



KOMMENTARE

für das Studium im

Wintersemester 2013/14

Geschäftsführung:

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Zimmer PT 3.2.68

Sekretariat:

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Zimmer PT 3.2.66

Studienberatung:

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

Mödl
Kautzsch, Siebers
Decker, Farkas
Decker, Farkas
Balestrini, Gessner
Balestrini, Gessner
Aßbeck
Kirchhoff
Kohen, Uppendahl, Waller

Sprechstunden Wintersemester 2013/14

Name	Sprech-zeit	Raum PT	Tel.: 943-
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ARRINGTON, Doris-Gudrun	Mi 12.15-14.15	3.3.88	3429
AßBECK, Akad. Dir. Dr. Johann	Fr 10-12	3.3.106	3488
BALESTRINI, Akad. Rätin PD Dr. Nassim	Do 10.15-11, Fr 11-12	3.2.85	3509
BAURIDL, Dr. Birgit	Do 14-16	3.2.83	3507
BOEHM, Dr. Katharina	beurlaubt		
BRUNNER, Thomas	Mi 16.15-18	3.2.79	3503
BUSCHFELD, Dr. Sarah	Di 10.30-12.30	3.2.81	3503
CAVANNA, Augustus	Di 12-14	3.2.87	3511
DECKER, Martin	Mo 14-15	3.2.47	3466
DEPKAT, Prof. Dr. Volker	Di 14-15 + Do 14-15	3.2.71	3476
DUNPHY, Dr. Graeme	Di 14-16	3.2.58	3498
FACKLER, Katharina	Do 14-16	3.2.88	1809
FARKAS, Dr. Anna	Di 14-16	3.2.59	3499
FISCHER, Prof. Dr. Roswitha	Di u. Mi 12-13	3.2.68	3473
FRITZE, Martin	nach Veranstaltung		
GEBAUER, Dr. Amy	Mi 14.15-16	3.3.88	3429
GESSNER, Dr. Ingrid	Mi 10-12	3.2.70	3475
GRAF, Thomas	siehe Homepage	3.2.56	3781
HEBEL, Prof. Dr. Udo	siehe Homepage	3.2.73	3478
HERFELD, Dr. Dorith	Mi 12-13 + Fr 11-12	2.3.61	3501
HILL, Sophie	Mi 10-12	3.2.50	3469
HITZFELDER, Heike	nach Veranstaltung		
KAUTZSCH, Dr. Alexander	Di 11-13	3.2.69	3474
KIRCHHOFF, Prof. Dr. Petra	Mi 16-17	3.3.104	3501
KOCH, Walter	nach Veranstaltung		
KOHEN, Jamie	Di 12-13, Mi 11-12	3.2.50	3469

Name	Sprech-zeit	Raum PT	Tel.: 943-
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LEIKAM, Dr. Susanne	Do 10-12	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
MORETH-HEBEL, Christine	Fr 12-13	ch.moreth-hebel@web.de	
NEULAND, Christina	Fr 11-12	3.2.82	3502
PALITZSCH, Francesca	Di 14-16	3.2.63	3870
PANKRATZ, Michaela	Mi 14.30-16	3.2.55	3046
PESOLD, Dr. Ulrike	nach Veranstaltung		
PETZOLD, Prof. Dr. Jochen	Di 16-18	3.2.45	2486
REGNAT, Josef	nach Verantst.	josef.regnat@t-online.de	
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	Di 16-17	3.2.80	3504
STADLER, Sandra	Mo 13-14	3.2.56	3781
SZLEZÁK, Klara-Stephanie	Di 12-13.30	3.2.70	3475
UPPENDAHL, Steve	Di 13-14 Do 16-17	3.2.88	1809
WALLER, Peter	Mi 14-16	3.2.60	3500
WASMEIER, Margaret	Mi 9.30-11	3.2.43	3463
WEIG, Heide-Marie	Mo 14.30-16	3.2.43	3463
WIDLITZKI, Bianca	siehe Homepage	3.2.81	3505
ZEHELEIN, Prof. Dr. Eva-Sabine	Mi 14-15	3.2.86	3510
ZWIERLEIN, Prof. Dr. Anne-Julia	siehe Homepage	3.2.48	3467

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

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

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

Stand der Drucklegung: Juni 2013

A. Allgemeines

1. Studienplanung

1.1 Studienanfänger: 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), um die Studierbarkeit zu verbessern und die Studierfreundlichkeit zu erhöhen. Zum Wintersemester 2012/13 traten daher neue Modulordnungen in Kraft. Diese neuen Module sind für alle gültig, die **ab dem Wintersemester 2012/13 ihr Studium aufnehmen**. Betroffen sind die folgenden Module:

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

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

Eine umfassende Aufstellung der Änderungen im Einzelnen kann über die Homepage des Instituts eingesehen werden (Informationen für Studierende → Vorlesungsverzeichnis / und: Informationen für Studierende → Lehramt Englisch / B.A. Bachelor of Arts → Studienaufbau → Modulkataloge). Bitte beachten Sie außerdem, dass die im KVV angegebenen Module bei den einzelnen Lehrveranstaltungen nicht gleichzeitig für alle Modulversionen gelten! Wenn ein Modul aufgeführt wird, heißt das nicht unbedingt, dass die Lehrveranstaltung in Ihrer Modulversion hier eingebracht werden kann. Bitte beachten Sie daher unbedingt, welche Lehrveranstaltungen Sie laut der **für Sie gültigen Modulkataloge** absolvieren müssen.

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 in dieses Semester wieder **Informationsveranstaltungen** für die Planung des Studiums geben, beachten Sie hierzu bitte die aktuellen Aushänge und Ankündigungen per Newsletter.

2. Wichtige Termine 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:

- **Mo, 7.10.2013 – Do, 10.10.2013** für alle **erstsemester-relevanten** Kurse
- GLC A - *Introduction to Engl. and Am. Literary Studies*
- *Introduction to Engl. Linguistics*
- **Mo, 8.7.2013 – So, 11.8.2013** für alle anderen Kurstypen
(GLC B, C; *Composition; Sprachmittlung; Pronunciation Exercises; Proseminare, Seminare, Hauptseminare, Mittel-/Altenglisch, Cultural Studies, Fachdidaktik, Examenskurse*)

Es gilt **Folgendes**:

- Das **Konzept basiert nicht auf Schnelligkeit**, es macht also keinen Unterschied, ob man sich gleich in der ersten Minute, oder erst am zweiten oder dritten Tag anmeldet (siehe „Prioritäten setzen“). Man hat somit mehr Zeit, die Kursplanung zusammenzustellen bzw. umzustellen, und auch eine Chance, mit langsamerer Internetverbindung oder wenn man zu Beginn des Anmeldezeitraums verhindert ist, in den gewünschten Kurs zu gelangen.
- Studierende, die einen Kurstyp nicht belegen konnten, obwohl ihre Studiensituation dies erfordert, werden gebeten, sich bei der Geschäftsführung zu melden, da die Kursleiter 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.

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

→ **FlexNow-Anmeldefrist** für Kurse des WS 2013/14: **Mo, 4. Nov. 2013 – Fr, 24. Jan. 2014**

Die **Anmeldefrist für Blockseminare** kann von der regulären Anmeldefrist abweichen.

Hierzu werden Sie in der ersten Sitzung der Blockveranstaltung vom Kursleiter informiert.

Anmeldefrist zur **Ausspracheprüfung** (Pronunciation Exam): **Mo, 13. – Fr, 24. Januar 2013**

(Achtung: für diese Prüfung ist zusätzlich auch eine Anmeldung per Listeneintrag erforderlich; Genaueres dazu gibt es Anfang Januar in einer Rundmail).

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

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

Bitte beachten:

Es werden **keine Nachmeldungen** 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 Ansprechpartner 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:

Beispiel: *ENGYM-M12.2(4)* und *AMST-M22.w(4)*

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

Thematische Vorlesungen

35700 English Around the World Schneider

Module: ELG-M 32.2(8), ELG-M 33.2 / 3(8), ENGS-M 22.w(4), ENGYM-M 22.w(4), ENGYM-M32C.1(4), ENHS-M 22.w(4), ENLI-M 23.2(4), ENLI-M 25.2 / 3(4), ENLI-M 32.1(4), ENRS-M 22.w(4)

Vorlesung, SWS: 2, Max. Teilnehmer: 100

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

After the end of the colonial period, the English language has been retained in many former colonies. In dozens of nations all around the globe, it is now an official language or a strong second language, widely used in everyday communication, in addition to its global role as a language of international communication, business, the media, and so on. Interestingly enough, in many of these countries for the last few decades the English language has become “nativized”, i.e. it has developed local varieties used in informal situations, as identity-carriers; and in several countries in Asia and Africa it is also spreading as a mother tongue. In this lecture, this process is surveyed and described in a systematic fashion. I suggest a coherent theoretical perspective which claims that despite all apparent differences from one location to another a fundamentally uniform developmental process has motivated this spread and diversification of English all around the globe. The nature of this process, called the “Dynamic Model” and grounded in theories of language contact, accommodation, and identity, is outlined, and the roles and contributions of colonizers and the colonized in these processes are highlighted. I will then discuss the forms and functions of English in more than a dozen individual countries, paying attention to historical causes of the diffusion of the language, sociocultural ethnographies of communication, contact ecologies, and resulting consequences on all levels of language structure. Part of the lecture will be devoted specifically to linguistic aspects of this evolutionary process, focussing upon widespread features, methodological and conceptual issues, and the nature of the processes involved. Whenever possible, the general statements made will be supported by presenting and discussing language samples from the respective countries. Recommended reading: Edgar W. Schneider, *Postcolonial English: Varieties Around the World*. Cambridge: Cambridge University Press 2007; Edgar W. Schneider, *English Around the World. An Introduction*. Cambridge: Cambridge University Press 2011. Requirements for course credits: final exam; for MA students also written paper (book review). No registration required (except FlexNow).

Pflichtvorlesungen der Basismodule

35702 The Structure of English Schneider

Module: AMST-M 12.2(4), BRST-M 12.2(4), ENGS-M 12.2(4), ENGYM-M 12.2(4), ENHS-M 12.2(4), ENLI-M 12.2(4), ENRS-M 12.2(4)

Vorlesung, SWS: 2, Max. Teilnehmer: 350

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

This lecture constitutes an obligatory component in the „Basismodul Sprachwissenschaft“, and it can only be chosen after having passed an “Introduction to English Linguistics” successfully. It is meant to provide a basic survey of the fundamental structural properties of the English language from a comparative, typological and historical perspective. As such,

and together with the lecture “English in Use”, it also provides a systematic coverage of what the Bavarian “Kultusministerium” has established as the so-called “core curriculum” in English linguistics. The lecture will deepen and supplement some of the material you have learned in the “Introduction”. In particular, the following topics will be covered: The status of English in the modern world; structural properties of modern English (also as opposed to German) on the levels of phonetics and phonology, lexis (characteristics of the English word stock; theories systematizing word meanings); morphology (word formation, inflection); and syntax (approaches, sentence constituents, phrases, clauses, word order); the historical evolution of the language (periodization and external history; lexical growth; major sound changes with present-day consequences; the history of English morphology; the emergence of modern English syntactic structures); present-day diffusion and varieties of English. – Requirements for course credits: regular attendance, final exam. – No registration required (except FlexNow).

35703 English in Use **Fischer**

Module: AMST-M 12.3(4), BRST-M 12.3(4), ENGS-M 12.3(4), ENGYM-M 12.3(4), ENHS-M 12.3(4), ENLI-M 12.3(4), ENRS-M 12.3(4)

Vorlesung, SWS: 2, Max. Teilnehmer: 300

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	10	12	c.t.				H 20	Fischer	

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

Einführungskurse

35705 Introduction to English Linguistics **Brunner, Buschfeld, Kautzsch, Pankratz, Schleburg, Siebers**

Module: AMST-M 12.1(4), BRST-M 12.1(4), ENGS-M 12.1(4), ENGYM-M 12.1(4), ENHS-M 12.1(4), ENLI-M 12.1(4), ENRS-M 12.1(4)

Seminar, SWS: 3, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mo	wöch.	16	18	c.t.			Gruppe 1	ZH 6	Kautzsch	
Di	wöch.	15	16	c.t.			Gruppe 1	PT 3.0.75*	Kautzsch	
Di	wöch.	18	19	c.t.			Gruppe 2	ZH 4	Schleburg	
Mi	wöch.	14	16	c.t.			Gruppe 2	ZH 4	Schleburg	
Di	wöch.	17	18	c.t.			Gruppe 3	PHY 9.1.09	Siebers	
Mi	wöch.	10	12	c.t.			Gruppe 3	PT 3.0.76*	Siebers	

Mi	wöch.	8	10	c.t.			Gruppe 4	ZH 4	Buschfeld	
Do	wöch.	17	18	c.t.			Gruppe 4	ZH 5	Buschfeld	
Mi	wöch.	8	10	c.t.			Gruppe 5	ZH 5	Brunner	
Do	wöch.	18	19	c.t.			Gruppe 5	PT 1.0.2	Brunner	
Mi	wöch.	13	14	c.t.			Gruppe 6	ZH 4	Pankratz	
Do	wöch.	18	20	c.t.			Gruppe 6	ZH 5	Pankratz	
-	Block	9	14:30	c.t.	17.02.14	20.02.14	Gruppe 7	PT 2.0.3A	Kautzsch	Blockkurs
-	Block	9	14:30	c.t.	24.02.14	26.02.14	Gruppe 7	PT 2.0.3A	Kautzsch	Blockkurs
Do	Einzel	10	12	c.t.	06.03.14	06.03.14	Gruppe 7	s. LSF	Kautzsch	Klausur
-	Block	9	13	c.t.	10.09.13	28.09.13	35705ss	VG_0.24	Widlitzki	gehört zum SS

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, quizzes on reading assignments, final exam (the exact date will be announced in the first session). - The reading assignments for the quizzes will be announced in the first session.

