reading of at least half of the set texts before term starts. Texts: Kipling,

Rudyard. *Kim*. Ed. Alan Sandison. Oxford: Oxford UP, 2008. Oxford World's Classics; Forster, E.M. *A Passage to India*. Ed. Pankaj Mishra. London: Penguin, 2012. Penguin Classics; Taylor, Ken, and Paul Scott. *Staying On*. London: Oberon, 2002; Rushdie, Salman. *Midnight's Children*. London: Vintage Classics, 2008; Roy, Arundhati. *The God of Small Things*. London: Harper Collins, 1997; Rushdie, Salman. *Shalimar the Clown: A Novel*. New York: Random House, 2006; Desai, Kiran. *The Inheritance of Loss*. London: Penguin, 2008; Adiga, Aravind. *Last Man in Tower*. London: Atlantic, 2012; Mukherjee, Neel. *The Lives of Others*. London: Vintage, 2015.

35792 From Tom Brown to Harry Potter: The English School Story Petzold

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Do	wöch.	8.30	10	s.t.				PT 1.0.2	Petzold	

Since the nineteenth century, the school story has been a popular and highly productive genre. In this seminar, we will look a comparatively wide range of text, spanning some 150 years and comprising various sub-genres of the school story: Starting with Thomas Hughes highly influential *Tom Brown's School-Days* (1857) we'll look at a sensational version, Bracebridge Hemyng's *Jack Harkaway's Schooldays* (1870-71) and at a school story intended for an adult readership, Rudyard Kipling's *Stalky and Co.* (1899). Enid Blyton's *First Term at Malory Towers* will provide an example of a story written about and for girls (1946). We'll look at the beginnings of the long-running tv series *Grange Hill* (1978-2008) and end with the most popular school story in recent years, the *Harry Potter* series – examining to what extent it actually *is* a school story. For this seminar you'll need to get up fairly early and to do a fair bit of reading, but you'll learn much about the school story genre, its variations and continuations, recurring patterns and themes, and individual developments. All texts were extremely popular at their time and we'll try to fathom their popularity – and the reasons why some (Jack Harkaway) have become practically forgotten while others (Enid Blyton) remain popular. Requirements: participation in an "expert group", term-paper (15-20 pages). Texts: Thomas Hughes, *Tom Brown's School-Days* (any edition; on Gutenberg); Bracebridge Hemyng, *Jack Harkaway's Schooldays* (GRIPS); Rudyard Kipling, *Stalky & Co.* (any edition; on Gutenberg) Enid Blyton, *First Term at Malory Towers* (GRIPS); J.K. Rowling, *Harry Potter and the Philosopher's Stone*.

Oberseminare

35794 Research Seminar Zwierlein

Seminar

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

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

Übungen

35795 Reading Class: Shakespeare and Contemporaries

Zwierlein

Seminar, SWS: 1, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mo	wöch.	18	19	c.t.				ZH 4	Zwierlein	

This reading class will explore in more detail some of the texts covered in the lecture course on 'Shakespeare and Contemporaries'. We will do in-depth analyses and close readings of selected key passages, and students will be encouraged to try out various theoretical approaches, attend to relations and connections between the texts, and discuss relevant cultural contexts. Students are also welcome to co-design the reading programme. Texts: Greenblatt, Stephen, et al. eds. *The Norton Anthology of English Literature: The Middle Ages through the Restoration and the Eighteenth Century*. 9th ed. Vol. 1. New York: W.W. Norton, 2012.

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

Petzold

Übung, SWS: 1, Max. Teilnehmer: 40

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

Diese Übung richtet sich vor allem an Studierende des vertieften Lehramtsstudiengangs „Englisch“, die nach neuer Prüfungsordnung studieren (Studienbeginn ab WS 2008/9), aber natürlich sind auch Studierende aus den „nicht-vertieften“ Studiengängen (GS, MS, RS) willkommen. In der Übung werden wir exemplarisch Klausuraufgaben zu den Themen Lyrik vor bzw. nach 1830 und Erzählprosa im 18., 19. sowie im 20. & 21. Jahrhundert besprechen, wobei wir in der ersten Sitzung nach Wunsch der TeilnehmerInnen Schwerpunkte festlegen können. Es wird in der Übung nicht darum gehen, die komplette englische Literaturgeschichte „durchzuarbeiten“, hierzu bieten sich entsprechende Bücher bzw. immer im Wintersemester die Vorlesung „British Literary History“ an.

Amerikanistik / American Studies

Vorlesungen

35800 Introduction to American Studies Zehelein

Vorlesung, SWS: 1, Max. Teilnehmer: 200

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	12.15	13	s.t.				H 3	Zehelein	

The lecture course surveys the academic discipline of American Studies and provides an overview of materials, resources, issues, areas of study, and theories in the interdisciplinary field of American Studies. Individual sessions will give introductory accounts of North American geography, demographic developments and U.S. immigration history, major issues and coordinates of North American and U.S. history, the political system of the U.S., American ideologies and identity constructions, the religious landscape of the U.S., multilingualism and language politics in North America. Credit Requirement: final exam. Course text: Hebel, Udo. *Einführung in die Amerikanistik/American Studies*. Stuttgart: Metzler, 2008. Print.

35801 American Literary History Bauridl

Seminar, SWS: 2, Max. Teilnehmer: 200

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mi	wöch.	10	12	c.t.				H 3	Bauridl	

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

35802 Death in America: A Literary and Cultural History Gessner

Vorlesung, SWS: 2, Max. Teilnehmer: 100

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

This lecture course examines the changing cultural understandings of death, dying, and mourning in North America by analyzing different visual, text, and media cultures ranging from the early colonial period until the twenty-first century. The meaning of death is open-ended: the Thanatology Association defines "dying" as "the physical, psychosocial, and spiritual experience of facing death." Death yields its own culture and has its own cultural expressions, such as

temporary and permanent memorials, funeral practices and cemeteries, dark tourism, death metal, video tributes to the dead, and death-related rituals, films, and TV-shows. American notions of steady progress, a healthy body as the foundation of a healthy nation, and an "American optimism" are just a few of the ideological convictions that may be threatened by the reality of death. American writers like Anne Bradstreet, Mary Rowlandson, Edgar Allen Poe, Harriet Beecher Stowe, Emily Dickinson, and Walt Whitman, among many others, dealt forthrightly with the meaning of death in their work. The advent of modernity and the incomprehensible scale of death during the American Civil War and the two World Wars influenced the representation of death from the late nineteenth century onwards. The new technology of photography also embraced the dead subject, from Alexander Gardner and Matthew Brady's Civil War photos, to lynching and post-mortem photography. Death brutally engaged the American public on and after September 11, 2001 when 2,996 people died in the terrorist attacks. Jonathan Safran Foer's novel *Extremely Loud and Incredibly Close* (2005) and Richard Drew's iconic photograph of the Falling Man are but two expressions of a post-9/11 culture of death. Each week, readings and visuals pertinent to the lecture course will be discussed. Credit requirement: final exam. Texts will be announced at the beginning of the semester.

35803 The History of North America VIII: North America since 1991 Depkat

Vorlesung, SWS: 2, Max. Teilnehmer: 100

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	10	12	c.t.				H 9	Depkat	

'1991' marks the end of the Cold War and the beginning of a new historical period yet poorly understood. While it is clear what ended in 1991, it is altogether unclear what actually began then and how to call this new age. Furthermore, seen through a post-9/11 prism and in the light of the current economic crisis, it may well be that '1991' does not mean anything, as the historical constellation producing the political and economic crises of our days had been building up since quite some time before the end of the Cold War already. Domestically, North America since the end of the Cold War experienced the computer revolution, yet another acceleration of the processes of ethno-cultural pluralization accompanied by the escalation of culture wars, and a new round of globalization triggered among other things by the creation of NAFTA in 1993. Taking a continental approach, this eighth and final lecture of the series will deal with the major problems and developments of the international and domestic history of both the United States and Canada since the end of the Cold War. Credit for: Lehramt, Master, B.A., M.A. Credit requirements: midterm (take-home exam) and final. Readings: Volker Depkat, *Geschichte Nordamerikas: Eine Einführung*, Köln 2008. Godfrey Hodgson, *More Equal than Others: America from Nixon to the New Century*, Princeton 2004. James T. Patterson, *Restless Giant: The United States from Watergate to Bush v. Gore*, Oxford 2005. Margaret Conrad and Alvin Finkel, *History of the Canadian Peoples: Volume II: 1867 to the Present*, 3rd ed., Toronto 2002. J.M. Bumsted, *The Peoples of Canada: A Post-Confederation History*, 2nd ed., Oxford 2004.

