



KOMMENTARE

für das Studium im

Sommersemester 2012

Geschäftsführung:

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Sekretariat:

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Studienberatung:

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

Mödl
Kautzsch, N.N.
Palitzsch, Boehm
Palitzsch, Boehm
Balestrini, N.N.
Balestrini
Aßbeck
Karg
Kohen, Waller, Uppendahl

Sprechstunden Sommersemester 2012

Name	Sprech-zeit	Raum PT	Tel.: 943-
ARRINGTON, Doris-Gudrun	Mi 14-16	3.3.106	5782
ABBECK, Akad. Dir. Dr. Johann	Fr 10-12	3.2.46	3488
BALESTRINI, Akad. Rätin PD Dr. Nassim	Mi 12-12.45 + Fr 11-12	3.2.85	3509
BAURIDL, Dr. Birgit	Do 10-11 + 14-15	3.2.83	3507
BIERMEIER, Dr. Thomas	Kontakt: thomas.biermeier@web.de		
BOEHM, Dr. Katharina	Mi 14-16	3.2.59	3499
BRUNNER, Thomas	Di 17-19	3.2.79	3503
BUSCHFELD, Dr. Sarah	Di 11-13	3.2.81	3505
CAVANNA, Augustus	Di 12-14	3.2.87	3511
DECKER, Martin	Mo 13-14	3.2.47	3466
DEPKAT, Prof. Dr. Volker	Di 14-15 + Mi 10-11	3.2.71	3476
DITTMANN, Dr. Joo-Young	Mo 16-17	3.3.105	5781
DUNPHY, Dr. Graeme	Di 12-14	3.2.58	3498
FACKLER, Katharina	Mi 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		
GARCÍA, Francisco	Fr 12-13	3.2.46	
GEBAUER, Dr. Amy	Mi 10-12	3.3.88	3429
GESSNER, Dr. Ingrid	n. Vereinb.	3.2.70	3475
HEBEL, Prof. Dr. Udo	Di 16-17:30	3.2.73	3478
HERFELD, Dr. Dorith	Di 10-12	3.3.106	5782
HIRMER, Karin	nach Verantst.	karin.hirmer@freenet.de	
HILL, Sophie	Mi 11-13	3.2.50	3469
HOFSTÄTTER, Veronika	Mo 16-18	3.2.70	3475
KALINOWSKI, Fiona	nach Veranstaltung		
KARG, Prof. Dr. Jakob	Do 10-11	3.2.61	3501
KAUTZSCH, Dr. Alexander	Di 11-13	3.2.69	3474
KOCH, Walter	nach Veranstaltung		

Name	Sprech-zeit	Raum PT	Tel.: 943-
KOHEN, Jamie	Di 13-14, Mi 11-12	3.2.50	3469
LEIKAM, Susanne	Mi 8-10	3.2.70	3475
LENZ, Akad. Dir. Dr. Peter	Mi 12.30-14	3.2.44	3506
MIETHANER, Dr. Ulrich	Kontakt: umiethaner@yahoo.de		
MCINTOSH-SCHNEIDER, Julia	Mo 16-18	3.2.57	3497
MÖDL, Gabriele	Mo-Do 10-12:30	3.2.62	3667
MORETH-HEBEL, Christine	Kontakt: ch.moreth-hebel@web.de		
NEULAND, Christina	Do 14-15	3.2.82	3502
PALITZSCH, Francesca	Di 14-16	3.2.63	3870
PANKRATZ, Michaela	Do 15.30-17	3.3.105	5781
PESOLD, Ulrike	Di 10-12	3.2.43	3463
PETZOLD, Prof. Dr. Jochen	Di 16:15-18	3.2.45	2486
REGNAT, Josef	nach Verantst.	josef.regnat@t-online.de	
RENNER, Carol	nach Verantst.	carol.renner@keh.net	
SCHINDLER, Peter	nach Verantst.		
SCHLEBURG, Dr. Florian	Di 14-15	3.2.82	3502
SCHNEIDER, Prof. Dr. Edgar W.	Mi 10-12	3.2.65	3470
SHANK, Prof. Dr. Barry	s. Aushang		
SIEBERS, Dr. Lucia	Di 14-15	PT 3.2.80	3504
SZLEZÁK, Klara-Stephanie	Do 10.30-12	3.2.70	3475
THOMICZNY, Diana	nach Veranstaltung		
THURSTON, Naomi	Mi 15-17	3.3.88	3429
UPPENDAHL, Steve	Di 13-14+ Do 14-15	3.2.88	1809
WALLER, Peter	Mi 16-18	3.2.60	3500
WASMEIER, Margaret	Mi 9.30-11	3.2.43	3463
WESSERLE, Brigitte	nach Veranstaltung		
WOMACK, Annie	nach Veranstaltung		
ZWIERLEIN, Prof. Dr. Anne-Julia	Di 13-14	3.2.48	3467

e-mail i.d.R. nach folgendem Schema: vorname.nachname@sprachlit.uni-regensburg.de

Inhaltsverzeichnis

A. Allgemeines.....	4
1. Studienplanung.....	4
1.1 Studienanfänger: Informationsveranstaltungen.....	4
1.2 Struktur des Studiums	4
1.2.1 Prüfungsordnungen u. Pflichtleistungen	4
1.2.2 Neue Studienordnungen seit WS 08/09 (LPO und BPO)	4
1.2.3 Neuerungen in der Modulordnung seit SS 2010.....	5
1.2.4 Modularisierung und Leistungspunkte (LP) / Credit Points (CP)	6
1.3 Tabellen der Pflichtleistungen & Wegweiser	7
1.4 Bekanntmachungen, Informationsveranstaltungen & Newsletter.....	7
2. Wichtige Termine u. Fristen	7
2.1 Bewerber und Studienanfänger	7
2.1.1 B.A. und Lehramt: Eignungsfeststellungsverfahren (EFV)	7
2.1.2 Master-Studiengänge.....	7
2.2 Online-Kursanmeldung (RKS).....	8
2.3 FlexNow-Anmeldung	9
2.4 Prüfung Grundwissen & Zwischenprüfung	9
B. Lehrveranstaltungen.....	10
Englische Sprachwissenschaft.....	10
Anglistik	18
Amerikanistik /American Studies	27
Nicht gestufte Übungen.....	37
Sprachpraxis.....	38
Fachdidaktik	45
C. Für Interessierte	52
RUPs, too	52
Öffnungszeiten des MultiMediaZentrums, Universitätsbibliothek.....	52
Exkursion nach Irland (Vorankündigung).....	52
Shakespeare Exkursion (Vorankündigung)	52

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: 10. Februar 2012

A. Allgemeines

1. Studienplanung

1.1 Studienanfänger: Informationsveranstaltungen

B.A.-Studiengänge & Lehramt: in der Woche vor Vorlesungsbeginn; genaue Termine: s.

Homepage der Zentralen Studienberatung <www.uni-regensburg.de/studienberatung/>

Masterstudiengänge: Studienbeginn nur zum Wintersemester

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 >> 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) unter „Studium“.

1.2.2 Neue Studienordnungen seit WS 08/09 (LPO und BPO)

Zum Wintersemester 2008/09 sind sowohl für die Lehramtsstudiengänge als auch für B.A.-Studiengänge neue Prüfungsordnungen in Kraft getreten. Diese neuen Ordnungen gelten für alle, die sich ab WS 08/09 an der Universität Regensburg immatrikulieren bzw. umschreiben.

Studierende, die schon vor WS 08/09 hier für den gewählten Studiengang immatrikuliert waren, bleiben von den Veränderungen unberührt, es ändert sich lediglich bei manchen Kursen die Struktur und/oder die Bezeichnung (siehe Übersichtstabellen).

Außerdem werden die einige bisherige Kurstypen nur noch mittelfristig angeboten, bitte beachten Sie dies unbedingt bei Ihrer Studienplanung:

- **GLC V** wird noch bis einschl. WS 2012/13 regulär angeboten, und bei Bedarf letztmalig im WS 2013/14.
- Die bisherigen Kurse im **Basismodul Kulturwissenschaft** („Introduction to British and Irish Studies“, „Contemporary British and Irish Cultures“, und „Contemporary American Cultures“) werden nur noch eine begrenzte Zeit angeboten, siehe im Einzelnen die Hinweise unter Punkt 1.2.3.

Die Verteilung der Leistungspunkte bleibt für die „alten“ Studiengänge unverändert (vgl. Tabellen), und unterscheidet sich somit z.T. von der Verteilung für die neuen Studiengänge. Es ist also wichtig, dass Sie Ihre Kursleiter darauf hinweisen, unter welcher Studienordnung Sie studieren, damit Sie die richtige Anzahl an Leistungspunkten erteilt bekommen.

1.2.3 Neuerungen in der Modulordnung seit SS 2010

Im Sommer 2010 wurden einige Änderungen an den neuen Modulordnungen vorgenommen (B.A. und Lehramt), um die Studierbarkeit zu verbessern und die Studierfreundlichkeit zu erhöhen. Einige der Änderungen betreffen nur Studierende, die ab WS 2010/11 das Studium aufgenommen haben, andere wiederum können rückwirkend in Kraft treten und betreffen somit alle Studierenden, die das Studium ab WS 08/09 aufgenommen haben.

Eine umfassende Aufstellung der Änderungen im Einzelnen fand sich im KVV des WS 2010/11 und kann auch weiterhin über die Homepage des Instituts eingesehen werden (Studium → Vorlesungsverzeichnisse & Kommentare / oder: Studium → Studienaufbau).

Da im Rahmen der Umstrukturierungen auch das **Basismodul Kulturwissenschaft** betroffen war/ist, hat dies zur Folge, dass einige der Kurse, die für **Studierende, die zw. WS 08/09 und SS 2010 das Studium aufgenommen haben** verpflichtend sind, mittelfristig nicht mehr angeboten bzw. durch neue Kurstypen ersetzt werden.

BITTE BEACHTEN SIE DIES UNBEDINGT BEI IHRER STUDIENPLANUNG!

- a) Wenn Sie die beiden dreistündigen Einführungskurse der British Studies bzw. der American Studies (jew. Kombination aus Vorlesung und Seminar) bereits erfolgreich abgeschlossen haben, aber noch nicht einen oder beide der Contemporary-Cultures-Kurse, so können Sie letztere nach wie vor regulär besuchen und abschließen.
 - **British and Irish Contemporary Cultures** wird noch bis einschl. **SS 2012** angeboten (bei Bedarf letztmalig noch im SS 2013)
 - **Contemporary American Cultures** wird im **SS 2012** zum letzten Mal angeboten!
- b) Wenn Sie noch *keine der anglistischen Seminare* besucht oder bestanden haben, so haben Sie bei Bedarf die Möglichkeit, den Einführungskurs in der bisherigen Form (2sws Vorlesung + 1sws Seminar) im WS 2012/13 letztmalig zu besuchen.
 - **Introduction to British and Irish Studies** (bisherige 3-stündige Form) wird nur bei Bedarf **letztmalig** im **WS 2012/13** angeboten
- c) Wenn Sie noch *keinen der amerikanistischen Kurse* besucht oder bestanden haben, so müssen Sie die beiden bisherigen Kurse (3sws Intro. Amst + 1sws Contemporary Am. Cultures) durch die beiden **neuen Kurse** (1sws VL + 3sws Seminar Am. Cult. History) ersetzen. Siehe auch Anmerkungen zur Verwendbarkeit bei den jeweiligen Kurstypen.
- d) Wenn Sie das Basismodul Kulturwissenschaft bereits abgeschlossen haben, so werden Sie durch die Änderungen nicht tangiert.

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

Beim modularisierten Studienmodell werden Leistungspunkte gesammelt, die Auskunft über die mit einer Veranstaltung verbundene Arbeitslast geben.

Die Verteilung von Leistungspunkten auf die einzelnen Veranstaltungen und Module können Sie Ihrem entsprechenden Modulkatalog entnehmen.

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

*: je nach Auflistung im Modulkatalog.

Tab. 1: Verteilung der Leistungspunkte auf die Kurstypen

1.3 Tabellen der Pflichtleistungen & Wegweiser

Bitte beachten:

Statt des umfangreichen Abdruckes wiederkehrender und aufgrund ihrer Fülle ggf. auch verwirrender Informationen jedes Semester im KVV wird es einen separaten „**Wegweiser für das Studium**“ geben, welcher eine kompakte Zusammenstellung vieler wichtiger studienrelevanter Informationen beinhalten wird, und Ihnen somit helfen soll, Ihren Weg durch das Studium effektiv zu planen und zu gestalten. Dieser „Wegweiser“ wird demnächst über die **Institutshomepage** erhältlich sein (und wird entsprechend per Newsletter angekündigt).

Der im KVV integrierte Info-Teil konzentriert sich fortan 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 im 2. Stock des Philosophikums im Bereich des Instituts für Anglistik und Amerikanistik an den entsprechenden Stellen **ausgehängt** sowie auf der **Homepage des Instituts** veröffentlicht (www-deas.uni-regensburg.de), und per Newsletter versandt. Weitere Hinweise zum **Newsletter** siehe <http://www-deas.uni-regensburg.de/studium/links/>.

Wie bereits in vergangenen Semestern wird es auch im dieses Semester wieder diverse **Informationsveranstaltungen** für die Planung des Studiums geben, beachten Sie hierzu bitte die aktuellen Aushänge und Ankündigungen per Newsletter.

Außerdem wird es in Kürze einen kompakten „**Wegweiser für das Studium am Institut für Anglistik und Amerikanistik**“ geben.

2. Wichtige Termine u. Fristen

2.1 Bewerber und Studienanfänger

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**:

www-deas.uni-regensburg.de/studium/studieninteressenten.

2.1.2 Master-Studiengänge

Am Institut für Anglistik und Amerikanistik werden vier Master-Studiengänge angeboten: **Amerikanistik** (*American Studies*): www-deas.uni-regensburg.de/amerikanistik/degrees/mas/); **Britische Literatur- und Kulturwissenschaft** (*British Studies*): www.uni-regensburg.de/sprache-literatur-kultur/anglistik/degrees_studies/master/index.html), **Englische Linguistik** (*English Linguistics*): www.uni-regensburg.de/language-literature-culture/english-linguistics/programs/master-linguistics/index.html) sowie **Europäisch-Amerikanische Studien** (*European-American Studies*): www-deas.uni-regensburg.de/amerikanistik/degrees/meas/. 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-deas.uni-regensburg.de/studium/studiengaenge/ma/>>.

2.2 Online-Kursanmeldung (RKS)

Für alle anmeldungspflichtigen Kurse findet die allgemeine Anmeldung über RKS 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 Frau Mödl (PT 3.2.62) wenden.

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

→ <<http://www-deas.uni-regensburg.de/studium/kursanmeldung/rks/>>

Anmeldefristen:

→ **Di, 10.04.2012, 16 Uhr – Do, 12.04.2012, 16 Uhr:** f. alle **erstsemester**-relevanten Kurse
GLC A + *Introduction to Engl. and Am. Literary Studies* + *Introduction to Engl. Linguistics*

→ **Mo, 20.02.2012, 14 Uhr – Fr, 9.03.2012, 10 Uhr:** für alle anderen Kurstypen
(GLC B, C, V; *Composition*; *Sprachmittlung*; *Pronunciation Exercises*; *Proseminare*, *Seminare*, *Hauptseminare*, *Mittel-/Altenglisch*, *Cultural Studies Seminare*, *Fachdidaktik*, *Examenskurse*)

ca. 1 Woche vor Beginn des Anmeldezeitraums können Sie das Kursangebot über RKS einsehen.

Nach wie vor gelten **folgende Regelungen:**

- 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, so dass Wartelistenkandidaten nachrücken können.

Auch das Institut wird sich die Sachlage regelmäßig ansehen, und bei Bedarf und soweit Mittel zur Verfügung stehen eventuell Umschichtungen im Kursprogramm vornehmen (z.B. Schaffung von Zusatzkursen, bzw. Streichung von nur sehr gering nachgefragten Kurstypen oder Umwandlung in andere Kurstypen). Dies ist ein weiterer Grund, nicht bis zur letzten Minute mit der Anmeldung zu warten (die Erstabschätzung des Bedarfs wird vorauss. am 27./28.2. stattfinden, also am Ende der ersten Anmeldewoche; darauf basierend können ggf. Zusatzkurse geschaffen oder unterbelegte Kurse gestrichen werden. Sie sollten sich also bis dahin für Ihre gewünschten Kurstypen angemeldet haben; eine An-/Ab-/Ummeldung ist selbstverständlich während des gesamten Anmeldezeitraums möglich).