Proseminare

Module: ENGS-M 22.w(4), ENGYM-M 22.1(4), ENHS-M 22.w(4), ENLI-M 22.1(4), ENLI-M 23.1(4), ENLI-M 25.1 / 3(4), ENRS-M 22.w(4)

35717 The Language of Shakespeare

Schleburg

Proseminar, SWS: 2, Max. Teilnehmer: 20

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

“How goes it?” This is not an over-literal translation from German, but a line by England’s greatest poet. You can call him *Shakespeare*, *Shagspere*, or even *Saxper* – he didn’t know exactly how to spell his name. Obviously, neither his grammar nor his orthography can be measured by the standards of the 21st century, and a modern reader who wishes to understand and enjoy his works may find it useful to know that in Early Modern English *gone* rhymed with *alone*, *nice* did not mean ‘agreeable’ but ‘shy’ or ‘fastidious’, and “Why speake not you?” was as correct an interrogative sentence as “Why don’t you speak?” – not to mention the homonymies and connotations at work in Saxpere’s adult jokes. In our seminar we will observe and categorise the most important differences between the language of Shagspear and Present Day English, based on non-modernised texts. This survey will (I hope) make reading Shackespere and his contemporaries more rewarding and also provide a better understanding of the structures of the modern language. — Online registration. Requirements for course credits: active participation and regular homework, final exam.

35718 Accents of English**Siebers**

Proseminar, SWS: 2, Max. Teilnehmer: 20

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

The major differences in pronunciation between British and American English are well-known, but how can we tell whether a speaker is from New Zealand rather than South Africa and what is characteristic about African or Asian accents of English? The aim of this seminar is to acquaint students with the variety of accents of English in a global context and to train students' awareness and perception of accent features. We will systematically examine selected accents and their characteristic features by listening to representative sound samples, covering the major varieties of English (Schneider et al. 2004). Furthermore, short summaries of phonetic and phonological variation at a regional as well as a global level will be presented. This seminar has a strong practical orientation and students are expected to carry out their own phonetic analyses of an accent of their choice. Speech samples will be provided but students are also welcome to bring their own samples or to make their own recordings. Requirements: active participation, short phonetic description of an accent (to be presented in class and handed in as a written summary). References: Schneider, Edgar W., Kate Burridge, Bernd Kortmann, Rajend Mesthrie and Clive Upton, eds. 2004. *A Handbook of Varieties of English. Volume 1: Phonology*. Berlin/New York: Mouton de Gruyter.

35719 Discourse Analysis**Pankratz**

Proseminar, SWS: 2, Max. Teilnehmer: 20

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

This course is an introduction to the field of Discourse Analysis, a broad and rapidly developing subfield of linguistics concerned with the study of language use in context. We will start out by asking ourselves what the term 'discourse' means before we focus on oral and written language of various genres. Special emphasis will be laid on Critical Discourse Analysis which is primarily interested in the revelation of hidden power relations constructed through language. At the end of this course, you should be able to apply the approach of (Critical) Discourse Analysis to your own research of authentic texts. This should also help you to be more aware of the socio-political and cultural significance of language in everyday life. Requirements for course credits: active participation, oral presentation, term paper.

35720 Language Acquisition**Buschfeld**

Proseminar, SWS: 2, Max. Teilnehmer: 20

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

This course will introduce the research field of language acquisition. We will focus on first and second language acquisition from a psycholinguistic perspective, but also touch on sociolinguistic aspects, multilingualism, i.e. the role third and fourth languages may play in the acquisition process, and also issues of World Englishes research. The class will therefore look into different aspects of and approaches to the topic, e.g. different first and second language acquisition theories, aspects of language development (pronunciation, vocabulary, grammar...), different acquisition settings, implications for second and foreign

language teaching, and some selected methodological issues of first and second language acquisition research. Requirements: Active participation, oral presentation, seminar paper.

35721 Syntax

Neuland

Proseminar, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Fr	Einzel	14	16	c.t.	18.10.13	18.10.13		PT 1.0.2	Neuland	
Fr	Einzel	14	18	c.t.	08.11.13	08.11.13		PT 1.0.2	Neuland	
Sa	Einzel	10	17	c.t.	09.11.13	09.11.13		PT 1.0.2	Neuland	
Fr	Einzel	14	18	c.t.	15.11.13	15.11.13		PT 1.0.2	Neuland	
Sa	Einzel	10	17	c.t.	16.11.13	16.11.13		PT 1.0.2	Neuland	
Fr	Einzel	14	16	c.t.	29.11.13	29.11.13		H 6	Neuland	Klausur

In this practice-oriented seminar we will revise basic topics of English syntax but will also discuss more intricate syntactic phenomena. We will use Quirk et al. and Herbst & Schüller - the two basic approaches recommended for the Bavarian state examination - as the basis of our analysis, critically applying and comparing the two methods. You need not be a syntax freak to join this course, on the contrary, those who have not really warmed to syntactic analysis so far are very welcome to join and discover the fascinating side of it. Believe it or not, syntactic analysis can be a very rewarding occupation. Online registration. Course requirements: active participation, reading assignments, homework, final exam.

Seminare

35722 Altenglische Sprache u. Kultur

Schleburg

Module: ELG-M 31.3(8), ELG-M 33.3(8), ENGS-M 22.w(4), ENGYM-M 22.2(4), ENGYM-M32C.w(4), ENHS-M 22.w(4), ENLI-M 22.2(4), ENRS-M 22.w(4)

Seminar, SWS: 2, Max. Teilnehmer: 25

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

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

35723 Mittelenglische Sprache u. Kultur**Schleburg**

Module: ELG-M 31.3(8), ELG-M 33.3(8), ENGS-M 22.w(4), ENGYM-M 22.2(4), ENGYM-M32C.w(4), ENHS-M 22.w(4), ENLI-M 22.2(4), ENRS-M 22.w(4)

Seminar, SWS: 2, Max. Teilnehmer: 25

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

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

35724 Early English**Schleburg**

Module: ELG-M 31.3(8), ELG-M 33.3(8), ENGS-M 22.w(4), ENGYM-M 22.2(4), ENGYM-M32C.w(4), ENHS-M 22.w(4), ENLI-M 22.2(4), ENRS-M 22.w(4)

Seminar, SWS: 2, Max. Teilnehmer: 25

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

“Early English” is the English-classroom alternative to our German introductions to Old English and Middle English. As such, it is particularly recommended to international students who do not yet sufficiently trust their German for the purpose of scientific discourse and translation. Of course local students (*Lehramt vertieft*) will also be able to acquire the historical qualification needed for the Bavarian state exam. After a short introduction to the Indo-European roots of English, some sessions will be devoted to the sounds and the grammatical system of Old English, illustrated by authentic little prose texts of the Anglo-Saxon period. Later in the semester we will discuss some of the developments that took place after the Norman Conquest and in Early Modern times, and apply a contrastive analysis to extracts from the works of Geoffrey Chaucer (†1400) and William Shakespeare (1564-1616). — Online registration. Regular homework and final exam.

35725 Altenglisch für Fortgeschrittene**Schleburg**

Module: ELG-M 32.3(10), ELG-M 33.3(10), ENGS-M 22.w(4), ENGYM-M 22.w(4), ENGYM-M32C.w(4), ENHS-M 22.w(4), ENLI-M 22.w(4), ENRS-M 22.w(4)

Seminar, SWS: 2, Max. Teilnehmer: 30

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

Module: ELG-M 32.3(10), ELG-M 33.3(10), ENGS-M 22.w(4), ENGYM-M 22.w(4), ENGYM-M32C.w(4), ENHS-M 22.w(4), ENLI-M 22.w(4), ENRS-M 22.w(4)

Seminar, SWS: 2, Max. Teilnehmer: 30

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mo	wöch.	16	18	c.t.				PT 1.0.2	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 Mittelenglisch für Examenskandidaten **Schleburg**

Seminar, SWS: 2, Max. Teilnehmer: 30

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

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

Seminar, SWS: 2, Max. Teilnehmer: 50

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mi	wöch.	12	14	c.t.				H 18	Kautzsch	

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

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

Module: ENGS-M 22.1(2), ENHS-M 22.1(2), ENRS-M 22.1(2)

Seminar, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mi	wöch.	10	12	c.t.			Gruppe 1	PT 2.0.3A	Fischer	
Do	wöch.	10	12	c.t.			Gruppe 2	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**Schneider**

Seminar, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Do	wöch.	8:30	10	s.t.	24.10.13			PT 2.0.3A	Schneider	

Die Veranstaltung richtet sich an Studierende, die 2014 oder 2015 die schriftliche fachwissenschaftliche Klausur im vertieften Staatsexamen (Lehramt an Gymnasien) im Fach Englische Sprachwissenschaft ablegen werden, und soll Ihnen die gezielte Vorbereitung auf diese Prüfung erleichtern. (Dies gilt allerdings nicht für die sprachhistorischen Klausuren; für diese verweise ich auf die speziellen Vorbereitungskurse). Für Studierende, die ihr Studium nach dem Sommersemester 2008 aufgenommen haben, gelten die Regelungen der LPO I vom 13. März 2008 (siehe dazu „Orientierungshilfe Staatsexamen Englische Sprachwissenschaft“), die zwei neuenglische Textaufgaben mit obligatorischen und frei wählenden Teilen vorsehen; für ältere Studierende gelten noch die völlig andersartigen Regelungen der LPO I von 2002, mit Essaythemen oder Textaufgaben zu verschiedenen Themenbereichen und einer neuenglischen Textaufgabe. Aktuell befinden wir uns noch in einer Übergangssituation. Ich werde mich bemühen, beiden Studierendengruppen nach Möglichkeit gerecht zu werden, in gemeinsamen Sitzungen sofern inhaltliche und strukturelle Überlappungen und Kontinuitäten bestehen, und ansonsten in getrennten, thematisch festgelegten Sitzungen. Die Anmeldung erfolgt in der ersten Sitzung. Dort wird ein genauer Themen- und Terminplan vereinbart werden, auf der Basis der Struktur und Bedürfnisse der anwesenden Studierenden. In der zweiten Sitzungswoche werde ich gezielt einen allgemeinen Überblick über die Modalitäten der Klausur mit Ratschlägen zu sinnvollen Vorbereitungsstrategien, Beantwortungsstrategien und gegebenenfalls Themenkombinationen geben. Die weiteren Sitzungen werden sich dann nach dem eingangs vereinbarten Zeitplan richten und einzelne Themen und Themenbereiche behandeln, und zwar auf der Basis der landeseinheitlich vorgegebenen Sekundärliteratur und unter Hinweis auf ältere Aufgabenstellungen aus den jeweiligen Bereichen. Von Teilnehmern, die das Examen nach der „neuen“ LPO von 2008 anstreben, wird die Bereitschaft erwartet, in kleinen Arbeitsgruppen einzelne thematische Aspekte und Teile der Leseliste in Form von kurzen Präsentationen und Handouts aufzubereiten bzw. ältere Aufgabenstellungen modellhaft auszuarbeiten und zur Diskussion zu stellen. Beginn (aufgrund eines dienstlichen Termins in der ersten Woche): 24. Oktober 2013. Lektürehintergrund: siehe die entsprechenden „Orientierungshilfen“ (Aushang oder Webseite des Instituts). Anmeldung in der ersten Sitzung (keine Zugangsbeschränkung); kein Erwerb von Leistungspunkten möglich.

Übungen

35735 Phonemic Transcription

Kautzsch

Module: ENGS-M 22.w(2), ENGYM-M 22.w(2), ENHS-M 22.w(2), ENLI-M 22.w(2), ENRS-M 22.w(2)

Übung, SWS: 1, Max. Teilnehmer: 25

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	14	15	c.t.				PT 3.0.75*	Kautzsch	

Die Phoneme des Englischen zu identifizieren, zu produzieren und zu beschreiben, ist eine der grundlegenden Fähigkeiten in der englischen Sprachwissenschaft. Wer sich die Artikulationsvorgänge und die distinktiven Merkmale der Laute bewusst macht und mit einem der gängigen Pronunciation Dictionaries umzugehen weiß, kann die eigene Aussprache besser kontrollieren und z.B. die typischen Fehler zukünftiger Schüler gezielt verbessern. Dieser Kurs empfiehlt vor allem auch für Studierende nach der neuen LPO, die diese examens- und lebensrelevante Fertigkeit erlernen bzw. vertiefen möchten, sowie als Examensrepetitorium (z.B. neuenglische Textaufgabe). - Transkriptionsgrundlage: Jones, D. 2003¹⁶ od. 2006¹⁷. *English Pronouncing Dictionary*. CUP, oder: Wells, J.C. 2000² od. 2008³. *Longman Pronunciation Dictionary*. London. - Erwerb von Leistungspunkten für den Wahlbereich möglich.