Einführungskurse American Studies

35810 American Cultural History Cavanna, Fackler, Uppendahl

Seminar, SWS: 3, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	14	16	c.t.			Gr. 1	ZH 5	Cavanna	
Do	wöch.	14	15	c.t.			Gr. 1	ZH 5	Cavanna	
Di	wöch.	14	16	c.t.			Gr. 2	ZH 4	Uppendahl	
Fr	wöch.	12	13	c.t.			Gr. 2	ZH 4	Uppendahl	
Di	wöch.	16	18	c.t.			Gr. 3	PT 3.0.77*	Fackler	

Do	wöch.	15	16	c.t.			Gr. 3	ZH 5	Fackler	
Di	wöch.	16	18	c.t.			Gr. 4	ZH 4	Uppendahl	
Fr	wöch.	13	14	c.t.			Gr. 4	ZH 4	Uppendahl	

The course focuses on textual, visual, and audiovisual materials that are central to a critical understanding of North American cultural, social, and political history from the earliest European encounters with the 'New World' to contemporary interpretations of what 'America' might mean for different groups inside and outside of the U.S. We will cover a broad range of cultural and historical issues including ideological interpretations of American landscapes and spaces, attitudes toward demographic developments and immigration, controversies about the U.S.-American political-economic system and foreign policy, the plurality of the American religious landscape, and multilingualism and the diversity of cultural traditions in North America. Taught in seminar format, this discussion-based course is to familiarize students with materials, areas of study, and theoretical approaches in the interdisciplinary field of American Studies and their significance for the study of American cultural history. Credit requirement: final exam for participants of all sections of this class on Thursday, 23 July 2015, 9-12. — Course materials: Course Reader (available at local copy shop); Hebel, Udo. Einführung in die Amerikanistik/American Studies. Stuttgart: Metzler, 2008. Print. — Recommended history textbooks: Depkat, Volker. *Geschichte Nordamerikas: Eine Einführung*. Köln: Böhlau, 2008. Print; Boyer, Paul S., et al. *The Enduring Vision: A History of the American People*. 8th ed. Boston: Wadsworth, 2014. Print.

Einführungskurse Literaturwissenschaft

35755 Introduction to English and American Literary Studies Bauridl, Fackler, Trotzke

Seminar, SWS: 3, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mo	wöch.	10	13	c.t.			Gr. 2	ZH 6	Bauridl	
Mo	wöch.	14	17	c.t.			Gr. 3	ZH 6	Bauridl	
Di	wöch.	9	12	c.t.			Gr. 4	ZH 4	Fackler	
Di	Einzel	16	19	c.t.	07.07.2015	07.07.2015	Gr. 9		Trotzke	Organizational Meeting
Mo	Einzel	9	12	c.t.	07.09.2015	07.09.2015	Gr. 9		Trotzke	
Di	Einzel	9	16	c.t.	08.09.2015	08.09.2015	Gr. 9		Trotzke	
Do	Einzel	9	16	c.t.	10.09.2015	10.09.2015	Gr. 9		Trotzke	
Fr	Einzel	9	16	c.t.	11.09.2015	11.09.2015	Gr. 9		Trotzke	
Mo	Einzel	9	16	c.t.	14.09.2015	14.09.2015	Gr. 9		Trotzke	
Di	Einzel	9	16	c.t.	15.09.2015	15.09.2015	Gr. 9		Trotzke	
Do	Einzel	9	12	c.t.	17.09.2015	17.09.2015	Gr. 9		Trotzke	
Fr	Einzel	9	12	c.t.	18.09.2015	18.09.2015	Gr. 9		Trotzke	
Fr	Einzel	9	12	c.t.	25.09.2015	25.09.2015	Gr. 9		Trotzke	Klausur
					9.3.15	26.3.15	s. LSF WS 14/15		Fackler	

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

by the Institut für Anglistik und Amerikanistik will follow a shared syllabus and will conclude with a written exam on Tuesday, 21 July 2015, 9-12. – 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. Further course materials, mandatory readings, and course requirements will be announced in the first meetings [siehe Parallelangebot der Anglistik!].

Proseminare

35820 American Literature I: From the Beginnings Through the 19th Century Weinzierl, Zehelein

Proseminar, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mi	wöch.	12	14	c.t.			Gr. 1	ZH 2	Weinzierl	
Do	wöch.	10	12	c.t.			Gr. 2	ZH 6	Zehelein	
Mo	Einzel	16	18	c.t.	06.07.2015	06.07.2015	Gr. 3		Weinzierl	Organizational Meeting
Mo	Einzel	10	12	c.t.	27.07.2015	27.07.2015	Gr. 3	PT 2.0.3A*	Weinzierl	
Di	Einzel	10	15	c.t.	28.07.2015	28.07.2015	Gr. 3	PT 2.0.3A*	Weinzierl	
Do	Einzel	10	15	c.t.	30.07.2015	30.07.2015	Gr. 3	PT 2.0.3A*	Weinzierl	
Fr	Einzel	10	12	c.t.	31.07.2015	31.07.2015	Gr. 3	PT 2.0.3A*	Weinzierl	
Mo	Einzel	10	15	c.t.	03.08.2015	03.08.2015	Gr. 3	PT 2.0.3A*	Weinzierl	
Di	Einzel	10	15	c.t.	04.08.2015	04.08.2015	Gr. 3	PT 2.0.3A*	Weinzierl	
Do	Einzel	10	15	c.t.	06.08.2015	06.08.2015	Gr. 3	PT 2.0.3A*	Weinzierl	
Fr	Einzel	10	12	c.t.	07.08.2015	07.08.2015	Gr. 3	PT 2.0.3A*	Weinzierl	

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

35825 American Literature II: The 20th and 21st Centuries Leikam, Trotzke, Zehelein

Proseminar, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	12	14	c.t.			Gr. 1	CH 33.1.93	Trotzke	
Mi	wöch.	10	12	c.t.			Gr. 2	ZH 6	Zehelein	
Mi	wöch.	14	16	c.t.			Gr. 3	ZH 6	Leikam	
	Block	10	15	s.t.	9.02.2015	20.02.2015	(WS 14/15)	VG_1.37	Trotzke	Blockkurs

This course explores representative 20th- and 21st-century American fiction (e.g. by F. Scott Fitzgerald, Art Spiegelman, and Toni Morrison), autobiographies, poems (e.g. by T. S. Eliot), and plays (e.g. by Eugene O'Neill and Donald Margulies). We will situate the texts in their cultural and historical contexts, and explore literary movements and concepts such as realism,

naturalism, expressionism, modernism, postmodernism, feminism, and the cultural borderlands. Taught in seminar format and based on discussion and participation, the course deepens students' knowledge and skills with regard to American literature and American literary history, cultural and literary terms and concepts, the interpretation of literary texts, and scholarly writing. Course requirement: oral presentation. Credit requirement: an 8- to 10-page research paper in English.— Required Texts: F. Scott Fitzgerald, *The Great Gatsby*. Eugene O'Neill, *The Emperor Jones*. Donald Margulies, *Dinner with Friends*. Baym, Nina et al., eds. *The Norton Anthology of American Literature*. 8th ed. Vols. C, D, and E. New York: Norton, 2012. Print.

35831 "You Can't Go Home Again?": Home(s) in North America Zehelein

Proseminar, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Do	wöch.	8.30	10	s.t.				ZH 6	Zehelein	

Home is more than an architectural phenomenon or a place; for instance, it describes a space of belonging and of (emotional) identification, security and comfort. This semester, we will discuss a broad variety of texts, films and artworks from the 20th and 21st century which highlight such (contested and complex) notions of belonging and identification. Please buy and read: Brittani Sonnenberg, *Home Leave* (2014); Alison Bechdel, *Fun Home* (2006); Dione Brand, *What We All Long For* (2005). Course requirement: oral presentation. Credit requirement: an 8- to 10-page research paper in English.

