



KOMMENTARE

für das Studium im

Sommersemester 2009

Geschäftsführung:

Prof. Dr. Volker Depkat
Zimmer PT 3.2.71

Sekretariat:

Petra Bruer-von Tippelskirch
Zimmer PT 3.2.72

Studienberatung:

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

Wesslerle
Hoffmann, Kautzsch
Palitzsch, Dahlheim
Palitzsch, Dahlheim
Gessner, Balestrini
Gessner
Aßbeck
Karg
Kohen, Waller, Uppendahl

Dozent/-in	Sprechzeit	Raum PT	Tel.: 943-
ARRINGTON, Doris	Mi 14-16	3.2.43	34 63
ABBECK, Akad. Dir. Dr. Johann	Fr 10-12	3.2.46	34 88
BALESTRINI, Akad. Rätin PD Dr. Nassim	Do 12-14	3.2.85	35 09
BAURIDL, Brigit	Di 13-15	3.2.83	35 07
BIERMEIER, Dr. Thomas	Mi nach Veranstaltung		
CAVANNA, Augustus	Mo 14-16	3.2.87	35 11
DAHLHEIM, Mayannah	Mi 13-15	3.2.59	34 99
De CARLO, Nickolas	Mo 14-16	3.3.88	34 29
DEPKAT, Prof. Dr. Volker	Di 14-15	3.2.71	34 76
DITTMANN, Joo- Young	Kontakt: jooidi@gmail.com		
DUNPHY, Dr. Graeme	Di 10-12	3.2.58	34 98
FISCHER, Prof. Dr. Roswitha	Di + Mi 12-13	3.2.68	34 73
FRITZE, Martin	Do nach Veransth		
GASTEIGER, Marinus	Mi 14-16	3.2.63	38 70
GEBAUER, Amy	Fr 13-15	3.2.60	35 00
GESSNER, Dr. Ingrid	Do 10-12	3.2.70	34 75
HEBEL, Prof. Dr. Udo	Di 16-18	3.2.73	34 78
HERFELD, Dr. Dorith	nach der Veranstaltung		
HEYL, PD Dr. Christoph	s. Aushang		
HILL, Sophie	Mo 11-13	3.2.50	34 69
HOFFMANN, Dr. Thomas	Mo 14-16	3.2.79	35 03
KARG, Prof. Dr. Jakob	Do 10-12	3.2.61	35 01
KAUTZSCH, Dr. Alexander	Mi 10-12	3.2.69	34 74
KOCH, Walter	nach der Veranstaltung		
KOHEN, Jamie	Di 13-14, Mi 11-12	3.2.50	34 69
KUNST, Sabine	nach der Veranstaltung		

Dozent/-in	Sprechzeit	Raum PT	Tel.: 943-
LEHNER, Sandra	Mo 10-12	3.2.63	38 70
LEIKAM, Susanne	Mi 14-16	3.2.70	34 75
LENZ, Akad. Dir. Dr. Peter	Mi 12.30-14	3.2.44	35 06
MCINTOSH- SCHNEIDER, Julia	Mi 9-11	3.2.57	34 97
MCKAY, Lachlan	Mi 9-10 u. 12- 13	3.2.43	34 63
PALITZSCH, Francesca	Di 14-16 u. Mi 12-13	3.2.59	34 99
PESOLD, Ulrike	Mo 12-14	3.2.45	34 62
REGNAT, Josef	nach Veransth.	josef.regnat@t-online.de	
REGNAT, Marianne	nach Veransth.	mregnat@web.de	
RENNER, Carol	nach Veransth.	carol.renner@keh.net	
ROZENDAL, Dr. Michael	Mi 12-13	3.2.87	35 11
SCHLEBURG, Dr. Florian	Di 14-15	3.2.82	35 02
SCHNEIDER, Prof. Dr. Edgar W.	Mi 10-12	3.2.65	34 70
SIEBERS, Dr. Lucia	Di 14-15	3.2.80	35 04
STEGER, Maria	Di 15.30-16.30	3.2.81	35 05
STELTER, Julia	Di 16-17	3.2.55	30 46
SZLEZÁK, Dr. Edith	s. Aushang	3.3.57	39 80
SZLEZÁK, Klara	Di 14-16	3.2.88	18 09
THURSTON, Naomi	Di 12-14	3.3.88	34 29
UPPENDAHL, Steve	Mo 10-12	3.2.88	18 09
VIERTLBÖCK, Eva	Mo 14-16	3.2.86	35 10
WALLER, Peter	Fr 10-11	3.2.60	35 00
WASMEIER, Margaret	Mo 14.30-16	3.2.43	34 63
WESSERLE, Brigitte	Mo-Fr 10-13	3.2.62	36 67
ZWIERLEIN, PD Dr. Anne-Julia	Di 18-19	3.2.48	34 67

e-mail im Regelfall 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 zum WS 08/09	4
1.2.3 Modularisierung und Leistungspunkte (LP) / Credit Points (CP)	5
1.2.4 Tabellen der Pflichtleistungen.....	5
1.3 Allgemeine Informationen zu den Kursen	14
1.3.1 Unterrichtssprache	14
1.3.2 Regelungen zum Rücktritt aus Veranstaltungen.....	14
1.3.3 Phonetics requirement	14
1.4 Studieneinheiten (FKN)	14
1.5 Bekanntmachungen, Informationsveranstaltungen & Newsletter (neu!)	15
2. Wichtige Termine u. Fristen	15
2.1 Bewerber und Studienanfänger	15
2.1.1 B.A. und Lehramt: Eignungsfeststellungsverfahren (EFV)	15
2.1.2 Master-Studiengänge.....	16
2.2 Online-Kursanmeldung (RKS).....	17
2.3 FlexNow-Anmeldung	18
2.4 Prüfung Grundwissen & Zwischenprüfung.....	19
B. Lehrveranstaltungen.....	20
Englische Sprachwissenschaft.....	20
Anglistik	28
Amerikanistik	39
Nicht gestufte sprachliche und literarische Übungen.....	50
Sprachpraxis.....	51
Fachdidaktik	55
C. Für Interessierte	60
RUPs, too	60
Öffnungszeiten des MultiMediaZentrums, Universitätsbibliothek.....	60
Exkursion nach Irland (Vorankündigung)	60

URL der Homepage des Instituts für Anglistik und Amerikanistik:

www.uni-regensburg.de/Fakultaeten/phil_Fak_IV/Anglistik

auch zu finden via:

www.uni-regensburg.de >> Fakultäten >> Phil.Fak. IV >> Institute >> Institut für Anglistik und Amerikanistik

A. Allgemeines

1. Studienplanung

1.1 Studienanfänger: Informationsveranstaltungen

Fachstudienberatung B.A.-Studiengänge: Mi, 15.4.09: 12-13 Uhr, H 22

Fachstudienberatung Lehramt: Di, 14.4.09: 14-15 u. 15-16 Uhr, H 3

Masterstudiengänge: bitte wenden Sie sich hierzu an den jeweiligen Lehrstuhl

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. Allgemeine einführende Hinweise für das Studium der Anglistik und Amerikanistik finden sich auf der Homepage (URL: s. Seite 3 unten) unter „Studium“.

Studien- und Prüfungsordnungen für die verschiedenen Studiengänge sind auch 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. Die Lehramtsstudiengänge sowie das Studium in den Fächern Amerikanistik, Anglistik, Englische Sprachwissenschaft und Englische Philologie in den Bachelor-, Magister- und Masterstudiengängen sind geregelt durch die derzeit gültigen Prüfungsordnungen (LPO I, MPO, BPO u. ZPO).

1.2.2 Neue Studienordnungen zum WS 08/09

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

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. Die **Einführungskurse** Linguistik und Literaturwissenschaften, sowie Kulturwissenschaften (Introd. to British / American Studies) werden je 3-stündig. Die **General Language Courses** heißen ab WS 08/09 GLC A (entspr. GLC II), GLC B (entspr. GLC III) und GLC C (entspr. GLC IV), und sind jeweils 3-stündig. **GLC V** wird weiterhin in der alten Form weitergeführt für diejenigen, die ihn als Pflichtschein benötigen. Die beiden bisherigen Pflichtvorlesungen „**Phonetics**“ und „**History**“ werden mittelfristig auslaufen (siehe Hinweis bei den Kursbeschreibungen und im Internet!). Die Kurse Englisch-Deutsch-Übersetzung tragen nun den Titel „**Sprachmittlung**“.

Die Verteilung der Leistungspunkte bleibt für die „alten“ Studiengänge unverändert (→ vgl. Tabelle 1.2.3a sowie 1.2.4a-c), 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. Auch bei der Anmeldung über FlexNow müssen Sie dies berücksichtigen!

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

Bei Studienbeginn ab WS 08/09 verlaufen sowohl die Bachelor- als auch die Lehramtsstudiengänge nach einem modularisierten Studienmodell. Bei Studienbeginn vor WS 08/09 gilt dies für alle BA- und Masterstudiengänge, sowie Lehramt Englisch (Gymnasium) im Grundstudium.

Beim modularisierten Studienmodell müssen Leistungspunkte oder Credit Points gesammelt werden, die Auskunft über die mit einer Veranstaltung verbundene Arbeitslast geben. Über die Zusammensetzung der Module in den jeweiligen Fächern sowie über die Verteilung von Leistungspunkten auf die Veranstaltungstypen können Sie sich in der Koordinierungsstelle Modularisierung informieren (PT 3.0.24 bzw. → www-modul.uni-r.de).

	Kurstyp	LP (alt)*	LP (neu)*
Vorlesungen	1 SWS, mit Leistungsnachweis	3 / 4 **	--
	2 SWS, mit Leistungsnachweis	8	4
Sprachpraxis	GLC I	2	--
	GLC II (GLC A)	4	3
	GLC III (GLC B)	6	4
	Composition	3	3
	Engl.-dt. Übersetzung III	3	--
	GLC IV (GLC C) / GLC V (4 SWS)	8 ***	4
	weitere sprachpraktische Kurse des Hauptstudiums, zB. EDÜ IV (2 SWS)	4 ***	--
	Writing, Communication, Presentation, Academic Writing (BA / Lehramt), Grammar, Language Analysis, Sprachmittlung	--	3
Linguistik / Literaturwissensch. / Kulturwissensch.	Einführungskurse (Linguistik / Literaturwissenschaft)	4	4
	Proseminar	7	4
	Einführungskurse British / American Studies („Cultural Studies Survey“)	6	4
	Contemp. British/American Studies	--	1
	Altengl./Mittelengl. Sprache u. Kultur	8	4
	Hauptseminar	10 ***	7
	Cultural Studies Advanced	8	5
	Text Analysis	--	2
Grundwissen	Prüfung Grundwissen Fachwissenschaft	11	--

*: „alt“ bezieht sich auf die alten Prüfungsordnungen (gültig bei Aufnahme des Studiums bis einschl. SoSe08), „neu“ bezieht sich auf die neuen Prüfungsordnungen (gültig bei Studienbeginn ab WS08/09); siehe auch Erläuterungen bei Punkt 1.2.2

**: je nach Auflistung im Modulkatalog.

***: Bei Prüfung nach MPO v. 07.06.1995 in d. Änderungsfassung v. 10.09.2001: HS 12 LP, GLC IV u. V: je 10 LP, weitere sprachprakt. Kurse des Hauptstudiums je 5 LP

Tab. 1.2.3a: Verteilung der Leistungspunkte auf die Kurstypen

Auf den folgenden Seiten finden Sie eine **Aufstellung über alle Pflichtleistungen**, die in den einzelnen Studiengängen nach den verschiedenen Prüfungsordnungen und Studienempfehlungen erbracht werden müssen. Die Listen (vgl. auch Institutshomepage, URL s. Seite 3) zeigen Ihnen das Grundgerüst Ihres Studiums, das Sie Ihren Interessen und Bedürfnissen (etwa bezüglich der Prüfungsvorbereitung) entsprechend mit nicht obligatorischen Veranstaltungen ergänzen sollten.