Hauptseminare

Module: ELG-M 32.1(10), ELG-M 33.1 / 3(10), ENGS-M 22.w(7), ENGYM-M 22.w(7), ENGYM-M32C.2 / 3(7), ENHS-M 22.w(7), ENLI-M 32.2 / 3(7), ENRS-M 22.w(7)

35738 Corpus Linguistics: Principles, Procedures, Practice

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	

With the advent of powerful personal computers since roughly the 1980s “Corpus Linguistics” has emerged as a new, highly productive and insightful sub-discipline of English linguistics, offering radically new opportunities for a systematic investigation of principles of linguistic usage in all kinds of texts and varieties, predominantly on a quantitative basis. Corpora are large-scale electronic text collections, ranging initially from “megaword” corpora of one million words in size, representing written British and American English, via modern corpora comprising hundreds of millions of words from a wide range of different varieties and historical periods, to the billion-words Google Books collection. Corpora have turned out to be particularly useful for diachronic investigations (like the Helsinki Corpus of Historical English Texts, or the Corpus of Historical American English) and for comparing properties of different varieties of English (the components of the “International Corpus of English”, or the “Global Web-based English” corpus). Special software has been written to facilitate systematic investigations of such monumental sources (such as the freeware program Antconc and the program WordSmith). During the first part of the term, we will get familiarized with the principles and procedures of Corpus Linguistics – its theoretical foundations and its character as “just a new tool” or a fundamentally new approach to language study; the principles behind corpus compilation, corpus annotation, and corpus analysis; the most important corpora of English available and their characteristic properties; and the software tools and techniques of corpus analysis. This will essentially be based on an obligatory reading list of selections from various textbooks as well as classroom lecturing and discussions, and it will end in a written exam. Participants will then have to select a single corpus and a structural topic for analysis and will have to work out a small-scale project of their own for presentation in class during the second half of term, which will then also have to be worked out into a seminar paper. Recommended background reading

(selections from which will be obligatory, to be communicated to registered participants): Douglas Biber, Susan Conrad, and Randi Reppen, *Corpus Linguistics. Investigating Language Structure and Use*. Cambridge: Cambridge University Press 1998; Charles F. Meyer, *English Corpus Linguistics. An Introduction*. Cambridge: Cambridge University Press 2002; Joybrato Mukherjee, *Anglistische Korpuslinguistik. Eine Einführung*. Berlin: Erich Schmidt Verlag 2009; Toni McEnery and Andrew Hardie, *Corpus Linguistics: Method, Theory and Practice*. Cambridge: Cambridge University Press 2012. Requirements for course credits: active participation; intermediate exam; oral presentation and written paper. Electronic registration.

35740 Lexical Change

Fischer

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

New words enter the English vocabulary all the time, for instance *mouse potato*, *spyware*, *wavepool*, *manga*, *agritourism*. But there are also others that drop out, such as *gobemouche*, *roynish*, *nidulation*, *slubberdegullion*. There are various ways to enlarge the vocabulary. Already existing word constituents are combined. Words are borrowed from other languages. Established words change their meaning. We are interested in conditions and causes for lexical change, and the theories that exist about them. We want to know what types of change there are and how to classify them. We would also want to find out whether there are any restrictions on lexical change, either language internal ones, such as phonological and morphological constraints, or extralinguistic ones. Another issue is the question of the consequences of lexical change. What developments and innovations in the world at large and in society do new words reflect? Furthermore, we can ask ourselves what happens in the mind of the language users when producing or interpreting a novel word. Requirements: Reading assignments, oral presentation, paper. Introductory reading: Andrew Radford 2009. *Linguistics. An introduction*. CUP. Chp. 16: "Lexical variation and change." 224-241.

Kurse in der Eingangsphase der MA-Programme

35745 Readings in Linguistics

Brunner

Module: ELG-M 31.1(8)

Seminar, SWS: 2, Max. Teilnehmer: 25

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

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

35850 Academic Writing (MA course)

Balestrini

Module: AMS-M 31.3(4), BLK-M 31.2(4), EAS-M30.3(4), ELG-M 31.2(4)

Seminar, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mi	wöch.	18	19:30	s.t.				ZH 6	Balestrini	

Course description see page 38.

Anglistik

Vorlesungen

35752 British Literary History										Petzold
Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Do	wöch.	10	12	c.t.				H 20	Petzold	

Course description: see „Anglistik: Pflichtvorlesungen der Basismodule“.

36004 Gewalt, Aggression und Konflikt in Sprach-, Literatur- und Kulturwissenschaften und Katholischer Theologie (Ringvorlesung) von Treskow et al.

Module: AMST-M13.w(4), BLK-M33.1(8), BRST-M13.w(4), BRST-M23.3(4), BRST-M32.1(4), ENGS-M13.w(4), ENGS-M22.w(4), ENGYM-M13.w(4), ENGYM-M23.w(4), ENGYM-M32B.1(4), ENHS-M13.w(4), ENHS-M22.w(4), ENLI-M13.w(4), ENRS-M13.w(4), ENRS-M22.w(4)

Vorlesung, SWS: 2, Max. Teilnehmer: 200

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Do	wöch.	16	18	c.t.				H 3	von Treskow et al.	Beteiligung IAA: Fischer, Zwierlein

Course description: see LSF

Pflichtvorlesungen der Basismodule

35752 British Literary History Petzold

Module: AMST-M 13.2(4), AMST-M 13.w(4), BRST-M 13.2(4), BRST-M 13.w(4), BRST-M 16.2(4), BRST-M 23.3(4), BRST-M 32.1(4), ENGS-M 13.2(4), ENGS-M 13.w(4), ENGS-M 22.2(4), ENGS-M 22.w(4), ENGYM-M 13.2(4), ENGYM-M 13.w(4), ENGYM-M 23.w(4), ENGYM-M32B.1(4), ENHS-M 13.2(4), ENHS-M 13.w(4), ENHS-M 22.2(4), ENHS-M 22.w(4), ENLI-M 13.2(4), ENLI-M 13.w(4), ENRS-M 13.2(4), ENRS-M 13.w(4), ENRS-M 22.w(4)

Seminar, SWS: 2, ECTS: 4 LP, Max. Teilnehmer: 250

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Do	wöch.	10	12	c.t.				H 20	Petzold	

Einbringbarkeit: Bei Studienbeginn ab WS 12/13: Pflichtleistung im Basismodul Literaturwissenschaft (B.A. Englische Linguistik, B.A. Anglistik, B.A. Amerikanistik, Lehramt Realschule, Lehramt Gymnasium); Basismodul Literaturwissenschaft oder Vertiefungsmodul Fachwissenschaft (Lehramt Grund- und Lehramt Mittelschule). Bei Studienbeginn vor WS 12/13: als Vorlesung in den Modulen BRST-M23.3, BRST-32.1, ENGYM-32B.1 und im Wahlbereich (alle Studiengänge).

This course will offer an overview of British literary (and cultural) history, from Old English epic to the ‘internationalisation’ of ‘English literature’ in the twentieth and twenty-first centuries. It will put literary developments into a broader historical framework that includes political events and their cultural ramifications. The course is an obligatory part of the new “Basismodul Literaturwissenschaft” (starting WS 2012/13) and hence it is aimed at beginners. However, more advanced students, e.g. those preparing for state examinations, are also welcome to attend. Course materials (including a small reader) will be made available via GRIPS. A final exam will be held in the last week of classes. NB: For the time being, this course will only be offered in the winter term! Requirements: final exam (in-class).

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

Module: AMST-M 14.1(2), BRST-M 14.1(2), ENGS-M 14.w(2), ENGS-M 15.w(2), ENGYM-M 14.1(2), ENHS-M 14.w(2), ENHS-M 16.1(2), ENLI-M 14.1(2), ENRS-M 14.1(2)

Vorlesung, SWS: 2, Max. Teilnehmer: 200

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Do	wöch.	12	14	c.t.				H 4	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: Final exam: Wed, 12.2.14, 9-12. 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****Decker, Farkas, Herfeld,
Pesold, Weig**

Module: AMST-M 13.1(4), AMST-M 16.1(4), BRST-M 13.1(4), BRST-M 16.1(4), ENGS-M 13.1(4), ENGYM-M 13.1(4), ENHS-M 13.1(4), ENLI-M 13.1(4), ENRS-M 13.1(4)

Seminar, SWS: 3, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mi	wöch.	10	13	c.t.			Gruppe 1	ZH 4	Weig	
Mi	wöch.	13	16	c.t.			Gruppe 3	PT 1.0.2	Farkas	
Do	wöch.	14	17	c.t.			Gruppe 5	ZH 4	Decker	
Do	wöch.	17	20	c.t.			Gruppe 6	ZH 4	Pesold	
Fr	wöch.	8	11	c.t.			Gruppe 7	ZH 5	Herfeld	
Fr	wöch.	11	14	c.t.			Gruppe 9	ZH 5	Decker	
-	Block			c.t.			Gruppe 10	s. LSF	Herfeld	Blockkurs im Feb./März
-	Block			c.t.	16.09.13	27.09.13	35755ss	PT 1.0.2	Herfeld	gehört zum SS

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, 11 February 2014, 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**

Module: AMST-M 14.3(3), BRST-M 14.3(3), ENGS-M 14.1(4), ENGS-M 15.w(3), ENGYM-M 14.3(3), ENHS-M 14.1(4), ENHS-M 16.2(3), ENLI-M 14.3(3), ENRS-M 14.3(3)

Seminar, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mo	wöch.	10	12	c.t.			Gruppe 1	PT 2.0.3A	Herfeld	
Mo	wöch.	12	14	c.t.			Gruppe 2	PT 1.0.2	Waller	
Mo	wöch.	16	18	c.t.			Gruppe 3	PT 2.0.3A	McIntosh-Schneider	
Di	wöch.	12	14	c.t.			Gruppe 4	ZH 5	Waller	
Mi	wöch.	8	10	c.t.			Gruppe 5	ZH 6	Herfeld	
Mi	wöch.	18	20	c.t.			Gruppe 6	ZH 4	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 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/HS 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 III: The 20th/21st Century **Decker, Graf, Palitzsch, Stadler, Waller**

Module: AMST-M 13.2(4), BRST-M 13.2(4), BRST-M 16.2(4), BRST-M 23.1(4), BRST-M 23.2(4), ENGS-M 13.2(4), ENGS-M 22.2(4), ENGYM-M 13.2(4), ENGYM-M 23.1(4), ENHS-M 13.2(4), ENHS-M 22.2(4), ENLI-M 13.2(4), ENRS-M 13.2(4)

Proseminar, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	8	10	c.t.			Gruppe 1	PT 2.0.3A	Decker	
Di	wöch.	8	10	c.t.			Gruppe 2	ZH 6	Waller	
Di	wöch.	12	14	c.t.			Gruppe 3	ZH 4	Palitzsch	
Di	wöch.	18	20	c.t.			Gruppe 4	PT 2.0.3A	Stadler	
Mi	wöch.	16	18	c.t.			Gruppe 5	VG_2.39	Waller	
-	n. V.			c.t.			Gruppe 6	s. LSF	Graf	Blockkurs im

										Feb./März
-	Block			c.t.	4.09.13	17.09.13	35774ss	PT 2.0.3A	Stadler	gehört zum SS

Einbringbarkeit: Bei Studienbeginn bis einschließlich Sommersemester 2012: als Proseminar Engl. Lit. III im B.A. Englische Sprachwissenschaft (ENLI-M13.2), im B.A. Anglistik (BRST-M13.2, BRST-M16.2), im B.A. Amerikanistik (AMST-M13.2), im Lehramt RS (ENRS-M13.2) und Lehramt GY (ENGYM-M13.2), im Lehramt GS (ENGSM13.2 oder ENGSM22.2) im Lehramt MS (ENHS-M13.2 oder ENHS-M22.2). Bei Studienbeginn ab WS 2012/13: als Proseminar Engl. Lit. 3 im B.A. Anglistik (BRST-M16.3, BRST-M23.1, BRST-M23.2) und im Lehramt GY (ENGYM-M23.1).

This seminar will familiarise students with important texts from twentieth- and twenty-first century literature in prose, drama, and poetry. We will analyse and interpret modernist, postmodernist and contemporary writings from Britain and Ireland, situating the texts in their respective cultural and historical contexts, and we will also engage with examples of the so-called New Literatures in English. We will attend to literary movements, questions of literary history, and cultural and literary terms and concepts. Apart from selected poems, which can be found in The Norton Anthology of English Literature (7th edition) or The Norton Anthology of Poetry (5th edition), and supplementary texts, such as short stories, essays and theoretical texts, which will be made available via the Intranet (Kurssoft). Requirements: active participation, an oral presentation (ca. 10-15 min.), and a term paper (c. 8-10 pages). - Note: Students attending a block seminar must have read all texts before the first session. - Recommended background reading: Michael Alexander. *A History of English Literature*. Basingstoke: Palgrave, 2007; Paul Poplawski (ed.). *English Literature in Context*. Cambridge: CUP, 2009. - Additional reading:

For the course taught by Waller: Virginia Woolf, *Orlando* (1928). Oxford: Oxford University Press, 1998; Samuel Beckett, *Waiting for Godot* (1952). Ditzingen: Reclam, 1986; Jeanette Winterson *Oranges are not the Only Fruit* (1985). London: Vintage, 1991. (Recommended purchase: Jeanette Winterson *Oranges are not the Only Fruit: The Script*. London: Pandora, 1990); Sarah Kane, *Blasted* (1997). 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 Graha Whybrow. London: Methuen, 2001. 207-270. (provided as Mastercopy); Julian Barnes, *England, England* (1998). London: Picador, 1998; Monica Ali, *Brick Lane* (2003). London: Black Swan, 2007.

For the course taught by Decker: -Beckett, Samuel. *Waiting for Godot*. London: Faber & Faber, 199; Coetzee, J. M. *Disgrace*. London: Vintage, 2009; Conrad, Joseph. *Heart of Darkness and Other Tales*. Oxford: Oxford UP, 2008; Joyce, James. *A Portrait of the Artist as a Young Man*. Oxford: Oxford UP, 200; McDonagh, Martin. *The Beauty Queen of Leenane and Other Plays*. London: Vintage, 1998; Woolf, Virginia. *Mrs Dalloway*. Oxford: Oxford UP, 2008.

For the course taught by Palitzsch: Virginia Woolf, *Mrs Dalloway* (1925). Oxford: Oxford University Press, 2008; Samuel Beckett, *Waiting for Godot* (1952). Stuttgart: Reclam, 1986; Caryl Churchill, *Top Girls* (1982). London: A & C Black, 1991; Martin McDonagh, *The Beauty Queen of Leenane* (1996). London, Methuen Drama, 2000; Jeanette Winterson, *The Passion* (1987). London: Vintage, 2001; Monica Ali, *Brick Lane* (2003). London: Black Swan, 2007.

For the course taught by Stadler: Conrad, Joseph. *Heart of Darkness and Other Tales*. Oxford: OUP, 2008; Virginia Woolf, *Mrs Dalloway* (1925). Oxford: Oxford University Press, 2008; Samuel Beckett, *Waiting for Godot* (1952). London: Faber & Faber, 2006; Caryl Churchill, *Top Girls* (1982). London: A & C Black, 1991; Sarah Kane. *Blasted*. London: Methuen, 2002; J. M. Coetzee. *Disgrace*. London: Vintage, 2009.