Weitere wichtige Informationen und eine Schritt-für-Schritt-Anleitung finden sich auf unserer **Institutshomepage** (www-deas.uni-r.de >> Studium >> 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 SS 2012: **Mo, 7. Mai 2012 – Fr, 6. Juli 2012 !!**

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, 25. Juni – Fr, 6. Juli 2012** (Achtung: für diese Prüfung ist zusätzlich auch eine Anmeldung per Listeneintrag erforderlich; Genaueres dazu gibt es Anfang Juni in einer Rundmail).

Die Zugangsseite sowie eine Anleitung („Dokumentation“) finden Sie unter folgender Adresse: → www-verwaltung.uni-regensburg.de/flexnow.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.

2.4 Prüfung Grundwissen & Zwischenprüfung

(nur relevant bei Studium nach „alter“ Studienordnung, bei Studienbeginn bis einschl. SS 08)

a) Prüfung Grundwissen Fachwissenschaft

Zu der 30-minütigen **mündlichen Prüfung** müssen Sie sich sowohl über das Studienorganisationsbüro (PT 3.2.62) anmelden, als auch über FlexNow.

Prüfungstermin	1. Anmeldung im Studienbüro		2. Anmeldung über FlexNow
Feb. oder April	Anf. Januar	UND	Januar
Juli oder Oktober	Anf. Juni		Juni

Die genauen Anmeldetermine für Juli/Okt. werden *ab Mitte Mai 2012* durch Aushang beim Studienbüro und im Internet bekanntgegeben.

b) Zwischenprüfung

Nicht zu verwechseln mit der Grundwissen-Prüfung. Die Anmeldung zur Zwischenprüfung (= Beantragung des **Zwischenprüfungszeugnisses**) im Prüfungsamt muss innerhalb der dort vorgegebenen Frist erfolgen (ca. 2.-3. Vorlesungswoche, siehe unbedingt → Homepage, bzw. aktuelle Aushänge am **Prüfungsamt!**); alles Weitere siehe ZPO.

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 aufgr. Teilnehmer-Mangels entfallen

→ **Informieren Sie sich regelmäßig** auf Homepage des Instituts, u. beachten Sie Aushänge am Eingang zum Institut (bzw. 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 (URL siehe S. 3) unter „Studium“ eingesehen werden (Link zu den Modulbeschreibungen).

Unterrichtssprache:

Lehrveranstaltungen mit englischsprachigem Titel werden auf Englisch durchgeführt.

Englische Sprachwissenschaft

Thematische Vorlesungen

35 700 The Evolution of English: A Historical Survey
2 st., Mi 08:30-10, H 8

Schneider

ANG-M12.w(8), ANG-M13.2(8), ELG-M32.2(8), ELG-M33.2/ 3(8), ENGS-M22.w(4), ENGYM-M22.w(4), ENGYM-M32C.1(4), ENHS-M22.w(4), ENLI-M23.2(4), ENLI-M25.2/3(4), ENLI-M32.1(4), ENRS-M22.w(4)

Languages keep changing constantly, and Modern English is the product of some 1500 years of evolution and changes. This lecture will survey this evolutionary process, and in doing so it will also touch upon material which can be found in traditional "History of English" textbooks. The emphasis will be different, however: Rather than looking at Old English or Middle English as linguistic systems in their own right, I will focus upon distinctive properties of Modern English, including its major varieties, and will look back in time to see where these properties have come from, i.e. how the respective linguistic sub-system (lexis, phonology, grammar) has evolved in the course of time. I begin by providing a survey of the periodization and extralinguistic history of English, including short sample texts from different periods, but the main emphasis, reflected in the structure of the lecture, will then be

placed on evolutionary trajectories of change through time which at certain points introduced innovations and system modifications of the English vocabulary, sound system, and morphosyntactic conventions. Amongst other things, we will find that many irregularities of modern English, and properties found in dialects, can be traced back to earlier regularities and properties; that the sound system has constantly rearranged articulatory options; and that the grammatical system has been characterized by the change from a predominantly synthetic to a largely analytic language, with many characteristic syntactic structures of modern English going back to rather late innovations. — Requirements for a "Schein": final exam, paper assignment (for M.A. students only).

Pflichtvorlesungen der Basismodule

35 702 The Structure of English

2 st., Di 08:30-10, H 2

Schneider

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

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 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. — Prerequisite for admission: "Introduction to English Linguistics" — Requirements for a Schein: regular attendance, final exam. — No registration required.

35 703 English in Use

2 st., Di 10-12, H 2

Fischer

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

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), and language learning and teaching (language acquisition, English-German contrasts and translation theory) — Prerequisite for admission: "Introduction to English Linguistics". — Requirements for a Schein: Final exam; regular attendance will be taken for granted. No RKS-registration required.

Einführungskurse

Introduction to English Linguistics, 3 st.

AMST-M12.1(4), ANG-M04.1(4), ANG-M05.1(4), BRST-M12.1(4), ENGS-M12.1(4), ENGYM-M12.1(4), ENHS-M12.1(4), ENLI-M12.1(4), ENRS-M12.1(4)

35 704	Mo 16-18, ZH 6; Di 18-19, ZH 6	Kautzsch
35 705	Mo 16-18, PT 1.0.2; Di 18-19, ZH 2	Schleburg
35 706	Mo 17-18, VG_0.14; Di 16-18, ZH 5	Siebers
35 707	Mo 17-18, PT 2.0.3A; Mi 8-10, ZH 4	Buschfeld
35 708	Mo 16-17, VG_1.36; Mi 8-10, S 013	Brunner
35 709	Mi 16-18, VG_1.31; Do 18-19, PT 1.0.2	N.N.
35 710	Mi 18-20, PT 2.0.3A; Do 19-20, PT 1.0.2	N.N.
35 711	Do 10-11, PT 2.0.3A; Fr 8-10, VG_0.14	Neuland
35 712	Do 11-12, ZH 6; Fr 10-12, PT 3.0.77	Neuland
35 713	Mi 12-14, VG_2.45; Do 17-18, W 112	Pankratz
35 714	Block 27.8.-7.9., Klausur: 14.9., Raum s. Aushang	Pankratz
35 715 _{ws}	Block: 5.3-16.3, 9-13, ZH 8; Klausur: 23.3., 10-12, H 8	Pankratz

This course is an introduction to the scientific 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. The second part of the course explores the variation displayed by speakers of present-day English on all of these linguistic levels due to factors such as their age, gender, regional and social background (Sociolinguistics), 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), and finally the different approaches to linguistic analysis by the main schools of linguistics (Schools of Linguistics). — Requirements: regular attendance, final exam (the exact date will be announced in the first session). — Compulsory reading: Kortmann, Bernd. 2005. *English Linguistics. Essentials*. Berlin: Cornelsen. For the block seminars, you must have read this book before the seminar starts.

Proseminare

35 717	Corpus Linguistics 2 st., Mo 18-20	Siebers
ANG-M04.2(7), ANG-M05.2(7), ENGS-M22.w(4), ENGYM-M22.1(4), ENHS-M22.w(4), ENLI-M22.1(4), ENLI-M23.1(4), ENLI-M25.1 / 3(4), ENRS-M22.w(4)		

Corpora are electronic text collections that provide data for empirical studies in linguistics. The growing number and type of available corpora (synchronic and diachronic, general and specific) enable linguists from very different sub-disciplines to research a variety of linguistic phenomena, e.g. regional variation, lexical and grammatical change in the history of English, the differences between written and spoken English or characteristics of learner language. The aim of this seminar is to introduce students to the field of corpus linguistics and to acquaint them with corpus linguistic methodology. A short overview of the history of this discipline will be given and basic principles of corpus compilation, annotation and analysis will be presented. We will look at the major English corpora and how they have been used to describe language usage at various linguistic levels. Corpus linguistic software will be introduced and we will explore how these tools can be employed for linguistic term papers. This will be a hands-on seminar and students are expected to work on exercises as well as conduct their own small corpus linguistic studies in the course of the seminar. — Requirements: regular attendance, presentation of in-class-projects and a

short term paper based on a corpus linguistic analysis. Recommended introductory reading: Mukherjee, Joybrato. 2008. *Einführung in die Englische Korpuslinguistik*. Berlin: Erich Schmidt.

35 718 Second Language Acquisition

2 st., Mo 18-20, PT 1.0.2

Buschfeld

ANG-M04.2(7), ANG-M05.2(7), ENGS-M22.w(4), ENGYM-M22.1(4), ENHS-M22.w(4), ENLI-M22.1(4), ENLI-M23.1(4), ENLI-M25.1 / 3(4), ENRS-M22.w(4)

In a globalizing world, mastery of a second or third language has become ever more important and wide-spread. This course will introduce the research field of Second Language Acquisition. We will look into different aspects of and approaches to the topic, e.g. different 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 second language acquisition research. — Requirements: Active participation, oral presentation, seminar paper.

35 720 Word Formation

2 st., Mi 16-18, H48

Biermeier

ANG-M04.2(7), ANG-M05.2(7), ENGS-M22.w(4), ENGYM-M22.1(4), ENHS-M22.w(4), ENLI-M22.1(4), ENLI-M23.1(4), ENLI-M25.1 / 3(4), ENRS-M22.w(4)

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

Seminare

35 722 Altenglische Sprache u. Kultur (m. Schein gem. LPO I, §68 Abs.1 Nr.3c)

2 st., Mo 8-10, ZH 2

Brunner

ANG-M12.2(8), ANG-M13.w(8), ELG-M31.3(8), ELG-M32.w(8), ELG-M33.3(8), ENGS-M22.w(4), ENGYM-M22.2(4), ENGYM-M32C.w(4), ENHS-M22.w(4), ENLI-M22.2(4), ENRS-M22.w(4)

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, Lautsys-

tem, Morphologie, Wortschatz und Syntax des Altenglischen anhand einer Textsammlung vor, die zugleich einen Eindruck von Reiz und Vielfalt der angelsächsischen Überlieferung vermitteln soll. Eine erfolgreiche Teilnahme setzt regelmäßige Vor- und Nachbereitung des Stoffes im Semester voraus. — Anforderungen: Übungsaufgaben und Klausur. Textgrundlage: W. Obst & F. Schlegel, *Lehrbuch des Altenglischen*, Heidelberg 2004.

Mittelenglische Sprache u. Kultur (m. Schein gem. LPO I, § 68 Abs.1 Nr.3c), 2 st.,
ANG-M12.2(8), ANG-M13.w(8), ELG-M31.3(8), ELG-M32.w(8), ELG-M33.3(8), ENGS-
M22.w(4), ENGYM-M22.2(4), ENGYM-M32C.w(4), ENHS-M22.w(4), ENLI-M22.2(4), ENRS-
M22.w(4)

35 723 Mi 12-14, H12

Schlegel

35 724 Mo 14-16, ZH 6

Schlegel

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 vergleicht sie mit den Strukturen des Neuenglischen. Eine erfolgreiche Teilnahme setzt regelmäßige Vor- und Nachbereitung des Stoffes im Semester voraus. — Anforderungen für Scheinerwerb: Übungsaufgaben und Klausur. Textgrundlage: W. Obst & F. Schlegel, *Die Sprache Chaucers*, Heidelberg 2010).

35 725 Early English (m. Schein gem. LPO I, § 68 Abs.1 Nr.3c)
2 st., Di 12-14, ZH 6

Schlegel

ELG-M31.3(8), ENGYM-M22.2(4), ENLI-M22.2(4), ENRS-M22.w(4)

"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 Master Students who do not yet sufficiently trust their German for the purpose of scientific discourse and translation. 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). — Homework and final exam.

35 726 Altenglisch für Fortgeschrittene
2 st., Mi 16-18, PT 1.0.2

Schlegel

ANG-M12.w(4), ANG-M13.w(4), ELG-M32.3(10), ELG-M33.3(10), ENGS-M22.w(4), ENGYM-
M22.w(4), ENGYM-M32C.w(4), ENHS-M22.w(4), ENLI-M22.w(4), ENRS-M22.w(4)

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. Eine sinnvolle Teilnahme setzt zumindest die Vorbereitung der Übersetzungstexte voraus. — Freiwilliger Vertiefungskurs, keine Anmeldung erforderlich. Scheinerwerb nach Absprache möglich.

35 727 Mittelenglisch für Fortgeschrittene
2 st., Mi 14-16, ZH 5

Schleburg

ANG-M12.w(4), ANG-M13.w(4), ELG-M32.3(10), ELG-M33.3(10), ENGS-M22.w(4), ENGYM-M22.w(4), ENGYM-M32C.w(4), ENHS-M22.w(4), ENLI-M22.w(4), ENRS-M22.w(4)

Die Fortsetzung unserer Einführung in das Mittelenglische ergänzt den lautlichen und grammatischen Befund der Sprache Geoffrey Chaucers um seine germanische und altenglische Vorgeschichte. Die Auswahl der Stoffgebiete und der Übungstexte orientiert sich an den Anforderungen der mittelenglischen Textklausur im schriftlichen Staatsexamen. Eine sinnvolle Teilnahme setzt zumindest die Vorbereitung der Übersetzungstexte voraus. — Freiwilliger Vertiefungskurs, keine Anmeldung erforderlich. Scheinerwerb nach Absprache möglich.

35 728 Altenglisch für Examenskandidaten
2 st., Mo 12-14, ZH 5

Schleburg

Anhand früherer Examensklausuren (die gesammelt auf dem K-Laufwerk verfügbar sind) werden in diesem freiwilligen Übungskurs noch einmal die in den Augen der Aufgabensteller wichtigsten Themenbereiche der historischen Grammatik wiederholt, das Übersetzen 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. Scheinerwerb nach Absprache möglich.

35 729 Syntaktische Analysen
2 st., Mi 12-14, H23

Kautzsch

Dieser Kurs bietet interessierten Studierenden die Möglichkeit, ihre Fertigkeiten in der syntaktischen Beschreibung des Englischen zu erweitern bzw. zu festigen. Nach einer Grundlagenphase von etwa 6 Wochen werden Aufgabenstellungen aus dem 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.

35 732 Text Analysis: Sprachwissenschaft im Staatsexamen (Unterrichtsfach Englisch)
2 st., Mi 10-12, PT 2.0.3A

Fischer

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

Dieses Seminar dient der Vorbereitung auf die schriftliche Prüfung Staatsexamen Unterrichtsfach Englisch (Lehramt Grund-, Haupt- und Realschule). Wir werden gemeinsam frühere Staatsexamensklausuren durcharbeiten, und zwar nach linguistischen Teilgebieten (Phonetik, Phonologie etc.). Für die jeweilige Sitzung müssen im Voraus die entsprechende Literatur gelesen und die dazugehörigen Prüfungsfragen schriftlich bearbeitet werden – sonst macht das Üben wenig Sinn. Da die Klausur in Deutsch geschrieben wird, wird dieser Kurs ausnahmsweise ebenfalls auf Deutsch abgehalten. Leseliste, Prüfungen und Materialien sind über das K-Laufwerk bzw. GRIPS zugänglich. Ein Seminarskript mit ausgewählter Literatur zu den jeweiligen Themenbereichen kann zwei Wochen vor dem Seminar bei Digital Print, Ludwig-Thoma-Str. 27, erworben werden. Dringend angeraten wird der Erwerb von Thomas Herbst 2010. *English linguistics. A coursebook for students of English*. Berlin: De Gruyter Mouton; sowie der aktuellen Ausgaben eines Aussprachewörterbuchs (Cambridge oder Longman) und eines einsprachigen englischen Lernerwörterbuchs. Für einen Scheinerwerb muss die Abschlussklausur bestanden werden.

Übungen

Phonemic Transcription, 1 st.