Im Master- oder Bachelorstudiengang erworbene Scheine können nicht für die Masterstudiengänge (s.u.) verwendet werden.

1.2.4 Tabellen der Pflichtleistungen

→ s. folgende Seiten, u. vgl. auch Erläuterungen unter Punkt 1.2.2!

Tab. 1.2.4a: **Lehramt:** Pflichtleistungen (**Studienbeginn VOR WS08/09**)

siehe Lehramtsprüfungsordnung (LPO I) v. **07.11.2002**

Diese Aufstellung gilt bei Eintritt ins Lehramtsstudium bis einschließlich SoSe 08. Zur Änderung einiger Kursbezeichnungen siehe auch Punkt 1.1.2!

Grundstudium

		LA vertieft	LA nicht vertieft	Erweiterung m. Englisch
	Placement Test	ja	ja	ja
BASISMODUL SPRACHPRAXIS	GLC I u./o. II (GLC A)	ja (2+4LP)	ja	keine Scheine erforderlich, lediglich 2 Semester Immatrikulation und Examen
	GLC III (GLC B)	ja (6LP)	ja	
	Composition	ja (3LP)	nein ¹	
	Exercises English Pronunciation	nein (außer als „remedial course“)		
BASISMODUL SPRACH- WISSENSCHAFT	VL Phonetik ²	ja (3LP)	ja	
	VL Sprachgeschichte ²	ja (3LP)	nein	
	Einf. Sprachwissenschaft	ja (4LP)	ja	
	PS Sprachwissenschaft	ja (7LP)	ja	
BASISMODUL LITERATUR- U. KULTUR- WISSENSCHAFT ³	Einf. Literaturwissenschaft	ja (4LP)	ja	
	PS Literaturwissenschaft	ja (7LP)	ja	
	Intro. Brit. /Am. Studies (Cultural Studies Survey)	ja (6LP)	nein	
	Einf. Fachdidaktik	ja	ja	
	Prüfung Grundwissen Fachwissenschaft (in Linguistik od. Literatur- u. Kulturwiss.)	ja (11LP)	nein	

Hauptstudium

GLC IV (GLC C)	ja	ja	S.O.
ED-Übers. IV (od. Sprachmittl. 1)	ja	ja	
GLC V	ja	nein	
AE o. ME	ja	nein	
HS Sprachwissenschaft	ja ⁴	nein; evtl. 1 HS für LA Realschule (wahlweise im anderen Fach) ¹	
HS Literaturwissenschaft	ja ⁴		
Cultural Studies (Adv.)	nein	nein	
Fachdidaktik	ja: Oberkurs	ja: 2 Proseminare	
Abschlussarbeit	ja (ein Fach)	ja (ein Fach)	nein

Fremdsprachenkenntnisse:

- **Lehramt vertieft** (Gy): mind. gesicherte Lateinkenntnisse + Grundkenntn. e. mod. roman. Sprache (ZPO §28) bzw. Kenntnisse in einer zweiten modernen Fremdsprache (LPO §68)
- **Lehramt nicht vertieft** (RS, HS, GS): Grundkenntnisse e. zweiten Fremdsprache (LPO §48)
- **Erweiterung** mit Englisch: Latinum (vertieft), bzw. Grundkenntn. e. 2. Fremdspr. (n. vert.)

Praktika:

- **Lehramt vertieft** (Gy): Orientierungspraktikum + Blockpraktikum + Betriebspraktikum + studienbegleitendes Praktikum (LPO §38)
- **Lehramt nicht vertieft** (RS, HS, GS): Orientierungspraktikum + schulpädagog. u. fachdidakt. Blockpraktikum+ Betriebspraktikum + studienbegleit. Praktikum (LPO §38)

¹ Bei nicht vertieft Studierenden für Teilnahme am Hauptseminar erforderlich: Composition, GLC III, Vorlesung Phonetik, je Einführungskurs und Proseminar in Linguistik und Literaturwissenschaft.

² Bitte beachten Sie die Hinweise zu den beiden VL Phonetik und History im Kommentarteil.

³ Die Veranstaltungen des Basismoduls, sowie das HS Literatur des Hauptstudiums können frei aus den Bereichen der Anglistik und Amerikanistik gewählt werden.

⁴ Es ist nicht möglich, beide Hauptseminare in einem Teilfach zu absolvieren; die Prüfungsordnung fordert je ein Hauptseminar in Sprach- und Literaturwissenschaft.

Tab. 1.2.4b: Bachelor: Pflichtleistungen (Studienbeginn VOR WS 08/09)

Siehe Bachelorprüfungsordnung (BPO) v. 05.07.2004 in der Änderungsfassung vom 21.09.2006

Diese Aufstellung gilt für alle Studierenden in den Bachelorstudiengängen, die ihr Studium ab WS 03/04 bis einschl. SoSe 08 aufgenommen haben, oder innerh. dieses Zeitraums ins Hauptstudium eingetreten sind. Zur Änderung einiger Kursbezeichnungen siehe auch Punkt 1.1.2!

Grundstudium

		BA-FACH OD. 2.HAUPTFACH AMERIKANISTIK, ANGLISTIK, ENGL. SPRACHWISSENSCHAFT ODER ENGL. PHILOLOGIE ¹	NEBENFACH AMERIKANISTIK, ANGLISTIK ODER ENGLISCHE. SPRACHWISSEN- SCHAFT
	EFV	ja	ja
BASISMODUL SPRACHPRAXIS	GLC I u./o. II (GLC A)	ja (2+4LP)	ja (2+4LP)
	GLC III (GLC B)	ja (6LP)	ja (6LP)
	Composition	ja (3LP)	ja (3LP)
	Exercises English Pronunciation	nein (außer als „remedial course“)	
BASISMODUL SPRACH- WISSENSCHAFT	VL Phonetik²	ja (3LP)	Basismodul Sprachwissenschaft - oder - Basismodul Literatur- u. Kulturwissen- schaft
	VL Sprachgeschichte²	ja (3LP)	
	Einf. Sprachwissenschaft	ja (4LP)	
	PS Sprachwissenschaft	ja (7LP)	
BASISMODUL LITE- RATUR- U. KULTUR- WISSENSCHAFT	Einf. Literaturwissenschaft	ja (4LP)	Basismodul Literatur- u. Kulturwissen- schaft
	PS Literatur- u. Kulturwiss	ja (7LP)	
	Intro. Brit. /Am. Studies (Cultural Studies Survey)	ja (6LP)	
	Prüfung Grundwissen Fach- wissenschaft (in Linguistik od. Literatur- u. Kulturwiss.)	ja (11LP)	nein (auch dann nicht, wenn die ZP in diesem Fach beantragt wird)

Hauptstudium

	BA-FACH AMERIKANISTIK, ANGLISTIK, ENGL. SPRACHWISSENSCHAFT	NF od. 2. HF AMERIKANISTIK, ANGLISTIK ODER ENGLISCHE. SPRACHWISSEN- SCHAFT
GLC IV (GLC C)	ja (8LP)	
HS aus dem BA-Fach	ja (10LP)	
AUßERDEM	mind. 12 weitere LP aus dem BA-Fach	
	<i>insges. mind. 50 LP, davon mind. 30LP aus Veranstaltungen des Hauptstudiums des B.A.-Faches; die restlichen 20 LP können aus dem BA-Fach, aus dem 2. HF oder den Nebenfächern, sowie aus einer Auswahl von zulässigen Kursen (einsehbar über die Homepage der Mo- dularisierungsstelle) stammen.</i>	
BA-Arbeit im BA-Fach	ja; max. 30-seitige Arbeit (10LP)	

Fremdsprachenkenntnisse:

- mind. lateinische Sprachkenntnisse + Grundkenntn. e. modernen romanischen Sprache, bei Amerikanistik muß dies Französisch od. Spanisch sein (ZPO §28)

¹ Englische Philologie kann nur als 2. Hauptfach belegt werden. Es kann nicht als B.A.-Fach gewählt werden

² Bitte beachten Sie die Hinweise zu den beiden VL Phonetics und History im Kommentarteil.

Tab. 1.2.4c: **Magister: Pflichtleistungen**

Magisterstudiengänge (bei Prüfung nach der MPO vom 12.05.2003) *
 (zur Änderung einiger Kursbezeichnungen siehe auch Punkt 1.2.2)
 (keine Neueinschreibungen mehr)

Grundstudium

		MA HAUPTFACH* ENG. PHILOLOGIE, AMERIKANISTIK, ANGLISTIK O. ENGL. SPRACHWISS.	MA NEBENFACH* AMERIKANISTIK, ANGLISTIK O. ENGL. SPRACHWISS.
	Placement Test	ja	ja
BASISMODUL SPRACHPRAXIS	GLC I u./o. GLC II (GLC A)	ja (2+4LP)	ja (2+4LP)
	GLC III (GLC B)	ja (6LP)	ja (6LP)
	Composition	ja (3LP)	ja (3LP)
	Exercises in English Pronunciation	nein (außer als „remedial course“)	
BASISMODUL SPRACH-WISSENSCHAFT	Vorlesung Phonetik¹	ja (3LP)	Basismodul Sprachwissenschaft - oder - Basismodul Literatur- und Kulturwissenschaft
	Vorlesung Sprachgeschichte¹	ja (3LP)	
	Einf. Sprachwissenschaft	ja (4LP)	
	PS Sprachwissenschaft	ja (7LP)	
BASISMODUL LITERATUR- U. KULTUR-WISSENSCHAFT	Cultural Studies (Survey)	ja (6LP)	Basismodul Literatur- und Kulturwissenschaft
	Einf. Literaturwissenschaft	ja (4LP)	
	PS Literatur- u. Kulturwiss.	ja (7LP)	
	Prüfung Grundwissen Fachwissenschaft Linguistik <u>od.</u> Literatur- u. Kulturwiss.	ja (11LP)	nein