For the course taught by Graf: Joseph Conrad, *Heart of Darkness and Other Tales*. Oxford: Oxford UP, 2008. James Joyce, *A Portrait of the Artist as a Young Man*. Oxford: Oxford UP, 2008. Virginia Woolf, *Mrs Dalloway*. Oxford: Oxford UP, 2008. Samuel Beckett, *Waiting for Godot*. London: Faber & Faber, 2009. Sarah Kane, *Blasted*. London: Methuen, 200. J. M. Coetzee, *Disgrace*. London: Vintage, 2009.

35779 English Literature II: The 18th/19th Century**Herfeld, Lenz, Weig**

Module: AMST-M 22.1(4), BRST-M 16.3(4), BRST-M 22.1(4), BRST-M 22.2(4), BRST-M 23.2(4), ENGS-M 22.w(4), ENGYM-M 23.1(4), ENHS-M 22.w(4), ENLI-M 13.w(4), ENRS-M 22.w(4)

Proseminar, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mo	wöch.	8	10	c.t.			Gruppe 1	PT 2.0.3A	Herfeld	
Mo	wöch.	12	14	c.t.			Gruppe 2	PT 2.0.3A	Weig	
Di	wöch.	12	14	c.t.			Gruppe 3	PT 2.0.3A	Lenz	
Mi	wöch.	12	14	c.t.			Gruppe 4	PT 2.0.4	Lenz	

Einbringbarkeit: Bei Studienbeginn bis einschließlich Sommersemester 2012: als Proseminar Engl. Lit. II im B.A. Anglistik (BRST-M16.3, BRST-M22.1), im B.A. Amerikanistik (AMST-M22.1), im Lehramt GY (ENGYM-M23.1). Bei Studienbeginn ab WS 2012/13: als Proseminar Engl. Lit. 2 im B.A. Anglistik (BRST-M16.3, BRST-M22.2, BRST-M23.2) und im Lehramt GY (ENGYM-M23.1).

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).

For the course taught by Herfeld: Daniel Defoe, *Robinson Crusoe* (Oxford World's Classics); Mary Elisabeth Braddon, *Lady Audley's Secret* (Oxford World's Classics); Bram Stoker, *Dracula* (Oxford World's Classics); Oscar Wilde, *The Importance of Being Earnest* (Reclam) (copies available at Pustet's); Charlotte Bronte, *Jane Eyre*.

For the course taught by Weig: Daniel Defoe, *Robinson Crusoe*, Elizabeth Gaskell, *North and South*, Bram Stoker, *Dracula*, Oscar Wilde, *The Importance of Being Earnest*.

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 (parallel street to Galgenbergstraße, behind Finanzamt), Regensburg. Phone: 7081998).

35783 Shakespeare and the Law**Farkas**

Module: AMST-M 13.w(4), AMST-M 22.w(4), BRST-M 13.w(4), BRST-M 16.w(4), BRST-M 22.1(4), BRST-M 22.w(4), BRST-M 23.2(4), ENGS-M 13.w(4), ENGS-M 22.w(4), ENGYM-M 13.w(4), ENGYM-M 23.w(4), ENHS-M 13.w(4), ENHS-M 22.w(4), ENLI-M 13.w(4), ENRS-M 13.w(4), ENRS-M 22.w(4)

Proseminar, SWS: 2, Max. Teilnehmer: 20

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

Einbringbarkeit: als "freies PS" im B.A. Anglistik HF (bei Studienbeginn bis einschl. SoSe 2012); als PS English Literature 1 im B.A. Anglistik oder LA Gy (bei Studienbeginn ab WS 2012/13).

The law is omnipresent in Shakespeare's plays: courtroom scenes provide some of the most climactic moments, questionable rules and regulations get the plot going in a number of instances, and legal language abounds. In this course we will investigate how Shakespeare's fascination with the ceremonies and the jargon of the law in Early Modern England indicates a profound preoccupation with larger questions of right and wrong at all levels of society: the family, the community, and the state. We will read Shakespeare's plays alongside legal texts and other contemporary sources, and also consider some of the

theoretical and methodological challenges of the exciting interdisciplinary field of law and literature. Please acquire copies of the Oxford World's Classics editions of *The Merchant of Venice* and *Measure for Measure* and read the plays before the start of term. Other texts will be made available electronically. Course requirements: a reading response, participation in an expert group, and a term paper (8-10 pages).

Cultural Studies Advanced

Module: BLK-M 32.3(8), BRST-M 23.w(5), BRST-M 32.2(5), ENGS-M 22.w(5), ENGYM-M 23.w(5), ENGYM-M 32B.2(5), ENHS-M 22.w(5), ENRS-M 22.w(5)

35785 The Industrial Revolution

McIntosh-Schneider

Seminar, SWS: 2, Max. Teilnehmer: 15

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

In this course we will be studying all aspects of the changes that the Industrial Revolution brought about. Traces of the Industrial Revolution can still be seen in many parts of Britain and are still influencing people's lives today. Starting with the pre-conditions for the Industrial Revolution in the early 18th century, we will explore areas such as the development of the infrastructure and changes in transportation, the inventions in industrial machinery, the development of towns and urban life, politics and legislation, advances in medicine, architecture, literature and the arts. Each week we will be looking at a particular aspect of the Industrial Revolution and how it affected the lives of the population. Requisites: Regular attendance, presentation, active participation and a 15 page term paper. Registration via LSF. A reading list will be handed out in the first session.

35787 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	

8-tägig, (ggf. zweimalige Durchführung – abhängig von der Teilnehmerzahl), Anfang Juni. bzw. Mitte September. Der September-Termin für 2013 ist bereits ausgebucht, jedoch ist die Voranmeldung für die Fahrten 2014 bereits möglich. Die genaue Festlegung der Termine für 2014 erfolgt bei einem Vortreffen zu Beginn der Vorlesungszeit des WS 2013/14. Die vorangemeldeten Teilnehmer/innen werden per E-Mail informiert. Die Teilnahme an der 8-tägigen Exkursion 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 an der Exkursion. Wer die Exkursion als Cultural Studies Advanced Seminar einbringen möchte, braucht jedoch die "An Introduction to British and Irish Studies" und das Seminar "British and Irish Cultures" als Vorleistung. Aus organisatorischen Gründen ist die Teilnehmerzahl pro Fahrt auf 14 begrenzt. Interessenten/Innen wird empfohlen, sich baldmöglichst persönlich oder bei der elektronischen Kursanmeldung (sowohl im Herbst als auch im Frühjahr möglich) anzumelden. Reiseziel ist *Valentia Island*, eine kleine Insel im äußersten Südwesten, direkt am weltberühmten *Ring of Kerry* gelegen. Von unserem Stützpunkt *Portmagee* aus

unternehmen wir Tagestouren zu prähistorischen, frühchristlichen und neuzeitlichen Stätten, die für die Bedeutung Irlands für die europäische Kultur exemplarisch sind. Auf dem Programm steht u.a. der Aufenthalt in der *"Rebel City"* Cork, der Besuch des beeindruckenden Museums in Cobh zur Geschichte der Emigration und der *Great Famine*, 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), 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 ein Theaterbesuch in Cork. — Ein Überblicksvortrag vor der Abreise sowie Vorträge vor Ort zur Geschichte, Kultur und Literatur Irlands sollen den informativen Rahmen setzen, der durch Hinweise und Erläuterungen zu den jeweiligen *sites* ergänzt wird. Der Erwerb von *Cultural Studies Advanced Credit Points* ist möglich, jedoch nicht Pflicht für die Teilnahme an der Exkursion. Für den Erwerb der Credit Points gelten die üblichen Bedingungen (*oral presentation* und *term paper* (12-15 pp. in English)). Voraussichtliche Kosten (Erfahrungswert): ca. 680 Euro (incl. Linienflüge mit *Aer Lingus*, Leihbus, B&B, alle Ausflüge und Eintrittsgelder). Eine Bezuschussung ist eventuell möglich. Weitere Details sind beim Vortreffen zu erfahren.

Review Courses

35789 Review English Literature Decker

Module: AMST-M 22.w(1), BRST-M 22.w(1), ENGS-M 22.w(1), ENGYM-M 23.w(1), ENHS-M 22.w(1), ENRS-M 22.2(1)

Seminar, SWS: 1, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	14-tägig	14	16	c.t.	22.10.13			PT 2.0.3A	Decker	
	Block	9	12	c.t.	2.09.13	6.09.13	35789ss	PT 2.0.3A	Decker	gehört zum SS

This course is obligatory for "Lehramt Realschule" (neue PO) and hence it is geared towards this clientele: we will focus on British literature from the nineteenth century (starting with the 'Romantics') to the twenty-first century, and we will look at examples from all major genres (drama, poetry, narrative prose). Note: This course will take place fortnightly for 2 hours per session (14-16 h c.t.)! Course dates are: 16.10, 30.10., 13.11., 27.11., 11.12., 08.01., 22.01., 05.02. Requirements: participation in class discussion, final exam. — Text: A reader will be made available online via GRIPS. Blockkurs im September: Der Termin für die Klausur wird zusammen mit den TeilnehmerInnen festgelegt.

Hauptseminare

Module: BLK-M 32.2(10), BLK-M 33.2 / 3(10), BRST-M 32.3(7), ENGS-M 22.w(7), ENGYM-M 23.w(7), ENGYM-M32B.3(7), ENHS-M 22.w(7), ENRS-M 22.w(7)

35791 (Almost) 20 Years of Post-Apartheid Literature: Writing the Rainbow Nation? Petzold

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

The (early) 1990s brought about the legal end of apartheid and the elections of 1994 made Nelson Mandela the first black president of South Africa. In this seminar, we will read and discuss a selection of texts written in – and looking at – the ‘Rainbow Nation’, as Bishop Desmond Tutu termed the ‘new’ South Africa. We will examine texts by (white) established writers and by (black) ‘new voices’ who emerged after the end of apartheid: André Brink’s *Imagings of Sand* (1996), J.M. Coetzee’s *Disgrace* (1999), Sello Duiker’s *Thirteen Cents* (2000), Phaswane Mpe’s *Welcome to Our Hillbrow* (2001), Niq Mhlongo’s *After Tears* (2007), and Nadine Gordimer’s *No Time Like the Present* (2012). Students who participate in the seminar are also invited to attend an international conference on post-apartheid writing that will take place in Regensburg in early April 2014. Requirements: participation in class discussion and in an ‘expert group’, term-paper (15-20 pages).

35792 ‘West Britain’ into Éire: The Shaping of National and Cultural Identity in Colonial and Postcolonial Irish Writing Lenz

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

Although once belittled as “West Britain” or “John Bull’s Other Island” by her mighty neighbour beyond the Irish Sea, Ireland has always given expression to her ethnic and cultural otherness. Nevertheless, Irish culture and its literary expression are undeniably hybrid – both rooted in Celtic tradition and characterised by English, the language of the colonial power which dominated the Emerald Isle for almost eight hundred years. Sad and painful as the centuries of colonial oppression may have been, they were also a hothouse for the development of a rich literary and cultural awareness in which ethnic and national stereotypes both clashed and were transformed respectively to gradually shape the concept of a nation based upon Anglo-Norman and Celtic traditions. In 19th century Irish literature, the suffering and hardships of the oppressed Catholic population group and their hope of a national renewal were of central importance in all genres. The first quarter of the 20th century saw Ireland gradually develop from a relatively quiescent colony to an emerging nation engaged in finally shaking off the shackles of English dominion. The literature written in the time between the foundation of the Irish Free State (1922) and the beginning of the Celtic Tiger boom (1980s) was marked by an often merciless and sarcastic analysis of the status quo of Irish society and its priest-riddenness. In the wake of the Celtic Tiger, Ireland developed from a backward nation to a postmodern one, a fact which is mirrored in the shockingly straight-in-your-face works of present-day writers such as Martin McDonagh, Marina Carr or the shock-to-the-system TV-serial *Father Ted*, in which the formerly omnipotent clergy present themselves as the laughing stock of the nation. Against the backdrop of history, politics, culture and gender theories, this seminar will look at a wide variety of Irish literature of the 19th and 20th centuries – poetry, drama, and prose – as well as at some present-day works and the TV-serial *Father Ted*. Anthologies (compulsory purchase): David Pierce. *Irish Writing in the Twentieth Century: A Reader*. Cork: CUP, 1999. Stephen Regan.

Irish Writing: An Anthology of Irish Literature in English 1789-1939. Oxford World's Classics. Oxford: OUP, 2008. Texts will be available at Pustet's. Some master copies and the seminar's schedule will be put on the K-drive. — Course requirements: active participation, oral report, term-paper (15-20 pp.).

Übungen

35795 Übung für Examenskandidaten (Staatsexamen, neue Prüfungsordnung) Petzold

Übung, SWS: 1, Max. Teilnehmer: 30

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	14-tägig	14	16	c.t.	15.10.13			PT 2.0.3A	Petzold	

Dieser Kurs richtet sich an Lehramtsstudierende, die ihr Studium seit dem WS 2008/9 aufgenommen haben (neue PO). Diese Studierenden müssen (LA Gym) oder können (LA GS/MS/RS) im Staatsexamen eine dreistündige Klausur in Literaturwissenschaft schreiben, wobei sie zwischen anglistischen und amerikanistischen Themen wählen können. In der Klausur stehen sieben Themenbereiche zur Wahl – in dieser Übung werden wir eine anglistische Klausuraufgabe aus jedem der sieben ‚Themenkörbe‘ exemplarisch besprechen. Da die Klausur auf Deutsch geschrieben werden muss, wird auch die Übung auf Deutsch stattfinden. Es wird in der Übung nicht darum gehen, die Englische Literaturgeschichte durchzugehen – hierfür bietet sich die Veranstaltung „British Literary History“ an. Bitte beachten Sie: die Übung findet 14-tägig jeweils von 14-16 Uhr (c.t.) statt; die Termine sind 15.10., 29.10., 12.11., 26.11., 10.12., 7.1., 21.1., 4.2.