35 734 Di 17-18, PHY 9.1.10

Wesslerle

35 735 Di 18-19, PHY 9.1.10

Wesslerle

ENGS-M22.w(2), ENGYM-M22.w(2), ENHS-M22.w(2), ENLI-M22.w(2), ENRS-M22.w(2)

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. Diese Übung empfiehlt vor allem auch für Studierende nach der neuen LPO, die diese examens- und lebensrelevante Fertigkeit erlernen bzw. vertiefen möchten, sowie als Examenrepetitorium (zB. neuenglische Textaufgabe). — Transkriptionsgrundlage: Jones, D. 2003. *English Pronouncing Dictionary*. CUP, oder: Wells, J.C. 2000 od. 2008. *Longman Pronunciation Dictionary*. London. — Erwerb von Leistungspunkten für den Wahlbereich nach Absprache möglich.

Hauptseminare

ANG-M12.1(10), ANG-M13.1(10), ELG-M32.1(10), ELG-M33.1 / 3(10), ENGS-M22.w(7),

ENGYM-M22.w(7), ENGYM-M32C.2/3(7), ENHS-M22.w(7), ENLI-M32.2 / 3(7), ENRS-M22.w(7)

35 738 Register Variation in English

2 st., Di 14-16, PT 2.0.3A

Fischer

In this course, we will investigate the language used in different kinds of spoken and written texts. The focus lies on the register perspective, which combines an analysis of linguistic characteristics that are common in a text variety with analysis of the situation of use of the variety. The underlying assumption is that core linguistic features are functional, and, as a result, particular features are commonly used in association with the communicative purposes and situational context of texts. After the introduction of the analytical framework employed for studying registers, we will move on to a more detailed description of different registers, such as conversation, newspaper writing, academic prose and e-forum postings. We will also approach registers from a historical perspective. Apart from working through the individual chapters of our textbook (see below), students will be asked to choose a register of interest and present it to the class through practical application. — Requirements: Weekly assignments, presentation, paper. Textbook (to be purchased, ca. 30€): Douglas Biber & Susan Conrad 2009. *Register, genre, and style*. CUP.

35 739 Grammatical variation in World Englishes: corpus-based exercises

2 st., Di 10-12, ZH 4

Schneider

This seminar will familiarize students with and combine three fashionable sub-disciplines and research approaches of English linguistics, namely World Englishes, corpus linguistics, and the study of ongoing change, and will "translate" this set-up into small-scale research projects to be carried out by the students in the class. As to the three sub-disciplines in question: 1. Due to colonial history and its attractiveness in the age of globalization, English is now not only the world's leading language but a national or widely used second language in many countries around the globe, notably in Asia and Africa. These new "World Englishes" are the outcomes of diachronic evolutionary processes, have typically undergone "structural nativization", and are marked by characteristic forms and structures of their own; 2. For the last few decades the discipline of corpus linguistics, the compilation and software-based semi-automatic analysis of large-scale electronic text collections, has grown tremendously and transformed research strategies. Notably, as parts of the "International Corpus of English" project a series of one-million word corpora, including 60 % spoken data, from countries and regions as diverse as India, Singapore, the Philippines, Hong Kong, East Africa, etc. have been compiled and made available; 3.

These new opportunities of investigating large-scale text collections of different origins have allowed linguists to document processes of ongoing grammatical change in different varieties of English, showing, for instance, that the progressive has been expanding, semi-modals tend to replace traditional modal verbs, and so on. During the first part of the term, students will be made familiar with basic notions, facts, and methods from these three sub-disciplines, based essentially on obligatory readings and classroom discussions. ICE corpora and software to investigate them will be made available and introduced. On this basis, small groups of students will jointly have to work out small-scale projects of their own, i.e. document and investigate realizations of grammatical structures which are possibly changing in different varieties of World Englishes, and they will then present their results in class and have them discussed. — Prerequisites for admission: "Zwischenprüfungszeugnis" or "Proseminar Linguistik (Vertiefungsmodul)". Obligatory reading: Edgar W. Schneider, 2011. *English Around the World. An Introduction*. Cambridge: Cambridge University Press; Chapters 1 ("Setting the scene") and 2 ("Ongoing language change: problems of detection and verification") from Christian Mair, 2006. *Twentieth Century English. History, Variation, Standardization*. Cambridge: Cambridge University Press. Additional recommended reading: Selections from Joybrato Mukherjee, *Anglistische Korpuslinguistik. Eine Einführung*. Berlin: Erich Schmidt Verlag 2009; and Geoffrey Leech, Marianne Hundt, Christian Mair, and Nicolas Smith, *Change in Contemporary English*. Cambridge: Cambridge University Press 2009. — Requirements for course credits: regular participation; written exam based on obligatory reading and general part; oral presentation and written term paper on student project.

35 740 L2 Phonological Acquisition
2 st., Mi 10-12, ZH 5

Kautzsch

The linguistic discipline of second language acquisition describes how learners acquire pronunciation, morpho-syntax, and vocabulary of a language other than their first language (L1). This seminar will focus on the acquisition of a second language (L2) sound system, in our case English. In recent years, research has shown that the explanation of L2 phonological acquisition is a more complex enterprise than a direct comparison of the first language and the second, as proposed in the 1950s by scholars in favour of the Contrastive Analysis Hypothesis. A number of factors seem to influence the relative level of ease or difficulty in acquiring a new sound system and the degree of approximating native-like pronunciation. Issues like transfer, markedness, variability, perception, aptitude, motivation, and the like have to be taken into account. In addition, what has changed the methodology of L2 phonological acquisition is the availability of free or inexpensive speech analysis software. Such applications facilitate acoustical measurements of sounds and thus take research beyond auditory / impressionistic analyses, which highly increases objectivity and precision in the description of sound systems. The first part of the seminar will introduce participants to the theoretical background of L2 phonological acquisition and will make them familiar with PRAAT (www.praat.org), one of the most popular speech analysis tools. This section of the seminar will be accompanied by practical assignments in which participants will demonstrate their methodological skills. In the second part of the seminar, students will present the results of group research projects. These projects will entail acoustic analyses of German learners of English by means of PRAAT and an interpretation of the findings in the light of theoretical issues in L2 phonological acquisition. Further assignments will be an essay on theoretical issues of L2 phonological acquisition, as well as an annotated bibliography. The theoretical part will be largely based on the following collection of state-of-the-art articles: Edwards, Jette G. Hansen and Mary L. Zampini, eds. 2008. *Phonology and Second Language Acquisition*. Amsterdam and Philadelphia: John Benjamins. Very useful introductory manuals for PRAAT can be found at www.praat.org.

Oberseminare

35 744 Recent Research in English Linguistics
2 st., Do 08:30-10, PT 2.0.3A
ELG-M35.2(6)

Schneider

This colloquium is open to all students with an interest in linguistics who wish to gain an impression of the possible approaches, topics and methods of research into the structure and history of the English language. In particular, it is meant as a discussion forum for advanced students who are working on doctoral, Bachelor's, Master's or Staatsexamen theses. Ongoing work on such projects will be presented and discussed in class, giving the authors a chance to collect useful reactions on a broader scale, and the listeners an impression of the range of ongoing research, and of possible methodological approaches. Research projects carried out at the *Lehrstuhl* in Regensburg will also be presented and discussed. In addition, it will be possible to devote individual sessions to discussions of recent publications in English linguistics or other ongoing research projects. Participation in this class is strongly recommended to students who are writing or are planning to write a thesis under my supervision. It is obligatory for students writing a Master's thesis in English Linguistics. Under specific circumstances (regular attendance and active participation, in-class presentation amongst others) it is possible to obtain an „Oberseminar“ Schein, equivalent to a Hauptseminar, in this class. If you are interested in this possibility, please contact me beforehand.

Kurse in der Eingangsphase der MA-Programme

35 725 Early English (m. Schein gem. LPO I, §68 Abs.1 Nr.3c)
2 st., Di 12-14, ZH 6
ELG-M31.3(8), ENGYM-M22.2(4), ENLI-M22.2(4), ENRS-M22.w(4)

Schleburg

Kommentartext siehe Rubrik „Englische Linguistik/Seminare“

Anglistik

Vorlesungen

AMST-M13.w(4), ANG-M14.w(8), ANG-M15.2(8), BLK-M32.w(8), 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)

35 750 Gender and Disease/Geschlecht und Erkrankung (Ringvorlesung)
2 st., Di 16-18, H23

Zwierlein

This lecture series, organized together with Prof. Iris Heid (Faculty of Medicine, University of Regensburg), will feature scholars working in the Humanities and Medicine from the UK, English Departments in Germany, as well as the University of Regensburg. Investigating the construction, diagnosis and perception of diseases and illnesses from the perspective of gender studies, it will include individual lectures on insanity, masculinity and paternity during the Roman principate, on the link between disease and redemption in medieval literature, on gender aspects of Defoe's description of the 'Great Plague', on fashionable diseases and gender during the long eighteenth century, on childbed and child-birth during the nineteenth century, on gendered medicine and yellow fever in the late-nineteenth-century American South, or on nymphomania and sexual 'deviancy' in Spanish films.

These cultural and literary investigations will be supplemented by members of the Faculty of Medicine offering insights into medical research and the link between gender and individual diseases from a medical(/ medico-historical) point of view. — Requirements: written final exam. — Texts: *The Norton Anthology of English Literature*, 8th rev. ed., vol. 1, ed. Stephen Greenblatt: *The Middle Ages through the Restoration and the Eighteenth Century* (New York: W.W. Norton, 2006); vol. 2, ed. Stephen Greenblatt: *The Romantic Period through the Twentieth Century* (New York: W.W. Norton, 2006); Hadumod Bußmann and Renate Hof, eds., *Genus: Zur Geschlechterdifferenz in den Kulturwissenschaften* (Stuttgart: Kröner, 1995); Christina von Braun and Inge Stephan, eds., *Gender@Wissen: Ein Handbuch der Gender-Theorien* (Köln: Böhlau, 2005); Michel Foucault, *Die Geburt der Klinik: Eine Archäologie des ärztlichen Blicks* (München, 1973 [1963]); Alison Bashford, *Purity and Pollution: Gender, Embodiment and Victorian Medicine* (Houndmills, 1998).

35 751 Early Modern Drama
2 st., Do 14-16, H 8

Petzold

In the last decades of the 16th century, drama rose to unprecedented heights in England; and some 450 years later, not a day goes by on which a play by Marlowe, Jonson or Shakespeare is not staged somewhere around the world. In this lecture, we will look at how Elizabethan drama developed out of 'medieval' traditions and we will examine the material, social and political contexts in which Early Modern dramatists worked. A wide selection of plays will be introduced, covering all major dramatic genres of the time (i.e. various types of comedies, tragedies and history plays). A reading class will accompany the lecture and give students a chance of exploring individual texts in more detail, and of practicing their skills in close reading. Those interested in Early Modern Drama are also encouraged to take part in the "Shakespeare-Exkursion" to Stratford-upon-Avon in September 2012 (see "Anglistik/Proseminare" for details).

Pflichtvorlesung der Basismodule

35 753 Introduction to British and Irish Studies
2 st., Do 12-14, H 3

Lenz/ Dunphy

Achtung: Pflichtleistung bei **Studienbeginn ab WS 2010/11**, siehe auch Hinweise auf S. 5.

AMST-M14.1(2), BRST-M14.1(2), ENGS-M14.w (2), ENGS-M15.w (2), ENGYM-M14.1(2), ENHS-M14.w (2), ENHS-M16.1(2), ENLI-M14.1(2), ENRS-M14.1(2)

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 also look at the theory and methodology of cultural studies. Guests from all faculties are welcome. The principal course material will be our own reader, *Sceptred Isles*, and you should read the introduction to it before the first lecture. Then each week you will be asked to prepare for the lecture by reading selected texts. (You will use *Sceptred Isles* again in a future semester in the seminar, and then will be expected to know the whole volume, so you might want to read more widely from it now.) 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. The exam will be conducted electronically in a computer pool, and will cover the contents of the lecture, the weekly readings from *Sceptred Isles* and the *Abiwissen*: Wed, 25.7.2012, 9-12. Details of the exam will be found in the Course Pack. Hinweis: Diese Introduction-Vorlesung ist nicht verpflichtend für LA GS/HS, ein Besuch wird als Vorbereitung auf das Seminar 'British and Irish Studies' jedoch empfohlen.

Einführungskurse Literaturwissenschaft

Introduction to English and American Literary Studies, 3 st.

AMST-M13.1(4), AMST-M16.1(4), ANG-M06.1(4), ANG-M07.1(4), BRST-M13.1(4), BRST-M16.1(4), ENGS-M13.1(4), ENGYM-M13.1(4), ENHS-M13.1(4), ENLI-M13.1(4), ENRS-M13.1(4)

35 755	Mo 14-17, PT 2.0.3A	Farkas
35 756	Mi 13-16, ZH 4	Decker
35 757	Mi 10-13, ZH 4	Boehm
35 758	Fr 8-11, ZH 5	Pesold
35 759	Fr 11-14, ZH 5	Pesold
35 760	Fr 8-11, PT 1.0.2	Herfeld
35 761	Fr 11-14, PT 1.0.2	Herfeld

The course will familiarize students with fundamental knowledge and skills necessary for the study of English and American literatures. Participants will be introduced to critical concepts such as "literature," "culture," and "text." Influential theoretical approaches, critical methods, and the basics and problems of literary history, canonization, and periodization will be discussed. By covering representative examples of all major literary forms, we will explore a broad variety of literary representations and apply important technical terms and concepts to the analysis of specific texts. Practical problems of research and writing (e.g., how to find and quote secondary literature) will also be addressed. 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, 24 July 2012, 9-12 (no alternative date!). — Required textbooks: Michael Meyer, *English and American Literatures*. 4th rev. ed. Tübingen: Francke, 2011, and 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 auch Parallelkursangebot der Amerikanistik!]

Seminare British and Irish Cultures

British and Irish Cultures, 2 st.

Achtung: Pflichtleistung bei **Studienbeginn ab WS 2010/11**, siehe auch Hinweise auf S. 5.

AMST-M14.3(3), BRST-M14.3(3), ENGS-M14.1(3), ENGS-M15.w (3), ENGYM-M14.3(3), ENHS-M14.1(3), ENHS-M16.2(3), ENLI-M14.3(3), ENRS-M14.3(3)

35 763	Di 10-12, PT 1.0.2	McIntosh-Schneider
35 764	Di 12-14, W 112	McIntosh-Schneider
35 765	Mi 18-20, PT 1.0.2	Waller
35 766	Do 16-18, ZH 5	Dunphy
35 767	Fr 14-16, R 005	Dunphy

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.

Contemporary Cultures

Contemporary British and Irish Cultures, 1 st.

(Achtung: Pflichtleistung bei **Studienbeginn bis einschl. SS 2010!** s. auch Hinweise auf S. 5)
AMST-M14.3(1), BRST-M14.3(1), ENGS-M14.w(1), ENGYM-M14.3(1), ENHS-M14.w(1), ENHS-M16.2(1), ENLI-M14.3(1), ENRS-M14.3(1)

35 768 Mi 18-19, ZH 6
35 769 Mi 19-20, ZH 6
35 770 Mo 12-13, PHY 5.1.03

McIntosh-Schneider
McIntosh-Schneider
Waller

This course builds on the Introduction to British Studies, and seeks to consolidate what was learned there by analysing elements of popular and media culture in the light of recent academic research and cultural theory. The weekly preparation will involve becoming familiar with one primary and one secondary source. Some of the primary sources will be video material which is available in the library on DVD. An optional viewing session (Thu 18-20) will be organized, but students may prefer to make their own arrangements to watch these DVDs at home or in the library. The secondary literature will be in the course pack. Assessment will be based on a written paper (ca 1500 words).

Bitte beachten: dieser Kurs wird **im SS 2012 letztmalig regulär** angeboten (bei Bedarf letztmalig noch im SS 2013). Dieser Kurs ist verpflichtend für alle Studierenden, die das Studium bis einschl. SS 2010 aufgenommen haben.

Proseminare

English Literature III: The 20th/21st Century, 2 st.