35832 Political Institutions of the USA Cavanna

Proseminar, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	8.30	10	s.t.				ZH 6	Cavanna	

This course investigates U.S. American political institutions. After outlining major theoretical approaches and debates found in contemporary scholarship, we will investigate not only the three branches of the national government—the Congress, the Presidency, and the Supreme Court—but also the complex, ever-changing shift in power between the federal and state governments. Topics will include the development of representative government and individual rights from the early colonial charters and compacts to the Constitution, the Bill of Rights, and later constitutional amendments. Is the United States a national community or a community of communities? Is it one government or 51 governments? How, despite promises of liberty and equality in the Declaration of Independence and Constitution, could slavery have continued for more than 80 years? Why were a majority of Americans still denied the elective franchise at the beginning of the 20th century? How can the death penalty be an issue left up to individual states? Selected case studies will allow us to look in depth at major debates ranging from ratification and interpretation of the Constitution, to states' rights, presidential and congressional power, and civil liberties. In each of these cases, we will explore some of the many tensions, assumptions, and contradictions (apparent and real) found in America's complex history and culture. Materials will include historical documents and scholarly essays, articles from newspapers and magazines, as well as visual aids. Taught in seminar format, this course will be based on discussion and participation. All students will be required to give an oral presentation (course requirement). Those who wish to receive credit will also be asked to submit an eight- to ten-page research paper (credit requirement). Further details about these points will be posted on Kurssoft and/or on GRIPS. Principal texts (available in the library): O'Connor, Karen, and Larry J. Sabato. *American Government: Roots and Reform*. 10th ed. New York: Longman, 2009. Print; Hall, Kermit L., ed., *Major Problems in American Constitutional History*. Documents and Essays. 2 vols. Lexington, Mass.: Heath, 1992. Print. Credit for BA; Lehramt students are advised to take the course.

35718 Historical Sociolinguistics Siebers

Proseminar, SWS: 2, Max. Teilnehmer: 20

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

Course description: see "Englische Sprachwissenschaft: Proseminare".

Cultural Studies Advanced**35834 America(ns) in Bavaria? Projects in Cultural Triangulations Bauridl**

Seminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mi	wöch.	16	20	c.t.	15.04.2015	10.06.2015		ZH 5	Bauridl	

Itself a venture in transnational scholarship, this course examines European American encounters and their commemoration from World War 2 to today. Together with American Studies students at Radboud University, Nijmegen, we will follow a triangular approach and consider perspectives from the US, Germany, and the Netherlands. While all students will be familiarized with theories and concepts of transnational and triangular American Studies, cultures of memory, and spaces of cultural encounters, students at Radboud U and at Regensburg U will scrutinize instances of cultural contact particular to their respective location. Thus, Regensburg students will via case studies—visuals, objects, memorials, websites, performances and holiday celebrations, audio-visual material, memoirs etc.—and field trips to nearby Bavarian American sites study diverse topics such as: commemoration of the Holocaust and routes of liberation (e.g. Flossenbürg; eyewitness accounts; local history books; images and photographs); the post-WWII US military and cultural presence in Bavaria (e.g. memoirs and exhibits of Elvis Presley in Grafenwöhr; American holiday celebrations at the Grafenwöhr Training Area; German American Volksfests; Bavarian American Clubs); cultural politics (e.g. Amerikahäuser; Fulbright); leisure and tourism (e.g. American Diners; baseball in Regensburg; advertizing Bavarian sites of American tourism); global alliances (e.g. the 9/11 memorial in Oberviechtach). Students at Regensburg U and Radboud U will exchange, compare, and discuss their findings via a shared blog, joint assignments, and online workshop. — PLEASE NOTE: This course will start in the first week of the 2015 summer term and end on 10 June 2015. It will then follow a mostly weekly schedule including regular sessions; video conferences with the tandem seminar in the Netherlands; field trips to the US military community in Grafenwoehr and the Concentration Camp Memorial Site in Flossenbuerg. Details and readings will be announced in the first session. — Credit requirement: submission of content to joint e-learning platform (blog; research projects—total 10-15 pages). Course requirement: presentation.

35835 Lynching and Popular Justice in U.S. History Depkat

Seminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mi	wöch.	8.30	10	s.t.				PT 2.0.3A*	Depkat	

Lynching is a form of popular justice that is deeply ingrained in America's culture. Circumventing state institutions, lynching is a form of extralegal violence exercised on behalf of the "people" that has often been called "America's national crime." As such it is—ironically enough—inextricably linked to America's democracy, its experience of the frontier, and its culture of communal self-help. As such, lynching as an act of mob violence and communal punishment must be distinguished from hate crimes, on the one hand, and riots, on the other. At the same time, it also differs from institutionalized state violence in the form of the death

penalty. The discussion- and participation-based seminar traces the history of lynching in America from its colonial beginnings to the present day, identifies perpetrators and victims, and reconstructs the multitude of historical contexts in which lynching occurred for very different reasons. Credit for: Lehramt, Master, B.A., M.A. Course requirement: oral presentation. Credit requirement: presentation handout/ppt; essay (10-15 pages). Readings: Manfred Berg, *Popular Justice: A History of Lynching in America*, Chicago 2011.

35836 America's Wars in Afghanistan and Iraq **Depkat**

Seminar, SWS: 2, Max. Teilnehmer: 15

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

In the wake of 9/11, the U.S. involvement in two Middle Eastern wars has been keeping the country busy ever since—and it is unclear whether the wars and U.S. involvement in the Middle East are actually over. The warfare in Afghanistan and Iraq was of a new kind, as was the media coverage with its realtime-satellite-reporting, embedded journalism, and multiple strategies of information control. The discussion- and participation-based seminar will deal with the political and military history of the wars in Afghanistan and Iraq, but it will also thematize their media and cultural histories. Course requirement: oral presentation. Credit requirement: presentation handout/ppt; essay (10-15 pages). Credit for: Lehramt, Master, B.A., M.A. Readings: Tim Bird and Alex Marshall, *Afghanistan: How the West Lost Its Way*, New Haven 2011. Stephan Bierling, *Geschichte des Irakkriegs: Der Sturz Saddams und Amerikas Albtraum im Mittleren Osten*, Munich 2010. Gordon W. Rudd, *Reconstructing Iraq: Regime Change, Jay Garner, and the ORHA Story*, Lawrence, KS 2011.

35837 Topical Issues **Uppendahl**

Seminar, SWS: 2, Max. Teilnehmer: 15

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

This class will explore major developments in recent American culture. Attention will be paid to important trends and crucial events since the 1990s and their historical and cultural significance. Issues to be discussed will include landmark U.S. Supreme Court cases; trends in American foreign policy and relations; demographical changes; major social and political controversies involving race and ethnicity; Native Americans; issues in education (e.g., admission policies, bilingual education, home schooling, creationism); American self-definitions and collective memory after 9/11; religion in America; American culture and violence; U.S. economy and business values; expressions of popular culture; recent election campaigns and results. – Participants from the old Lehramt-Studiengang are strongly advised to have completed "Introduction to American Studies"; all participants are expected to already have or to acquire a firm footing in American history and culture. Students in the MA program American Studies who wish to attend this course for credit for AMS-M34 (Projekt-/Praxismodul Amerikanistik) are strictly required to discuss and clear their participation in this course with one of the Professors at the American Studies Dpt. prior to registration. – Course materials will encompass textual as well as visual materials which allow for a discussion of America's many tensions, paradoxes, and promises. Course requirements: oral presentation. — Credit requirement: 8- to 10-page research paper.

**35843 Transnational American Performances –
A Field Research Seminar**

Bauridl, N.N. (University of Kansas)

Seminar, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
-	-			c.t.					Bauridl, N.N.	Blockkurs im Juli

Hauptseminare

35840 "From Denmark and New York with Love": Reprogenetics in Art and Literature Zehelein

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

The world's largest sperm bank, Cryos International, has headquarters in Denmark and New York City. From here, customer-selected sperm is sold all over the world. This form of global commerce, as well as the use of genetics in reproduction and the screening of human tissue for genetically transmitted diseases, but also for human traits such as hair color, eye color and even possible character traits is by now well advanced, yet highly controversial in its political, social, legal and ethical/moral implications. This class will look at representations of these debates in North American art and literature of recent years. Please buy and read: Kevin Guilfoile, *Cast of Shadows*; Margaret Atwood, *Oryx and Crake*. Course requirement: oral presentation. Credit requirement: presentation handout/ppt.; 15-20-page research paper in English.

35841 Cultures of Privacy and Community in U.S. History

Depkat

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

Historically speaking, the relationship between "democracy" and "privacy" in the United States has always been highly ambivalent and complex, especially since Americans have been living in what has been described as a "communal culture" for a long time now. "Communal culture" is situated in a grey zone between the public and the private, not strictly separating the one from the other. The Puritans were constantly watching what their neighbors were doing because they could not afford not to care what their neighbors were doing if their holy experiment was to succeed. The United States' first president, George Washington, made his private morality and virtue a political asset, and the ideology of "Republican Motherhood" led to an unprecedented politicization of the domestic sphere as the cradle of future republicans in the Early Republic. The protest culture of the 1960s declared the private to be political, and under the impression of "9/11" a majority of Americans was willing to accept deep intrusions of the state into their private lives on behalf of security and the fight against terrorism. Drawing on a rich variety of historical sources, the discussion- and participation-based seminar will trace the complex relationship of "privacy" and "community" in North America from the colonial period to the present day. Credit for: Lehramt, Master, B.A., M.A. Course requirement: oral presentation. Credit requirement: presentation handout/ppt; essay (15-20 pages).