Hauptstudium

AUFBAUMODUL SPRACHPRAXIS	GLC IV (GLC C) (8LP)	ja	ja
	GLC V (8LP)	ja	nein
AUFBAUMODUL AMERIKANISTIK A	HS Am. Lit.- u. Kulturwiss. (10LP)	Engl. Philologie:* ein Aufbaumodul Sprachwissenschaft + ein Aufbaumodul Anglistik o. Amerikanis- tik + 8LP*	ein Aufbaumodul aus dem gewählten Fach + 4LP*
	Cultural Studies (Adv.) (8LP)		
AUFBAUMODUL AMERIKANISTIK B	HS Am. Lit.- u. Kulturwiss. (10LP)		
	VL Am. Lit.- u. Kulturwiss. (8LP)		
AUFBAUMODUL ANGLISTIK A	HS Eng. Lit.- u. Kulturwiss. (10LP)		
	Cultural Studies (Adv.) (8LP)		
AUFBAUMODUL ANGLISTIK B	HS Engl. Lit.- u. Kulturwiss. (10LP)	Amerikanistik*, Anglis- tik*, Engl. Sprachwis- senschaft:*	
	VL Engl. Lit.- u. Kulturwiss. (8LP)		
AUFBAUMODUL ENGL. SPRACH- WISSENSCHAFT A	HS Sprachwissenschaft(10LP)		
	Einf. AE o. ME (8LP)		
AUFBAUMODUL ENGL. SPRACH- WISSENSCHAFT B	HS Sprachwissenschaft(10LP)		
	VL Sprachwissenschaft (8LP)		
	Abschlussarbeit	ja, im 1. Hauptfach (30LP)	

Fremdsprachenkenntnisse:

- Latinum / mind. lateinische Sprachkenntnisse + Grundkenntnisse in e. mod. romanischen Sprache (ZPO u. MPO) (Im Fall von **Amerikanistik: Spanisch oder Französisch; MPO**)

* **Achtung:** unbedingt darauf achten, daß **im Hauptstudium genügend LP** erbracht werden (60LP HF, 30LP NF); zusätzlich zu den Pflichtkursen braucht man also **noch mind. 1 extra Schein** aus dem Hauptstudium des gewählten Faches!!

¹ Bitte beachten Sie die Hinweise zu den beiden VL Phonetics und History im Kommentarteil.

Tab. 1.2.4d: Lehramt: Pflichtleistungen (Studienbeginn ab WS 08/09)

Lehramtsstudiengänge Englisch (LPO I vom **13.03.2008**, §§44 u. 64)

Diese Aufstellung gilt bei Eintritt ins Lehramtsstudium ab WS 08/09.

	<i>Bestehen des EFV für alle verpflichtend!</i>	LA Gymnasium	LA Realschule	LA Grund- u. Hauptschule
Basismodul Sprachpraxis	GLC A (3LP)	ja	ja	ja
	GLC B (4LP)	ja	ja	ja
	Composition (3LP)	ja	ja	ja
	Exercises Pronunciation	nein (außer als „remedial course“)		
Basismodul Sprach- wissenschaft	Intro. Linguistics (4LP)	ja	ja	ja
	V Structure (4LP)	ja	ja	ja
	V Uses (4LP)	ja	ja	ja
Basismodul Literatur- wissenschaft	Intro. Literature (4LP)	ja	ja	ja
	PS EngLit III 20th/21st c. (4LP)	ja	ja	eins von bei- den ²
	PS AmLit II 20th/21st c. (4LP)	ja	ja	
Basismodul Kultur- wissenschaft	Intro. Brit.Stud. (4LP)	ja	ja	ja
	Intro. Am.Stud. (4LP)	ja	ja	ja
	Contemp. Brit. Cult. (1LP)	ja	ja	--
	Contemp. Am.Cult. (1LP)	ja	ja	--
Vertiefungsmodul Sprachpraxis	GLC C (4LP)	ja	ja	ja
	Grammar (3LP)	ja	ja	ja
	Lang. Analysis (3LP)	ja	ja	ja
	Sprachmittlung 1 (3LP)	-- (empfohlen!)	ja	ja
Vertiefungsmodul Linguistik (bzw. „Fachwiss.“)¹	PS Linguistics (4LP)	ja	--	--
	AE od. ME (4LP)	ja	--	--
	Text Analysis (2LP)	ja	ja	ja
Vertiefungsmodul Literaturwissen- schaft (bzw. „Fachwiss.“)	PS EngLit II 19th c. (4LP)	ja	--	PS EngLit III od. AmLit II (s.o.) ²
	PS AmLit I Beg.-19th c. (4LP)	ja	--	
	Rev. EngLit (1LP)	ja	ja	--
	Rev. AmLit (1LP)	ja	ja	--
Profilmodul Skills Lehramt	Sprachmittlung 2 (3LP)	ja	--	--
	Ac. Writing (3LP)	ja	--	--
Profilmodul Ang- listik / Amerika- nistik / Linguistik³	Vorlesung (4LP)	ja	--	--
	HS (7LP) od. CS-Adv. (5LP)	ja	--	--
	HS (7LP)	ja	--	--
Modul Fachdidaktik Englisch	Einf. Fachdid. (3LP)	ja	ja	ja
	PS Interkult. Lernen (4LP)	--	ja	ja
	Zentr. Aspekte (2LP)	--	ja	ja
	Fachdid. Oberkurs (4LP)	ja	--	--
	Theorie & Praxis (3LP)	ja	ja	ja
Abschlußarbeit	ja, Zulassungsarbeit in einem Fach (10 LP)			

Fremdsprachenkenntnisse:

- **Lehramt vertieft** (Gy): gesicherte Lateinkenntnisse + Niveau A2 des Europ. Referenzrahmens einer weiteren modernen Fremdsprache
- **Lehramt nicht vertieft** (RS, HS, GS): Niveau A2 des Europ. Referenzrahmens in einer romanischen Fremdsprache

¹ Bei Lehramt nicht vertieft wird nicht zwischen den Vertiefungsmodulen „Linguistik“ und „Literaturwissenschaft“ unterschieden; die Pflichtveranstaltungen (Text Analysis, Rev. EngLit und Rev. AmLit) werden in das Vertiefungsmodul „Fachwissenschaft“ eingebracht.

² Bei LA Grund- und Hauptschule müssen die beiden Proseminare „EngLit III“ und „AmLit II“ beide besucht werden – eines wird im Basismodul, das andere im Vertiefungsmodul verwendet.

³ Im Profilmodul LA vertieft erfolgt eine Spezialisierung auf einen der drei Schwerpunktbereiche (entweder Anglistik, oder Amerikanistik, oder Linguistik), aus welchem die drei Veranstaltungen belegt werden müssen.

Tab. 1.2.4e: BA Amerikanistik/American Studies (Studienbeginn ab WS08/09)

Pflichtleistungen (bei Prüfung nach der BPO vom 21.7.2008)

Diese Aufstellung gilt für alle Studierenden in den Bachelorstudiengängen, die ihr Studium in einem der genannten Fächer ab WS 08/09 aufnehmen.

		BA-Fach Amerikanistik	2. HF Amerikanistik	Nebenfach Amerikanistik
	Eignungsfeststellungsverf.	ja	ja	ja
Basismodul Sprachpraxis	GLC A (3LP)	ja	ja	ja
	GLC B (4LP)	ja	ja	ja
	Composition (3LP)	ja	ja	ja
	Exercises Pronunciation	nein (außer als „remedial course“)		
Basismodul Sprachwissenschaft	Intro. Linguistics (4LP)	ja	ja	--
	V Structure (4LP)	ja	ja	--
	V Uses (4LP)	ja	ja	--
Basismodul Literaturwissenschaft	Intro. Literature (4LP)	ja	ja	ja
	PS EngLit III 20th/21st c. (4LP)	ja	ja	--
	PS AmLit II 20th/21st c. (4LP)	ja	ja	ja
	PS AmLit I Beg.-19th c. (4LP)	--	--	ja
Basismodul Kulturwissenschaft	Intro. Brit.Stud. (4LP)	ja	ja	ja
	Intro. Am.Stud. (4LP)	ja	ja	ja
	Contemp. Brit. Cult. (1LP)	ja	ja	ja
	Contemp. Am. Cult. (1LP)	ja	ja	ja
Vertiefungsmodul Sprachpraxis¹	GLC C (AmE) (4LP)	ja	ja	--
	Writing (AmE) (3LP)	ja	--	--
	Communic. (AmE) (3LP)	ja	ja	--
Vertiefungsmodul Literaturwissenschaft	PS EngLit II 19th c. (4LP)	ja	--	--
	PS AmLit I Beg.-19th c. (4LP)	ja	--	--
	Rev. EngLit (1LP)	ja	--	--
	Rev. AmLit (1LP)	ja	--	--
Vertiefungsmodul American Studies	PS Pol. Inst. (4LP)	ja	ja	--
	PS AmSt. (4LP)	ja	ja	--
	VL AmSt. (4LP)	ja	ja	--
Profilmodul Skills B.A.	Presentation (AmE) (3LP)	ja	--	--
	Ac. Writing (AmE) (3LP)	ja	--	--
Profilmodul Amerikanistik	Vorlesung Am. Stud. (4LP)	ja	--	--
	CS-Adv. Am. Stud.(5LP)	ja	--	--
	HS Am. Studies (7LP)	ja	--	--

Fremdsprachenkenntnisse: zwei Fremdsprachen, darunter mind. eine moderne

¹ Die sprachpraktischen Veranstaltungen aus dem Vertiefungs- und Profilmodul müssen bei einem Dozenten der Amerikanistik gewählt werden müssen.

Tab. 1.2.4f: BA Anglistik (Studienbeginn ab WS08/09)

Pflichtleistungen (bei Prüfung nach der BPO vom 21.7.2008)

Diese Aufstellung gilt für alle Studierenden in den Bachelorstudiengängen, die ihr Studium in einem der genannten Fächer ab WS 08/09 aufnehmen.