AMST-M13.2(4), ANG-M06.2(7), ANG-M07.2(7), BRST-M13.2(4), BRST-M16.2(4), ENGS-M13.2(4), ENGS-M22.2(4), ENGYM-M13.2(4), ENHS-M13.2(4), ENHS-M22.2(4), ENLI-M13.2(4), ENRS-M13.2(4)

35 772 Mo 12-14, PT 2.0.4
35 773 Mo 14-16, W 116
35 774 Di 8-10, R 009
35 775 Di 12-14, ZH 5
35 776 Di 12-14, PT 3.0.75
35 777 Mi 18-20, ZH 4
35 778 Fr 8-10, R 009

Dittmann
Dittmann
Dittmann
Palitzsch
Dittmann
Boehm
Decker

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). — 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 courses taught by Boehm: 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 courses taught by Decker: Joseph Conrad, *Heart of Darkness and Other Tales*. Oxford: Oxford UP, 2008; James Joyce, *A Portrait of the Artist as a Young Man* (1916). Oxford: Oxford UP, 2008; Virginia Woolf, *Mrs Dalloway* (1925). Oxford: Oxford UP, 2008; Beckett, Samuel. *Waiting for Godot* (1952). London: Faber & Faber, 1998; Martin McDonagh, *The Beauty Queen of Leenane and Other Plays*. London: Vintage, 1998; J. M. Coetzee, *Disgrace*. London: Vintage, 2009.

For the courses taught by Dittmann: Virginia Woolf, *Mrs Dalloway* (1925). Oxford: Oxford University Press, 2008; Samuel Beckett, *Waiting for Godot* (1952). London: Faber & Faber, 2006; Brian Friel, *Translations* (1980). London: Faber & Faber, 1981; Caryl Churchill, *Top Girls* (1982). London: A & C Black, 1991; Kazuo Ishiguro, *The Remains of the Day* (1989). London: Faber & Faber, 2005; Hanif Kureishi, *The Buddha of Suburbia* (1990). London: Faber & Faber, 1999.

For the courses taught by Palitzsch: 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; 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.

English Literature II: The 18th/19th Century, 2 st.

AMST-M22.1(4), ANG-M06.2(7), ANG-M07.2(7), BRST-M16.3(4), BRST-M22.1(4), ENGS-M22.w(4), ENGYM-M23.1(4), ENHS-M22.w(4), ENLI-M 13.w(4), ENRS-M 22.w(4)

35 779	Mo 14-16, PT 1.0.2	Zwierlein
35 780	Di 12-14, PT 2.0.3A	Lenz
35 781	Di 12-14, PT 1.0.2	Pesold
35 782	Mi 16-18, ZH 5	Lenz

This course aims to introduce students to a wide range of eighteenth- and nineteenth century texts in poetry, drama and prose, as well as to the cultural and historical contexts from which these works emerged. We will study individual authors as well as broader literary movements, look at a variety of genres and aesthetic developments, and explore the changing conditions of literary production and consumption from 1700 to 1900. Texts will be approached from a diverse set of critical positions that reflect current debates in the fields of Victorian and Eighteenth-Century Studies. The reading load for the course is substantial; students are advised to start reading the longer texts over the break before classes start. Requirements: active participation, an oral presentation, and a term paper (c. 8-10 pages).

For the course 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).

For the course taught by U. Pesold: Aphra Behn, *The Rover* (mastercopy); Peter Fairclough (ed.), *Three Gothic Novels*. London: Penguin, 1968; Wilkie Collins, *The Moonstone*. Oxford: OUP, 2008; Bram Stoker, *Dracula*. London: Penguin, 2003; W. B. Yeats: *Countess Cathleen* (mastercopy).

For the course taught by A. Zwierlein: Jonathan Swift, *Gulliver's Travels* (1726); Mary Shelley, *Frankenstein* (1818); Charles Dickens, *David Copperfield* (1849-50); George Eliot, *The Mill on the Floss* (1860); Mary Elizabeth Braddon, *Lady Audley's Secret* (1862); Christina Rossetti, "Goblin Market" (1862); Bram Stoker, *Dracula* (1897). Supplementary texts will be made available (see K-Drive and Reader respectively).

35 783 English Literature I: The 16th/17th Century 2 st., Mi 10-12, ZH 2

Zwierlein

AMST-M22.w(4), ANG-M06.2(7), ANG-M07.2(7), BRST-M23.1(4), ENGS-M13.w(4), ENGS-M22.w(4), ENGYM-M13.w(4), ENGYM-M23.w(4), ENHS-M13.w(4), ENHS-M22.w(4), ENLI-M13.w(4), ENRS-M13.w(4), ENRS-M22.w(4)

This seminar will familiarise students with important texts from sixteenth- and seventeenth-century literature in prose, drama, and poetry. We will situate the texts in their cultural and historical contexts and attend to questions of literary history, practising the relevant literary terms and concepts. The following authors will be dealt with: Thomas Elyot, William Shakespeare, Thomas Wyatt, Philip Sidney, Mary Wroth, Edmund Spenser, John Donne, Andrew Marvell, Francis Bacon, Walter Raleigh, Aemilia Lanyer, Rachel Speght, Katherine Philipps, John Milton, Samuel Pepys, John Dryden, Aphra Behn. —Requirements: active participation, an oral presentation, and a term paper (c. 8-10 pages). — Texts: Most texts

will be made available in electronic format / as excerpts; but please consult *The Norton Anthology of English Literature*, 8th rev. ed., vol. 1, ed. Stephen Greenblatt: *The Middle Ages through the Restoration and the Eighteenth Century* (New York: W.W. Norton, 2006), and buy the following texts: William Shakespeare, *Othello* (1603/04), ed. E.A.J. Honigmann, *The Arden Shakespeare* (Walton-on-Thames: Thomson Publishing, 1996); John Milton, *Paradise Lost* (1667), ed. Alastair Fowler, 2nd ed. (London: Longman, 1998); Aphra Behn, *Oroonoko, or The Royal Slave* (1688), in *Aphra Behn: Oroonoko, The Rover and Other Works*, ed. Janet Todd (London: Penguin, 1992).

- 35 785 Shakespeare Exkursion
2 st., Zeit und Ort s. Aushang Petzold
AMST-M13.w (2/4), AMST-M22.w (2/4), ANG-M06.2(7), ANG-M07.2(7), BRST-M13.w (2/4),
BRST-M16.w (2/4), BRST-M22.w (2/4), BRST-M23.1+2(4), ENGS-M13.w (2/4), ENGS-M22.w
(2/4), ENGYM-M13.w (2/4), ENGYM-M23.w (2/4), ENHS-M13.w (2/4), ENHS-M22.w (2/4),
ENLI-M13.w (2/4), ENRS-M13.w (2/4), ENRS-M22.w (2/4)

Die Shakespeare-Exkursion nach Stratford-upon-Avon (und London) wird vom 9. bis 15. September 2012 stattfinden. Im Zentrum der Exkursion stehen fünf Aufführungen der renommierten Royal Shakespeare Company: *Richard III*, *King John*, *The Tempest*, *The Comedy of Errors*, *Twelfth Night*. Experten des Shakespeare Birthplace Trusts werden in die Stücke einführen und auch die Diskussionsrunden leiten; Schauspielergespräche, eine Backstage-Tour und die Besichtigung von Shakespeares Geburtshaus runden das Programm ab. Die letzte Übernachtung ist in London geplant, ggf. können wir hier noch eine Aufführung in „Shakespeare's Globe“ besuchen. Im Rahmen der Exkursion können 2 LP (Übung) oder 4 LP (Proseminar) erworben werden, die im freien Bereich oder im Modul BRST-M23 (BA Anglistik) eingebracht werden können; eine Teilnahme ist aber auch ohne den Erwerb von Leistungspunkten möglich. Bei Interesse besuchen Sie bitte die **Info-Veranstaltung am 24.04.2012** um 18 Uhr (c.t.) in H3, oder wenden Sie sich an den Exkursionsleiter, Prof. Dr. Petzold.

Cultural Studies Advanced

- 35 786 An Introduction to Wales: History, Culture, Literature
2 st., Do 16-18, PT 1.0.2 Waller
ANG-M14.2(8), ANG-M15.w(8), BLK-M32.3(8), BLK-M33.w(8), BRST-M23.w (5), BRST-M32.2(5),
ENGS-M22.w (5), ENGYM-M23.w (5), ENGYM-M32B.2(5), ENHS-M22.w (5), ENRS-M22.w (5)

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

Raymond. *Who Speaks for Wales? Nation, Culture, Identity* Ed. Daniel Williams (University of Wales Press, 2008). Each student will also receive a list of recommended texts at the start the course, all of which have been ordered and should be available in the library.

35 787 Blockseminar: Irish History and Culture (Irland-Exkursion)

2 st., genauer Termin: siehe Aushang an PT 3.2.44

Lenz

ANG-M14.2(8), ANG-M15.w(8), BLK-M32.3(8), BLK-M33.w(8), BRST-M23.w (5), BRST-M32.2(5), ENGS-M22.w (5), ENGYM-M23.w (5), ENGYM-M32B.2(5), ENHS-M22.w (5), ENRS-M22.w (5)

8-tägig, (ggf. zweimalige Durchführung – abhängig von der Teilnehmerzahl) Mitte Juni bzw. Mitte September. Die beiden Termine für 2012 sind bereits ausgebucht, jedoch ist die **Voranmeldung für die Fahrten 2013 bereits möglich**. Die genaue Terminfestlegung für 2013 erfolgt bei einem Vortreffen im November 2012. 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 (Grund- oder Hauptstudium) wird empfohlen, ist aber nicht Bedingung für die Teilnahme. 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 Naional 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* (15-20 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

35 789 Review English Literature
1 st., Di 14-15, VG_1.30

Petzold

AMST-M22.w(1), BRST-M22.w(1), ENGS-M22.w(1), ENGYM-M23.w(1), ENHS-M22.w(1), ENRS-M22.2(1)

This course is obligatory for "Lehramt Realschule" 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). — Requirements: a short oral presentation, participation in class discussion, final exam — Text: A reader will be made available online via GRIPS.

Hauptseminare

ANG-M14.1(10), ANG-M15.1(10), BLK-M32.2(10), BLK-M33.2/3(10), BRST-M32.3(7), ENGS-M22.w(7), ENGYM-M23.w(7), ENGYM-M32B.3(7), ENHS-M22.w(7), ENRS-M22.w(7)

35 791 Victorian Maladies: Literature and Disease
2 st., Di 10-12, PT 2.0.3A

Zwierlein

Taking its cue from the lecture series on 'Gender and Disease' offered this semester jointly with the Faculty of Medicine, this seminar will concentrate on the nineteenth century, an age when medical and statistical sciences became increasingly professionalised (but also simultaneously popularised). We will inquire into cultural negotiations of specific medical conditions such as addictions (opium, alcohol), catalepsy, states of melancholia and depression, 'hysteria' and extrasensory perception, neurasthenia and the various mental conditions grouped under the terms of insanity or 'madness'. Paying attention to the two-way traffic between the medical sciences and literature, we will attend to the following questions: What is a symptom? What are the medical and literary strategies of narrating disease? How is disease represented / visualized? How does the rise of statistical science influence the relationship between doctor and patient? There are also plans for a co-teaching session with Dr Clark Lawlor (University of Northumberland) and a guest lecture. The following texts will be covered: Edgar Allan Poe, "The Tell-Tale Heart" (1843); Thomas De Quincey, *Confessions of an English Opium-Eater* (1856); excerpts from Charles Dickens, *David Copperfield* (1849-50), George Eliot, *Silas Marner* (1861) and *The Lifted Veil* (1859); Mary Elizabeth Braddon, *Lady Audley's Secret* (1862); George Eliot, *Middlemarch* (1871-72) and *Daniel Deronda* (1876); Arthur Conan Doyle, "The Parasite" (1894); Thomas Hardy, *Jude the Obscure* (1895). — Requirements: active participation, an oral presentation, and a term paper (c. 15-20 pages). — Texts: see above. I also recommend Lawrence Rothfield, *Vital Signs: Medical Realism in Nineteenth-Century Fiction* (Princeton, 1992); Athena Vrettos, *Somatic Fictions: Imagining Illness in Victorian Culture* (Stanford, 1995); Peter Melville Logan, *Nerves and Narratives: A Cultural History of Hysteria in Nineteenth-Century British Prose* (Berkeley, 1997); Helen Small, *Love's Madness: Medicine, the Novel, and Female Insanity, 1800-1865* (New York, 1998); Erin O'Connor, *Raw Material: Producing Pathology in Victorian Culture* (Durham, 2000).

35 792 Writing the 'Rainbow Nation': Literature from Post-Apartheid South Africa
2 st., Do 10-12, H21

Petzold

During the years of 'apartheid', much South African literature was part of the 'struggle' against racial segregation and discrimination. After the transition of power from white minority rule to a democratically elected parliament in the 1990s, the 'necessity' to engage with apartheid diminished and new topics emerged. In this seminar, we will read a selection of South African novels published since the advent of the 'New South Africa', focusing our discussion on how black authors portray life in the 'Rainbow Nation', as Archbishop Tutu called the country in 1994. — Requirements: participation in an 'expert group' and in class discussion; term-paper (15-20 pages) — Texts: Zakes Mda, *The Heart of Redness* (2000) [this text seems to be currently out of print, but there are plenty of used copies available via Amazon, eBay, etc.]; Sello Duiker, *Thirteen Cents* (2000); Phaswane Mpe, *Welcome to Our Hillbrow* (2001); Niq Mholongo, *Dog Eat Dog* (2004); Kopano Matlwa, *Coconut* (2007).

35 793 Adventures on African Soil: Adventure Fiction from Captain Marryat to John Buchan
2 st., Di 10-12, PT 2.0.4 Petzold

One of the most popular genres of Victorian fiction was the adventure story. Particularly during the last decades of the 19th century, dozens of volumes each year took their readers (usually boys and young men) on exciting journeys to exotic locations, where heroic Englishmen could show their mettle and further the cause of the British Empire. In this seminar, we will focus on novels set in Africa, discussing topics like 'manliness', the depiction of Africa and Africans, colonisation and empire. We will read the following novels (all e-texts placed on GRIPS): Captain Marryat, *The Mission, or: Scenes in Africa* (1845), R.M. Ballantyne, *Black Ivory* (1873), G.A. Henty, *The Young Colonists* (1885), Rider Haggard, *King Solomon's Mines* (1885), John Buchan, *Prester John* (1910). — Requirements: short oral presentation, participation in class discussion, term-paper (15-20 pages).

Oberseminare

35 798 Seminar zur Examensvorbereitung: English Literary and Cultural Studies
2 st., Mo 16-18, H12 Zwierlein

This seminar addresses students preparing for both their oral and written finals (Staatsexamen, vertieft / nicht vertieft). Alongside a chronological revision of Anglophone literatures, it will offer a review of theoretical approaches, topics, and methods of research in English literary and cultural studies, based on representative selections of primary and secondary materials. Introductory sessions will be devoted to the technicalities of the Bavarian state exam (both 'Alte' and 'Neue LPO'). Active participation is a requirement, such as the presentation of individual literary works, influential texts of literary and cultural criticism, or cultural topics that students have chosen as areas of concentration for their exams. Students are welcome to co-design the programme in the first session. — Texts: *The Norton Anthology of English Literature*, 8th rev. ed., vol. 1, ed. Stephen Greenblatt: *The Middle Ages through the Restoration and the Eighteenth Century* (New York: W.W. Norton, 2006); vol. 2, ed. Stephen Greenblatt: *The Romantic Period through the Twentieth Century* (New York: W.W. Norton, 2006).

Übungen

AMST-M13.w (2), ANG-M14.w(4), ANG-M15.w(4), BLK-M31.w (2), BLK-M32.w (2), BLK-M33.w (2), BRST-M13.w (2), BRST-M23.w (2), BRST-M32.w (2), ENGS-M13.w (2), ENGS-M22.w (2), ENGYM-M13.w (2), ENGYM-M23.w (2), ENGYM-M32B.w (2), ENHS-M13.w (2), ENHS-M22.w (2), ENLI-M13.w (2), ENRS-M13.w (2), ENRS-M22.w (2)

35 795 Reading Class: Early Modern Drama
1 st., Di 15-16, VG_1.30 Petzold

This reading class is intended for students who want to practice their skills in reading and discussing drama from the early modern period (16th/17th cent.). We will read excerpts of a selection of plays (or entire plays over the course of a few sessions), text-selection can be partially decided by the group. Attendance of the lecture "Early Modern Drama" (35 751) is recommended but no requisite. — Requirements: participation in class discussion, final exam. — Texts: will be made available either electronically (via GRIPS) or as "Kopiervorlage".