35842 U.S. Ethnography**Chappell (Kansas U)**

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
-	-			c.t.					Chappell	Blockkurs im Juli

This course offers an introduction to ethnography, primarily through a selection of recent works based on field research in the United States. For background, a discussion of "classic" and contemporary readings will identify key issues and problems in ethnographic theory and methodology. Next, the seminar will explore these through an engagement with ethnographic literature. Special emphasis will be placed on the epistemology, politics, and ethics of field-based, interactional research, including close attention to how authors construct representations and derive intellectual arguments from diverse sites and materials. Students will acquire familiarity with ethnography as a method and body of knowledge, considering its implications both for interdisciplinary scholarship and potentially for their own ethnographic projects. The selection of contemporary ethnographies is organized around three themes. First, "Mexican America" will use the literature on people of Mexican descent in the United States to clarify how questions of race, class, gender, culture, and the state have overdetermined the ethnographic project in this country, resulting variously in imperialist or insurgent paradigms of representation and inquiry. Second, "Sites of Power" will present recent project that critically examine to sectors of U.S. society tied to the distinctive position of "America" in the world, namely financial banking, the military, and retail commerce. Finally, a brief foray into "Affect, Emergence, and the Uncanny" will pique methodological questions raised by developing theoretical approaches to the social in everyday life. Course texts and requirements will be announced prior to the course. For credit inquiries (Hauptseminar vs. Cultural Studies Advanced) and course registration, please contact Dr. Birgit Bauridl <birgit.bauridl@ur.de> by 1 June 2015. 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 contact Dr. Bauridl prior to registration. Students wishing to audit only are welcome, yet need to register.

Oberseminare**35844 Recent Research in American Studies****Leikam**

Seminar, SWS: 2, Max. Teilnehmer: 20

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

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

Reviews

35847 Review American Literature

Leikam

Seminar, SWS: 1, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Do	wöch.	16	17	c.t.				ZH 6	Leikam	

The course reviews American literary history from colonial times through the immediate present. It addresses students at the end of their B.A. studies and students in the Lehramt programs preparing for their final exams. Participants are expected to have acquired a solid and broad knowledge of American literary and cultural history in the course of their studies by attending both mandatory and additional courses. The review course builds in particular on the two Proseminare in American literature. In view of the regulations and requirements of the new LPO I and the new format for the written tests in the state exam, the review and practice of interpretive skills will be given special attention. Course requirement: presentation. Credit requirement: take-home final exam. Details will be announced in the first session. Course text: Baym, Nina et al., eds. *The Norton Anthology of American Literature*. 8th ed. New York: Norton, 2012. Print.

35848 Seminar für Examenskandidaten

Depkat

Seminar, SWS: 2, Max. Teilnehmer: 30

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

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

35958 Presentation B.A. (AmE)

Bauridl

Seminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mi	Einzel	16	20	c.t.	20.05.2015	20.05.2015		ZH 5	Bauridl	
Mi	Einzel	16	20	c.t.	17.06.2015	17.06.2015		ZH 5	Bauridl	
Mi	Einzel	16	20	c.t.	24.06.2015	24.06.2015		ZH 5	Bauridl	
Mi	Einzel	16	20	c.t.	01.07.2015	01.07.2015		ZH 5	Bauridl	
Mo	Einzel	10	15	c.t.	27.07.2015	27.07.2015		ZH 5	Bauridl	
Di	Einzel	10	15	c.t.	28.07.2015	28.07.2015		ZH 5	Bauridl	

This course provides students in the BA programs with the opportunity to present the current, work-in-progress state of their BA theses, to debate their own questions, and to receive constructive feedback in a scholarly, safe environment among peers. Course Phase 1 introduces students to techniques of scholarly research presentations and Q&As as well as to strategies to use both to improve their B.A. research. In this context, this course phase also discusses the writing process itself. Course Phase 2 will be dedicated to discussing students' individual current stage in their research and writing process and individual strategies of using the upcoming presentation in this course to improve their research and writing. In Course Phase 3, students will actually present the current stage of their projects in thematically organized workshops. This course focuses on American Studies; it is open to students in the BA programs American Studies and English Linguistics.

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

33304 Vormacht wider Willen. Deutsche Außenpolitik seit der Wiedervereinigung Bierling

Vorlesung, SWS: 2

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	16	18	c.t.				H 2	Bierling	

Die Vorlesung zieht eine Bilanz der deutschen Außenpolitik 25 Jahre nach der Wiedervereinigung. Im Zentrum stehen die beiden zentralen Aktionsfelder Berlins, die Europa- und Sicherheitspolitik. Dabei wird deutlich, wie schwer sich Deutschland nach wie vor tut, die ihm aufgrund seiner wirtschaftlichen Stärke, geographischen Lage und historischen Erfahrungen zufallende außenpolitische Rolle in einem veränderten internationalen Umfeld verantwortungsvoll anzunehmen. Im Rahmen der Vorlesung finden statt: ein Gespräch mit Ruprecht Polenz MdB, dem ehemaligen Vorsitzenden des Außenpolitischen Ausschusses des Deutschen Bundestags, eine Podiumsdiskussion zur Ukraine-Krise (in Kooperation mit der Europa Akademie und "Junges Europa") und eine zweitägige Konferenz (in Kooperation mit der Akademie für Politik und Zeitgeschehen der Hanns-Seidel-Stiftung).

33324a Washington Summer Symposium on U.S. Foreign Policy under President Obama Groitl

Hauptseminar, SWS: 2

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

This year's symposium takes place from August 2-13, 2015. All in all, 40-60 students from 5-10 countries participate in the summer symposium, among them up to 20 students from Regensburg. Regensburg students will meet several times during the summer semester to prepare for the symposium. Specific dates will be announced in the informative meeting on April 21, 2015, 6 pm (s.t.); room: PT 1.0.4. (preliminary schedule: June 16 and June 30, 2015, 6-8 pm plus additional meetings by arrangement). The summer symposium offers participants the unique chance to spend two weeks in Washington, D.C., and discuss American foreign policy with renowned experts. The seminar's agenda reflects current events. In 2015, particularly relevant issues are: international terrorism, the proliferation of WMD, the Iranian nuclear program, US-Russian relations, the role of China in international affairs, transatlantic relations, the global financial crisis, and many more. In Washington, students from Regensburg and their international peers will get a first-hand view of how the US government conducts its international affairs. We will meet with politicians, journalists, diplomats, academics and various officials for presentations and discussions. Over the course of the years, we spoke with Secretary of State Colin Powell, Secretary of Defense Harold Brown, UN-Ambassador Madeleine Albright, NATO-Ambassador Robert Hunter, CIA-Directors William Colby and William Gates and FBI-Director William Sessions. Most meetings will take place at the SAIS-Nitze Building, some in the offices of the NSC, State Department and Congress. Further information: see LSF.

33334 European Foreign and Security Policy Groitl

Übung, SWS: 2

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mo	wöch.	14	16	c.t.				PT 1.0.4	Groitl	

With 28 member states, a population of more than 500 million citizens and a GDP of more than 17 trillion USD (cf. World Bank; 2013), the EU is a sizable power in world affairs. Even though foreign policy and national security policy have turned out to be the most sensitive areas of European integration, the EU has committed itself to a common foreign and security policy as

well as a common security and defense policy. Yet diverging national interests, intergovernmental decision-making structures and internal challenges have repeatedly worked against a coherent international stance. Most recently, the EU struggled with economic woes, the Euro-debt-crisis and the growing influence of EU-skeptics in national and European parliamentary election. The seminar looks at the history and practice of European foreign and security policy after the Cold War. The first few meetings are devoted to the EU's institutional development and structure (e.g. history of European integration; actors and competences; reform initiatives). We then proceed with case studies (e.g. enlargement; neighborhood policy; role in international conflict resolution) and analyze crucial regional partnerships (e.g. transatlantic relations) as well as current crises (e.g. Russia/Ukraine). Over the course of the semester, participants will acquire a firm understanding of the EU as an international actor with its strengths and weaknesses. A detailed syllabus with a reading list will be made available in the first course meeting. Course language is English. To obtain credit for this seminar, participants are required to prepare for each meeting, participate regularly, contribute actively to in-class discussions, give a short presentation and write two essays (5 pages each). Please note: The exact work load depends upon your CP-requirement.