Kurse in der Eingangsphase der MA-Programme

35797 Reading and Discussion Petzold

Module: BLK-M 31.1(6)

Seminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Do	wöch.	16	18	c.t.				ZH 6	Petzold	

The reading class in the MA British Studies programme will focus on key texts of postcolonial studies. We will read essays (or excerpts from larger works) by critics like Edward Said, Stuart Hall, Homi K. Bhabha, Gayatri Spivack (and others), to discuss concepts concerning identity formation and individual human agency. Although the essays form part of the critical framework of ‘postcolonial studies’, many of the questions raised are also pertinent to other critical/theoretical approaches to literature and culture. Texts will be made available via GRIPS. Requirements: participation in class discussion; final exam (in-class).

35850 Academic Writing (MA course) Balestrini

Module: AMS-M 31.3(4), BLK-M 31.2(4), EAS-M30.3(4), ELG-M 31.2(4)

Seminar, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mi	wöch.	18	19:30	s.t.				ZH 6	Balestrini	

Course description: see page 38.

Amerikanistik

Vorlesungen

35800 Introduction to American Studies

Zehelein

Module: AMST-M 14.2(1), BRST-M 14.2(1), ENGS-M 14.w(1), ENGS-M 15.w(1), ENGYM-M 14.2(1), ENHS-M 14.w(1), ENHS-M 16.1(1), ENLI-M 14.2(1), ENRS-M 14.2(1)

Vorlesung, SWS: 1, Max. Teilnehmer: 200

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	13	14	c.t.				H 10	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. Requirement for credit: final exam. Course text: Hebel, Udo. *Einführung in die Amerikanistik/American Studies*. Stuttgart: Metzler, 2008.

35801 American Literary History

Balestrini

Module: AMST-M 13.3(4), AMST-M 13.w(4), AMST-M 16.2(4), BRST-M 13.3(4), BRST-M 13.w(4), ENGS-M 13.2(4), ENGS-M 13.w(4), ENGS-M 22.2(4), ENGS-M 22.w(4), ENGYM-M 13.3(4), ENGYM-M 13.w(4), ENGYM-M 23.w(4), ENHS-M 13.2(4), ENHS-M 13.w(4), ENHS-M 22.2(4), ENHS-M 22.w(4), ENLI-M 13.3(4), ENLI-M 13.w(4), ENRS-M 13.3(4), ENRS-M 13.w(4), ENRS-M 22.w(4)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mi	wöch.	10	12	c.t.				H 42	Balestrini	

Taking recent developments in literary and cultural theory in general and in American Studies in particular into account, this lecture course will survey the history of American literature from pre-contact oral traditions to the present. Verbal texts will be discussed 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). In the course of covering these topics, the lecture course will offer a historicized perspective on the canonization of previously marginalized artists (such as women and so-called 'ethnic' writers) and forms of self-expression. Requirement for credit: final exam.

35802 Home Revisited**Zehelein**

Module: AMS-M 32.2(8), AMS-M 33.2 / 3(8), AMST-M 13.w(4), AMST-M 23.3(4), AMST-M 32.1(4), BRST-M 13.w(4), EAS-M 33.1/2/3(8), EAS-M 34.1/2/3(8), ENGS-M 13.w(4), ENGS-M 22.w(4), ENGYM-M 13.w(4), ENGYM-M 23.w(4), ENGYM-M32A.1(4), ENHS-M 13.w(4), ENHS-M 22.w(4), ENLI-M 13.w(4), ENRS-M 13.w(4), ENRS-M 22.w(4)

Vorlesung, SWS: 2, Max. Teilnehmer: 100

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

Last semester, I asked: what exactly is a hometown? Why is small town life either desired or despised? Why do people call places “home” which are not their places of birth or even places where their families live? How – if at all – have definitions of “home” changed over time? What is the relevance of “home” for American politics? What role does real estate play? How strong is nostalgia in the projection of “home”? I attempted to answer these and related questions by looking closely at American texts, paintings, photography and film from colonial times to the 21st century. It turned out that way too many themes and aspects could not be taken under closer scrutiny. Thus, I wish to continue the investigation into American “home(s).” Some sessions will focus on selected literary examples. Required reading: Gabrielle Zevin, *The Hole We're In* (2010). Further texts will be announced at the beginning of the semester. Requirement for credit: final exam.

35803 The History of North America VI: The Cold War, Act I, 1945-1975**Depkat**

Module: AMS-M 32.2(8), AMS-M 33.2 / 3(8), AMST-M 13.w(4), AMST-M 23.3(4), AMST-M 32.1(4), BRST-M 13.w(4), EAS-M 33.1/2/3(8), EAS-M 34.1/2/3(8), ENGS-M 13.w(4), ENGS-M 22.w(4), ENGYM-M 13.w(4), ENGYM-M 23.w(4), ENGYM-M32A.1(4), ENHS-M 13.w(4), ENHS-M 22.w(4), ENLI-M 13.w(4), ENRS-M 13.w(4), ENRS-M 22.w(4)

Vorlesung, SWS: 2, Max. Teilnehmer: 100

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	10	12	c.t.				H 5	Depkat	

The Cold War was more than just a military and diplomatic confrontation between two blocs armed to their teeth. Rather, it was a comprehensive and multi-layered antagonism between two mutually exclusive political, social, economic, and cultural systems that defined the history of the second half of the “Short Twentieth Century,” i.e. the time from 1945 to 1991. This lecture deals with the first half of this period, taking a continental approach that involves the histories of Canada, the United States and – in parts – Mexico. Seeing itself involved in a global struggle to contain Communism, the U.S. rebuilt Japan, Germany, and other Western European countries as market democracies after World War II, went to war in Asia twice, and pursued a whole spectrum of political, economic and cultural strategies to stop the global spread of the Soviet Union. During this period, Canada was one of the U.S.’s closest allies that, however, was pursuing its own political goals on the path to full statehood. At the same time, the pressures of the Cold War had far-reaching effects on domestic developments in the United States, Canada, and Mexico, which all became ever more entangled with each other, and yet continued to develop apart. The lecture will elaborate on the major problems, developments, and events of the first three decades of Cold War North America. Topics to be discussed include among others the Cold War ideology, the wars in Korea and Vietnam, the affluent societies, the turmoil of the 1960s, and the crisis of the 1970s. The course continues my lecture series on North American history but it also stands by itself. Requirements: regular attendance, midterm (take-home exam), and final. Reading: Eric Hobsbawm, *The Age of Extremes: The Short Twentieth Century*, London 1994. William H. Chafe, *The Unfinished Journey: America since World War II*, 6th ed., New York 2007. James T. Patterson, *Great Expectations: The United States, 1945-1974*, New York 1996. Walter LaFeber, Richard Polenberg,

and Nancy Woloch, *The American Century: A History of the United States since the 1890s*, 5th ed., Boston 1988. 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. Volker Depkat, *Geschichte Nordamerikas: Eine Einführung*, Köln 2008.

Einführungskurse American Studies

35810 American Cultural History Cavanna, Szlezák, Uppendahl

Module: AMST-M 14.4(4), BRST-M 14.4(4), ENGS-M 14.2(4), ENGS-M 15.w(4), ENGYM-M 14.4(4), ENHS-M 14.2(4), ENHS-M 16.2(3), ENLI-M 14.4(4), ENRS-M 14.4(4)

Seminar, SWS: 3, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	14	16	c.t.			Gruppe 1	ZH 5	Uppendahl	
Do	wöch.	14	15	c.t.			Gruppe 1	PT 1.0.2	Uppendahl	
Di	wöch.	14	16	c.t.			Gruppe 2	ZH 6	Cavanna	
Do	wöch.	14	15	c.t.			Gruppe 2	ZH 6	Cavanna	
Di	wöch.	16	18	c.t.			Gruppe 3	ZH 5	Uppendahl	
Do	wöch.	15	16	c.t.			Gruppe 3	PT 1.0.2	Uppendahl	
Di	wöch.	16	18	c.t.			Gruppe 4	ZH 6	Cavanna	
Do	wöch.	15	16	c.t.			Gruppe 4	ZH 6	Cavanna	
Fr	wöch.	8	11	c.t.			Gruppe 5	PT 2.0.3A	Uppendahl	
-	Block			c.t.			Gruppe 6	s. LSF	Szlezák	Blockkurs im Feb./März
-	Block			c.t.	21.08.13	31.08.13	35810ss	s. LSF	Szlezák	gehört zum SS

The course focuses on textual, visual, and audiovisual materials that are central to a critical understanding of North American cultural, social, and political history from the earliest European encounters with the 'New World' to contemporary interpretations of what 'America' might mean for different groups inside and outside of the U.S. We will cover a broad range of cultural and historical issues including ideological interpretations of American landscapes and spaces, attitudes toward demographic developments and immigration, controversies about the U.S.-American political-economic system and foreign policy, the plurality of the American religious landscape, and multilingualism and the diversity of cultural traditions in North America. The course is to familiarize students with materials, areas of study, and theoretical approaches in the interdisciplinary field of American Studies and their significance for the study of American cultural history. Requirements: in-class participation, final exam for participants of all sections of this class on Thursday, 13 February 2014, 9-12. — Course materials: Course Reader (available at local copy shop); Hebel, Udo. *Einführung in die Amerikanistik/American Studies*. Stuttgart: Metzler, 2008. — Recommended history textbooks: Depkat, Volker. *Geschichte Nordamerikas: Eine Einführung*. Köln: Böhlau, 2008. Boyer, Paul S., et al. *The Enduring Vision: A History of the American People*. 7th ed. Boston: Wadsworth, 2011.

Einführungskurse Literaturwissenschaft

35755 Introduction to English and American Literary Studies Balestrini

Module: AMST-M 13.1(4), AMST-M 16.1(4), BRST-M 13.1(4), BRST-M 16.1(4), ENGS-M 13.1(4), ENGYM-M 13.1(4), ENHS-M 13.1(4), ENLI-M 13.1(4), ENRS-M 13.1(4)

Seminar, SWS: 3, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mi	wöch.	8	10	c.t.			Gruppe 2	PT 1.0.2	Balestrini	
Mi	wöch.	12	13	c.t.			Gruppe 2	PT 1.0.2	Balestrini	
Mi	wöch.	13	16	c.t.			Gruppe 4	CH 33.1.91	N.N.	
Fr	wöch.	8:30	11	c.t.			Gruppe 8	W 116	Balestrini	

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, 11 February 2014, 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 Fackler, Leikam

Module: AMST-M 16.3(4), AMST-M 22.1(4), AMST-M 22.2(4), BRST-M 22.2(4), ENGS-M 22.w(4), ENGYM-M 23.2(4), ENHS-M 22.w(4), ENLI-M 13.w(4), ENRS-M 22.w(4)

Proseminar, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	12	14	c.t.			Gruppe 1	VG_1.36	Leikam	
Do	wöch.	10	12	c.t.			Gruppe 2	ZH 6	Fackler	
Do	wöch.	16	18	c.t.			Gruppe 3	PT 3.0.75*	Fackler	

Einbringbarkeit: Bei Studienbeginn bis einschließlich Sommersemester 2012: als Proseminar American Literature I im B.A. Amerikanistik (AMST-M16.3, AMST-M22.2), im B.A. Anglistik (BRST-M22.2), im Lehramt Gymnasium (ENGYM-M23.2). Bei Studienbeginn ab WS 2012/13: als Proseminar American Literature I im B.A. Amerikanistik (AMST-M16.3, AMST-M22) und im Lehramt Gymnasium (ENGYM-M23.2).

This course explores American literature from early written accounts of the "New World" through late-nineteenth-century realist writings. 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*, and

selected poems by Walt Whitman and Emily Dickinson. Course requirements include in-class participation, an oral presentation, reading quizzes, an annotated bibliography, and an 8- to 10-page research paper in English. — Required Texts: Nina Baym et al., eds., *The Norton Anthology of American Literature*, 8th ed., vols. A, B, and C, 2012.

35825 American Literature II: The 20th and 21st Centuries Bauridl, Leikam, Szlezák, N.N.

Module: AMST-M 13.3(4), AMST-M 16.2(4), AMST-M 22.1(4), AMST-M 22.2(4), BRST-M 13.3(4), ENGS-M 13.2(4), ENGS-M 22.2(4), ENGYM-M 13.3(4), ENHS-M 13.2(4), ENHS-M 22.2(4), ENLI-M 13.3(4), ENRS-M 13.3(4)

Proseminar, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	10	12	c.t.			Gruppe 1	W 116	Szlezák	
Di	wöch.	18	20	c.t.			Gruppe 2	ZH 6	Leikam	
Mi	wöch.	10	12	c.t.			Gruppe 3	PT 1.0.2	Bauridl	
-	n. V.			c.t.			Gruppe 4	s. LSF	N. N.	Blockkurs im Feb./März

Einbringbarkeit: Bei Studienbeginn bis einschließlich Sommersemester 2012: als Proseminar American Literature II im B.A. Englische Sprachwissenschaft (ENLI-M13.3), im B.A. Anglistik (BRST-M13.3), im B.A. Amerikanistik (AMST-M13.3, AMST-M16.2), im Lehramt Realschule (ENRS-M13.3) und Lehramt Gymnasium (ENGYM-M13.3), im Lehramt Grundschule (ENGS-M13.3 oder ENGS-M22.2) im Lehramt Mittelschule (ENHS-M13.3 oder ENHS-M22.2). Bei Studienbeginn ab WS 2012/13: als Proseminar American Literature II im B.A. Amerikanistik (AMST-M16.3, AMST-M22) und im Lehramt Gymnasium (ENGYM-M23.2).

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. 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. Requirements include in-class participation, an oral presentation, reading quizzes, an annotated bibliography, and an 8- to 10-page research paper in English. All books will be available at Pustet's. — Required Texts: F. Scott Fitzgerald, *The Great Gatsby*. Eugene O'Neill, *The Emperor Jones*. Donald Margulies, *Dinner with Friends*. Nina Baym et al., eds., *The Norton Anthology of American Literature*, 8th ed., vols. C, D, E, 2012.