35 796 Reading Class: Gender and Disease
1 st., Mo 18-19, ZH 2 Zwierlein

This reading class will explore in more detail some of the texts covered both in the lecture series on 'Gender and Disease' and in the HS 'Victorian Maladies'. We will do in-depth analyses and close readings of selected key passages, and students will be encouraged to try out various theoretical approaches, attend to relations and connections between the texts, and discuss relevant cultural contexts. Students are also welcome to co-design the reading programme.

Vorlesungen

35 800 Introduction to American Studies

1 st., Di 12-13, H 3

Hebel

AMST-M14.2(1), BRST-M14.2(1), ENGS-M14.w(1), ENGS-M15.w(1), ENGYM-M14.2(1), ENHS-M14.w(1), ENHS-M16.1(1), ENLI-M14.2(1), ENRS-M14.2(1)

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. Credit for: BA, Lehramt

35 801 American Literatures and Cultures from the American Revolution through the Civil War

2 st., Do 10-12, H23

Hebel

AMS-M32.2(8), AMS-M33.2/3(8), AMST-M13.w(4), AMST-M23.3(4), AMST-M32.1(4), ANG-M16.w(8), ANG-M17.2(8), BRST-M13.w(4), EAS-M31.4(8), EAS-M33.1/2/3(8), EAS-M34.1/2/3(8), ENGS-M13.w(4), ENGS-M22.w(4), ENGYM-M13.w(4), ENGYM-M23.w(4), ENGYM-M32A.1(4), ENHS-M13.w(4), ENHS-M22.w(4), ENLI-M13.w(4), ENRS-M13.w(4), ENRS-M22.w(4)

The lecture course presents an in-depth survey of American cultural and literary history from the middle of the eighteenth century to the Civil War and its aftermath. Individual lectures will discuss, e.g., nationally and ideologically defining documents of the American Revolution and the Early National Period, (late) eighteenth-century American autobiographies as constructions and propagations of exemplary 'American' lives, the conventions and politics of the American novel, the emergence and rise of the American short story, prospect poetry and romantic (Fireside) poetry and their cultural and political implications, women writers in the Early Republic and in antebellum America, African American literature and culture during slavery, abolitionism and other reform movements, Native American voices, early American drama, American Transcendentalism, the so-called American Renaissance and its later reception. Visual materials from the fields of history painting, popular prints, and early photography will be included prominently in the presentations as visual representations have played a significant role in the construction and contestation of American identities. Theoretical issues widely debated in American Studies, e.g. the redefinition of the American Renaissance and the role of textual documents in the processes of national identity formation, will be given due consideration throughout the lecture course. — Requirements for credit: final exam (and one additional paper for students in the master programs) — Course texts: Baym, Nina, et al., eds. *The Norton Anthology of American Literature*. 7th Edition. Vol. A. New York: Norton, 2007. Boyer, Paul, et al. *The Enduring Vision: A History of the American People*. 6th or 7th Edition. Boston: Houghton Mifflin 2008 or 2011. — Credit for: BA, MAS, MEAS, Lehramt

- 35 802 The History of North America III: De-Colonization and State-Building, 1815-1867
2 st., Di 10-12, H 5 Depkat
AMS-M32.2(8), AMS-M33.2/3(8), AMST-M13.w(4), AMST-M23.3(4), AMST-M32.1(4), ANG-
M16.w(8), ANG-M17.2(8), BRST-M13.w(4), EAS-M31.2/4(8), EAS-M33.1/2/3(8), EAS-M34.1/2/3
(8), ENGS-M13.w(4), ENGS-M22.w(4), ENGYM-M13.w(4), ENGYM-M23.w(4), ENGYM-
M32A.1(4), ENHS-M13.w(4), ENHS-M22.w(4), ENLI-M13.w(4), ENRS-M13.w(4), ENRS-M22.w(4)

From a continental perspective, the history of North America between 1815 and 1867 saw the formation and consolidation of several nation-states, although the paths to state- and nationhood in the United States, Canada and Mexico were very different, producing very different results. In the United States, the founding compromises struck on the slavery issue and the federal question eroded rapidly under the conditions of tumultuous growth and expansion. This development culminated in the Civil War (1861–1865) that in many respects marks the end of the state- and nation-building process in the United States. Around that time, the foundations for Canada's statehood were laid also, when the Dominion of Canada was formed in 1867 by way of imperial reform. Mexico's path to independence was neither revolution nor reform. At the same time, the first half of the nineteenth century witnessed the intensification of entanglements between the nascent North American nation-states: a huge wave of immigrants spilt over the whole North American continent, the Second Great Awakening affected Canada and the U.S. alike, the "age of democracy" dawned in the whole of North America. While Canada and the U.S. embarked on a race for the Pacific coast, Mexico and the U.S. went to war against each other. The lecture continues last term's course but also stands on its own. Its overall aim is to highlight the major trends and problems of Canadian, U.S.-American and Mexican history in this period from a continental perspective. **The course starts on April 24.**

— Requirements: midterm (take-home exam) and final exam. — Reading: Volker Depkat, *Geschichte Nordamerikas: Eine Einführung* (Köln: Böhlau 2008). Margaret Conrad and Alvin Finkel, *History of the Canadian Peoples: Beginnings to 1867: Volume 1* (3rd ed., Toronto: Addison Wesley Longman, 2002). J.M. Bumsted, *The Peoples of Canada: A Pre-Confederation History* (Oxford: Oxford UP, 2003). J.H. Elliott, *Empires of the Atlantic World: Britain and Spain in America 1492-1830* (New Haven: Yale UP, 2006). David J. Weber, *The Spanish Frontier in North America* (New Haven: Yale UP, 1992). — Credit for: BA, MAS, MEAS, Lehramt

Einführungskurse American Studies

American Cultural History, 3 st.

AMST-M14.4(4), BRST-M14.4(4), ENGS-M14.2(4), ENGS-M15.w(4), ENGYM-M14.4(4), ENHS-
M14.2(4), ENHS-M16.2(4), ENLI-M14.4(4), ENRS-M14.4(4)

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|--------|---|------------|
| 35 804 | Di 14-16, ZH 5; Do 14-15, ZH 6 | Cavanna |
| 35 805 | Di 14-16, PT 1.0.2; Fr 12-13, R 005 | Uppendahl |
| 35 806 | Di 16-18, ZH 6; Fr 14-15, ZH 4 | Fackler |
| 35 807 | Di 16-18, VG_2.39; Fr 13-14, R 005 | Uppendahl |
| 35 808 | Di 18-20, ZH 5; Do 9-10, VG_0.04 | K. Szlezák |
| 35 809 | Di 18-20, PT 1.0.2; Do 8-9, VG_0.04 | Hofstätter |
| 35 810 | Block: 10.9.-20.9.12, Abschlussklausur am 24.9.12 | Hofstätter |

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, 26 July 2012. — 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: Houghton, 2011. — Credit for: BA, Lehramt

Einführungskurse Literaturwissenschaft

Introduction to English and American Literary Studies, 3 st.

AMST-M13.1(4), AMST-M16.1(4), ANG-M06.1(4), ANG-M07.1(4), BRST-M13.1(4), BRST-M16.1(4), ENGS-M13.1(4), ENGYM-M13.1(4), ENHS-M13.1(4), ENLI-M13.1(4), ENRS-M13.1(4)

35 812	Fr 08:30-11, ZH 4	Balestrini
35 813	Mi 13-16, PT 1.0.2	Bauridl
35 814	Mi 10-13, PT 1.0.2	Leikam
35 815	Fr 11-14, ZH 4	Fackler
35 817 _{ws}	Block: 15.-23.3, W 114, 26.-28.3. W113, Klausur: 30.3., H17	Hofstätter

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, 24 July 2012, 9-12 (no alternative date!). — Required textbooks: *Michael Meyer, English and American Literatures*, 4th rev. ed. Tübingen: Francke, 2011, and *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. Credit for: BA, Lehramt [siehe auch Parallelkursangebot der Anglistik!]

Contemporary Cultures

35 818 Contemporary American Cultures

DIESER KURS WIRD **LETZTMALIG IN DIESEM SEMESTER ANGEBOTEN!**

1 st., Do 15-16, ZH 6

Cavanna

AMST-M14.4(1), BRST-M14.4(1), ENGS-M14.w(1), ENGYM-M14.4(1), ENHS-M14.w(1), ENHS-M16.2(1), ENLI-M14.4(1), ENRS-M14.4(1)

This class will introduce students to major developments in recent American culture. It will focus on important trends and crucial events since the 1990s and their historical and cultural significance. We will explore issues such as European-American relations; American foreign policy; questions of race and ethnicity; American self-definitions; the role of memory in contemporary American culture/society; religious culture; popular culture; and specific recent events such as 9/11, landmark Supreme Court cases, or election campaigns and results. The media (e.g., newspapers, journals, and magazines) will serve as an important source for course materials, which will include textual, visual, and audio-visual representations of American society and culture. Requirements: in-class participation and a final exam. — Credit for: BA, Lehramt

Proseminare

American Literature I: From the Beginnings Through the 19th Century, 2 st.
AMST-M16.3(4), AMST-M22.2(4), ANG-M06.2(7), ANG-M07.2(7), BRST-M22.2(4), ENGS-M22.w(4), ENGYM-M23.2(4), ENHS-M22.w(4), ENLI-M 13.w(4), ENRS-M 22.w(4)

35 820	Di 18-20, PT 2.0.3A	Fackler
35 821	Mi 8-10, PT 2.0.3A	K. Szlezák
35 822	Fr 12-14, VG_3.52	Balestrini
35 823	Mi 08:30-10, ZH 5	Balestrini

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*, selected poems by Walt Whitman and Emily Dickinson. Course requirements include in-class participation, an oral presentation, reading quizzes, 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*, 7th ed., vols. A, B, and C, 2007. — Credit for: BA, Lehramt

American Literature II: The 20th and 21st Centuries, 2 st.
AMST-M13.3(4), AMST-M16.2(4), ANG-M06.2(7), ANG-M07.2(7), BRST-M13.3(4), ENGS-M13.2(4), ENGS-M22.2(4), ENGYM-M13.3(4), ENHS-M13.2(4), ENHS-M22.2(4), ENLI-M13.3(4), ENRS-M13.3(4)

35 825	Mo 12-14, VG_3.52	Hofstätter
35 826	Mo 14-16, PT 1.0.6	Hirmer
35 827	Mi 16-18, ZH 4	Fackler
35 828	Do 10-12, VG_0.15	Balestrini
35 829	Do 14-16, PT 1.0.2	Leikam
35 828ws	Block: 14.02., PT 1.0.2, 14-18 Uhr., 5.-8. 3., 9.30-13, VG 2.38, 14.-16.3.: 9.30-13, VG 2.38.,	Leikam

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, 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*, 7th ed., vols. C, D, E, 2007. — Credit for: BA, Lehramt

35 831	Youth in American Fiction 2 st., Mi 10-12, R 009	Gessner
	AMST-M23.2(4), ANG-M06.2(7), ANG-M07.2(7), BRST-M13.w(4), ENGS-M13.w(4), ENGS-M22.w(4), ENGYM-M13.w(4), ENGYM-M23.w(4), ENHS-M13.w(4), ENHS-M22.w(4), ENLI-M13.w(4), ENRS-M13.w(4), ENRS-M22.w(4)	

Images and texts of the youthful pioneer and revolutionary spirit have characterized the 'New World' from the beginning. American culture, it seems, has always favored attitudes like progressivism, individualism, and mobility that are commonly associated with youth rather than with old age. What developed as the "cult of youth" (David Hackett Fischer) in

the nineteenth century accelerated into the twentieth century to culminate during the 1960s and 1970s in phrases such as "don't trust anyone over thirty." This class examines the multiple and contradictory representations of youth in American fictional texts. The analysis of our subject matter will also take into account the drama and complexity of coming of age. Questions that guide this course include: in what ways is youth represented in fictional texts across time? How are class, gender, sexuality, and ethnicity constructed within the topical texts? In what ways do the various textual representations of American youth resist or conform to dominant cultural narratives about coming-of-age? Assigned readings will include Nathaniel Hawthorne's "My Kinsman, Major Molineux" (1832), Sylvia Plath's *The Bell Jar* (1963), Jonathan Safran Foer's *Extremely Loud and Incredibly Close* (2005), Paul Auster's *Invisible* (2009), and Jeffrey Eugenides's *Marriage Plot* (2011). All books will be available at Pustet's. Shorter additional texts and film screenings will complement the focus of our class. — Course requirements include active in-class participation, an oral presentation, and an 8- to 10-page research paper in English. — Credit: BA, Lehramt

35 832 Political Institutions of the USA
2 st., Di 8-10, PT 1.0.2

Cavanna

AMST-M16.w(4), AMST-M23.1(4), ANG-M06.2(7), ANG-M07.2(7), BRST-M14.w(4), ENGS-M14.w(4), ENGS-M22.w(4), ENGYM-M14.w(4), ENGYM-M23.w(4), ENHS-M14.w(4), ENHS-M22.w(4), ENLI-M14.w(4), ENRS-M14.w(4), ENRS-M22.w(4)

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

Cultural Studies Advanced

35 834 Environment and History in Transatlantic Perspective
2 st., Mi 8-10, PT 1.0.2

Depkat

AMS-M32.3(8), AMS-M33.2/3(8), AMST-M23.w (5), AMST-M32.2(5), ANG-M16.2(8), ANG-M17.w(8), ENGS-M22.w (5), ENGYM-M23.w (5), ENGYM-M32A.2(5), ENHS-M22.w (5), ENRS-M22.w (5), EAS-M31.3/4(8), EAS-M33.1/2/3(8), EAS-M34.1/2/3(8)

Environmental history currently is one of the most rapidly expanding, highly innovative fields of scholarship, resting on the premise that political and social orders, economies and cultural systems have always been shaped by natural and man-made environments.