35718 Historical Sociolinguistics **Siebers**

Proseminar, SWS: 2, Max. Teilnehmer: 20

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

Course description: see "Englische Sprachwissenschaft: Proseminare".

36045 Französisch in Nordamerika **Neumann-Holzschuh**

Hauptseminar, SWS: 2, Max. Teilnehmer: 20

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

Im Verlauf des Seminars sollen die verschiedenen Varietäten des Französischen in Nordamerika in synchroner und diachroner Hinsicht analysiert werden. Es handelt sich in erster Linie um das Französische in Québec, in der Acadie und in Louisiana; es soll allerdings auch auf die Varietäten des Französischen in Missouri, in den Neuenglandstaaten, in den westlichen Provinzen Kanadas sowie in Neufundland eingegangen werden. Im Mittelpunkt der Betrachtung wird die Frage stehen, inwieweit es sich bei den diesen Varietäten eigenen Gemeinsamkeiten in Lautung, Grammatik und Wortschatz um Bewahrungen von Merkmalen des Französischen im 17. und 18. Jahrhundert handelt bzw. inwieweit hier insbesondere im Bereich der Morphosyntax spezifische Innovationen vorliegen, die auf bestimmte Entwicklungstendenzen innerhalb des Französischen schließen lassen. Im Zusammenhang damit wird das Verhältnis zwischen dem überseeischen Französisch und den Frankokreolsprachen zu diskutieren sein. Themen können in meinen Feriensprechstunden ab März übernommen werden. Einführende Literatur: Annegret Bollée, „Regionale Varianten des Französischen außerhalb Europas: Kanada“ in: G. Holtus et al., *Lexikon der Romanistischen Linguistik V, 1*, Tübingen 1990, 740ff. Ingrid Neumann-Holzschuh, „Das Französische in Nordamerika“, in: I. Kolboom et al. (Hg.), *Handbuch Französisch 2003*, 105-114. Bernhard Pöll, *Französisch außerhalb Frankreichs*, Kap. 5, Tübingen 1998.

Nicht gestufte Übungen

35786 Blockseminar: Irish History and Culture (Irland-Exkursion)

Lenz

Course description: see „Anglistik: Cultural Studies Advanced“.

35854 Tandem Mentoring

Uppendahl

Übung, SWS: 2

35855 DAAD / TA Großbritannien (Beratungs- und Informationsseminar)

Waller

Übung, SWS: 2

35856 RUPs, too

Kohen

Übung

Sprachpraxis / Language

Basismodul

35860 General Language Course A

**Arrington, Gebauer, Hill, Kervick,
Kohen, McIntosh-Schneider**

Seminar, SWS: 3, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mo	wöch.	14	17	c.t.			Gr. 1	PT 1.0.2	Arrington	
Mo	wöch.	17	20	c.t.			Gr. 2	PT 1.0.2	Arrington	
Mo	wöch.	17	20	c.t.			Gr. 3	ZH 6	Kervick	
Mi	wöch.	12	15	c.t.			Gr. 4	ZH 5	McIntosh-Schneider	
Mi	wöch.	15	18	c.t.			Gr. 5	PT 1.0.2	Kohen	
Fr	wöch.	8	11	c.t.			Gr. 6	ZH 5	Gebauer	
Fr	wöch.	8	11	c.t.			Gr. 7	PT 2.0.3A*	Hill	
Fr	wöch.	11	14	c.t.			Gr. 8	ZH 5	Gebauer	
-	n. V.			c.t.			Gr. 9		Arrington	Blockkurs
-	n. V.	9.30	14.30	s.t.	2.03.2015	17.03.2015	s. LSF WS 14/15		Arrington	Blockkurs

The prerequisite for GLC A is the successful completion of the *EFV*, i.e. formal admittance to the program. GLC A combines work in the skill areas of vocabulary, grammar, reading, and translation, all at an advanced level, and is intended to prepare students for the kinds of work they should be doing in their first few semesters at an academic institution. Vocabulary acquisition and pronunciation are to be worked on outside of class, and the majority of the in-class time will be spent on units of readings that give students insight into various English-speaking cultures, which will then stand them in good stead in their literature, linguistic and cultural studies courses. Work on grammar will be contextualized, and while certain problems in English grammar will receive attention, students are expected to have an advanced command of the grammar before they enrol in GLC A. The writing component of the course is intended to bolster the range of expression the students have and to reinforce concepts of writing at the university level. Translation will be approached from the aspect of contrastive analysis with

German and will serve to improve fluency in English as well as give students practice in dealing with syntax, lexis and grammar. It is recommended that students take GLC A in their first or second semesters, as the course helps to lay the groundwork for other courses. At the end of GLC A or B there will be an oral exam that tests pronunciation, flow and intonation. Those who do not pass the exam will be sent to the language lab to practice and improve before they are re-tested. - Course requirements: in-class participation, oral reports, written assignments and final exam as laid out in course pack. - Materials: GLC A course pack -- available at *Digital-Print* in the *Ludwig-Thoma-Str.* Hoffmann, H. G., and M. Hoffmann. *Großer Lernwortschatz Englisch*. 2nd ed. Ismaning: Hueber, 2003. Units 1-5 will be tested; Sammon, Geoff. *Exploring English Grammar: Anglistik - Amerikanistik*. Berlin: Cornelsen, 2002; Swan, Michael. *Practical English Usage*. 3rd ed. Oxford: OUP, 2005. Note: The final exam for the regular semester-courses will be held on Sat., 11.7.2015. There will be no alternate exam date.

35880 Composition (Introduction to Academic Writing)

**Gebauer, Hill, Kervick,
McIntosh-Schneider**

Seminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mo	wöch.	14.30	16	s.t.			Gr. 1	S 008 *	Kervick	
Mi	wöch.	16	18	c.t.			Gr. 2	ZH 6	McIntosh-Schneider	
Do	wöch.	12	14	c.t.			Gr. 3	ZH 5	Kervick	
Do	wöch.	16	18	c.t.			Gr. 4	PT 1.0.2	Kervick	
Do	wöch.	18.00	19.30	s.t.			Gr. 5	ZH 5	Gebauer	
-		9	12.30	s.t.	27.07.2015	7.08.2015	Gr. 6	PT 1.0.2	McIntosh-Schneider	Blockkurs
-		9	12.30	c.t.	27.07.2015	7.08.2015	Gr. 7		Hill	Blockkurs
-		9	12.30	c.t.	9.02.2015	20.02.2015	s. LSF WS 14/15		McIntosh-Schneider	Blockkurs
-		9	12.30	c.t.	23.02.2015	6.03.2015	s. LSF WS 14/15		Hill	Blockkurs

It is highly recommended to take this course during the first two semesters, ideally after having completed GLC A, yet either before or together with GLC B. Students are already expected to possess satisfactory writing skills in English, including basic knowledge of paragraph and essay development. As the course title suggests, emphasis will be placed on doing academic work. Course requirements will include several written assignments and a 1000- to 1200-word research paper. Details about course materials will be announced in the first week of the semester. Required book: Fowler, Ramsey H., and Jane E. Aaron. *The Little, Brown Handbook*. 12th international ed. New York: Pearson, 2012. - Registration via LSF.

35894 Exercises in English Pronunciation (BrE/AmE)

Gebauer, Hill

Seminar, SWS: 1, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mi	wöch.	8	9	c.t.			Gr. 1	ZH 6	Hill	BrE
Mi	wöch.	9	10	c.t.			Gr. 2	ZH 6	Hill	BrE
Mi	wöch.	8	9	c.t.			Gr. 3	ZH 4	Gebauer	AmE
Mi	wöch.	9	10	c.t.			Gr. 4	ZH 4	Gebauer	AmE

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

Seminar, SWS: 3, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mo	wöch.	8	11	c.t.			Gr. 1	PT 1.0.2	Gebauer	
Mo	wöch.	11	14	c.t.			Gr. 2	PT 1.0.2	Gebauer	
Mi	wöch.	12	15	c.t.			Gr. 3	PT 1.0.2	Kohen	
Do	wöch.	8	11	c.t.			Gr. 4	ZH 4	Arrington	
Do	wöch.	11	14	c.t.			Gr. 5	PT 1.0.2	McIntosh-Schneider	
Fr	wöch.	8	11	c.t.			Gr. 6	ZH 6	Cavanna	
Fr	wöch.	8	11	c.t.			Gr. 7	PT 1.0.2	Kervick	
Fr	wöch.	11	14	c.t.			Gr. 8	PT 1.0.2	Kervick	
Fr	wöch.	11	14	c.t.			Gr. 9	ZH 6	Cavanna	
-				c.t.			Gr. 10		Arrington	Blockkurs