35831 "New York, New York": "the city that never sleeps" in Literature, History, and Culture Zehelein

Module: AMST-M 22.1(4), AMST-M 22.2(4), AMST-M 23.2(4), BRST-M 13.w(4), ENGS-M 13.w(4), ENGS-M 22.w(4), ENGYM-M 13.w(4), ENGYM-M 23.w(4), ENHS-M 13.w(4), ENHS-M 22.w(4), ENLI-M 13.w(4), ENRS-M 13.w(4), ENRS-M 22.w(4)

Proseminar, SWS: 2, Max. Teilnehmer: 20

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

Freies thematisches Proseminar im Modul AMST-M23.2 sowie im Modul AMST-M 22 (Studienbeginn ab WS 12/13).

This class looks at New York City from various perspectives: historical development and growth, the city in a global context, New York in literature, 9/11 as an historical event and in literature/culture (novels such as *Falling Man* (or *Netherland*), poetry, Art Spiegelman's *In the Shadow of No Towers*), New York as a cultural space and space of cultural trauma and

memory, "ground zero" 12 years later. Texts: Don DeLillo, *Falling Man* and John Wray, *Lowboy*. Additional texts will be on the K-drive. Requirements: regular attendance, presentation, and research paper (15-20 pages).

35832 Political Institutions of the USA Cavanna

Module: AMST-M 16.w(4), AMST-M 23.1(4), BRST-M 14.w(4), ENGS-M 14.w(4), ENGS-M 22.w(4), ENGYM-M 14.w(4), ENGYM-M 23.w(4), ENHS-M 22.w(4), ENLI-M 14.w(4), ENRS-M 14.w(4), ENRS-M 22.w(4)

Proseminar, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mo	wöch.	8	10	c.t.				VG_0.14	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. — All students will be required to give an oral presentation and to actively participate in class. Those who wish to receive credit will also be asked to submit an eight- to ten-page research paper. — Principal texts (available in the library): O'Connor, Karen, and Larry J. Sabato. *American Government: Roots and Reform*. 10th ed. New York: Longman, 2009; Hall, Kermit L., ed., *Major Problems in American Constitutional History: Documents and Essays*. 2 vols. Lexington, Mass.: Heath, 1992. — Credit: for BA; Lehramt students are advised to take the course.

Cultural Studies Advanced

35834 The Challenges of Biography Depkat

Module: AMS-M 32.3(8), AMS-M 33.2 / 3(8), AMST-M 23.w(5), AMST-M 32.2(5), EAS-M 33.1/2/3(8), EAS-M 34.1/2/3(8), EAS-M31.3/4(8), ENGS-M 22.w(5), ENGYM-M 23.w(5), ENGYM-M32A.2(5), ENHS-M 22.w(5), ENRS-M 22.w(5)

Seminar, SWS: 2, Max. Teilnehmer: 15

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

In recent years, historians, social scientists, cultural critics, and scholars from other disciplines have begun to engage more critically with the challenges presented by biography as a method of research, a literary genre and a category of social self-description. As a result, biography is currently one of the most fascinating and innovative fields in the humanities,

addressing such interesting problems as the exceptionality and collectivity of individual lives, the relationship of biography and history, or the communicative pragmatics of biography in social contexts. As a result, individuals known for their achievements, like respected political figures, captains of industry, or renowned writers and artists, are no longer the sole target of biographical endeavors. Furthermore, there is a lot of experimentation with forms of collective biography like group or family biographies. Finally, the big question of how to narrate a life – the question of biography as a literary genre – continues to attract much attention in a poststructuralist academic context. The aim of this seminar, therefore, is to combine case studies on American biographies with larger theoretical reflections on biography as both a method and a literary genre. Requirements: regular attendance, presentation and essay (10-15 pages). Readings: Christian Klein (Ed.), *Handbuch Biographie: Methoden, Traditionen, Theorien*, Stuttgart: Metzler 2009.

35835 From Stage to Street: Transnational Identification and Performance Bauridl
Taught in cooperation with Prof. Nicole Hodges Persley, University of Kansas

Module: AMS-M 32.3(8), AMS-M 33.2 / 3(8), AMST-M 23.w(5), AMST-M 32.2(5), EAS-M 33.1/2/3(8), EAS-M31.3/4(8), EAS-M34.1/2/3, ENGYM-M 23.w(5), ENGYM-M32A.2(5), ENRS-M 22.w(5)

Seminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	Einzel	10	12	c.t.	01.10.13	01.10.13		PT 1.0.2	Bauridl	
Mi	Einzel	9	12	s.t.	09.10.13	09.10.13		PT 1.0.2	Bauridl	
Do	Einzel	9	12	s.t.	10.10.13	10.10.13		PT 1.0.2	Bauridl	
Mi	wöch.	14	16	c.t.		11.12.13		ZH 5	Bauridl	

From Stage to Street offers students the opportunity to not only study but participate in transnational scholarship by exploring two major foci in recent American Studies—transnational processes and the performative dimension of culture—together with graduate students at the University of Kansas at Lawrence (KU). Students on both sides of the Atlantic investigate ways in which theatre and performance construct identities of individuals and communities shaped by transnational mobility/ies. As a part of our cooperation with KU and taught in tandem with Prof. Nicole Hodges Persley (Theater Studies), this interdisciplinary course enables students to discuss their perspectives and findings obtained in regular course sessions and project work via online forms of communication (v/blogs and joint skype sessions). More precisely, by scrutinizing diverse on- and off-stage performances—ranging from contemporary theater to film; from music to installations and street art; from commemorative events to holiday celebrations; from political enactments to activism and protest—we will illuminate the intersections between identity and issues of transnational processes, e.g. nationhood, citizenship, belonging; (forced) migration, refugee status, and diaspora; multiple consciousness and ethnic/cultural plurality. We will discuss the capacity of live and digitally captured bodies and voices to cross cultural, racial, national, and gender borders to negotiate transnational identifications through theatrical practice. Thus, course goals include exploring how performer and performances as objects and subjects of study negotiate, cross, manipulate, or subvert political, cultural, and linguistic borders through performance. *Course requirements:* project presentation and online-based exchange with KU students; concluding essay (5 pp.). *Course schedule:* 1 Oct. 2013 (Tues) 10-12; 9 Oct. 2013 (Wed) 9st-12; 10 Oct. 2013 (Thurs) 9st-12; 16 Oct. 2013 (Wed) 14-16; 23 Oct. 2013 (Wed) 14-16; 30 Oct. 2013 (Wed) 14-16; 6 Nov. 2013 (Wed) 14-16; 13 Nov. 2013 (Wed) 14-16; 27 Nov. 2013 (Wed) 14-16; 4 Dec. 2013 (Wed) 14-16; *final session:* 11 Dec. 2013 (Wed) 14-16; two joint sessions with KU will be arranged in consultation with course participants.

35836 Topical Issues in Contemporary American Culture **Balestrini**

Module: AMS-M 32.3(8), AMS-M 33.2/3(8), AMST-M 23.w(5), AMST-M 32.2(5), ENGS-M 22.w(5), ENGYM-M 23.w(5), ENGYM-M32A.2(5), ENHS-M 22.w(5), ENRS-M 22.w(5)

Seminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Fr	wöch.	12	14	c.t.				VG_2.39	Balestrini	

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 have or to acquire a firm footing in American history and culture. – Course materials will encompass textual as well as visual materials which allow for a discussion of America’s many tensions, paradoxes, and promises. — Requirements will include an oral presentation, in-class participation, and a 10- to 12-page research paper.

Hauptseminare**35839 Alice Munro** **Zehelein**

Module: AMS-M 32.1(10), AMS-M 33.1/2/3(10), AMST-M 32.3(7), EAS-M 33.1/2/3(10), EAS-M 34.1/2/3(10), EAS-M31.1/4(10), ENGYM-M32A.3(7)

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

Cynthia Ozick has called Munro “our Chekhov” - and this for good reason. Munro is clearly one of the best short story writers of the 20th (and 21st) century. This class will look at a broad array of Munro’s short stories to trace her artistic development from the late 1960s to the present, to chart “Munroviana” (the fictional(ized) Canadian landscape of her writings), and to gather a panoply of elements of her (mostly) psychological fiction. Requirements include in-class participation, an oral presentation, and a 15- to 20-page research paper in English. Texts: Alice Munro, *Dear Life* (2012), which will be published in paperback in July 2013 (Vintage international). All other texts will be collected on K-drive.

35840 Fifty Years after the Shots Heard Around the World: A Critical Reassessment of John F. Kennedy and His Presidency **Depkat, Bierling**

Module: AMS-M 32.1(10), AMS-M 33.1/2/3(10), AMST-M 32.3(7), EAS-M 33.1/2/3(10), EAS-M 34.1/2/3(10), EAS-M31.1 / 4(10), ENGYM-M32A.3(7)

Hauptseminar, SWS: 2, Max. Teilnehmer: 10

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mi	wöch.	10	12	c.t.				VG_1.36	Depkat, Bierling	

Fifty years after his assassination in Dallas, Texas, on November 22, 1963, John F. Kennedy, the man and the president, continues to fascinate audiences all over the world. His

youthfulness, his new style of politics, the glamour he exuded together with his wife, Jackie, and most importantly his tragic death have turned “JFK” into a popular icon and myth in the U.S. and around the globe. Everybody still seems to know where they were when Kennedy was shot. All the while, historians and political scientists have labored hard to critically assess John F. Kennedy and his presidency. In light of this highly diverse and controversy-ridden research, JFK’s record appears rather mixed. This team-taught course (with Prof. Dr. Bierling) takes the fiftieth anniversary of the Kennedy assassination as an opportunity to take fresh looks at the man and his presidency from historical and political science perspectives. Topics to be discussed include, among others, Kennedy’s foreign policy, his domestic agenda, his stand on civil rights, his political style, and his use of the modern mass media. Requirements: regular attendance, presentation and research paper (15-20 pages). Readings: Robert Dallek, *An Unfinished Life: John F. Kennedy, 1917-1963*, Boston 2003. Andreas Etges, *John F. Kennedy*, München 2003. James N. Giglio, *The Presidency of John F. Kennedy*, 2nd ed., Lawrence, KS, 2006.

35841 The Rise of American Popular Print Culture **Gessner**

Module: AMS-M 32.1(10), AMS-M 33.1/2/3(10), AMST-M 32.3(7), EAS-M 33.1/2/3(10), EAS-M 34.1/2/3(10), EAS-M31.4(10), ENGYM-M32A.3(7)

Hauptseminar, 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	Gessner	

The late eighteenth- and nineteenth-century America saw a rise in literacy as well as an emergence of a popular print culture. In this seminar, print will be taken to include text and visuals. The term ‘popular’ entails several, sometimes conflicting meanings, from pertaining to and representing the people, widespread, much frequented, favored, admired and liked, to low-brow and cheap in both form and content. A set of questions will serve to guide us: What did people look at and read? How did they get access to printed material? How were popular print products circulated and used? How did they emerge and develop over time? How was popular print culture both shaped by historical and socio-political crises, and how did it attend to and influence these events? Fields addressed in this seminar include: the emergence of advertising in America; (illustrated) American newspapers and magazines; daguerreotype and photography; postcards, humor and cartoons; popular literature and dime novels; science and medicine in popular print culture; and children’s literature. A list of texts, visuals, and case studies will be available at the beginning of the semester. Course requirements: in-class participation, presentation, and research paper (15-20 pages). Recommended reading: Christine Bold, ed. *US Popular Print Culture 1860-1920* (Oxford: Oxford UP, 2012).

Oberseminare

35842 Recent Research in American Studies **Zehelein**

Module: AMS-M 35.1(6), EAS-M36.1(6)

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	Zehelein	

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 roundtables 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) will have to submit written responses to two of the presentations (one regarding a research project conducted at the University of Regensburg and one on a lecture given by a guest speaker). M.A. students who wish to present their master's thesis in progress are expected to submit the (tentative) title of the master's thesis by 23 September 2013 and an abstract of their thesis project (some 400 words) two weeks before the respective date of their presentation (both by mail to eva-sabine.zehlein@ur.de). The presentation of the master's thesis project does not have to occur in the same semester in which the class is taken for credit. The schedule will be available by early October 2013 (and be mailed to participants and M.A. students registered for the course).

Reviews

35843 Review American Literature Balestrini

Module: AMST-M 22.w(1), BRST-M 22.w(1), ENGS-M 22.w(1), ENGYM-M 23.w(1), ENHS-M 22.w(1), ENRS-M 22.3(1)

Seminar, SWS: 1, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Do	wöch.	8	9	c.t.			Gruppe 1	VG_0.15	Balestrini	
Do	wöch.	9	10	c.t.			Gruppe 2	VG_0.15	Balestrini	

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 proseminars 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. Most course texts can be found in: Baym, Nina et al., eds. *The Norton Anthology of American Literature*. 8th ed. New York: Norton, 2012.

35845 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.

Kurse in der Eingangsphase der MA-Programme

35846 Reading and Discussion: American Cultural and Literary History

Bauridl

Module: AMS-M 31.2(8)

Seminar, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Do	wöch.	10	12	c.t.				ZH 4	Bauridl	

The course is designed as both an introductory reading course and an advanced review course for incoming students in the M.A. program in American Studies. The course is to frame and focus students' familiarity with major forces and developments in American cultural history from the early colonial period until the immediate present. In-class discussions will be based on representative selections of primary materials from different fields of cultural production, including in particular e.g. major literary works, seminal political documents, and samples of visualizations of 'America.' Reviews of influential works of cultural criticism and literary history as well as of master narratives of American cultural and political history will be also incorporated into the chronological review of American cultural history. Students enrolled in the 'old' LPO I Lehramt Gymnasium may participate if they have written their Zulassungsarbeit in American Studies (and after prior consultation with Dr. Bauridl). The course syllabus will be mailed to students registered for the course by the beginning of October 2013. Requirements for credit in the master's program: presentation, final paper (some 10 pp.).