While the ecosystems of the planet have always been transformed and reshaped by the societies inhabiting them, nature has also been an agent of political, social, economic, and cultural change. This complex relationship between history and nature will be at the heart of the seminar, which seeks to explore major problems and patterns of environmental history in Europe and America from a transatlantic perspective. Topics include among others the history of natural environments in North America and Europe, the spatial reorganization of landscapes in the course of settlement, urbanization and industrialization, the problems of environmental protection and politics, and the convergences and divergences of environmental cultures in Europe and America, disaster management. **The course starts on April 25.** — Readings: Louis S. Warren (ed.): *American Environmental History* (Malden, Mass. 2003). Carolyn Merchant (ed.): *Major Problems in American Environmental History. Documents and Essays* (Lexington, Mass. et. al. 1993). Ian G. Simmons, *An Environmental History of Great Britain: From 10,000 Years Ago to the Present* (Edinburgh: Edinburgh UP, 2001). Andrew C. Isenberg, *The Destruction of the Bison: An Environmental History, 1750 – 1920* (Cambridge: Cambridge UP, 2000). Verena Winiwarter and Martin Knoll, *Umweltgeschichte: Eine Einführung* (Köln: Böhlau, 2007). — Credit for: BA, MAS, MEAS, Lehramt

35 835 Stages, Sites, and Spectacles: Contemporary Enactments of Trans/National Identities

2 st., Do 08:30-10, R 009

Bauridl

AMS-M32.3(8), AMS-M33.2 / 3(8), AMST-M23.w (5), AMST-M32.2(5), ANG-M16.2(8), AM17.w(8), ENGS-M22.w (5), ENGYM-M23.w (5), ENGYM-M32A.2(5), ENHS-M22.w (5), ENRS-M22.w (5), EAS-M31.3/4(8), EAS-M33.1/2/3(8), EAS-M34.1/2/3(8)

Situated within the realm of transnational American Studies and drawing on the interdisciplinary field of performance studies, this course investigates issues of individual/communal identity and of political participation that emanate from trans/national experiences in an age of global mobility and that are presented in various cultural performances. Taking into consideration the power of performance to reflect, constitute, and transform cultural, social, and political realities, this course engages in questions posed by transnational American Studies such as: What processes ensue when various cultures and nations meet in- or outside the U.S.? How do the diverse cultural and national identities in- and outside the U.S. negotiate their relationships to and beyond the U.S.? Or: what role does the U.S. as a nation play in times of transnational interconnectedness? To approach these questions, this course will commence with a critical discussion of the concepts of the 'transnational' and 'performativity' and analyze a broad variety of contemporary trans/national stages, sites, and spectacles from theater to film to performance art; from music to slam poetry; from museums to web sites; from holiday celebrations to street and protest art to activism. Case studies will include performances by Guillermo Gómez-Peña; visual installations by Nikki Seung-hee Lee; the Trinidadian carnival in NYC; the movie *Babel* (2006); Columbus Day Celebrations; Philadelphia Independence Park (NPS); the Ali G and Chappelle show; the plays *Clybourne Park* by Bruce Norris (2010) and *Tiger at the Baghdad Zoo* by Rajiv Joseph (2010). A full list of case studies and texts will be available by the end of March. Course requirements include preparation and participation, a research paper (8-10 pp.), and a critical response blog / discussion. — Credit for: BA, MAS, MEAS, Lehramt

35 836 Industrialization and Deindustrialization in Europe and America

2 st., Do 16-18, PT 2.0.3A

Depkat

AMS-M32.3(8), AMS-M33.2 / 3(8), AMST-M23.w (5), AMST-M32.2(5), ANG-M16.2(8), ANG-M17.w(8), ENGS-M22.w (5), ENGYM-M23.w (5), ENGYM-M32A.2(5), ENHS-M22.w (5), ENRS-M22.w (5), EAS-M31.3/4(8), EAS-M33.1/2/3(8), EAS-M34.1/2/3(8)

Industrialization is a key factor in the process of modernity, affecting not only the economy but politics, society, and culture as well. While industrialization is a shared historical experience of the Western World, it took on specific shape in the various national contexts, producing a specific form of industrial capitalism and culture in the U.S., which in the eyes of many Europeans was the essence of American modernity. From the start, industrialization

went hand in hand with de-industrialization, creating industrial wastelands, destroying notions of identity, and forcing industrial regions to organize the transition from an industrial to a post-industrial state. The seminar will be structured in the form of case studies taken from the U.S. and Europe to highlight the major patterns and overall development of industrialization and deindustrialization. Topics to be discussed are among others the features of American industrial capitalism, patterns of industrialization and de-industrialization in Europe and America, European and American working class cultures, industrial life and notions of identity, visual cultures of the industrial world, the problem of postindustrial identities, the musealization of industrial sites, consumer cultures. **The course starts on April 26.** Reading: A reader containing all relevant course materials will be available when classes start. — Credit for: BA, MAS, MEAS, Lehramt

35 837 Country Music and American Society
2 st., Block: 17.9.-27.9.12

Uppendahl

AMST-M23.w (5), AMST-M32.2(5), ANG-M16.2(8), ANG-M17.w(8), ENGS-M22.w (5), ENGYM-M23.w (5), ENGYM-M32A.2(5), ENHS-M22.w (5), ENRS-M22.w (5)

America has a love-hate relationship with country music. When examining it closely, you will soon realize that it is anything but just upbeat, foot-stomping, free-wheeling cowboy music. It is the music of simple truth. Country music in all its forms and variations, from bluegrass to folk, delves into a deeper, darker American soul. Throughout history, it has reflected the 'state of the union' perhaps better than any other form of American music. In this seminar, we will explore the different types of country music, from the flag-waving type to the war protest song. We will trace its roots back to the music of European immigrants and look at the African American (the Blues) influences, as well as the strong influences of religion and nature. We will analyze its historical development, its political and commercial aspects and, of course, its Hollywood feasibility. Finally, we may even come to like it. Students will be required to research a topic, present their findings in class and write a research paper (8-10 pages). A course reader and bibliography will be available at the beginning of the course. — Credit for: BA, Lehramt

Hauptseminare

35 838 Picture Politics
2 st., Di 14-16, ZH 6

Hebel

AMS-M32.1(10), AMS-M33.1/2/3(10), AMST-M32.3(7), ANG-M16.1(10), ANG-M17.1(10), EAS-M31.1/4(10), EAS-M33.1/2/3(10), EAS-M34.1/2/3(10), ENGYM-M32A.3(7)

The interpretation of visual representations of 'America' has been central to American Studies since the early years of the discipline. The so-called 'iconic turn' or 'pictorial turn' in various fields of the humanities since the 1990s and recent studies of visuals as a particularly prominent part of U.S. American iconographies and collective memories have increased the significance of visual culture studies and visual literacy for American Studies. The seminar will focus on paintings and photographs as one major corpus of visual constructions of American history. It will explore a wide spectrum of visuals of 'Americans' and 'America' from late sixteenth-century ethnographic drawings and revolutionary and early national period history paintings to twentieth- and early twenty-first-century iconic photographs. Materials and topics to be engaged will include the following: visual representations of the colonization of North America; historical paintings and their role in the construction of U.S. American identities and ideologies; photographs and their function for war propaganda and social reform; portrait paintings and photography as prototypical American narratives; paintings and photographs of 'American' landscapes and spaces; the ambivalences of paintings and photographs of immigrants and ethnic groups; the role and function of iconic pictures in U.S. American politics and public culture. Further aspects to be covered will include inter pictorial dialogs, the visual politics of history

textbooks, intermediality (e.g., *Let Us Now Praise Famous Men*), photographs and U.S. American national memory, photographic representations of the U.S. by international photographers. A syllabus and bibliography will be mailed to registered participants by early April 2012. Requirements for credit: readings/viewings; (group) presentation; preparatory notes; annotated bibliography, term paper. — Credit: BA, MAS, MEAS, Lehramt

35 839 Feminism in America
2 st., Di 16-18, ZH 4

Depkat

AMS-M32.1(10), AMS-M33.1/2/3(10), AMST-M32.3(7), ANG-M16.1(10), ANG-M17.1(10), EAS-M31.1/4(10), EAS-M33.1/2/3(10), EAS-M34.1/2/3(10), ENGYM-M32A.3(7)

American feminism began in the American Revolution and took on different forms in the changing contexts of nineteenth- and twentieth-century America. Drawing on a broad range of documents, literary texts, and visual materials, the seminar will highlight the major aspects, manifestations, and problems of feminism in the United States, embedding the phenomena into the development and multiple transformations of American democracy. Topics to be discussed are among others the formation of the American women's movement, the problem of Republican Motherhood, the campaign for female suffrage, female reformers in the Progressive Era, the "New Women" of the 1920s, the second wave of feminism, and the role of women activists in the formation of the New Right. **The course starts on April 24.** — Requirements: presentation and term paper (15 to 20 pages). — Reading: Linda K. Kerber, ed. *United States History as Women's History: New Feminist Essays* (Chapel Hill, NC: U of North Carolina P, 1995). Mary Beth Norton, ed. *Major Problems in American Women's History: Documents and Essays* (4th ed., Boston: Houghton Mifflin, 2007). — Credit for: BA, MAS, MEAS, Lehramt

35 840 American Music Videos
2 st., Mi 10-12, ZH 6

Balestrini

AMS-M32.1(10), AMS-M33.1/2/3(10), AMST-M32.3(7), ANG-M16.1(10), ANG-M17.1(10), EAS-M31.1/4(10), EAS-M33.1/2/3(10), EAS-M34.1/2/3(10), ENGYM-M32A.3(7)

For more than half a century, popular music has been employing combinations of moving images and sound with aesthetic and promotional goals in mind. While this phenomenon predates the launching of MTV in 1981, television and the World Wide Web (especially YouTube) have together ensured the unabated proliferation of this art form. We will study American music videos from perspectives such as (a) visual culture studies, (b) the semiotics and histories of film, popular music, and song lyrics, and (c) cultural studies approaches to music and sound, which are currently being debated as complementary to the concerns of visual culture studies. The editors of the *American Quarterly* special issue "Sound Clash: Listening to American Studies" (63.3 [2011]) ask in their introduction: "What role can sound play in analyzing contemporary debates around empire, immigration, and national culture? [. . .] What role have hearing and listening played in 'American' formations of race, ethnicity, sexuality, gender, community, and class, and how has the birth of recorded sound in the late nineteenth century informed those formations? [. . .] Does citizenship have a sound?" (446). We will negotiate possible responses to such questions in conjunction with analogous inquiries regarding the cultural semiotics and poetics of the visual and textual components of music videos. Our analysis of a broad range of works from at least the 1980s through the present (as well as some of their precursors) will also make use of the interdisciplinary theoretical and methodological tools of transnational American studies. A preliminary reading and viewing/listening list will be made available on Kurssoft in early April 2012. — Course requirements: active in-class participation, presentation, two short (8- to 10-page) or one long (16- to 20-page) research paper. — Credit: BA, MAS, MEAS, Lehramt

35 841 Trans-Atlantic Musical Exchanges
2 st., Mi 14-16, VG_1.31

Shank

AMS-M32.1(10), AMS-M33.1/2/3(10), AMST-M32.3(7), ANG-M16.1(10), ANG-M17.1(10), EAS-M31.1/4(10), EAS-M33.1/2/3(10), EAS-M34.1/2/3(10), ENGYM-M32A.3(7)

With increasing intensity, scholars are turning their attention to the auditory aspects of culture. The role of music, and indeed of sound itself, in the construction of political groups and the formation of social identities is producing exciting scholarship, as evidenced by recent special issues of *American Quarterly* and *Social Text*, and a forthcoming special issue of *Journal of Popular Music Studies*. This course will focus on current theoretical and empirical investigations of the power of music to respond to and even to shape social and political discourse. Beyond that work, however, it will ask new questions about the impact of place on music's social force. Music's power and music's meaning is directly connected to the contexts of production and consumption. This raises the question of what happens when music travels? Does music produced in the United States carry the same meanings when it is performed or heard beyond its borders? When genres that originated in the States become established elsewhere should it be considered the same genre? When the most successful music producer in the U.S. commercial charts is Swedish and when hip-hop is produced around the world, does it make sense to speak of a global popular music? This course will examine a range of performers, music styles, scholarship and even fiction that addresses these questions. We will be paying careful attention to the trans-Atlantic flows that generated popular music in the U.S. (as articulated by Paul Gilroy and numerous other authors) as well as the ongoing exchange of musical ideas and their accompanying social force. A syllabus and bibliography will be mailed to registered participants by early April 2012. — Requirements for credit: readings/viewings/listenings; (group) presentation; preparatory notes; annotated bibliography, term paper. — Credit: BA, MAS, MEAS, Lehramt

Oberseminare

35 842 Recent Research in American Studies
2 st., Do 12-14, ZH 6

Hebel

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

The course provides a forum for scholarly exchange in the field of American Studies. Students who are currently working on their doctoral dissertations and master's theses will present their projects and invite critical responses from the audience. American Studies research projects currently pursued or in the planning stage at the University of Regensburg will be presented for critical examination. Special guest lectures and round tables with international scholars visiting Regensburg American Studies and the Regensburg European American Forum (REAF) will also be part of the course program and give course participants the opportunity to share their ideas with experts in their respective fields. M.A. students who wish to take the course for credit in AMS-M35 (M.A. American Studies) or EAS-M36 (M.A. European American Studies) are expected to submit the (tentative) title of the master's thesis by 15 March 2012 and an abstract of their thesis project (some 400 words) two weeks before the respective date of their presentation (both by mail to hebel@uni-regensburg.de). The schedule will be available by early April 2012 (and be mailed to participants and M.A. students registered for the course). — Credit: MAS, MEAS

Review & Presentation

Review American Literature, 1 st.

AMST-M22.w(1), BRST-M22.w(1), ENGS-M22.w(1), ENGYM-M23.w(1), ENHS-M22.w(1), ENRS-M22.3(1)

35 843 Mi 12-13, ZH 5

Hebel

35 844 Mi 13-13:45, ZH 5

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. — Course text: Baym, Nina et al., eds. *The Norton Anthology of American Literature*. 7th Edition. New York: Norton, 2007. — Credit for: Lehramt Realschule

35 846 Seminar für Examenskandidaten
2 st., Do 18-20 14-tägig, PT 2.0.3A

Depkat

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

35 957 Presentation B.A.
2 st., Do 8-10, PT 2.0.4

Balestrini

AMST-M31.1(3), ANG-M10.w (3), ANG-M11.w (3), BRST-M31.1(3), ENGS-M21.w (3), ENGYM-M31.w (3), ENHS-M21.w (3), ENLI-M31.1(3), ENRS-M21.w (3)

This course will familiarize participants with advanced techniques and strategies of academic presentation. Students will give lectures and present their B.A. theses at different stages in the research and writing process. Participation is mandatory for students writing their B.A. theses in American Studies, British Studies, or English Linguistics. — Credit: B.A. aller Bereiche des Instituts für Anglistik und Amerikanistik.

Übungen

35 852 Video Hour Amerikanistik
2 st., Mo 18-21, H 6

Balestrini et al.

Details will be posted in the department hallways.

35 857 Reading American Literature for Beginners
2 st., Mi 18-20, ZH 5

Fackler

This course addresses students at all levels who wish to extend their knowledge of American literature. We will explore various texts, including a novel, short stories, poems, songs, and a memorial, and locate them in their respective historical contexts, which range from the early colonial period to contemporary debates about race, class, and gender. As the course is located outside the compulsory curriculum, its special format allows for an in-depth analysis that considers the participants' individual questions and interests. There are no prerequisites and no requirements.

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

(Raumangaben: siehe Vorlesungsverzeichnis des jeweiligen Instituts)

Politikwissenschaft, Vorlesung

- 33 305 Einführung in die Internationale Politik Bierling
2 st., Di 16-18
EAS-M31.2
Anmeldung: elektronisch im RKS (weitere Informationen siehe Lehrstuhl Politikwissenschaft)

Politikwissenschaft, Übung

- 33 340 Amerikanische Hegemonie nach dem Kalten Krieg Groitl
2 st., Mo 14-16
EAS-M31.4, EAS-M34.1-3
Anmeldung: elektronisch im RKS (weitere Informationen siehe Lehrstuhl Politikwissenschaft)

Politikwissenschaft, Hauptseminar / Oberseminar

- 33 349 Washington Summer Symposium on U.S. Foreign Policy under President Obama Bierling
(inkl. Exkursion nach Washington D.C. vom 1.8.-12.8.2012, und zwei Vorbereitungssitzungen in Regensburg nach Absprache)
EAS-M31.1+4, EAS-M34.1-3
Anmeldung: elektronisch im RKS (weitere Informationen siehe Lehrstuhl Politikwissenschaft)
- 33 350 Die Obama-Präsidentschaft Bierling
(+ 2 Tage internationale Konferenz im Juni), (Diskussion von Aufsätzen)
EAS-M31.1+4, EAS-M34.1-3
Anmeldung: elektronisch im RKS (weitere Informationen siehe Lehrstuhl Politikwissenschaft)

Die Fristen für die elektronische Kursanmeldung werden zu gegebener Zeit auf der Homepage des Instituts für **Politikwissenschaft** (Rubrik „Lehrveranstaltungen“) veröffentlicht.

Romanistik Hauptseminar

- Französische Kreolsprachen Neumann-Holzschuh
(Raum, Zeit u. Anmeldung: siehe Vorlesungsverzeichnis Romanistik)

Nicht gestufte Übungen

- 35 785 Shakespeare Exkursion Petzold
2 st., Zeit und Ort s. Aushang
AMST-M13.w (2/4), AMST-M22.w (2/4), ANG-M06.2(7), ANG-M07.2(7), BRST-M13.w (2/4), BRST-M16.w (2/4), BRST-M22.w (2/4), BRST-M23.1+2(4), ENGS-M13.w (2/4), ENGS-M22.w (2/4), ENGYM-M13.w (2/4), ENGYM-M23.w (2/4), ENHS-M13.w (2/4), ENHS-M22.w (2/4), ENLI-M13.w (2/4), ENRS-M13.w (2/4), ENRS-M22.w (2/4)
Weitere Informationen siehe Rubrik „Anglistik/Proseminare“
- 35 787 Blockseminar: Irish History and Culture (Irland-Exkursion) Lenz
2 st., Zeit und Ort s. Aushang an PT 3.2.44
ANG-M14.2(8), ANG-M15.w(8), BLK-M32.3(8), BLK-M33.w(8), BRST-M23.w (5), BRST-M32.2(5), ENGS-M22.w (5), ENGYM-M23.w (5), ENGYM-M32B.2(5), ENHS-M22.w (5), ENRS-M22.w (5)
Weitere Informationen siehe Rubrik „Anglistik/Cultural Studies Advanced“
- 35 852 Video Hour Amerikanistik Balestrini et al.
2 st., Mo 18-21, H 6
Weitere Informationen siehe Rubrik „Amerikanistik/Übungen“

35 853	Scots Gaelic 2 st., Zeit und Ort: s. Aushang	Dunphy
35 854	Tandem Mentoring 2 st., Zeit und Ort: s. Aushang	Uppendahl
35 855	DAAD / TA Großbritannien (Beratung, Informationsveranstaltung) 1 st., Zeit und Ort: s. Aushang	Waller
35 856	RUPs, too 2 st., Zeit und Ort: s. Aushang	Kohen
35 857	Reading American Literature for Beginners 2 st., Mi 18-20, ZH 5 Weitere Informationen siehe Rubrik "Amerikanistik/Übungen"	Fackler

Sprachpraxis

Basismodul

General Language Course A (entspr. GLC II), 3 st.