		BA-Fach Anglistik	2. HF Anglistik	Nebenfach Anglistik
	Eignungsfeststellungsverf.	ja	ja	ja
Basismodul Sprachpraxis	GLC A (3LP)	ja	ja	ja
	GLC B (4LP)	ja	ja	ja
	Composition (3LP)	ja	ja	ja
	Exercises Pronunciation	nein (außer als „remedial course“)		
Basismodul Sprachwissenschaft	Intro. Linguistics (4LP)	ja	ja	--
	V Structure (4LP)	ja	ja	--
	V Uses (4LP)	ja	ja	--
Basismodul Literaturwissenschaft	Intro. Literature (4LP)	ja	ja	ja
	PS EngLit III 20th/21st c. (4LP)	ja	ja	ja
	PS AmLit II 20th/21st c. (4LP)	ja	ja	--
	PS EngLit II (4LP)	--	--	ja
Basismodul Kulturwissenschaft	Intro. Brit.Stud. (4LP)	ja	ja	ja
	Intro. Am.Stud. (4LP)	ja	ja	ja
	Contemp. Brit. Cult. (1LP)	ja	ja	ja
	Contemp. Am.Cult. (1LP)	ja	ja	ja
Vertiefungsmodul Sprachpraxis¹	GLC C (BrE) (4LP)	ja	ja	--
	Writing (BrE) (3LP)	ja	--	--
	Communic. (BrE) (3LP)	ja	ja	--
Vertiefungsmodul Literaturwissenschaft	PS EngLit II 19th c. (4LP)	ja	--	--
	PS AmLit I Beg.-19th c. (4LP)	ja	--	--
	Rev. EngLit (1LP)	ja	--	--
	Rev. AmLit (1LP)	ja	--	--
Vertiefungsmodul British Studies	PS EngLit I (4LP)	ja	ja	--
	PS Brit.Stud. (4LP)	ja	ja	--
	VL Brit.Stud. (4LP)	ja	ja	--
Profilmodul Skills B.A.	Presentation (BrE) (3LP)	ja	--	--
	Ac. Writing (BrE) (3LP)	ja	--	--
Profilmodul Anglistik	Vorlesung Brit.Stud.(4LP)	ja	--	--
	CS-Adv. Brit.Stud.(5LP)	ja	--	--
	HS British Studies(7LP)	ja	--	--

Fremdsprachenkenntnisse: zwei Fremdsprachen, darunter mind. eine moderne

¹ Die sprachpraktischen Veranstaltungen aus dem Vertiefungs- und Profilmodul müssen bei einem Dozenten der Anglistik gewählt werden müssen.

Tab. 1.2.4g: BA English Linguistics (Studienbeginn ab WS08/09)

Pflichtleistungen (bei Prüfung nach der BPO vom 21.7.2008)

Diese Aufstellung gilt für alle Studierenden in den Bachelorstudiengängen, die ihr Studium in einem der genannten Fächer ab WS 08/09 aufnehmen.

		BA-Fach Eng.Linguistik	2. HF Eng.Linguistik	Nebenfach Eng.Linguistik
	Eignungsfeststellungsverf.	ja	ja	ja
Basismodul Sprachpraxis	GLC A (3LP)	ja	ja	ja
	GLC B (4LP)	ja	ja	ja
	Composition (3LP)	ja	ja	ja
	Exercises Pronunciation	nein (außer als „remedial course“)		
Basismodul Sprach- wissenschaft	Intro. Linguistics (4LP)	ja	ja	ja
	V Structure (4LP)	ja	ja	ja
	V Uses (4LP)	ja	ja	ja
Basismodul Literatur- wissenschaft	Intro. Literature (4LP)	ja	ja	--
	PS EngLit III 20th/21st c. (4LP)	ja	ja	--
	PS AmLit II 20th/21st c. (4LP)	ja	ja	--
	PS EngLit II / AmLit I (4LP)	--	--	--
Basismodul Kultur- wissenschaft	Intro. Brit.Stud. (4LP)	ja	ja	ja
	Intro. Am.Stud. (4LP)	ja	ja	ja
	Contemp. Brit. Cult. (1LP)	ja	ja	ja
	Contemp. Am.Cult. (1LP)	ja	ja	ja
Vertiefungsmodul Sprachpraxis¹	GLC C (AmE/BrE) (4LP)	ja	ja	--
	Writing (AmE/BrE) (3LP)	ja	--	--
	Communic. (AmE/BrE) (3LP)	ja	ja	--
Vertiefungsmodul Linguistik A	PS Linguistics (4LP)	ja	--	--
	AE od. ME (4LP)	ja	--	--
	Text Analysis (2LP)	ja	--	--
Vertiefungsmodul Linguistik B	PS Ling. (od. VL Ling) (4LP)	ja	ja	--
	PS Ling. (4LP)	ja	ja	--
	VL Ling. (4LP)	ja	ja	--
Profilmodul Skills B.A.	Presentation (AmE/BrE) (3LP)	ja	--	--
	Ac. Writing (AmE/BrE) (3LP)	ja	--	--
Profilmodul Linguistik	Vorlesung Ling.(4LP)	ja	--	--
	HS Ling. (7LP)	ja	--	--
	HS Ling. (7LP)	ja	--	--

Fremdsprachenkenntnisse: zwei Fremdsprachen, darunter mind. eine moderne

¹ Die sprachpraktischen Veranstaltungen aus dem Vertiefungs- und Profilmodul bei Anglistik und Amerikanistik müssen bei einem Dozenten der jeweiligen Varietät gewählt werden müssen. Bei BA Engl. Linguistik steht die Wahl der Varietät frei.

Tab. 1.2.4h: Master: Pflichtleistungen

Obligatorische Leistungen in den Masterstudiengängen (bei Prüfung nach der Masterprüfungsordnung vom 11.01.2006 in der Änderungsfassung vom 25.06.2007)

Master English Linguistics	Master British Studies	Master American Studies	Master European-American Studies
ELG-M31: Kernmodul (20LP)	BLK-M31: Kernmodul (20LP)	AMS-M31: Kernmodul (20LP)	EAS-M30: Kernmodul (20LP)
Readings in Linguistics (8LP) AE/ME/ EModE ¹ (8LP) Academic Writing (4LP)	Reading and Discussion (6LP) Kolloq. Anglistik (10LP) Academic Writing (4LP)	Fundamentals of Am.Stud. (8LP) Reading and Discussion (8LP) Academic Writing (4LP)	Readings Europ.-Am. Relations (8LP) Transatlant. Institutions (8LP) Academic Skills (4LP)
ELG-M32: Structures of English (28LP)	BLK-M32: British Studies I (22LP)	AMS-M32: American Studies I (26LP)	EAS-M31: Vertiefungsmodul (34LP)
HS/OS Engl. Linguistics (10LP) V Engl. Linguistics (8LP) Adv. AE/ME/EModE (10LP)	HS British Studies (10LP) V Modern Theories of Lit. (4LP) CS-Adv. Brit.Isles (8LP)	HS American Studies (10LP) V American Studies (8LP) CS-Adv. USA (8LP)	S/HS Cultural Relations (10LP) V International Politics (8LP) CS-Adv. Europ-Am. Studies (8LP) V/S American or European Topics (8LP)
ELG-M33: Uses of English (22LP)	BLK-M33: British Studies II (28LP)	AMS-M33: American Studies II (min. 24LP)	EAS-M32 od. M33 od. M34 (24LP)²
HS/OS Engl. Linguistics (10LP) V Engl. Linguistics (8LP) Veranstaltung Engl. Ling. o.ä. (min. 4LP)	V British Studies (8LP) HS British Studies (10LP) HS British Studies (10LP)	HS/OS American Studies (10LP) Veranstaltung Am. Studies (min 7LP) Veranstaltung Am. Studies (min 7LP)	Veranstaltung (8LP) ² Veranstaltung (8LP) ² Veranstaltung (8LP) ²
ELG-M34: Projekt-/Praxismodul (20LP)	BLK-M34: Projekt-/Praxismodul (20LP)	AMS-M34: Projekt-/Praxismodul (20LP)	EAS-M35: Projekt-/Praxismodul (12LP)
ELG-M35: Masterarbeit (30LP)	BLK-M35: Masterarbeit (30LP)	AMS-M35: Masterarbeit (30LP)	EAS-M36: Masterarbeit (30LP)
S/Kolloquium (6LP) MA-Thesis (24LP)	Research Workshop (6LP) MA-Thesis (24LP)	Research Workshop (6LP) MA-Thesis (24LP)	Research Workshop (6LP) MA-Thesis (24LP)
Gesamt: 120 LP	Gesamt: 120 LP	Gesamt: 120 LP	Gesamt: 120 LP

→ Allgemeine Informationen und Voraussetzungen:

- *Voraussetzungen:*
 - B.A. oder äquivalenter Abschluß in einem fachlich relevanten Gebiet
 - sehr gute Englischkenntnisse
 - i.d.R. mind. 6-monatiger Aufenthalt in e. englischsprachigen Land (MA British Studies od. Engl. Linguistics), bzw. Nordamerika (MA American Studies); 2 Monate (Nordamerika) für European-American Studies
- *Struktur:*
 - die 5 Module (insges. 120 LP) sollten in 4 Semestern absolviert werden, also sollten pro Semester ca. je 30 LP erbracht werden
 - das jeweilige Kernmodul soll innerh. d. beiden ersten Semester abgeschlossen werden

→ Weitere Informationen: Homepage des Instituts (> Studium > Master) + www-modul.uni-r.de

¹ Falls e. solche Einführung im Rahmen e. BA-Studiums absolviert wurde, muß hier e. andere Sprachstufe gewählt werden.

² Die 3 Veranstaltungen müssen aus einem Themenbereich stammen:

- europäisch-amerikanische Sprachbeziehungen für EAS-M32, *oder*
- europäisch-amerikanischen Beziehungen in Literatur und Kultur für EAS-M33, *oder*
- europäisch-amerikanische Beziehungen in Geschichte o. Politik o. Wirtschaft für EAS-M34.

1.3 Allgemeine Informationen zu den Kursen

1.3.1 Unterrichtssprache

Lehrveranstaltungen mit englischsprachigem Titel werden auf Englisch durchgeführt.

1.3.2 Regelungen zum Rücktritt aus Veranstaltungen

Ansichts der großen Nachfrage nach Plätzen in den Kursen – und damit aus Gründen der Fairness allen Studierenden gegenüber – werden **alle gewählten und nach der dritten Vorlesungswoche abgebrochenen Kurse als nicht bestanden gewertet**. Nach Rücksprache mit den jeweiligen Dozenten können Härtefälle berücksichtigt werden und Gasthörer an der Veranstaltung teilnehmen bzw. bei möglichen Rücktritten nach der dritten Vorlesungswoche als reguläre Kursteilnehmer nachrücken. Veranstaltungen mit Leistungsnachweis dürfen bei Nichtbestehen (nur) einmal wiederholt werden.

1.3.3 Phonetics requirement

All students are required to have their phonetic (pronunciation) skills tested before receiving their GLC B (GLC III) Schein or FlexNow entry. You will be tested on your pronunciation after you have completed GLC B. Those who pass this oral exam will be given credit for it. Those who fail the exam will have to enroll in a lab course and pass the course before they can be given their Schein for GLC B.