The prerequisite for GLC B is the successful completion of GLC A. Moreover, it is highly recommended that students who earned a mark of 3 or less in GLC A do some supplemental work in order to improve before advancing to GLC B. GLC B combines work in the skill areas of vocabulary, grammar, reading, and translation, all at an advanced level. Vocabulary acquisition and pronunciation are to be worked on outside of class, and the bulk of the in-class time will be spent on units of readings that explore aspects of language and society in Great Britain and the USA. Students will be expected to have a solid background in the area of cultural studies and this course will build upon that. Grammar will be contextualized as in GLC A, although an even more sophisticated approach to the analysis of grammatical functions will be expected. The goal of the writing component of the course is to have students producing texts of near-native fluency and correctness. Translation will also be approached from the aspect of contrastive analysis, although the focus will be on longer texts for the purposes of increasing cohesion and idiomatic quality and refining style. It is recommended that students take GLC B in their second (B.A.) or third (Lehramt) semesters. - Course requirements: in-class participation, oral reports, written assignments and final exam as laid out in course pack. - Materials: GLC B course pack, available from *Digital-Print* in the *Ludwig-Thoma-Str.* Hoffmann, H. G., and M. Hoffmann. *Großer Lernwortschatz Englisch*. 2nd ed. Ismaning: Hueber, 2003. Units 6-12 will be tested; Sammon, Geoff. *Exploring English Grammar: Anglistik - Amerikanistik*. Berlin: Cornelsen, 2002; Swan, Michael. *Practical English Usage*. 3rd ed. Oxford: OUP, 2005. Note: The final exam will be held on Sat., 11.7.2015. There will be no alternate exam date.

35911 Focus on Grammar Practice

Arrington, Kervick

Seminar, SWS: 1, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mo	wöch.	13	14	c.t.			Gr. 1	ZH 6	Kervick	
Mi	wöch.	12	13	c.t.			Gr. 2	PHY 5.0.21	Arrington	

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

Vertiefungsmodul

35915 General Language Course C

Hill, Kohen, Uppendahl, Waller

Seminar, SWS: 3, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mo	wöch.	8	11	c.t.			Gr. 1	ZH 4	Kohen	
Mo	wöch.	8	11	c.t.			Gr. 2	PT 2.0.3A*	Hill	
Mo	wöch.	11	14	c.t.			Gr. 3	ZH 4	Kohen	
Mo	wöch.	11	14	c.t.			Gr. 4	PT 2.0.3A*	Hill	
Mo	wöch.	14	17	c.t.			Gr. 5	CH 33.0.87	Hill	
Do	wöch.	11	14	c.t.			Gr. 6	ZH 4	Uppendahl	
Do	wöch.	16	19	c.t.			Gr. 7	ZH 4	Uppendahl	
Do	wöch.	17	20	c.t.			Gr. 8	ZH 6	Waller	

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

- Course requirements: in-class participation, presentations, a project assignment, an in-class exam and the final exam as laid out in course pack. - Materials: *Hoffmann, H. G., and M. Hoffmann. Großer Lernwortschatz Englisch. 2nd ed. Ismaning: Hueber, 2003.* Units 13-20 will be tested. *Sammon, Geoff. Exploring English Grammar: Anglistik - Amerikanistik. Berlin: Cornelsen, 2002;* *Swan, Michael. Practical English Usage. 3rd ed. Oxford: OUP, 2005.* Note: The final exam will be held on Sat., 11.7.2015. There will be no alternate exam date.

35923 Writing B.A. (AmE)

Gebauer

Seminar, SWS: 2, Max. Teilnehmer: 15

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

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

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

Seminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mo	wöch.	16	18	c.t.				CH 12.0.19	McIntosh-Schneider	

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

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

Seminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mo	wöch.	12	14	c.t.			Gr. 1	ZH 2	Herfeld	
Di	wöch.	12	14	c.t.			Gr. 2	ZH 5	Kautzsch	

Übersetzen ist eine Fertigkeit, wenn nicht gar eine Kunst. Selbstverständlich kann sie nicht in einem einzigen Semester erlernt werden. Das Unterrichtsziel bleibt jedoch die gute Übersetzung. Auf dem Weg dahin sollen wöchentlich verschiedene Texte unterschiedlichster Herkunft übersetzt werden. Dabei werden grammatische Strukturen kontrastiv diskutiert sowie stilistische Prinzipien und Übersetzungstechniken in Anlehnung an Hohenadl/Will behandelt (Hohenadl, Christa und Renate Will. 1994. *Into German*. München: Hueber). Parallel dazu wird Ihnen eine selbständige Erweiterung Ihres Wortschatzes angeraten. - Der Leistungsnachweis ergibt sich aus zwei Übersetzungsklausuren, die für alle Parallelkurse identisch sind und an zwei Freitagen nachmittags stattfinden.

35934 Grammar (entspr. Grammar V)**Kautzsch, Lenz**

Seminar, SWS: 2, Max. Teilnehmer: 70

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mo	wöch.	10	12	c.t.			Gr. 1	H 5	Kautzsch	
Di	wöch.	14	16	c.t.			Gr. 2	H 46	Lenz	
Do	wöch.	14	16	c.t.			Gr. 3	H 23	Lenz	

Grammar/Language Analysis consists of two subsequent parts, (1) the lecture *Grammar* (theory and analysis) and (2) the seminar *Language Analysis* (analysis and discussion). A component of *Vertiefungsmodul Sprachpraxis, Grammar/ Language Analysis* is compulsory for students of all *Lehramtsstudiengänge* who commenced their studies in WS 2008/09 and later (New LPO I, 13.03.2008). Students wishing to acquire the 6 credit points for *Grammar/Language Analysis* are expected to have completed GLC C and the grammar lecture (1) before attending the seminar (2) as the former are prerequisites to being able to successfully prepare the tasks to be analysed and discussed in the seminar. At the end of the seminar (2) there will be a written test based on the thorough knowledge of grammatical theory and terminology as conveyed in the lecture and on the analytical and discursive skills taught and practised in the seminar. The lecture is essentially with the focus on Douglas Biber/Susan Conrad/Geoffrey Leech, *Longman Student Grammar of Spoken and Written English* (Harlow: Pearson Education Limited, 2002; 8th impression 2009) and: *ibid. Workbook*, but references to other grammars (Quirk/Aarts & Aarts, Ungerer) and terminologies

will be made in addition to it. Registration in FLEXNOW is only possible for the complete course *Grammar/Language Analysis*, not for the individual parts.

35938 Language Analysis (Sprachbeherrschung VI) Lenz

Seminar, SWS: 2, Max. Teilnehmer: 70

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	16	18	c.t.			Gr. 1	PT 2.0.3A*	Lenz	
Mi	wöch.	14	16	c.t.			Gr. 2	H 9	Lenz	

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

Weitere Sprachpraktische Kurse

35940 Sprachmittlung (LA vertieft) Kautzsch

Seminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	14	16	c.t.			Gr. 1	PT 2.0.3A*	Kautzsch	
Mi	wöch.	10	12	c.t.			Gr. 2	ZH 5	Kautzsch	

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

Seminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mo	wöch.	12	14	c.t.			Gr. 1	VG_2.45	Waller	
Di	wöch.	10	12	c.t.			Gr. 2	PHY 9.1.09	Kohen	
Mi	wöch.	14	16	c.t.			Gr. 3	ZH 4	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) Kohen

Übung, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	8	10	c.t.			Gr. 1	PT 1.0.2	Kohen	

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

35950 Text Production, vertieft Kervick, McIntosh-Schneider, Uppendahl

Übung, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mo	wöch.	18	20	c.t.			Gr. 1	ZH 5	McIntosh-Schneider	
Mi	wöch.	16	18	c.t.			Gr. 2	W 112	Kervick	
Fr	wöch.	10	12	c.t.			Gr. 3	R 009	Uppendahl	

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

35954 Sprachmittlung Examensrepetitorium (ED-Übersetzung) Kautzsch, Schlegel

Übung, SWS: 2, Max. Teilnehmer: 30

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mo	wöch.	12	14	c.t.			Gr. 1	H 23	Kautzsch	
Di	wöch.	16	18	c.t.			Gr. 2	ZH 6	Schlegel	

35956 Academic Writing B.A. AmE Cavanna

Seminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mo	wöch.	8	10	c.t.				VG_0.04	Cavanna	
	Block	8.30	13.15	s.t.	9.02.2015	16.02.2015	(WS 14/15)	VG_0.14	Cavanna	Entfällt am 11.02.2015

Building on Composition (Introduction to Academic Writing) and Writing B.A., this course gives

B.A. students the opportunity to polish their analytical and stylistic skills at a more advanced level. Course requirements: successful completion of a portfolio comprising four graded writing assignments plus a four-page research paper at the end of term. Course readings will be provided in class. Primary reference books will be those used in the earlier writing courses: Fowler, Ramsey H., and Jane E. Aaron. *The Little, Brown Handbook*. 12th international ed. Boston: Pearson, 2012.