AMST-M11.1(3), ANG-M01.2(4), BRST-M11.1(3), ENGS-M11.1(3), ENGS-M15.1(3), ENGYM-M11.1(3), ENHS-M11.1(3), ENHS-M15.1(3), ENLI-M11.1(3), ENRS-M11.1(3)

35 860	Mo 8-11, ZH 6	Hill
35 861	Mo 8-11, PT 1.0.2	Gebauer
35 862	Mo 11-14, ZH 4	Kohen
35 863	Mo 11-14, PT 1.0.2	Gebauer
35 864	Mo 14-17, ZH 4	Arrington
35 865	Mo 14-17, ZH 5	Thurston
35 866	Mo 17-20, ZH 4	Arrington
35 867	Mo 17-20, ZH 5	Thurston
35 868	Do 8-11, ZH 6	Gebauer
35 869	Do 8-11, PT 1.0.2	Arrington
35 871	Mi 15-18, PT 2.0.3A	Kohen
35 872	Mi 15-18, ZH 6	McIntosh-Schneider
35 873	Mi 17-20, H12	Renner
35 874	Fr 11-14, VG_0.02	Renner
35 870	Do 8-11, ZH 5	Hill

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., 14.7.2012. There will be no alternate exam date.

Composition (Introduction to Academic Writing), 2 st.

AMST-M11.3(3), ANG-M01.3(3), BRST-M11.3(3), ENGS-M11.3(3), ENGS-M15.w (3), ENGYM-M11.3(3), ENHS-M11.3(3), ENHS-M15.w (3), ENLI-M11.3(3), ENRS-M11.3(3)

35 879	Mo 10-12, VG_0.04	Waller
35 880	Fr 14-16, PT 1.0.2	Womack
35 881	Di 18-20, R 005	Herfeld
35 882	Do 14-16, ZH 4	Thurston
35 883	Do 16-18, ZH 4	Cavanna
35 887	Block: 27.2.-9.3., 9-12.30, W114	Thurston
35 884	Block: 5.3.-16.3.2012, 12.30-16, W113	Hill
35 889 _{ws}	Block: 5.3.-16.3.2012, 08:30-12, W113	Hill
35 889	Block: 30.7.-11.8.2012, 9-12.30, Raum s. Aushang	McIntosh-Schneider
35 886	Block: 17.-9.-29.9.2012, 8.30-12, Raum s. Aushang	Herfeld
35 888	Block: 18.9.-27.9.2012, 9-13, Raum s. Aushang	Hill

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 short 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*. 11th international ed. New York: Pearson-Longman, 2009. — Registration via RKS for all regular semester courses; for 35 884 and 35 887 via email with teacher.

Exercises in English Pronunciation, 1 st.

ENGS-M15.2(1)

35 893	Mi 8-9, R 009 (BrE)	Waller
35 894	Mi 9-10, R 009 (BrE)	Waller
35 895	Mi 8-9, PT 3.0.75 (AmE)	Gebauer
35 896	Mi 9-10, PT 3.0.75 (AmE)	Gebauer

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 Grund-/Hauptschule who take English as a *Didaktikfach*. Others may take the lab course on a voluntary basis if places are free.

35 897 Talking the Talk in the Classroom
2 st., Do 12-14, W 116

Hill

ENFDNV-M11.w (2), ENFDNV-M12.w (2), ENFDNV-M13.w (2)

Weitere Informationen siehe Rubrik "Fachdidaktik nicht vertieft/Übungen"

General Language Course B (entspr. GLC III), 3 st.

AMST-M11.2(4), ANG-M01.4(6), BRST-M11.2(4), ENGS-M11.2(4), ENGS-M15.w(4), ENGYM-M11.2(4), ENHS-M11.2(4), ENHS-M15.2(4), ENLI-M11.2(4), ENRS-M11.2(4)

35 900	Mo 11-14, ZH 6	Cavanna
35 901	Mo 11-14, PT 2.0.3A	Dunphy
35 902	Do 8-11, ZH 4	Uppendahl
35 903	Do 11-14, ZH 5	Gebauer
35 904	Do 11-14, PT 1.0.2	McIntosh-Schneider
35 905	Fr 13-16, VG_0.15	Thurston
35 906	Fr 8-11, ZH 6	Cavanna
35 907	Fr 8-11, PT 2.0.3A	Hill
35 908	Fr 11-14, PT 2.0.3A	Hill

The prerequisite for GLC B is the successful completion of GLC A. Moreover, it is highly recommended that students who earned a mark of 3 or less in GLC A do some supplemental work in order to improve before advancing to GLC B. GLC B combines work in the skill areas of vocabulary, grammar, reading, and translation, all at an advanced level. Vocabulary acquisition and pronunciation are to be worked on outside of class, and the bulk of the in-class time will be spent on units of readings that explore aspects of language and society in Great Britain and the USA. Students will be expected to have a solid background in the area of cultural studies and this course will build upon that. Grammar will be contextualized as in GLC A, although an even more sophisticated approach to the analysis of grammatical functions will be expected. The goal of the writing component of the course is to have students producing texts of near-native fluency and correctness. Translation will also be approached from the aspect of contrastive analysis, although the focus will be on longer texts for the purposes of increasing cohesion and idiomatic quality and refining style. It is recommended that students take GLC B in their second (B.A.) or third (Lehramt) semesters. — Course requirements: in-class participation, oral reports, written assignments and final exam as laid out in course pack. — Materials: GLC B course pack, available from *Digital-Print* in the *Ludwig-Thoma-Str.* Hoffmann, H. G., and M. Hoffmann. *Großer Lernwortschatz Englisch*. 2nd ed. Ismaning: Hueber, 2003. Units 6, 12 will be tested; Sammon, Geoff. *Exploring English Grammar: Anglistik - Amerikanistik*. Berlin: Cornelsen, 2002; Swan, Michael. *Practical English Usage*. 3rd ed. Oxford: OUP, 2005. Note: The final exam will be held on Sat., 14.7.2012. There will be no alternate exam date.

35 911 Focus on Grammar Practice 1 st., Fr 12-13, VG_0.15

Thurston

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

General Language Course C (entspr. GLC IV), 3 st.

AMST-M21.2(4), AMST-M24.1(4), ANG-M10.1(8), ANG-M11.1(8), BRST-M21.2(4), BRST-M24.1(4), ENGS-M15.w(4), ENGS-M21.2(4), ENGYM-M21.2(4), ENHS-M21.2(4), ENLI-M21.2(4), ENLI-M24.1(4), ENRS-M21.2(4)

35 914	Mo 8-11, ZH 4	Kohen
35 915	Mo 8-11, PT 2.0.3A	Dunphy
35 916	Mi 12-15, PT 2.0.3A	Kohen
35 917	Mi 12-15, ZH 6	Waller
35 918	Mi 12-15, VG_0.02	McIntosh-Schneider
35 919	Do 11-14, ZH 4	Uppendahl
35 920	Do 11-14, PT 2.0.3A	Waller

The prerequisite for GLC C is the successful completion of GLC B (or GLC III), which also includes the completion of the pronunciation requirement (see GLC A). As is the case for GLC B, it is highly recommended that students who receive a mark of 3 or less obtain help in the form of supplemental practice in order to improve their level. GLC C is the forum in which students are required to demonstrate the language, knowledge and practical skills they acquired in the Basismodul. As in GLC A and B, GLC C has structured components such as vocabulary requirements and units of readings; however, the onus will be even more on the students in terms of active participation and commitment to the assigned tasks. Applied grammar is the focus of the course, and this will mainly evidence itself in the form of various writing tasks and translations; however, there will still remain a few areas of grammar to be covered in the course and these will be tested in the final exam. In keeping with the advanced level of the course, the writing and translations will be longer texts which require sophisticated language and analysis. The readings will consist of thematic units building upon the knowledge of culture and language acquired in previous semesters. Moreover, oral components such as debates and extended presentations will be added to the course requirements, so that not only what you say but how you say it becomes a measure of success. It is recommended that students take GLC C in about their fifth semester (before moving on to "Grammar"!). — Course requirements: in-class participation, presentations, a project assignment, an in-class exam and the final exam as laid out in course pack. — Materials: Hoffmann, H. G., and M. Hoffmann. *Großer Lernwortschatz Englisch*. 2nd ed. Ismaning: Hueber, 2003. Units 13-20 will be tested. Sammon, Geoff. *Exploring English Grammar: Anglistik - Amerikanistik*. Berlin: Cornelsen, 2002; Swan, Michael. *Practical English Usage*. 3rd ed. Oxford: OUP, 2005. Note: The final exam will be held on Sat., 14.7.2012. There will be no alternate exam date.

35 923 Writing B.A. (AmE)
2 st., Do 18-20, ZH 6

Thurston

AMST-M21.1(3), AMST-M24.w (3), ENLI-M21.1(3), ENLI-M24.w (3)

35 924 Writing B.A. (BrE)
2 st., Mo 18-20, ZH 6

McIntosh-Schneider

BRST-M21.1(3), BRST-M24.w (3), ENLI-M21.1(3), ENLI-M24.w (3)

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

Sprachmittlung (LA nicht vertieft) -entspr. ED-Übers. gem. LPO I (2002) §48, 2 st.
AMST-M21.w (3), AMST-M24.w (3), ANG-M10.w(4), ANG-M11.w(4), BRST-M21.w (3), BRST-M24.w (3), ENGS-M21.4 (3), ENHS-M21.4 (3), ENLI-M21.w (3), ENLI-M24.w (3), ENRS-M21.4 (3)

35 925 Do 16-18, ZH 2

Thurston

35 926 Do 18-20, W 112

Pankratz

35 927 Mo 18-20, W 112

Miethaner

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 behan-

delt (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. — Hinweis: Sprachmittlung sind diejenigen Kurse, in denen Sie den nach LPO I (2002) §48 (nicht vertieft) bzw. §68 (vertieft) für die Anmeldung zum Staatsexamen erforderlichen Schein machen können. Die Einteilung ist relativ neu. Sollten Sie im gymnasialen Studiengang aus früheren Semestern schon einen Schein „Sprachmittlung 1“ haben, gilt dieser auch als „Sprachmittlung vertieft“.

Grammar (entspr. Grammar V), 2 st.

ENGs-M21.1(3), ENGYM-M21.1(3), ENHS-M21.1(3), ENRS-M21.1(3)

35 929 Mo 12-14, H25

Kautzsch

35 930 Di 14-16, H23

Lenz

35 931 Mi 14-16, H 8

Lenz

Grammar is a course open to advanced students who want to increase their knowledge and skills in grammar theory and analysis. It is very important* that students attend *Grammar* before moving on to *Language Analysis*. *Grammar* focuses on the most relevant aspects of the English verb (time relationship, aspect, subjunctive/modal past, genus verbi, modals, non-finite structures, backshift) and the English noun phrase (plurals, genitives, concord, determination, modification, quantification) as well as on the adjective, adverb, clause types, and syntax. — Compulsory purchase: Douglas Biber/Susan Conrad/Geoffrey Leech, *Longman Student Grammar of Spoken and Written English* (Harlow: Pearson Education Limited, 2002; 8th impression 2009). Und: *ibid.* *Workbook*. — *Please note: Students who commenced their studies in the winter term of 2008/09 or later (new LPO I, 13.03.2008) will have to pass a final test at the end of “Language Analysis” (see below) to acquire credit points. There will be no separate exam for “Grammar”. However, thorough knowledge of grammar theory and a solid command of analytical skills will be prerequisites for successfully attending and passing *Language Analysis*.

Language Analysis (Sprachbeherrschung VI), 2 st.

ENGs-M21.3(3), ENGYM-M21.3(3), ENHS-M21.3(3), ENLI-M21.w (3), ENLI-M24.w (3), ENRS-M21.3(3)

35 932 Di 16-18, PT 2.0.3A

Lenz

35 933 Do 14-16, PT 2.0.3A

Lenz

This course is specially designed for those students who are about to take their *Staatsexamen* (*SLN Sprachbeherrschung, old LPO I, 7.11.2002*) * in the near future and who wish to brush up their knowledge of the precise analysis and discussion of grammatical structures. Participants are expected to have a solid command of grammar and syntax, both in theory and practice. **It is therefore indispensable to attend the lecture “Grammar” before proceeding to “Language Analysis”.** *Please note: Students who commenced their studies in the winter term of 2008/09 (new LPO I, 13.03.2008) will have to pass the final test in *Language Analysis* at the end of the term to acquire credit points in their *Vertiefungsmodul Sprachpraxis*.

Weitere Sprachpraktische Kurse

Sprachmittlung (LA vertieft) - entspr. ED-Übers. IV gem. LPO I (2002) §68, 2 st.

AMST-M21.w(4), AMST-M24.w (3), ANG-M10.w(4), ANG-M11.w(4), BRST-M21.w (3), BRST-M24.w (3), ENGYM-M31.1(3), ENLI-M21.w (3), ENLI-M24.w (3)

35 935	Di 16-18, H21	Kautzsch
35 937	Mo 8-10, VG_0.24	Herfeld
35 938	Mo 10-12, VG_0.02	Herfeld
35 939	Di 8-10, VG_0.05	Herfeld
35 944 _{ws}	Block: 27.2. - 2.3. + 12.3.-16.3. + 19.-20.3. (jew. Mo, Di, Do, Fr), 15-18, W 116	Biermeier

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. — Hinweis: Sprachmittlung vertieft u. nicht vertieft sind diejenigen Kurse, in denen Sie den nach LPO I (2002) §48 bzw. §68 für die Anmeldung zum Staatsexamen erforderlichen Schein machen können. Diese Einteilung ist relativ neu. Sollten Sie im gymnasialen Studiengang aus früheren Semestern einen Schein „Sprachmittlung 1“ oder „Sprachmittlung 2“ haben, gilt dieser auch als „Sprachmittlung vertieft“.

35 941	Academic Writing LA (vertieft, neue LPO) 2 st., Di 10-12, ZH 5 ENGYM-M31.2(3)	Kohen
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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.

General Language Course V, 4 st.

ANG-M10.2(8), ANG-M11.w(8)

35 943	Di 8-10, ZH 4; Do 8-10, PT 3.0.77	Wasmeier
35 944	Fr 12-16, PT 3.0.77	Gebauer

GLC V is a necessary component of the *Oberkursschein Lehramt vertieft* §68 according to the "old" LPO I (begin of studies: before WS 08/09), and it is a compulsory part of the *Aufbaumodul Sprachpraxis* for *Magister*-students (*Hauptfach*). This course sets out to offer advanced work in various skills: translation G-E, essay-writing, practice in spoken English, and will focus on Cultural Studies as well as areas of interest in the use of grammar and vocabulary. The course is also recommended for *nicht vertieft* students. Prerequisite for this course is successful completion of GLC IV / GLC C. Please note: **GLC V** wird noch **bis einschl. WS 2012/13 regulär** angeboten, und bei Bedarf letztmalig im WS 2013/14.

Text Production (nicht vertieft), 2 st.

35 946	Di 8-10, ZH 5	Kohen
35 947	Fr 14-16, H 7	Renner

Text Production, vertieft, 2 st.

35 948	Di 8-10, PT 2.0.3A	Dunphy
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35 949 Do 18-20, ZH 4
35 950 Fr 14-16, ZH 6

Waller
Uppendahl

These courses seek 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.