We want to inform you of this at the beginning of your studies, as you have two semesters in which to improve your spoken English before you take this exam. You really should take every opportunity to speak and listen to English. Some suggestions include attending the English Stammtisch and the Anglistisch-amerikanistisches Filmgespräch and seeing a play performed by the English theater group, RUPs. Also, you can watch movies at home, listen to audio books, etc. For more structured practice, the department makes a set of CDs available which allow you to practice the individual sounds of English. These CDs are available from Dr. Dunphy during office hours.

1.4 Studieneinheiten (FKN)

Im Rahmen des Frei Kombinierbaren Nebenfachs für B.A.- und Masterstudiengänge der Philosophischen Fakultät IV werden die folgenden Studieneinheiten angeboten:

Großbritannienstudien

Am interdisziplinären Programm Großbritannienstudien sind derzeit neben der Anglistik die Englische Sprachwissenschaft, die Philosophie, Kunstgeschichte, Wissenschaftsgeschichte und Musikwissenschaft beteiligt. Informationen zu Kursangebot, Studienverlauf und Anforderungen sind erhältlich in der Koordinierungsstelle Modularisierung (www-modul.uni-r.de).

Nordamerika-Studien

Am interdisziplinären Programm Nordamerika-Studien sind neben der Amerikanistik die Englische Sprachwissenschaft, die Romanische Sprachwissenschaft, die Politikwissenschaft und die Geographie beteiligt; ein weiterer Ausbau ist vorgesehen. Informationen zu Kursangebot, Studienverlauf und Anforderungen sind erhältlich am Lehrstuhl für Amerikanistik (Prof. Hebel, PT 3.2.72/73, Tel.: 943-3477) und in der Koordinierungsstelle Modularisierung (www-modul.uni-r.de).

Fachsprachen

An dieser Studieneinheit sind v.a. die Sprachwissenschaften der Einzelphilologien und die Einrichtung der SFA (Studienbegleitende Fremdsprachenausbildung) beteiligt. Informationen zu der Studieneinheit sind bei Frau Prof. Fischer (PT 3.2.68, Tel.: 943-3473) und bei der Koordinierungsstelle Modularisierung (www-modul.uni-r.de) erhältlich.

1.5 Bekanntmachungen, Informationsveranstaltungen & Newsletter (neu!)

Sämtliche Bekanntmachungen werden im 2. Stock des Philosophikums im Bereich des Instituts für Anglistik und Amerikanistik an den entsprechenden Stellen **ausgehängt**.

Außerdem finden Sie weitere wichtige Informationen auf der **Homepage** des Instituts (www.uni-r.de/Fakultaeten/phil_Fak_IV/Anglistik/index.htm).

NEU: Seit Neuestem gibt es einen **Newsletter** des Instituts für Anglistik und Amerikanistik. Über diesen Newsletter werden wichtige Termine (Anmeldung zu Kursen, Anmeldetermine in FlexNow, etc.), zusätzliche Veranstaltungen oder Vorträge, und auch Neuerungen bei Studien- und Prüfungsordnungen bekannt gegeben. Wir würden Ihnen sehr empfehlen, diese Informationsquelle zu nutzen. Registrieren können Sie sich direkt online über die Homepage des Instituts (URL siehe S. 3).

Wie bereits in den vergangenen beiden 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. Informationen zur Änderung der Kursstruktur zum WS 08/09 finden Sie unter Punkt 1.2.2.

2. Wichtige Termine u. Fristen

2.1 Bewerber und Studienanfänger

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

Anmeldung zum EFV

Für alle Studienanfänger der Bachelorstudiengänge Anglistik, Amerikanistik und Englische Sprachwissenschaft sowie für Lehramt Englisch wird an unserem Institut ein **Eignungsfeststellungsverfahren (EFV)** durchgeführt. Eine **schriftliche Anmeldung** (welche automatisch die Anmeldung zum u.g. Test bedeutet) unter Beifügung einer Kopie des Abiturzeugnisses muß an folgende Adresse erfolgen:

Institut für Anglistik und Amerikanistik
- Studienorganisationsbüro (EFV)-
Universität Regensburg
93040 Regensburg

Anmeldeschluss für das Sommersemester ist der **15. Januar** und für das Wintersemester der **15. Juli** des jeweiligen Jahres.

*(Für **Englisch als Didaktikfach** im Rahmen einer Didaktikfächergruppe für Haupt- und Grundschulen gilt das EFV nicht. Hier gilt weiterhin die Regelung, daß man den u.g. Eignungstest bestehen muß (ohne Einberechnung der Abiturnote), um zu den Kursen zugelassen zu werden.)*

Eignungstest für Studienanfänger

Alle Studienanfänger (inkl. bei Didaktikfach Englisch) müssen vor Studienbeginn einen Eignungstest bestehen. Der Eignungstest ist Bestandteil des EFV. Dieser dient der Überprüfung vorhandener Kenntnisse auf dem Niveau des Abiturs und der Einstufung in sprachpraktische Kurse.

→ **Für alle Studienanfänger** (Lehramt und Bachelor) für SoSe 2009 findet der **Test** **am 12.2.2009** von 14-17 Uhr im Audimax statt. Es gibt keinen Ersatz- oder Nachholtermin!

Der dreistündige schriftliche Test in englischer Sprache überprüft Grammatik und Vokabular, sowie Kenntnisse zur Geschichte, Politik, Kultur und Sprache Großbritanniens und der USA. Grundlage sind die Lehrpläne für die gymnasiale Oberstufe, so dass außer den an der Schule verwendeten Materialien keine weiteren Vorbereitungsmittel notwendig sind. Ein Auffrischen der dort erworbenen Kenntnisse z.B. durch englischsprachige Zeitungen, Literatur, Filme etc. wird empfohlen.

Zulassung:

Die erfolgreich bestandene Eignungsfeststellung ist Voraussetzung dafür, dass sich die Bewerber in der Studentenzentrale einschreiben dürfen. Hierüber wird jedem Bewerber ca. 3 Wochen nach dem Test ein schriftlicher Bescheid zugesandt.

Ende der Einschreibefrist in der Studentenzentrale: siehe www.uni-r.de >> Studentenzentrale.

Regelung für Studenten, die bereits im SoSe 2008 für Lehramt Englisch immatrikuliert waren:

Für Studierende des Lehramts Englisch, die schon vor dem WS 08/09 an der Universität Regensburg für Lehramt Englisch immatrikuliert waren, jedoch den Eignungstest noch nicht erfolgreich bestanden haben, ist keine Voranmeldung und auch kein Einreichen des Abiturzeugnisses erforderlich. Es gilt weiterhin die Regelung, dass man lediglich den Eignungstest bestehen muß, um zu den Kursen zugelassen zu werden. Wer diesen Test nicht besteht, kann keine Pflichtkurse besuchen und keine Leistungsnachweise erbringen, da alle unsere Kurse in englischer Sprache angeboten werden und das im Eignungstest überprüfte Wissen voraussetzen.

Nähere Informationen finden Sie auf unserer Homepage (URL: siehe Seite 3) unter „Studium“ >> „Eignungsfeststellungsverfahren“.

2.1.2 Master-Studiengänge

Am Institut für Anglistik und Amerikanistik werden Master-Studiengänge in den Fächern **Amerikanistik** (*American Studies*), **Britische Literatur- und Kulturwissenschaft** (*British Studies*) und **Englische Linguistik** (*English Linguistics*) sowie **Europäisch-Amerikanische Studien** (*European-American Studies*) angeboten. Sie sind als konsekutive Studiengänge konzipiert, die auf einem ersten Studienabschluss aufbauen.

Voraussetzung für die Zulassung zum Master-Studiengang ist daher der Nachweis eines ersten Studienabschlusses aufgrund eines mindestens dreijährigen Hochschulstudiums, das dem Bachelor-Studium an der Universität Regensburg gleichwertig sein muss. Dieses Studium muss fachlich mit dem angestrebten Fach verwandt und mit überdurchschnittlichem Ergebnis abgeschlossen worden sein. Außerdem sollen die Interessenten ihre Eignung für den Master-Studiengang nachweisen. Dieser Nachweis erfolgt durch eine Darstellung des Lebenslaufs, des bisherigen Studienverlaufs und der Berufspläne. Daneben sollen relevante Studieninhalte und extracurriculare Aktivitäten belegt werden.

Die **Bewerbungsfrist** für die Zulassung zum Master-Studiengang endet am **15. Juli** des jeweiligen Jahres. Studienbeginn ist nur zum Wintersemester möglich.

Mehr Informationen zu Aufbau und Inhalten der Master-Studiengänge sowie zu weiteren Voraussetzungen wie z.B. Auslandsaufenthalt finden Sie auf den nächsten Seiten, und auf der Homepage des Instituts für Anglistik und Amerikanistik (URL siehe S. 3) unter „Studium“ >> „Bewerbungsinformationen zu den Master-Studiengängen“.

2.2 Online-Kursanmeldung (RKS)

1. Hinweise

Für alle anmeldungspflichtigen Kurse findet die allgemeine Anmeldung wie bisher elektronisch statt, jedoch gibt es seit WS 08/09 ein neues System (RKS), welches ein sichereres System, entspanntere Anmeldetage und ein faireres Endergebnis bietet.

a) weniger Streß

Das **neue Konzept basiert nicht mehr auf Schnelligkeit** bei der Anmeldung, es macht also keinen Unterschied, ob man sich gleich in der ersten Minute, oder erst am zweiten oder dritten Tag anmeldet (siehe Talersystem). Man hat somit mehr Zeit, die Kursplanung zusammenzustellen bzw. umzustellen, und auch eine Chance, mit langsamerer Internetverbindung oder wenn man zu Beginn des Anmeldezeitraums verhindert ist, in den gewünschten Kurs zu gelangen.

→ **Bitte also nicht alle zum Startzeitpunkt gleichzeitig einloggen, da sonst auch dieses System (wie jedes andere auch) überfordert wäre und u. U. zusammenbrechen könnte.**

b) Talersystem

Für jeden Kurstyp steht jedem Studierenden eine bestimmte Anzahl Spielgeld (Talern) zur Verfügung – beispielsweise insgesamt 12 Taler für alle GLC B – Parallelkurse. Durch die Verteilung von diesen Talern auf die Parallelkurse („Abgabe von Geboten“) kann man seinen Präferenzen Ausdruck verleihen. Diese 12 Taler können entweder alle auf einen Kurs gesetzt werden, oder auf mehrere Kurse verteilt werden (zB. Kurs 1: 8 Taler, Kurs 2: 4 Taler – sozusagen als „2. Wahl“). In der Gebotsübersicht kann man jederzeit einsehen, ob man bei aktuellem Stand mit der Höhe des abgegebenen Gebotes gute Chancen hat, im gewünschten Kurs unterzukommen, oder ob man mehr bieten sollte, oder (bei sehr großem Andrang) besser gleich auf einen Alternativkurs ausweicht, wo weniger Andrang herrscht. Bei mehreren Geboten gleicher Höhe (und weniger freien Kursplätzen) bestimmt das Los.