35847 Fundamentals: Approaches, Concepts, Theories

Leikam

Module: AMS-M 31.1(8), EAS-M30.2(8)

Seminar, SWS: 2, Max. Teilnehmer: 20

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

The course traces methods and theoretical perspectives within the field of American Studies from its beginnings to the historical, political, visual, performative, spatial, and transnational turns of New American Studies and European American Studies. The course provides an introduction to graduate work in American Studies and European American Studies and offers a broad understanding of theoretical concepts defining both fields. We will trace the development of the discipline by looking at the kinds of scholarly works that have made up the corpus of American Studies over time, including texts by European Americanists as well as programmatic *American Quarterly* articles. Course requirements include regular attendance, active in-class participation, an oral presentation, a critical essay, and one annotated bibliography defining a subset of works in American Studies methods, theories, or topics. A course reader will be available. Recommended Material: Maddox, Lucy, ed. *Locating American Studies: The Evolution of a Discipline*. Baltimore, MD: Johns Hopkins UP, 1999; Pease, Donald E., and Robyn Wiegman, eds. *The Futures of American Studies*. Durham, NC: Duke UP, 2002; Rowe, John Carlos, ed. *Post-Nationalist American Studies*. Berkeley: U of California P, 2000; *American Literary History*. Spec. issue *Twenty Years of American Literary History: The Anniversary Volume* 20.1-2 (2008). Credit for: MAS, MEAS.

35848 Readings in European-American Cultural Relations**Depkat***Module: EAS-M30.1(8)*

Seminar, SWS: 2, Max. Teilnehmer: 20

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

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

35850 Academic Writing (MA course)**Balestrini***Module: AMS-M 31.3(4), BLK-M 31.2(4), EAS-M30.3(4), ELG-M 31.2(4)*

Seminar, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mi	wöch.	18	19:30	s.t.				ZH 6	Balestrini	

This course is designed to guide students through the complexities of organizing and drafting an advanced research project and paper. Besides the acquisition of language and information management skills, students will learn how to read their drafts as their potential readers might so that they can recognize unnecessarily difficult or empty passages and then revise them effectively. We will analyze and critically evaluate different text types from the fields of literary studies, linguistics, and cultural studies in order to acquire the skills necessary for the writing of convincing academic discussions. Participants will also gain insight into the vast area of general and specific sources which are indispensable for a successful academic approach to a topic and learn how to distinguish between sources which are both valuable and reliable and those which are not. By the end of this course, students should be able to approach a topic in an analytical way, select appropriate information, discuss contrary views, and master text cohesion and academic style in their own writing. Prerequisites for course credits will be regular attendance, active participation, oral presentations on research projects, and two short essays (one research proposal and one critical analysis) on topics relating to either literary studies, linguistics, or cultural studies.

– Texts: Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams, eds. *The Craft of Research*. 3rd ed. Chicago: U of Chicago P, 2008; information on further readings will be given in class. Credit for: all MAs of the Department of English and American Studies.

Kurse anderer Lehrstühle u. Institute in den Master-Programmen MAS und MEAS

33304 Die Außenpolitik der USA

Bierling

Module: AM4 (POL - M13).2 , EAS-M31.2,4(8), EAS-M34.1-3 , POL-BA-M24.2(7)

Vorlesung, SWS: 2, Max. Teilnehmer: 250

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

Die Vorlesung gibt eine Bestandsaufnahme der US-Außenpolitik. Im ersten Teil geht es um die verfassungsrechtlichen Voraussetzungen, die Machtverteilung im amerikanischen Regierungssystem und Erklärungsansätze. Der zweite Teil identifiziert und analysiert die wichtigsten Entwicklungen von 1941 bis heute. Besondere Aufmerksamkeit wird den Ereignissen seit dem 11. September 2001 und der Obama-Regierung gewidmet. Die Studenten lernen, dass die Außenpolitik der USA zwischen Realismus und Idealismus oszilliert und kaum eine Krise der internationalen Politik ohne Mitwirkung der USA bewältigt werden kann. Weiter Informationen (Anmeldung, Literatur, Semesterplan): siehe Vorlesungsverzeichnis im LSF.

36034 Sprachkontakt in der Hispanophonie

Neumann-Holzschuh

Module: EAS-M32.1/2/3(8)

Hauptseminar, SWS: 2, Max. Teilnehmer: 25

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

Nicht gestufte Übungen

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

Lenz

Weitere Informationen siehe „Anglistik. Cultural Studies Advanced“.

35852 Video Hour Amerikanistik

Balestrini

Übung, SWS: 2, Max. Teilnehmer: 35

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mo	wöch.	18	21	c.t.				ZH 6	Balestrini	

35854 Tandem Mentoring

Uppendahl

Übung, SWS: 2

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
-	n. V.			c.t.					Uppendahl	Zeit und Ort siehe Aushang

35855 DAAD / TA Großbritannien (Beratung, Informationsveranstaltung)

Waller

Übung, SWS: 2

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
-	n. V.			c.t.					Waller	PT 3.2.60

Übung

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
-	n. V.			c.t.					Kohen	Zeit und Ort siehe Aushang

Sprachpraxis

Basismodul

35860 General Language Course A (entspr. GLC II)

Arrington, Gebauer, Kohen

Module: AMST-M 11.1(3), BRST-M 11.1(3), ENGS-M 11.1(3), ENGS-M 15.1(3), ENGYM-M 11.1(3), ENHS-M 11.1(3), ENHS-M 15.1(3), ENLI-M 11.1(3), ENRS-M 11.1(3)

Seminar, SWS: 3, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mo	wöch.	8	11	c.t.			Gruppe 1	ZH 4	Kohen	
Mo	wöch.	14	17	c.t.			Gruppe 2	ZH 4	Arrington	
Mo	wöch.	14	17	c.t.			Gruppe 3	ZH 5	Gebauer	
Mo	wöch.	17	20	c.t.			Gruppe 4	ZH 4	Arrington	
Mo	wöch.	17	20	c.t.			Gruppe 5	ZH 5	Gebauer	
Mi	wöch.	12	15	c.t.			Gruppe 6	PT 2.0.3A	Kohen	
Do	wöch.	8	11	c.t.			Gruppe 7	PT 1.0.2	Arrington	

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

35880 Composition (Introduction to Ac. Writing)**Cavanna, Gebauer, Hill,
McIntosh-Schneider, Szlezák, Uppendahl***Module: AMST-M 11.3(3), BRST-M 11.3(3), ENGS-M 11.3(3), ENGS-M 15.w(3), ENGYM-M 11.3(3), ENHS-M 11.3(3), ENHS-M 15.w(3), ENLI-M 11.3(3), ENRS-M 11.3(3)*

Seminar, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	18	20	c.t.			Gruppe 1	ZH 5	Uppendahl	
Mi	wöch.	16	18	c.t.			Gruppe 2	ZH 4	Gebauer	
Do	wöch.	8	10	c.t.			Gruppe 3	ZH 4	Cavanna	
Do	wöch.	18	19.30	s.t.			Gruppe 4	ZH 6	Szlezák	
Fr	wöch.	8	10	c.t.			Gruppe 5	PT 1.0.2	Hill	
Fr	wöch.	12	14	c.t.			Gruppe 6	ZH 4	Uppendahl	
-	Block	9	12.30	c.t.	17.02.14	28.02.14	Gruppe 7	PT 1.0.2	McIntosh-Schneider	Blockkurs
-	n. V.	9	12.30	c.t.	17.02.14	28.02.14	Gruppe 8	ZH 4	Hill	Blockkurs
-	Block	9	12.30	c.t.	29.07.13	9.08.13	35880ss	ZH 4	Hill	gehört zum SS
-	Block	9	12.30	c.t.	29.07.13	9.08.13	35880ss	PT 2.0.3A	McIntosh-Schneider	gehört zum SS

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 the first Proseminar. 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-Longman, 2012. - Registration via LSF.

35894 Exercises in English Pronunciation (BrE/AmE)**Gebauer, Hill***Module: ENGS-M 15.2(1)*

Seminar, SWS: 1, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mo	wöch.	11	12	c.t.			Gruppe 1	PT 1.0.2	Waller	BrE
Mi	wöch.	8	9	c.t.			Gruppe 2	S 008 *	Hill	BrE
Mi	wöch.	9	10	c.t.			Gruppe 3	S 008 *	Hill	BrE
Mi	wöch.	12	13	c.t.			Gruppe 4	S 119 *	Gebauer	AmE
Mi	wöch.	13	14	c.t.			Gruppe 5	S 008 *	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.

35897 Talking the Talk in the Classroom**Hill**

Module: ENFDNV-M 11.w(2), ENFDNV-M 12.w(2), ENFDNV-M 13.w(2)

Seminar, SWS: 2, Max. Teilnehmer: 20

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

Course description: see Fachdidaktik (Lehramt Grund-, Mittel- und Realschule): "Übungen".

35900 General Language Course B (entspr. GLC III)**Cavanna, Gebauer, Hill,
McIntosh-Schneider**

Module: AMST-M 11.2(4), BRST-M 11.2(4), ENGS-M 11.2(4), ENGS-M 15.w(4), ENGYM-M 11.2(4), ENHS-M 11.2(4), ENHS-M 15.2(4), ENLI-M 11.2(4), ENRS-M 11.2(4)

Seminar, SWS: 3, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mo	wöch.	8	11	c.t.			Gruppe 1	ZH 6	Hill	
Mi	wöch.	12	15	c.t.			Gruppe 2	ZH 6	McIntosh-Schneider	
Mi	wöch.	15	18	c.t.			Gruppe 3	ZH 6	McIntosh-Schneider	
Do	wöch.	14	17	c.t.			Gruppe 4	ZH 5	Gebauer	
Fr	wöch.	8	11	c.t.			Gruppe 5	ZH 6	Cavanna	
Fr	wöch.	11	14	c.t.			Gruppe 6	PT 2.0.3A	Gebauer	

The prerequisite for GLC B is the successful completion of GLC A. Moreover, it is highly recommended that students who earned a mark of 3 or less in GLC A do some supplemental work in order to improve before advancing to GLC B. GLC B combines work in the skill areas of vocabulary, grammar, reading, 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., 1.2.14. There will be no alternate exam date.

35911 Focus on Grammar Practice**Cavanna**

Seminar, SWS: 1, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Fr	wöch.	11	12	c.t.				ZH 6	Cavanna	

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 (entspr. GLC IV)****Hill, Kohen, McIntosh-Schneider,
Uppendahl, Waller**

Module: AMST-M 21.2(4), AMST-M 24.1(4), BRST-M 21.2(4), BRST-M 24.1(4), ENGS-M 15.w(4), ENGS-M 21.2(4), ENGYM-M 21.2(4), ENHS-M 21.2(4), ENLI-M 21.2(4), ENLI-M 24.1(4), ENRS-M 21.2(4)

Seminar, SWS: 3, Max. Teilnehmer: 20

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

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

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

Module: AMST-M 21.w(3), AMST-M 24.w(3), BRST-M 21.w(3), BRST-M 24.w(3), ENGS-M 21.4(3), ENHS-M 21.4(3), ENLI-M 21.w(3), ENLI-M 24.w(3), ENRS-M 21.4(3)

Seminar, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	8	10	c.t.			Gruppe 1	ZH 4	Szlezák	
Mi	wöch.	10	12	c.t.			Gruppe 2	ZH 5	Herfeld	

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 von Ihnen eine Erweiterung Ihres Wortschatzes basierend auf Humphreys *Your Words, Your World* (Humphrey, Richard. 2005. *Your Words, Your World*. Stuttgart: Klett) erwartet. Der Leistungsnachweis ergibt sich aus zwei Übersetzungsklausuren, von denen die erste einen Vokabeltest beinhaltet. Damit die Gleichwertigkeit der Parallelkurse gesichert ist, werden die Klausuren zu einem gemeinsamen Termin, üblicherweise freitags am Nachmittag, stattfinden.

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

Module: ENGS-M 21.1(3), ENGYM-M 21.1(3), ENHS-M 21.1(3), ENRS-M 21.1(3)

Seminar, SWS: 2, Max. Teilnehmer: 70

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mo	wöch.	12	14	c.t.			Gruppe 1	H 6	Kautzsch	
Di	wöch.	14	16	c.t.			Gruppe 2	H 41	Lenz	

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

35938 Language Analysis (Sprachbeherrschung VI)**Lenz**

Module: ENGS-M 21.3(3), ENGYM-M 21.3(3), ENHS-M 21.3(3), ENLI-M 21.w(3), ENLI-M 24.w(3), ENRS-M 21.3(3)

Seminar, SWS: 2, Max. Teilnehmer: 70

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

Module: AMST-M 21.w(3), AMST-M 24.w(3), BRST-M 21.w(3), BRST-M 24.w(3), ENGYM-M 31.1(3), ENLI-M 21.w(3), ENLI-M 24.w(3)

Seminar, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mi	wöch.	10	12	c.t.			Gruppe 1	R 009	Kautzsch	
Do	wöch.	16	18	c.t.			Gruppe 2	VG_2.39	Szlezák	

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 von Ihnen eine Erweiterung Ihres Wortschatzes basierend auf Humphreys *Your Words, Your World* (Humphrey, Richard. 2005. *Your Words, Your World*. Stuttgart: Klett) erwartet. - Der Leistungsnachweis ergibt sich aus zwei Übersetzungsklausuren, von denen die erste einen Vokabeltest beinhaltet. Damit die Gleichwertigkeit der Parallelkurse gesichert ist, werden die Klausuren zu einem gemeinsamen Termin, üblicherweise freitags am Nachmittag, stattfinden.