35 951 Integrated Language Skills VI
4 st., Di 12-14, ZH 4; Do 12-14, ZH 8

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.

Sprachmittlung Examensrepetitorium (ED-Übersetzung), 2 st.

35 952 Mo 14-16, H21
35 953 Di 14-16, ZH 4
35 954 Di 16-18, PT 1.0.2

Kautzsch
Kautzsch
Schleburg

Academic Writing B.A., 2 st.,
AMST-M31.2(3), BRST-M31.2(3), ENLI-M31.2(3)

35 956 Mo 8-10, R 005
35 956ws Block: 27.2.-9.3., 8.30-12, W 116

Cavanna
Herfeld

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*. 11th international ed. New York: Pearson-Longman, 2009; Siepmann, Dirk, et al. *Writing in English: A Guide for Advanced Learners*. Tübingen: Francke, 2008.

Presentation B.A., 2 st.,
AMST-M31.1(3), ANG-M10.w (3), ANG-M11.w (3), BRST-M31.1(3), ENGS-M21.w (3), ENGYM-M31.w (3), ENHS-M21.w (3), ENLI-M31.1(3), ENRS-M21.w (3)

35 957 Do 8-10, PT 2.0.4
35 956ws Block: 27.2.-9.3., 8.30-12, W 116

Balestrini
Herfeld

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

Fachdidaktik (LA Grund-, Haupt- und Realschule)

Einführungskurse

Einführung in die Didaktik der englischen Sprache und Literatur, 3 st.

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

35 960 Mo 08:15-10:30, ZH 5

Aßbeck

35 961 Di 08:15-10:30, PT 3.0.77

Aßbeck

Der Einführungskurs bietet einen gerafften Überblick über die wichtigsten Bezugswissenschaften (z.B. Linguistik, Gedächtnispsychologie, Motivationspsychologie etc.) und ihren jeweiligen Beitrag zu einer Fremdsprachenlern/lehrtheorie sowie über die wesentlichen Teilgebiete und Problembereiche der Fremdsprachendidaktik.

Es werden u.a. angesprochen:

- Lehrwerke und Lehrpläne
- Spracherwerbstheorien
- Unterrichtsanalyse und Unterrichtsplanung
- methodische Ansätze in Vergangenheit und Gegenwart
- Verfahrensweisen und Unterrichtstechniken in den einzelnen Fertigkeitsbereichen
- Formen der Evaluation und Lernzielkontrolle
- interkulturelles Lernen
- Literaturdidaktik und Lektürebehandlung

Leistungsnachweis: schriftliche Hausaufgabe, Abschlussklausur. — Der erfolgreiche Besuch des Einführungskurses ist Voraussetzung für die Teilnahme an einem fachdidaktischen Seminar sowie für die Ableistung des studienbegleitenden fachdidaktischen Praktikums.

Übungen

35 897 Talking the Talk in the Classroom

2 st., Do 12-14, W 116

Hill

ENFDNV-M11.w (2), ENFDNV-M12.w (2), ENFDNV-M13.w (2)

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? These and other questions will be delved into in this course designed for students of English for primary school and *Hauptschule*. Be warned! The course is not compulsory and there will be no assessment tasks but you will be expected to have fun at all times. Students keen to learn will be invited to undertake small teaching tasks after which group feedback will be given.

Proseminare Interkulturelles Lernen

35 967 Problembereiche des Englischunterrichts

2 st., Di 10:30-12, PT 3.0.77

Aßbeck

ENFDNV-M11.3(4), ENFDNV-M12.w(4), ENFDNV-M13.w(4)

Wir werden uns in diesem Seminar in Theorie und Praxis mit einer Reihe von Aspekten des Englischunterrichts beschäftigen, die zentral sind für eine sinnvolle Anregung und Förderung von Sprachlernprozessen, z.B.

- Wie gestalte ich den Einstieg in ein Thema? In welcher lernerorientierten Form können hier bei Anregungen des Lehrwerks herangezogen werden?
- Wie kann eine Übungssequenz sinnvoll gestaltet werden? Welche Rolle spielen hierbei Differenzierung, Lernspiele, Entwicklung von Methodenkompetenz etc.?
- Wie können Schüler zu einem möglichst ergiebigen Umgang mit viel und vielseitigem sprachlichen Input hingeführt werden? Wie kann hierbei autonomes Lernen angebahnt werden?

Weitere Aspekte beinhalten das häusliche Lernen, moderne Formen der Evaluation (z.B. Portfolio, Projekte, Präsentationen, Simulationen....) und ihren *backwash effect* sowie die alte Kontroverse um das Verhältnis von sprachbezogener und mitteilungsbezogener Kommunikation im Englischunterricht. Die Seminarsitzungen werden abwechselnd in deutscher und englischer Sprache abgehalten. — Leistungsnachweis: Thesenpapier, Seminararbeit, aktive Mitarbeit. — Eine Themenliste hängt zur ersten Orientierung gegen Ende des Wintersemesters aus. Die Einschreibung für ein Thema und die Abholung der Seminarunterlagen hat nach der Anmeldung über rks in den Feriensprechstunden beim Seminarleiter persönlich zu erfolgen.

35 968 Schüleraktivierung und "meaningful content"

2 st., Do 14:30-16, PT 4.0.20

Fritze

ENFDNV-M11.3(4), ENFDNV-M12.w(4), ENFDNV-M13.w(4)

Das Seminar beschäftigt sich mit einer Vielzahl von schüleraktivierenden Methoden ohne die für den ESL-Unterricht wichtigen „echten“ Inhalte und Themen zu vernachlässigen. Weitere Fragestellungen, die im Mittelpunkt stehen werden, sind: Welche Methoden können bevorzugt zur Schulung welcher Fertigkeiten eingesetzt werden? Wie integriere ich Medien (vom Bild bis zur Web 2.0 Anwendung) sinnvoll in einen schüleraktiven Englischunterricht? — Leistungsnachweis: Präsentation, Seminararbeit, aktive Mitarbeit.

Proseminare (Didaktikfach Englisch)

35 962 Differenzierung und selbstständiges Lernen im Englischunterricht der Hauptschule

2 st., Mi 17-18:30, PT 4.0.20

Schindler

ENFDNV-M12.2(3)

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

Proseminare (praktikumsbegleitend)

35 964 TEFL: Theory and Practice (LA Grundschule)

2 st., Di 14:30-16, PT 4.0.20

Koch

ENFDNV-M11.2(3), ENFDNV-M12.2(3)

This course is obligatory for all those students who will be doing their „fachdidaktisches Begleitpraktikum“ this coming semester. Students should be aware that teaching English to very young learners requires a specific methodology which is mainly based on authentic

materials, playful activities and a lot of L2 input. We will first of all analyze and discuss the methodological principals and then apply them to the planning of lessons, tasks and adequate forms of evaluation. Practical work and theoretical reflection will go hand in hand. In particular we will deal with: rhymes and songs, games and activities, storytelling/picture books, cultural events, coursebooks and other materials. — Students wanting to attend this course must have passed the "Einführungskurs". Assessment will be based on active in-class participation and on a written term paper.

35 965 TEFL: Theory and Practice (LA Hauptschule)
2 st., Do 08:30-10, PT 4.0.20
ENFDNV-M11.2(3), ENFDNV-M13.2(3)

Aßbeck

35 966 TEFL: Theory and Practice (LA Realschule)
2 st., Do 10-12, PT 4.0.20
ENFDNV-M11.2(3)

Aßbeck

This course is obligatory for all those students who will be doing their „fachdidaktisches Begleitpraktikum“ this coming semester. It may also be attended by students who have already done their "fachdidaktisches Begleitpraktikum" in combination with the second subject and need a second "Proseminarschein". In this course 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. Participants must have passed the "Einführungskurs". Assessment will be based on active in-class participation and on a written term paper.

Examenskolloquium

35 969 Zentrale Aspekte und Fragestellungen des Englischunterrichts (Examensvorbereitung) 2 st., Mo 10:30-12, ZH 5
ENFDNV-M11.4 (2)

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. — Leistungsnachweis: Ausarbeitung eines Klausurthemas, Präsentation

Praktikum

35 970	Durchführung und Analyse von Unterricht (in Ausbildungsklassen) 4 st., vor Ort in den Praktikumsschulen	Aßbeck
35 971	Planung und Analyse von Englischunterricht (Begleitveranstaltung zum studienbegleitenden fachdidaktischen Praktikum) 2 st., nach Vereinbarung	Aßbeck
35 972	Vorbesprechung für das pädagogisch-didaktische Blockpraktikum 20.07.2012., 8:30-10:00, PT 3.2.46	Aßbeck

Fachdidaktik (LA Gymnasium)

Einführungskurse

Introduction to Teaching English as a Foreign Language, 2 st.

ENFDGYM-M11.1(3)

35 975	Mi 10-12, W 113	Karg
35 976	Do 14-16, H12	Karg
35 977	Do 16-18, ZH 6	Karg
35 978	Do 18-20, ZH 5	Thomiczny

As this course will be participants' first encounter with a teaching perspective on the EFL classroom, the aspects chosen for exploration will be taken from a wide range of different elements of teaching. Cultural studies and literature in English will be given appropriate attention and so will the development of language skills and the role and techniques of testing. Theoretical frameworks and curricular guidelines will be duly referred to on occasion of practical teaching experiments, which participants are expected to plan and put to the test in class simulations. This course feature is intended to overcome the theory practice divide that is said to pervade academic training. Participants will have the opportunity of practising micro-teaching and of trying out the theoretical concepts and methodological resources made available in class. Most relevant information will be accessible on the K-drive before or immediately after each session, which gives participants the opportunity of getting a comprehensive overview of the areas relevant to TEFL. At the end of term a one-hour examination will have to be sat to examine participants' progress during term. — Recommended reading: Haß, Frank (Hrsg.), *Fachdidaktik Englisch*. Stuttgart: Klett, 2006. Müller-Hartmann, Andreas & Marita Schocker von Dittfurth. *Introduction to English Language Teaching*. Stuttgart: Klett, 2004. The successful completion of this introductory course is a compulsory prerequisite for FlexNow registration for other Fachdidaktik courses.

Seminar Kulturdidaktik

Teaching British and North American Culture, 2 st.

ENFDGYM-M11.2(3)

35 979	Fr 8-10, H42	Garcia
35 980	Fr 10-12, W 116	Garcia
35 981	Mo 18-20, PT 2.0.3A	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, a *Schein* or *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)

35 983 Theorie und Praxis des Englischunterrichts (in Verbindung mit dem studienbegleitenden Praktikum)
2 st., Fr 14-16, PT 2.0.3A
ENFDGYM-M11.w (3) Regnat

"It's simple details that can make a teacher's life hard, and it's complex and abstract concepts that can make it easy". This could be an appropriate motto for our seminar, as it hopes to help participants gain a more accurate and deeper understanding of theoretical concepts they already know from the *Einführungskurs*. At your *Praktikumsschule* you will have to work out and give three assessed lessons yourselves and you will also have the chance to observe, analyze and reflect both your own and further lessons in a team. Additionally, the seminar will provide a closer and extensive look at underlying concepts and relevant terminology. As we will regularly try to depart from your own, fresh experiences, there is quite a lot you can contribute to make this course a success. The seminar will hopefully not only enable you to see how theory translates into syllabus and the reality of the classroom within the framework of the curriculum, but also to realize how decisive the role is you are going to play in this context as a teacher. What this seminar plus in-service training can probably not give you is full insight into what it means to manage the workload of a full-time teacher, but you might well get an overall impression of what's ahead. — Requirements: regular attendance, active participation and working out a commented lesson plan (10-15 pages) for one of the lessons you have given. Additionally, you will work out and conduct a learning circle together with your fellow students at your *Praktikumsschule*, which will later be made available to all participants. — Prerequisite: successful completion of the introduction.

Oberkurse (Sprach- und Literaturdidaktik)

Teaching Reading and Writing in EFL at secondary school, 2 st.
ENFDGYM-M11.3(4)

35 984 Di 8-10, ZH 6 Karg
35 985 Di 10-12, ZH 6 Karg

This is a course for advanced students after they have successfully passed an introductory course. The focus will be on ways of teaching foreign-language learners how to successfully read and write texts in English in various communicative settings. For this purpose, course participants will need good text-analysis skills in order to be able to develop appropriate reading and writing tasks and to adequately assess learners' written pieces. A wide range of text structures including argumentative patterns and literary genres will be

examined for use in classroom teaching. Proposals from educational theory and practical exercises from schoolbooks will be given due attention. Demands for an extended role for creative writing in the classroom will be critically evaluated and authentic learner texts will be provided for analysis and assessment. Participants will have to experiment practically with teaching approaches and a variety of materials in short teaching simulations. This will require active participation and interest in self-evaluation. A paper will have to be handed in one month after the teaching experience in class. Flower, Linda & John Hayes, "A Cognitive Theory of Writing", in: Robert B. Ruddell / Martha Rapp Ruddell / Harry Singer (eds.). *Theoretical Models and Processes of Reading*. Newark/DE: International Reading Association, 1994. pp.928-950. Reid, Joy M.. *Teaching ESL Writing*. Englewood Cliffs, NJ, Prentice Hall Regents, 1993 Finkbeiner, Claudia. *Interessen und Strategien beim fremdsprachlichen Lesen: Wie Schülerinnen und Schüler englische Texte lesen und verstehen*. Tübingen: Narr, 2005.

35 986 Comprehension in the EFL Classroom
 2 st., Mi 8-10, ZH 6
 ENFDGYM-M11.3(4)

Karg

This course is for students with some basic knowledge about teaching targets and methods, pass of an introductory course is a pre-condition for registration. The focus will be on ways of teaching foreign-language learners how to successfully understand written or oral texts in English. For this purpose course participants will need good text-analytical skills in order to be able to develop appropriate reading and listening tasks and to adequately assess learners' achievements. A wide range of text structures including argumentative patterns and literary genres will be examined for use in classroom teaching. Proposals from educational theory and from schoolbooks currently in use at Bavarian schools will be critically discussed and ways of including authentic text material will be explored. The practical issues will in all cases be related to socio-psychological theories of cognition and comprehension in order to find ways to overcome pupils' learning problems and find effective means of supporting their receptive language skills. Requirements for Schein or FlexNow entry: presentation incl. micro-teaching and term paper. Recommended reading: Alderson, Charles J. *Assessing Reading*. Cambridge: Cambridge UP, 2000; Dieter Wolff, "Hören und Lesen als Interaktion: zur Prozesshaftigkeit der Sprachverarbeitung", FUE 64/65 Jahrg.37 (2003) S. 11-16.

Übungen

35 989 Übung zum Oberkurs Teaching Reading and Writing in EFL at secondary school
 1 st., Di 13-14, R 009

Karg

Dieses zusätzliche Angebot gibt Hilfestellung bei der Vorbereitung der presentations im Oberkurs und dient auch der Klärung von Anforderungen an die verpflichtenden Seminararbeiten. Es soll in Kleingruppen gearbeitet werden, damit eine intensive und differenzierte Betreuung gewährleistet ist. Eine zentrale Anmeldung ist nicht erforderlich, die Teilnahmebedingungen und -modalitäten werden in der ersten Sitzung des Oberkurses besprochen.

35 990 Übung zum Oberkurs Comprehension in the EFL Classroom
 1 st., Do 11-12, R 009

Karg

Dieses zusätzliche Angebot gibt Hilfestellung bei der Vorbereitung der presentations im Oberkurs und dient auch der Klärung von Anforderungen an die verpflichtenden Seminararbeiten. Es soll in Kleingruppen gearbeitet werden, damit eine intensive und differenzierte Betreuung gewährleistet ist. Eine zentrale Anmeldung ist nicht erforderlich, die Teilnahmebedingungen und -modalitäten werden in der ersten Sitzung des Oberkurses besprochen.

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@sprachlit.uni-regensburg.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“.

Shakespeare Exkursion (Vorankündigung)

Wegen der begrenzten Teilnehmerzahl werden InteressentInnen gebeten, sich baldmöglichst mit Herrn Prof. Dr. Petzold (PT 3.2.45) in Verbindung zu setzen. Termin u. Beschreibung: siehe Rubrik „Anglistik: Proseminare“.