35957 Academic Writing B.A. (BrE)

Herfeld

Seminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
-	Block	8.30	13.15	s.t.	27.07.2015	31.07.2015		ZH 6	Herfeld	Blockkurs
-	Block	8.30	13.15	s.t.	9.02.2015	13.02.2015	(WS 14/15)	VG_1.31	Herfeld	Blockkurs

Building on Composition (Introduction to Academic Writing) and Writing B.A., this course gives B.A. students the opportunity to polish their analytical and stylistic skills at a more advanced level. Course requirements: successful completion of a portfolio comprising four graded writing assignments plus a four-page research paper at the end of term. Course readings will be provided in class. Primary reference books will be those used in the earlier writing courses: Fowler, Ramsey H., and Jane E. Aaron. *The Little, Brown Handbook*. 12th international ed. Boston: Pearson, 2012.

35958 Presentation B.A. (AmE)

Bauridl

Seminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mi	Einzel	16	20	c.t.	20.05.2015	20.05.2015		ZH 5	Bauridl	
Mi	Einzel	16	20	c.t.	17.06.2015	17.06.2015		ZH 5	Bauridl	
Mi	Einzel	16	20	c.t.	24.06.2015	24.06.2015		ZH 5	Bauridl	
Mi	Einzel	16	20	c.t.	01.07.2015	01.07.2015		ZH 5	Bauridl	
Mo	Einzel	10	15	c.t.	27.07.2015	27.07.2015		ZH 5	Bauridl	
Di	Einzel	10	15	c.t.	28.07.2015	28.07.2015		ZH 5	Bauridl	

This course provides students in the BA programs with the opportunity to present the current, work-in-progress state of their BA theses, to debate their own questions, and to receive constructive feedback in a scholarly, safe environment among peers. Course Phase 1 introduces students to techniques of scholarly research presentations and Q&As as well as to strategies to use both to improve their B.A. research. In this context, this course phase also discusses the writing process itself. Course Phase 2 will be dedicated to discussing students' individual current stage in their research and writing process and individual strategies of using the upcoming presentation in this course to improve their research and writing. In Course Phase 3, students will actually present the current stage of their projects in thematically organized workshops. This course focuses on American Studies; it is open to students in the BA programs American Studies and English Linguistics.

35959 Presentation B.A. (BrE)

Hill

Seminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Fr	wöch.	12	14	c.t.				VG_0.24	Hill	

Whether you plan a career in academia or business, you will all need to be able to give scintillating presentations that send your audience home with the feeling that they have spent their time profitably by listening to you. Giving a presentation is so much more than just content or as close to perfect mastery of the English language as possible. A successful presentation in

English is also not just about being able to translate whatever you may do in a German presentation into perfect English. In this course we will discuss, and above all else practise, what it takes to send an audience home feeling not only as if they have understood you but have also learned something. Each student will be expected to give two short presentations, the topic of which will be discussed in the first meeting. The course is open for students enrolled in either a British Studies or an English Linguistics B.A. programme.

Fachdidaktik (LA Grund-, Mittel- und Realschule)

Einführungskurse

35960 Einführung in die Didaktik der englischen Sprache und Literatur Aßbeck

Seminar, SWS: 3, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mo	wöch.	08.15	10.30	s.t.			Gr. 1	ZH 5	Aßbeck	
Di	wöch.	08.15	10.30	s.t.			Gr. 2	ZH 5	Aßbeck	

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

Proseminare

35967 What makes the language learner tick? Aßbeck

Proseminar, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	10.30	12	s.t.				ZH 5	Aßbeck	

This course wants to explore some of the aspects of ELT which are considered as crucial to successful language learning, e.g. Are authentic input and real-life tasks as decisive to pupil motivation as commonly assumed? Are games likely to improve the classroom atmosphere and thus to increase pupils' learning efforts? Or is a systemic training of language learning strategies the key to success? Individualization, holistic language learning, cooperative language learning, e-mail tandems etc. – are these just fashionable buzz words or concepts which make an important contribution to successful language learning? And what about texts? Printed texts from the course book are still the staple diet of most English lessons – should they be replaced by films (which show the "reality" of L 2 communication) or by individual research work in the internet (to cater for individual interests)? Course requirements: handout, term paper and active participation in all course activities. Students wanting to participate in this course are requested to sign up for a topic and collect course materials before (!!) the summer term starts. A list of topics will be on display at the end of the winter term.

35968 Kompetenzorientierte Aufgaben im Englischunterricht - Grundlagen und praktische Einblicke**Fritze**

Proseminar, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Do	wöch.	14	15.30	s.t.				H 46	Fritze	

Im Rahmen des Proseminars werden u.a. zentrale Fragestellungen des kompetenzorientierten Fremdsprachenunterrichts diskutiert: Wie kann moderner, zeitgemäßer und motivierender Unterricht gestaltet werden? Welche Medien erweisen sich dabei als hilfreich und besonders motivierend? Wie können theoretische Stundenentwürfe mit lebendigen, differenzierenden Materialien unterfüttert werden? Welche Rolle wird der neue Lehrplan spielen? Wie müssen sich Schulbücher und ähnliche Materialien an das Informationszeitalter anpassen? Die Eintragung in die Themenliste erfolgt in der ersten Sitzung. Leistungsnachweis: Präsentation, Seminararbeit und aktive Mitarbeit.

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

Proseminar, SWS: 3, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mo	wöch.	16	18	c.t.				PT 3.0.77*	Schindler	

Dieser Kurs ist speziell für Studierende konzipiert, die Englisch als Didaktikfach der Mittelschule studieren, er ist aber auch offen für andere Studierende, die ihr fachdidaktisches Wissen und ihre unterrichtlichen Kompetenzen erweitern wollen. Die wichtigsten Aspekte des Englischunterrichts an Mittelschulen (z.B. effektive Wortschatzvermittlung in Verbindung mit sinnvollen Lernstrategien, anwendungsorientierter Grammatikunterricht, Entwicklung von Sprechkompetenz und Sprechmotivation etc.) sollen vor allem unter Berücksichtigung der zwei wichtigsten schulartspezifischen Grundprinzipien behandelt werden: Differenzierung und Lernerautonomie. Der Kurs wird Theorie und Praxis eng miteinander verknüpfen und Unterrichtsbesuche sowie eigene Lehrversuche in Mittelschulklassen in das Semesterprogramm integrieren. Leistungsnachweis: aktive Teilnahme an allen Kursaktivitäten und schriftliche Ausarbeitung eines Unterrichtskonzepts.

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

Proseminar, SWS: 3, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Do	wöch.	16	18	c.t.					Hitzfelder	Montessorischule, Prüfeninger Schloßstraße 71

This course builds on the introduction to TEFL („Einführung in die Didaktik der englischen Sprache und Literatur“) and is to offer a combination of theoretical knowledge and classroom practice to those students who have opted for “Englisch als Didaktikfach der Grundschule“). The course is meant to develop both language competence and the teaching skills and will therefore focus on classroom language, language learning games, playful communicative activities, storytelling, songs, intercultural learning, using CLIL in the primary classroom, and many other aspects of teaching English to very young learners. Course requirements: term paper and active participation in all course activities.

Proseminare (praktikumsbegleitend)

35964 TEFL: Theory and Practice (LA Grundschule)

Koch

Proseminar, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	14.30	16	s.t.				S 008 *	Koch	

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

35965 TEFL: Theory and Practice (LA Mittelschule)

Aßbeck

Proseminar, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Do	wöch.	8.30	10	s.t.				ZH 5	Aßbeck	

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

35966 TEFL: Theory and Practice (LA Realschule)

Aßbeck

Proseminar, SWS: 2, Max. Teilnehmer: 20

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

This course focuses on the practical aspects of teaching English. It will regularly draw on the knowledge students should have acquired in the preceding course (= “Einführungskurs”) and we will try to apply this knowledge to the most important situations and problems in the language classroom. Apart from manifold practical activities such as planning lessons, analyzing teaching materials and trying out communicative or playful activities we will primarily analyze video recordings of English lessons and discuss crucial aspects of teaching English to young learners, e.g. how to present and practise vocabulary/grammar etc., how to teach listening and reading strategies, how to engage pupils in classroom conversation, how to use games in language teaching, what to do about errors and how to individualize language

learning etc. Although this is basically a practice-oriented course all practical questions will be dealt with on the theoretical basis of language-acquisition research and related fields. All participants are expected to take a very active part in the discussions and in practical activities. Assessment will be based on active in-class participation and on a written term paper.