35945 Academic Writing LA (vertieft, neue LPO)**Kohen**

Module: ENGYM-M 31.2(3)

Seminar, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	8	10	c.t.			Gruppe 1	PT 1.0.2	Kohen	
Di	wöch.	10	12	c.t.			Gruppe 2	ZH 4	Kohen	

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)**Waller**

Übung, SWS: 2, Max. Teilnehmer: 20

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

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

35950 Text Production, vertieft**Gebauer, Hill**

Übung, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Fr	wöch.	8	10	c.t.			Gruppe 1	VG_0.05	Gebauer	
Fr	wöch.	12	14	c.t.			Gruppe 2	PT 1.0.2	Hill	

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

35952 Integrated Language Skills VI**Wasmeier**

Übung, SWS: 4, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	12	14	c.t.				R 005	Wasmeier	
Do	wöch.	12	14	c.t.				PT 2.0.3A	Wasmeier	

This 4-hour-course is intended to help both (v) and (n.v.) students who have completed GLC V or other suitable work at Level V to prepare for the Staatsexamen written paper. The course will include exercises in text analysis, summary writing, translation into English, essay writing and interpretation of visual materials. It will have a strong Cultural Studies component, which will allow students to both assess and discuss aspects of life in Britain and America.

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

Übung, SWS: 2, Max. Teilnehmer: 60

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mo	wöch.	10	12	c.t.				H 6	Kautzsch	

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

Module: AMST-M 31.2(3), BRST-M 31.2(3), ENLI-M 31.2(3)

Seminar, SWS: 2, Max. Teilnehmer: 20

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

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

35957 Presentation B.A.**Hill**

Module: AMST-M 31.1(3), BRST-M 31.1(3), ENGS-M 21.w(3), ENGYM-M 31.w(3), ENHS-M 21.w(3), ENLI-M 31.1(3), ENRS-M 21.w(3)

Seminar, SWS: 2, Max. Teilnehmer: 20

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

This course will familiarize participants with advanced techniques and strategies of academic presentation. Students will give lectures on potential B.A. thesis projects at different stages in the research and writing process. Participation is limited to students writing their B.A. theses in American Studies, British Studies, or English Linguistics.

Fachdidaktik (LA Grund-, Mittel- und Realschule)

Einführungskurse

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

Module: ENFDNV-M 11.1(3), ENFDNV-M 12.1(3), ENFDNV-M 13.1(3)

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.			Gruppe 1	ZH 5	Aßbeck	
Di	wöch.	08:15	10:30	s.t.			Gruppe 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. Lehrwerke und Lehrpläne, Spracherwerbtheorien, Unterrichtsanalyse und Unterrichtsplanung, methodische Ansätze in Vergangenheit und Gegenwart, Verfahrensweisen und Unterrichtstechniken in den einzelnen Fertigkeitsbereichen, Formen der Evaluation und Lernzielkontrolle, interkulturelles Lernen und Literaturdidaktik und Lektürebehandlung angesprochen. Leistungsnachweis: schriftliche Hausaufgabe, Abschlussklausur. Der erfolgreiche Besuch des Einführungskurses ist Voraussetzung für die Teilnahme an einem fachdidaktischen Seminar sowie für die Ableistung des studienbegleitenden fachdidaktischen Praktikums.

Übungen

35897 Talking the Talk in the Classroom **Hill**

Module: ENFDNV-M 11.w(2), ENFDNV-M 12.w(2), ENFDNV-M 13.w(2)

Seminar, SWS: 2, Max. Teilnehmer: 20

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

You are all expected to be able to communicate in English at an extremely sophisticated level, but what happens once you get into a classroom of enthusiastic 3rd to 6th graders and they look at you with those wonderful bemused expressions that it seems only children are capable of producing? It is a real skill to be able to talk simply and effectively without talking down to these little ones who are still so keen to learn. In this course we are going to explore effective, realistic and appropriate ways of communicating with these young learners. How do I explain a game so that they will understand? How do I get them to talk to me? How can I vary my language use to "trick them" into learning? What language do I not use? These and other questions will be delved into in this course designed for students of English for primary school and Mittelschule. Be warned! The course is not compulsory and there are no assessment tasks, but you will be expected to be enthusiastic and have fun at all times. Students keen to learn and those who also want the credit points (Wahlbereich) will be expected to undertake small teaching tasks after which group feedback will be given.

Proseminare

35967 Speaking: Training and Assessment

Aßbeck

Module: ENFDNV-M 11.3(4), ENFDNV-M 12.w(4), ENFDNV-M 13.w(4)

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	

Modern language teaching aims at intercultural communicative competence and empirical studies suggest that oral communication is indeed what pupils are most interested in. Yet teachers frequently complain about pupils' unwillingness to speak, and even fairly advanced learners feel uneasy when they are supposed to converse about unexpected topics and tend to apologize for their awkward "Schulenglisch". The DESI study has indeed clearly shown that there is a problem in German language classrooms: pupils do not speak enough English during lessons and most communication in the classroom is based on teacher-pupil ping pong exchange and bears the features of "pseudo communication" rather than authentic communication. In this course we will first of all explore basic linguistic and psychological issues such as the importance of the self-concept, the use of formulas, hesitation phenomena, back channeling etc., the neglected role of risk-taking in communication as a crucial language acquisition strategy and so on. We will also discuss to what extent authenticity – in terms of language materials, communicative situations and intentions – can increase pupils' willingness to speak and can change the quality of classroom communication. Theoretical discussions will be accompanied by the analysis of a wide range of speaking activities and communicative experiments. 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 winter term starts. A list of topics will be on display at the end of the summer term.

35968 Schöne neue digitale Unterrichtswelten?

Fritze

Module: ENFDNV-M 11.3(4), ENFDNV-M 12.w(4), ENFDNV-M 13.w(4)

Proseminar, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Do	wöch.	14:30	16	s.t.				VG_2.39	Fritze	

Das Proseminar beschäftigt sich mit der Frage, wie digitale Medien gewinnbringend und vor allem sinnvoll in den oftmals mit „traditionell“ beschriebenen Fremdsprachenunterricht integriert werden können. Schlagworte wie *the flipped classroom*, *1:1 approach*, *BYOD*, *gamification*, *three-click-applications*, *PLE* spielen hier eine prominente Rolle. Zu erarbeitende Schwerpunkte liegen im Rahmen des Seminars vor allem auf den Fertigungsbereichen Hör-Sehverstehen und Sprechen. Die Eintragung in die Themenliste erfolgt in der ersten Sitzung. Leistungsnachweis: Präsentation, Seminararbeit und aktive Mitarbeit.

Proseminare (Didaktikfach Englisch)

35962 Teaching English in the Primary Classroom

Hitzfelder

Module: ENFDNV-M 12.2(3)

Proseminar, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Do	wöch.	15:30	17	s.t.					Hitzfelder	Montessori-Schule, Prüfeneringer Schloßstr. 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, active participation in all course activities.

35963 Theorie und Praxis des Englischunterrichts an der Mittelschule

Winkler-Theiß

Module: ENFDNV-M 13.2(3)

Proseminar, SWS: 3, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Do	wöch.	16	17:30	s.t.				S 024	Winkler-Theiß	

Proseminare (praktikumsbegleitend)

35964 TEFL: Theory and Practice (LA Grundschule)

Koch

Module: ENFDNV-M 11.2(3), ENFDNV-M 12.2(3)

Proseminar, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	14:30	16	s.t.				ZH 8	Koch	

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

35965 TEFL: Theory and Practice (LA Mittelschule)**Aßbeck***Module: ENFDNV-M 11.2(3), ENFDNV-M 13.2(3)*

Proseminar, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Do	wöch.	8	09:30	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***Module: ENFDNV-M 11.2(3)*

Proseminar, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Do	wöch.	09:30	11	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 and how to individualize language learning etc.. Although this is basically a practice-oriented course all practical questions will be dealt with on the theoretical basis of language-acquisition research and related fields. All participants are expected to take a very active part in the discussions and in practical activities. Assessment will be based on active in-class participation and on a written term paper.

Examenskolloquium

35969 Zentrale Aspekte und Fragestellungen des Englischunterrichts (Examensvorbereitung) Aßbeck

Module: ENFDNV-M 11.4(2)

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.

Praktikum

35970 Durchführung und Analyse von Unterricht (in Ausbildungsklassen) Aßbeck

Praktikum, SWS: 4, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mi	wöch.	8	13	s.t.					Aßbeck	

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

Praktikum, SWS: 2, Max. Teilnehmer: 20

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

35972 Vorbesprechung für das pädagogisch-didaktische Blockpraktikum Aßbeck

Praktikum, SWS: 0, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Fr	Einzel	8:30	10	s.t.	7.02.14			PT 3.3.106	Aßbeck	

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

Fachdidaktik (LA Gymnasium)

Einführungskurse

35975 Introduction to English Language Teaching

Kirchhoff

Module: ENFDGYM-M11.1(3)

Seminar, SWS: 2, Max. Teilnehmer: 80

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	14	16	c.t.				H 6	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. Recommended reading: Klippel, Friederike, and Sabine Doff. *Englischdidaktik. Praxishandbuch für die Sekundarstufe I und II*. Berlin: Cornelsen Scriptor, 2007. Credit Requirements: regular attendance, active participation, final exam. Electronic registration required.

Seminar Kulturdidaktik

35979 Teaching British and North American Culture

Moreth-Hebel

Module: ENFDGYM-M11.2(3)

Seminar, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mo	wöch.	18	20	c.t.			Gruppe 1	PT 1.0.2	Moreth-Hebel	
Fr	wöch.	8	10	c.t.			Gruppe 2	ZH 4	Moreth-Hebel	
Fr	wöch.	10	12	c.t.			Gruppe 3	ZH 4	Moreth-Hebel	

The seminar is obligatory for students following the curriculum of the new LPO of 2008. We will examine and develop teaching units on selected aspects of British and American culture in the broadest sense, including political and social institutions and developments, habits and rituals, history and ethnic diversity, religion and education. Topics and issues to be discussed will comprise, e.g., migration in the English-speaking world, American suburbia, literature and cultural studies (focus on short plays), cultural studies and/in film, South Africa, the U.S. in the 1930s, the use of visuals in the teaching of cultural topics. We will also analyze cultural studies materials (e.g. Viewfinder-Themenhefte; Discover: Topics for Advanced Learners) and textbooks (e.g. *New Context*; *Green Line Oberstufe Klasse 11/12*; *The New Summit*). Internet sources (e.g. *American Memory Collection*) will be explored for the purpose of classroom teaching. Students will also be made familiar with the new organizational framework of TEFL in the final years of secondary school ("neue Oberstufe," W- und P-Seminare, Seminararbeit), which requires a clear focus on the cultural context of language use and of intercultural communication. Occasional contacts with schools will inform the teaching methods and materials that will be developed and discussed in the course, and selected school students' work will be used for close analysis. 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. A course

plan will be presented during the first meeting. - Requirements: regular attendance, in-class presentation, paper (teaching unit).

Seminar (praktikumsbegleitend)

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

Module: ENFDGYM-M11.w(3)

Seminar, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mi	wöch.	14	16	c.t.			Gruppe 1	R 009	Kirchhoff	
Mi	wöch.	14	16	c.t.			Gruppe 2	PHY 9.1.11	N. N.	

This seminar gives you the opportunity to reflect on your experiences as an observer and a novice teacher of English at a Gymnasium. It also aims at bridging the gap between theory and practice of foreign language teaching. We will focus on topics like: lesson planning, content and method of language teaching, teaching the four skills, assessing language proficiency and giving feedback as well as classroom management and working with the board. This seminar is offered in connection with the "studienbegleitendes fachdidaktisches Praktikum". 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.

Oberkurse (Sprach- und Literaturdidaktik)

35984 Individual Differences in Second Language Acquisition Kirchhoff

Module: ENFDGYM-M11.3(4)

Seminar, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	16	18	c.t.				VG_2.45	Kirchhoff	

In this seminar, we will tackle one of the most fundamental questions in ELT: How can we understand the complexity of learner-based performance variation? We will investigate various learner characteristics such as language learning aptitude, learners' use of strategies, language learning motivation and learning styles. On top of that, we will have a critical look at the idea of "the good language learner". Requirements: Regular and active participation, presentation, seminar paper. Course reading: Dörnyei, Z. (2005). *The Psychology of the Language Learner: Individual Differences in Second Language Acquisition*. Mahwah, NJ: Lawrence Erlbaum.

35985 Kompetenzorientierte Entwicklung von Fertigkeiten im EU Regnat

Module: ENFDGYM-M11.3(4)

Seminar, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Fr	wöch.	14	16	c.t.				PT 2.0.3A	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, speaking, reading, 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 eine kompetenzorientierte 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 regelmäßige Anwesenheit, aktive Teilnahme, eine Kurzpräsentation und eine Seminararbeit. Basisliteratur: Andreas Müller-Hartmann, Marita Schocker von Ditfurth, *Introduction to English Language Learning*, Klett Lernen und Wissen, Stuttgart, 2007. (Eine erweiterte Leseliste erhalten sie in der ersten Sitzung.)

Übungen

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

Übung, SWS: 2, Max. Teilnehmer: 50

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

35990 Tutorial for students writing “Zulassungsarbeiten” Kirchhoff

Übung, SWS: 1, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Fr	14-tägig	12	14	c.t.				PT 2.0.4	Kirchhoff	

The purpose of this class is to provide advice and guidance to students who are writing a “Zulassungsarbeit” in English Language Teaching. 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” under my supervision and open to those who consider doing so in the next semesters. Registration in my office hours and via LSF.

35991 Tutorium zum Einführungsseminar “Introduction to English Language Teaching” N. N.

Seminar

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	18	20	c.t.				S 0.13 *	N. N.	

C. Für Interessierte

RUPs, too

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

Öffnungszeiten des MultiMediaZentrums, Universitätsbibliothek

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

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

Rivendell

This is an English-language e-mail forum for students, a great opportunity to practice your English and have some fun. (URL: <http://www.dunphy.de/rivendell.htm>, or via the Homepage of the Department (URL: see page 3!) >> “Links and Resources”).

English Language Resources

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

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

Exkursion nach Irland (Vorankündigung)

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