2. Anmeldung

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

→ <http://www-rks.uni-r.de/links.phtml>

Zum Einloggen benötigen Sie lediglich Ihre **NDS-Kennung** (z.B. abc12345), und schon sind Sie im System – also auf keine Mails mehr warten, keine Passwörter mehr vergessen, keine Probleme mit Spam-Filter, etc. ...; um Taler setzen zu können, müssen Sie sich mit NDS-Kennung und zugehörigem **Passwort** einloggen.

Im Menü (oben, blau hinterlegt) haben können Sie folgende Punkte wählen:

- **„Mein RKS“**: → Überblick über alle Kurse, für die Sie sich anmelden, Ihre Gebotshöhe, etc.
- **„Links“**: → Übersicht des **Kursangebotes**, für das man sich im RKS anmelden kann
- **„Home“**: → nützliche Infos und Wissenswertes
- **„FAQs“ und „Doku“**: → führt Sie zum „RKS-Wiki“, wo sich weitere Erklärungen finden

Weitere Informationen und eine Anleitung finden sich auf unserer **Institutshomepage** (URL: siehe S. 3) >> Studium >> Online-Anmeldung.

Auch bei der Einführungsveranstaltung für Erstsemester (siehe Punkt 1.1) wird das System ausführlich erklärt. An alle Erstsemester: bitte melden Sie sich erst nach der Einführungsveranstaltung für Ihre Kurse an, wenn Sie genau wissen, welche Kurse Sie wirklich benötigen. Bei Fragen können Sie sich gerne an Frau Wesslerle (PT 3.2.62) wenden.

Anmeldetermine:

- **Di, 14.4.09, 16 Uhr – Fr, 17.4.09, 10 Uhr:** für alle erstsemester-relevanten Kurse
- GLC A
 - *Introduction to English Linguistics*
 - *Introduction to English and American Literary Studies*
 - *Introductions British / American Studies*
- **Di, 24.2.09, 14 Uhr – Do, 5.3.09, 10 Uhr:** für alle anderen Kurstypen
(GLC B, C, V; *Composition; Übersetzung; Pronunciation Exercises; Proseminare, Seminare, Hauptseminare, Mittel-/Altenglisch, Cultural Studies Adv., Fachdid. vert., Examenskurse*)

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

Nach wie vor gelten **folgende Regelungen:**

- Prerequisites / Voraussetzungen:
 - Erstsemester: Nachweis des bestandenen EFV/Eignungstests für ALLE Kurse!
 - GLCs: setzen die Vorlage des entsprechenden vorangegangenen Kursscheins voraus
 - Proseminar: Vorlage des jeweiligen Einführungsscheins
 - Hauptseminar: Vorlage des Zwischenprüfungszeugnisses
- Persönliche und schriftliche Anmeldung:
 - **grundsätzlich nicht bzw. erst nach der Durchführung der elektronischen Anmeldung** möglich, sofern noch Plätze verfügbar sind.
- 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.

2.3 FlexNow-Anmeldung

FLEX NOW ist das System zur elektronischen Abwicklung des Prüfungswesens, das die Erstellung von Scheinen für erfolgreich bestandene Kurse ersetzt. Es verlangt, dass sich die **Studierenden selbst** jedes Semester für die Prüfung (= „Scheinerwerb“) in den von Ihnen belegten Veranstaltungen **anmelden**.

NB: Das Online-Anmeldeverfahren (s. 2.2) beinhaltet NICHT automatisch auch die Anmeldung für FlexNow, d.h., Sie müssen sich unbedingt noch separat in FlexNow anmelden.

Die **Anmeldepflicht** über **FlexNow** betrifft folgende Gruppen:

- bei **Studienbeginn bis einschl. SoSe 08:**
 - alle **BA**-Studenten (Grund- und Hauptstudium)
 - alle **Master**-Studenten
 - **Lehramt vertieft** (Gymnasium) im **Grundstudium** (bis einschl. zur ZP)

NICHT jedoch:

- Lehramt vertieft im Hauptstudium
 - alle Lehramt nicht vertieft (Real-, Haupt- und Grundschule)
 - alle Magisterstudenten
- bei **Studienbeginn ab WS 08/09:**
 - **alle Studierende** (BA, Master, Lehramt vertieft und nicht vertieft)

→ **FlexNow-Anmeldefrist** für Kurse des SoSe 2009: **Mo, 4. Mai – Fr, 22. Mai 2009 !!**

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

Ungeachtet dieses Anmeldezeitraums für FlexNow gilt weiterhin die Regelung des Instituts, nach der dritten Vorlesungswoche abgebrochene Veranstaltungen als erstmals nicht bestanden zu werten (siehe Punkt 1.3.2 „**Regelungen zum Rücktritt aus Veranstaltungen**“).

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

Bitte beachten:

Es werden **keine Nachmeldungen** mehr vorgenommen für Studierende, die den regulären Anmeldezeitraum verpasst haben!

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! Das Studienorganisationsbüro ist Ihnen dabei gerne behilflich.

2.4 Prüfung Grundwissen & Zwischenprüfung

(nur relevant bei Studium nach der „alten“ Studienordnung, also bei Studienbeginn bis einschl. SoSe 08, vgl. Tabellen 1.2.4a-c)

a) Prüfung Grundwissen Fachwissenschaft

Zu der 30-minütigen **mündlichen Prüfung** in Ihrem gewählten Teilgebiet müssen Sie sich zuerst über das Studienorganisationsbüro (PT 3.2.62) anmelden. **ZUSÄTZLICH** müssen Sie sich auch über FlexNow zu der Grundwissen-Prüfung melden.

Hierfür gelten **folgende Fristen** (siehe auch Homepage des Instituts u. Aushänge):

Prüfungstermin Grundwissen		1. Anmeldung beim Studienbüro		2. Anmeldung über FlexNow
Februar		ca. 7. – 15. Januar	<u>UND</u>	ca. 7. – 15. Januar
April				ca. 1. – 5. April
Juli		ca. 1. – 15. Juni		ca. 1. – 15. Juni
Oktober				ca. 1. – 5. Oktober

Die genauen Anmeldemodalitäten und Termine für Juli/Okt. werden *ab Mitte Mai 2009* durch Aushang 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).

Die **Verwendbarkeit** der einzelnen Veranstaltungen in den verschiedenen **Modulen** kann über eine Tabelle auf der Homepage des Instituts für Anglistik und Amerikanistik (URL siehe S. 3) unter „Studium“ eingesehen werden.

Englische Sprachwissenschaft

Pflichtvorlesungen der Basismodule Sprachwissenschaft

35 700 English Phonetics and Phonology
1 st., Di 9-10, H10

Fischer

This lecture gives a survey of the phonetic and phonological principles of English. It focuses on the production of speech (speech organs, sound classes, places and manners of articulation), principles of phonology (phonemes and allophones), and aspects of connected speech (suprasegmentals; phonetic, allophonic and phonological variation). As a system of transcription, the alphabet of the *International Phonetic Association* (IPA) will be used. – Requirements: Regular attendance and written final exam. The lecture is accompanied by *Übungen zur phonemischen Transkription* (see below).

Achtung: Diese Vorlesung ist verbindlich für alle Studierenden, die ihr Studium bis einschließlich SS 2008 aufgenommen haben, nicht aber mehr für Studienbeginner ab dem WS 2008/2009. Sie wird nur noch im SS 2009 und letztmalig im SS 2010 angeboten. Studierende, für die diese Veranstaltung noch verpflichtend ist, sollten diese Vorlesung jetzt absolvieren.

Background readings:

Davis, John F. 1998, *Phonetics and phonology*. Stuttgart: Klett.

Dretzke, Burkhard 1998. *Modern British and American English pronunciation*. Paderborn: Schöningh UTB.

Eckert, Hartwig & William Barry 2002. *The phonetics and phonology of English pronunciation. A coursebook with CD-ROM*. Trier: wvt.

Manual, available at Digital Print, Ludwig-Thoma-Str. 27 (in the week prior to the first lecture) / also as a pdf-file on K:\drive PT Anglistik Amerikanistik Fischer.

35 701 The Structure of English
2 st., Di 08:30-10, H 2

Schneider

This lecture constitutes an obligatory component in the „Basismodul Sprachwissenschaft“, and it can only be chosen after having passed an „Introduction to English Linguistics“ successfully. It is meant to provide a basic survey of the fundamental structural properties of the English language from a comparative, typological and historical perspective. As such, and together with the lecture „English in Use“, it also provides a systematic coverage of what the Bavarian „Kultusministerium“ has established as the so-called „core curriculum“

in English linguistics. The lecture will deepen and supplement some of the material you have learned in the "Introduction". In particular, the following topics will be covered: The status of English in the modern world; structural properties of modern English on the levels of phonetics and phonology, lexis (characteristics of the English word stock; theories systematizing word meanings); morphology (word formation, inflection); and syntax (approaches, sentence constituents, phrases, clauses, word order); the historical evolution of the language (periodization and external history; lexical growth; major sound changes with present-day consequences; the history of English morphology; the emergence of modern English syntactic structures); present-day diffusion and varieties of English. – Requirement for admission: course "Introduction to English Linguistics". – Requirements for a Schein: regular attendance, final exam. No registration required.

35 702 English in Use
2 st., Di 10-12, H 2

Fischer

This lecture constitutes an obligatory component in the "Basismodul Sprachwissenschaft" and can only be chosen after having passed an "Introduction to English Linguistics" successfully. It gives a survey of language use in different settings and situations. We will deal with the influence of participant characteristics and relationships on communication. The impact of cultural and societal norms on language behaviour will also be our focus of interest. Furthermore, we will tackle methodological questions; selected topics in applied linguistics will also be included. 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 will deepen and supplement some of the material you have learned in the "Introduction". In particular, the following topics will be covered: 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). – Requirement for admission: course "Introduction to English Linguistics" – Requirements for a Schein: regular attendance, final exam. No registration required.

Thematische Vorlesungen

35 704 American English
2 st., Mi 08:30-10, H 8

Schneider

This lecture will familiarize participants with the historical evolution, the structural characteristics, and the major varieties of American English. Topics to be dealt with will include the following: settlement history and its linguistic consequences; the notion of "Americanisms" and differences between British and American English (the coverage of which in many stereotypical listings leaves many problems unresolved); regional variation, American dialect geography, and dialect regions in the US; Southern English (as an example of the most distinctive dialect of American English); social variation and the methods and development of sociolinguistics; immigration, bilingualism, and ethnic varieties, especially African American English; and a look at ongoing processes of sound change and prospects for the future. Tape and video samples will be played to illustrate the respective dialects and varieties. – Requirements for a Schein: regular attendance, final exam. No registration required. – Recommended reading:

Walt Wolfram and Natalie Schilling-Estes, 2005. *American English: Dialects and Variation*. 2nd ed. Malden, Oxford: Blackwell;

Edgar W. Schneider, "Chapter 6: The Cycle in Hindsight: The Emergence of American English", in EWS, *Post-colonial English*. Cambridge: Cambridge University Press, 251-308

Einführungskurs

Introduction to English Linguistics
3 st.