Examenskolloquium

35969 Zentrale Aspekte und Fragestellungen des Englischunterrichts (Examensvorbereitung) Aßbeck

Seminar, SWS: 2, Max. Teilnehmer: 50

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mo	wöch.	10.30	12	s.t.				ZH 5	Aßbeck	

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

Übungen

35991 Investigating Foreign Language Teaching and Learning Kirchhoff

Übung, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Do	14-tägig	12	14	c.t.				PT 3.3.104	Kirchhoff	

The purpose of this class is to provide advice and guidance to students who are writing a "Zulassungsarbeit" or a doctorate in English Language Teaching. We will discuss recent publications in the field of ELT and applied linguistics. Participants will be given input on research methodology and they have the opportunity to present and discuss ideas and research findings to a group. Participation and presentation of work-in-progress is obligatory for students currently working on a "Zulassungsarbeit" or doctorate under my supervision, and open to those who consider doing so in the next semesters. Registration in my office hours and via LSF. Recommended reading: Brown, James, and Theodore Rogers. *Doing Second Language Research*. Cambridge: CUP, 2002. Print.; Mackey, Alison, and Susan M. Gass. "Research Methods in Second Language Acquisition: A Practical Guide." Ed. Wiley-Blackwell. Chichester, 2012. Print.

Praktikum

35970 Durchführung und Analyse von Unterricht (in Ausbildungsklassen)										Aßbeck
Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mi	wöch.	8	13	c.t.					Aßbeck	vor Ort in den Praktikumsschulen

35971 Planung und Analyse von Englischunterricht (Begleitveranstaltung zum studienbegleitenden fachdidaktischen Praktikum)										Aßbeck
Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
-	n. V.			c.t.				PT 3.3.106	Aßbeck	

35972 Vorbereitungsbesprechung für das pädagogisch-didaktische Blockpraktikum										Aßbeck
Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Fr	Einzel	8.30	10	s.t.	10.07.2015	10.07.2015		PT 3.3.106	Aßbeck	

Fachdidaktik (LA Gymnasium)

Einführungskurse

35975 Introduction to Teaching English as a Foreign Language										Kirchhoff
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Seminar, SWS: 2, Max. Teilnehmer: 100

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	14	16	c.t.				H 8	Kirchhoff	

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

Seminar Kulturdidaktik

35979 Teaching British and North American Cultures										Bergmann, Moreth-Hebel
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Seminar, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mo	wöch.	12.30	14	s.t.			Gr. 1	ZH 8	Bergmann	
Mo	wöch.	14	16	c.t.			Gr. 2	ZH 4	Bergmann	
Mo	wöch.	18	20	c.t.			Gr. 3	PT 2.0.3A*	Moreth-Hebel	
Di	wöch.	16	18	c.t.			Gr. 4	PT 2.0.4	Moreth-Hebel	

„Learning a foreign language is more than a simple task of assembling lexical items in

grammatically accurate sentences. It involves learning to communicate with others in that language and such communication involves an engagement with culture." (Liddicoat 2005). This seminar takes a cultural perspective on ELT as a central paradigm in current language teaching. On top of that, we will explore the use of media in ELT classrooms. Introductory reading: Liddicoat, Anthony. "Language teaching and learning from an intercultural perspective." *The Handbook of Second Language Acquisition*. Eds. Doughty, Cathrine and Michael H. Long; Blackwell Handbooks in Linguistics, 2005. 837-55. Print. The seminar is obligatory for students following the curriculum of the new LPO of 2008. As basic knowledge about teaching a foreign language is a necessary prerequisite for adequate participation; FlexNow documentation of the successful completion of an introductory course will have to be presented in the first sessions. Requirements: regular attendance, in-class presentation, written assessment.

Seminare

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

Seminar, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	18	20	c.t.				PT 2.0.3A*	Moreth-Hebel	

This seminar gives you the opportunity to reflect on your experiences as an observer and a novice teacher of English at a Gymnasium. It also aims at bridging the gap between theory and practice of foreign language teaching. We will focus on topics like: lesson planning, content and method of language teaching, teaching the four skills, assessing language proficiency and giving feedback as well as classroom management and working with the board. This seminar is offered in connection with the "studienbegleitenden fachdidaktischen Praktikum". Requirements: regular attendance, active participation and portfolio work. Application: Students can apply for this course after they have successfully completed the "Einführungskurs". Please note that you have to apply through the "Praktikumsamt der MB-Dienststelle Oberpfalz" before you can register in FlexNow.

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

Seminar, SWS: 2, Max. Teilnehmer: 30

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

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

Oberkurse (Sprach- und Literaturdidaktik)

35986 Teaching Drama Kirchhoff

Seminar, SWS: 2, Max. Teilnehmer: 20

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

Sa	Einzel	10	16	c.t.	13.06.2015	13.06.2015		PT 2.0.3A*	Kirchhoff	
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In this seminar, we will investigate the multiple uses of dramatic texts, play and improvisation in the ELT classroom. We will take a theoretical and a practical perspective on the use of this literary genre from a very basic level to an advanced level of language proficiency. Our focus will be on long-established as well as new authors and forms of dramatic texts. In order to make this seminar a success, students should be open to exploring new forms of teaching English inside and outside the classroom. On top of that, the willingness and flexibility to spend a day outside of regular course times, which will be scheduled at the very beginning of the seminar, is a requirement. Literature: Ahrens, Rüdiger, Maria Eisenmann, and Matthias Merkl, eds. *Moderne Dramendidaktik für den Englischunterricht*. Heidelberg: Universitätsverlag Winter, 2008. Print. Wilson, Ken; *Drama and Improvisation: Resource Books for Teachers*. Oxford: Oxford University Press, 2008. Print.

35988 Kompetenzorientierung im Englischunterricht Regnat

Seminar, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mo	wöch.	14	16	c.t.				VG_0.15	Regnat	

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

Übungen

35991 Investigating Foreign Language Teaching and Learning Kirchhoff

Übung, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Do	14-tägig	12	14	c.t.				PT 3.3.104	Kirchhoff	

The purpose of this class is to provide advice and guidance to students who are writing a "Zulassungsarbeit" or a doctorate in English Language Teaching. We will discuss recent publications in the field of ELT and applied linguistics. Participants will be given input on research methodology and they have the opportunity to present and discuss ideas and research findings to a group. Participation and presentation of work-in-progress is obligatory for students currently working on a "Zulassungsarbeit" or doctorate under my supervision, and open to those who consider doing so in the next semesters. Registration in my office hours and via LSF. Recommended reading: Brown, James, and Theodore Rogers. *Doing Second Language Research*. Cambridge: CUP, 2002. Print.; Mackey, Alison, and Susan M. Gass. "Research Methods in Second Language Acquisition: A Practical Guide." Ed. Wiley-Blackwell. Chichester, 2012. Print.

C. Für Interessierte

RUPs, too

The RUPs have been a part of the University of Regensburg for over 45 years now, and they are still going strong. The main goals of the acting troupe are to provide quality entertainment in English and a medium for interested students to improve their own proficiency in the language. Any students who are interested in joining the group, whether as backstage crew or on stage, are welcome to join us. Auditions for roles are held at the beginning of every semester, but acting experience is not necessary. Not every person can act every semester, but we always have a place for people who are interested in team work and enjoy a nice group atmosphere. For more information please contact Jamie Kohen in her office hours, Di 13-14 und Mi 11-12 in PT 3.2.50, or by email: jamie.kohen@ur.de, or check out the RUPs, too website at www.rupstoo.com.

Öffnungszeiten des MultiMediaZentrums, Universitätsbibliothek

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

Das MultiMediaZentrum besitzt über 1500 britische und amerikanische Filme, Fernsehserien und Dokumentationen auf DVD, die von Studierenden entliehen werden können. Kataloge sind über die Homepage der Universitätsbibliothek verfügbar. Bitte machen Sie davon Gebrauch: Use it or lose it!

English Language Resources

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

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

Exkursion nach Irland (Vorankündigung)

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

Exkursion nach Wales im Sommersemester 2016 (Vorankündigung)

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