35 706	Mo 16-18, ZH 6; Di 18-19, ZH 6	Kautzsch
35 707	Mo 16-18, PT 1.0.2; Di 18-19, ZH 4	Schleburg
35 708	Mo 16-18, PT 2.0.3A; Di 18-19, ZH 5	Hoffmann
35 709	Di 19-20, ZH 5; Mi 8-10, ZH 4	Steger
35 710	Di 19-20, PT 1.0.7; Mi 8-10, S 014	Stelter
35714 _{ws}	Blockkurs: 23. - 31.3.: 9.30-15, PT 1.0.2 u. 6.4. 10-12, PT 2.0.3A (Klausur)	Stelter
35 712	Blockkurs: 31.8. – 4.9.09, 9.30-15 u. 15.9.09, 10-12, Raum s. Aushang	Stelter

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 (date: Mon, 27.7.09, 9-12 – no alternate exam date!). – 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

35 716	Earlier American English Di 12-14, PT 1.0.17a (CIP-Pool)	Siebers
--------	---	---------

This seminar sets out to explore earlier varieties of American English by analysing texts from the 19th and early 20th centuries, focussing on African American English and white southern American English. The data are drawn from three electronic corpora recently compiled at Regensburg University and include lyrics composed by blues singers, letters written by (former) slaves, immigrants to Liberia and southern plantation overseers. After a comprehensive overview of American dialect history and an introduction to corpus linguistic methodology, we will examine the sociohistorical context of these texts and analyse the varieties in terms of their linguistic features. In the course of the seminar, students are expected to work in groups to conduct their own small-scale projects on the basis of the above materials. – Requirements: regular attendance, presentation of in-class-projects, short term paper based on project results. – Obligatory reading before the beginning of the *semester*: Algeo, John. 2001. "External history". In John Algeo, ed. *The Cambridge History of the English Language*. Vol. VI: *English in North America*. Cambridge: Cambridge University Press, 1-58.

35 717	How English came to be what it is 2 st., Di 12-14, ZH 6	Schleburg
--------	--	-----------

Synchronic linguistics in the Saussurean tradition has been extremely successful in describing what a language system is like at any given point in time. As soon, however, as we start asking the eminently human question "why?", only a diachronic approach will satisfy our curiosity – as no one knew better than de Saussure, who made lasting contributions to

Comparative Historical Linguistics himself. English certainly has its full share of the variation, inconsistencies and linguistic fossils that stimulate a quest for the reasons why. Featuring Anglo-Saxon charms and marauding Vikings, bone-dry sound laws and risqué stories, as well as that murderer who participated in the biggest lexicographical project of all times from within a British lunatic asylum, our seminar will follow the fates of a coarse dialect that began "far out in the uncharted backwaters of the unfashionable end of the western Spiral arm of the Galaxy" only to develop into the world's first ever truly global language. It will provide a historical grounding in particular for those students whose modules do not include the lecture "History of the English Language". For students of the international Masters Programme "English Linguistics" who hand in a written paper this seminar will be recognised as an equivalent of the (German-language) introduction to Old English or Middle English. – Online registration. Requirements for a *Schein*: active participation, regular homework, final exam.

35 718 Corpus Linguistics
2 st., Mo 18-20, PT 1.0.2

Hoffmann

While most of the 20th century was dominated by *langue*-based linguistic schools (such as e.g. Saussure's structuralism or Chomsky's generativism), *parole* data have become more and more important in modern linguistics since the 1960s. A major source of *parole* data are so-called "corpora", i.e. "authentic linguistic data compiled as an empirical basis for linguistic research" (Kortmann 2005: 32). In this course we look at the history of corpus linguistics as a discipline as well as the various types of synchronic and diachronic English language corpora. In particular, however, we will use the electronic corpora available at our university (LOB, FLOB, BROWN, FROWN, the Helsinki corpora, BNC and ICE-GB) to carry out our own small-scale corpus studies. These studies will range from investigations into register variation (when should you use *begin* and when *commence*?) and collocations (which words does *clever* usually co-occur with and what does that tell us about its meaning?) to questions of syntactic complementation (should it be *he regarded me a fool* or *he regarded me as a fool* or both?). – *Schein* requirements: participation, presentation, essay. – Recommended reading. Kortmann, Bernd. 2005. *English Linguistics: Essentials*. Berlin: Cornelsen, 32-36.

35 719 Translation
2 st., Di 12-14, PT 1.0.2

Stelter

Traduttore, traditore! ('translator, (you are a) traitor!'), "necessary evils", *belles infidèles* vs. *laides fidèles* ('beautiful unfaithful (translations) vs. ugly faithful (translations)) – these are only some of the stereotypes associated with the process and product of translation. However, does a translator inevitably 'betray' the original text and its author? Are translations, having played an important role in intercultural communication ever since, really 'evil'? Can they not be 'beautiful' and 'faithful' at the same time? And, for that matter, what exactly does 'faithfulness' mean? In this course, such and similar questions will be addressed from a linguistic but also from an interdisciplinary perspective. We will look at different theories of translation (and how they tackle the notorious concept of equivalence, for instance) as well as selected case studies. Moreover, supposedly untranslatable units, such as wordplay and culture-specific elements, will be dealt with. Finally, we will also be concerned with recent trends in the field, in particular audio-visual translation. – Requirements for a *Schein*: active participation, oral presentation, term paper.

35 720 Word Formation
2 st., Mi 16-18, H48

Biermeier

The way English words are made seems to be an intriguing mystery, which can only be solved by reading and learning as much as possible about the formation of words. In this course students will be made familiar with the well-known but also unusual properties of

the ways in which words are built in English. For a start, we will give an overview of the main categories of word-formation, such as compounding, conversion and affixation. Then we will look at less prominent types that have become rather trendy in recent years (back-formation, clipping, blending, abbreviation), especially as regards their use by the media. All categories will be documented by a sufficient number of examples, which are drawn from dictionaries and computer corpora such as the British National Corpus or 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 a *Schein* are a presentation in class, regular attendance and participation, as well as a written exam. – The seminar will be largely based on:

Plag, Ingo. 2003. *Word-Formation in English*. Cambridge: CUP.

Schmid, Hans-Jörg. 2005. *Englische Morphologie und Wortbildung. Eine Einführung*. Berlin: Erich Schmidt.

35 721 Morphology
2 st., Di 12-14, ZH 4

Steger

The term *morphology* is generally attributed to the German poet, novelist, playwright, and philosopher Johann Wolfgang von Goethe (1749-1832), who coined it early in the nineteenth century in a biological context. Its etymology is Greek: *morph-* means 'shape, form' and *morphology* is the 'study of form or forms'. In biology, *morphology* refers to the study of the form(s) and structure of organisms; in linguistics, it refers to the study of the form(s) and structure of words. But what exactly are words? How many different words are there in this little text? How are words stored in our minds (and in dictionaries, for that matter)? Do we always automatically know the meaning of complex words? What means do we have for creating new words in English? Are the same word-formation rules found in all languages? Are morphology and syntax related to one another synchronically or diachronically? These are some of the questions that will be discussed in this seminar. We will be looking at the ways in which (parts of) words can combine and at the ways in which the meaning of complex expressions relates to their internal structures. – Requirements for a *Schein* include regular attendance and active in-class participation, reading and homework assignments, an oral presentation, and a final exam.

Seminare

35 725 Altenglische Sprache u. Kultur (m. Schein gem. LPO I, §68 Abs.1 Nr.3c)
2 st., Mo 12-14, ZH 5

Schleburg

Trotz aller Internationalität verrät noch das Englische der Gegenwart im Grundwortschatz und in gewissen grammatischen 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. Diese Übung stellt Schreibkonventionen, Lautsystem, Morphologie, Wortschatz und Syntax des Altenglischen anhand einer Textsammlung vor, die zugleich einen Eindruck von Reiz und Vielfalt der angelsächsischen Überlieferung vermitteln soll. Eine erfolgreiche Teilnahme setzt regelmäßige Nachbereitung des Stoffes im Semester voraus. — Online Anmeldung. Anforderungen für Scheinerwerb: Klausur. Textgrundlage: W. Obst & F. Schleburg, *Lehrbuch des Altenglischen*, Heidelberg 2004.

Mittelenglische Sprache u. Kultur (m. Schein gem. LPO I, §68 Abs.1 Nr.3c)
2 st.,

35 726 Mi 12-14, W 115
35 727 Mo 14-16, PT 3.0.77

Schleburg
Schleburg

Die Werke des Dichters Geoffrey Chaucer (†1400) gehören zu den vergnüglichsten Texten der englischen Literaturgeschichte. Seine Sprache, der spätmittelenglische Dialekt der Hauptstadt London, weist bereits die Mischung von germanischen und romanischen Elementen auf, die das heutige Englisch charakterisiert, und ist mit etwas Übung genußvoll zu lesen. Anhand von Ausschnitten aus dem tragikomischem Liebesroman *Troilus and Criseyde* stellt dieser Kurs Schreibkonventionen, Aussprache, Wortschatz, Morphologie und Syntax der Sprache Chaucers vor. Eine erfolgreiche Teilnahme setzt regelmäßige Nachbereitung des Stoffes im Semester voraus. — Online Anmeldung. Anforderungen für Scheinerwerb: Klausur. Textgrundlage: W. Obst & F. Schlegel, *Die Sprache Chaucers*, Heidelberg 1999.

35 728 Mittelenglisch für Fortgeschrittene
2 st., Mi 14-16, R 005

Schlegel

Diese freiwillige Übung wendet sich an Studenten, die den Kurs „Mittelenglische Sprache“ absolviert haben und ihre Kenntnisse aus historischem Interesse und/oder im Hinblick auf eine Prüfung zu vertiefen wünschen. Die Auswahl der Übersetzungstexte wird jedes Semester neu zusammengestellt; wir richten uns dabei nach den Empfehlungen der „Orientierungshilfe“ für das schriftliche Staatsexamen. Der Kurs eignet sich jedoch auch für Studenten, die einen mittelenglischen Text für die mündliche Magisterprüfung vorbereiten möchten. — Keine Anmeldung erforderlich. Scheinerwerb nach Absprache möglich.

35 729 Text Analysis: Altenglisch für Fortgeschrittene und Examenskandidaten
2 st., Di 16-18, PT 1.0.2

Schlegel

Anhand des Textkanons für das schriftliche Staatsexamen und einiger früherer Examensklausuren werden in dieser freiwilligen Übung die wichtigsten Themen der altenglischen Grammatik vertiefend behandelt, das Übersetzen geübt und nicht zuletzt der ganz eigene Jargon der Textsorte „Staatsexamen“ ergründet. Eine sinnvolle Teilnahme setzt die regelmäßige Vorbereitung der besprochenen Texte und Aufgaben mithilfe der empfohlenen Fachliteratur voraus. — Keine Anmeldung erforderlich. Scheinerwerb nach Absprache möglich.

35 731 Text Analysis: Sprachwissenschaft im Staatsexamen (nicht vertieft)
2 st., Mi 10-12, PT 2.0.3A

Fischer

Dieses Seminar dient der Vorbereitung auf die schriftliche Prüfung Staatsexamen nicht vertieft. Wir werden gemeinsam frühere Staatsexamensklausuren durcharbeiten, und zwar nach linguistischen Teilgebieten (Phonetik, Phonologie, etc., s. u.). Für die jeweilige Sitzung müssen im Voraus die entsprechende Literatur gelesen und die dazugehörigen Prüfungsfragen schriftlich bearbeitet werden - sonst macht das Üben wenig Sinn (andernfalls keine Teilnahme am Kurs möglich!). Am Schluss werden wir eine Probeklausur schreiben. Da die Klausur in Deutsch geschrieben wird, wird dieser Kurs ausnahmsweise ebenfalls auf Deutsch abgehalten. – Literatur: Die Leseliste für die Prüfung ist über die Linguistik-Homepage des Instituts erhältlich. Es gibt einen Reader zum Kurs, mit relevanter Literatur zu den jeweiligen Themenbereichen, der zwei Wochen vor dem Seminar bei Digital Print, Ludwig-Thoma-Str. 27, erhältlich ist. Dringend angeraten wird außerdem der Erwerb von: Herbst, Thomas, Rita Stoll & Rudolf Westermayr 1991. *Terminologie der Sprachbeschreibung*. Ismaning: Hueber. Leisi, Ernst und Christian Mair 1999. *Das heutige Englisch. Wesenszüge und Probleme*. Heidelberg: Winter. Wells, J.C. 2000. *Longman pronunciation dictionary*. Longman (mit CD).
+ eine jüngere Ausgabe eines einsprachigen Lerner-Wörterbuchs.

Der Kurs ist ausschließlich für Studierende Lehramt an Grund-, Haupt- und Realschulen. Die Anmeldung erfolgt über RKS. Für die erste Sitzung ist die Phonetik vorzubereiten.

35 732 Syntaktische Analysen
2 st., Mi 14-16, H23

Kautzsch

Diese Kurse bieten interessierten Studierenden die Möglichkeit, ihre Fertigkeiten in der syn-

taktischen Beschreibung des Englischen zu erweitern bzw. zu festigen. Nach einer gemeinsamen Grundlagenphase von etwa 5 Wochen werden im 14-tägigen Rhythmus Aufgabenstellungen aus dem vertieften und nicht-vertieften Staatsexamen besprochen. Wie auch im Staatsexamen zu erwarten, dient das syntaktische Modell von Quirk, Greenbaum et al. (*A Comprehensive Grammar of the English Language*, 1985; *A Student's Grammar of the English Language*, 1992) als Grundlage. Der Beschreibungsmodus von Aarts & Aarts (*English Syntactic Structures*, 1988) sowie der valenztheoretische Ansatz (z.B. Herbst, Thomas. *A Valency Dictionary of English*.) werden am Rande ebenfalls angesprochen. – Eine Anmeldung ist wünschenswert.

Hauptseminare

35 738 English Lexicology and Lexicography
2 st., Di 14-16, PT 2.0.3A

Fischer

This course will explore the linguistic properties of the English vocabulary, including historical, stylistic and contrastive aspects. It covers the areas of word-formation, lexical semantics and dictionary-making. We will start with the lexical structure of words and word-formation processes. Then we will deal with main ideas of structural semantics, such as word field theory, semantic components, and prototypes. Finally, we will take a look at the history of English lexicography and at the theory and practice of dictionary-making. Emphasis will be placed on the existing monolingual learner's dictionaries. The course also provides hands-on experience in the use of electronic sources for various lexicological and lexicographic tasks. – The course covers two areas of the written Staatsexamen (LPO §68, vertieft, Themenbereich 3: *Lexikologie und Lexikographie (synchron)*, Themenbereich 4: *Lexikologie und Lexikographie (diachron)*). Requirements: reading assignments, oral performance, test, paper. – At the first meeting, you will be requested to show your "Zwischenprüfungszeugnis" (or an equivalent), which is a prerequisite for this course. –

Readings:

Bauer, Laurie 1983. *English Word-Formation*. CUP, Chpt. 2: 7-41; Chpt. 3: 42-61.

Jackson, Howard & Etienne Zé Amvelly 1999. *Words, Meaning, Vocabulary. An Introduction to Modern English Lexicology*. London: Cassell, Chpt. 5: 91-117; Chpt. 8: 161-185.

Baugh, Albert C. & Thomas Cable 2002. *A History of the English Language*. Routledge. § 48 - § 50: 64-67; § 53- § 80: 74-107; § 123- § 145: 167 -188; § 157 - § 172: 214- 234; § 212- § 226: 297-315.

See also Leseliste Staatsexamen LPO §68, Themenbereiche 3 und 4

35 739 The Discourse of News Media
2 st., Blockseminar mit Jan Chovanec, Mazaryk University, Brno:
15.-17.4.09, jew. 9-17.30, R 005;
verpflichtende Vorbesprechung: 11.3.09, 10-12, H 7

Fischer

This course will introduce current theories and new trends in the study of English news media. Dr. Jan Chovanec (from Mazaryk University, Brno, Czech Republic) will be in charge of half of the course, and Roswitha Fischer of the other half. The mandatory preliminary meeting and the supervision of the final paper is also part of Roswitha Fischer's program. The course will take place during three days, starting at 9.00 a.m. and lasting until 5.30 p.m. every day. There are altogether six major units, one in the morning and one in the afternoon. Each unit consists of a lecture, discussion of the respective text in the course pack, and oral presentations. – The topics of the units include:

- Introduction (historical aspects, types of news, authoring and editing of news texts, the news audience, approaches to media communication, methodological questions)
- The language of news media (words, syntax, discourse; linguistic tools for analysing news media, misreporting the news, ideology in news media)
- The structure of news (news values; news structures: headlines, front pages, leads, pyramid structure, paragraphing etc; the make-up of news stories)
- Genres (news genres; tabloids vs. broadsheets, sports and other genres, interviews)

- Modes of discourse (changes in news discourse, visual and audio elements, multimodality; print news - radio news - TV news - online news)
- Sociopolitical and sociocultural issues (gender issues, political discourse, political correctness, cross-cultural issues, language change)

During the preliminary meeting, further details will be given, and a list of topics for oral presentations will be provided. The handouts of the oral presentations are due April 1, 2009. – Course requirements are: active in-class participation, an oral presentation, reading assignments, and a research paper in English. Because of the compact form of the seminar, presentation topics will be assigned at the organizational meeting on Wednesday, March 11, 2009, 10.15 - 11.45 a.m., H 7. – As for the research paper, you can either elaborate on the topic of your oral performance, or choose a suitable news topic and trace its representation in the media over several weeks; and you could - or rather should - already start with that now. The paper may consist of an analysis of your samples, taking into account the various aspects of news reporting dealt with in class. A course pack of approximately 130 pages will be available at Digital Print, Ludwig-Thoma-Str. 27 and is to be read through until April 13. Students will be requested to show their "Zwischenprüfungszeugnis" (or an equivalent), which is a prerequisite for this course. – This advanced course is also open to students of the M.A. and Ph.D. program in English linguistics. Guests are welcome during Jan Chovaneks lectures (tba).

35 740 Performing Englishes: The Sociolinguistics of a Global Language

2 st., Blockseminar: 1.-3. April, R 005; 22.5. (kl. Sitzungssaal), 23. 5. (W112), 3.7. (kl. Sitzungssaal), u. 4.7.09 (W112), Bell

This seminar deals with varieties of English as they are focused in performance. The performance of a variety has much to tell us about the linguistic character of the variety and its social meaning. Performances may be spoken or sung, they may draw on any of the vast repertoire of English geographical and social dialects. Examples will come from performance of international models such as hiphop, and local models such as New Zealand Maori Vernacular English. – Reading: Coupland, Nikolas, 2007. *Style: Language Variation and Identity*. Cambridge: Cambridge University Press. – Course requirements include active in-class participation, oral presentations based on assigned readings, an examination, and a final written assignment.

Übung

Phonemische Transkription (Übung zur VL Engl. Phonetics and Phonology)

1 st.

35 744 Di 15-16, R 005

Schleburg

35 745 Mi 16-17, R 009

Wesslerle

35 746 Mi 17-18, R 009

Wesslerle

Die Phoneme des Englischen zu identifizieren, zu produzieren und zu beschreiben, ist eine der grundlegenden Fähigkeiten des Anglisten. 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 die typischen Fehler zukünftiger Schüler gezielt verbessern. Diese freiwillige Übung ist in erster Linie als dialogische Begleitveranstaltung zur Phonetikvorlesung des Grundstudiums, d. h. für Anfänger, gedacht, sie kann jedoch auch höheren Semestern zur Wiederbelebung einer examens- und lebensrelevanten Fertigkeit dienen. — Keine Anmeldung erforderlich.

Kolloquium/Oberseminar

35 748 Recent Research in English Linguistics

2 st., Do 08:30-10, PT 2.0.3A

Schneider

This colloquium is open to all students with an interest in linguistics who wish to gain an impression of the possible approaches, topics and methods of research into the structure

and history of the English language. In particular, it is meant as a discussion forum for advanced students who are working on doctoral, Master's 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) it is possible to obtain an „Oberseminar“ Schein, equivalent to a Hauptseminar, in this class. If you are interested in this possibility, please contact me beforehand.

Anglistik

Vorlesungen

35 752 London: A Literary/Cultural History from its Beginnings to the Present
2 st., Do 8-10, H 7

Heyl

This lecture is about London's place in English literary and cultural history. We shall trace London's development in terms of material and social structures and its rise to prominence as Europe's first modern metropolis. Doing so, we shall consider the interplay between structures of the "brick and mortar" type and evolving urban patterns of behaviour. London's social topography and typical modes of perception of the city and city life (collective *mental maps* etc.) will also be among this lecture's key topics. At the same time, London will be regarded both as an emerging centre of printing and publishing and as a setting used in a large number of literary texts. London provided a unique set of special conditions for the production, marketing and reception of literature. It also featured as a major topic in many of the texts produced there; such texts both reflected and propagated perceptions of and attitudes towards the metropolis. This lecture will give you a chance to become acquainted with a wide range of literary texts and historical sources, some of which have recently become available in digital format. It will be illustrated with a large number of images. – Requirements: regular attendance and written final exam. – Texts and useful websites:

Roy Porter, *London. A Social History* (London: Hamish Hamilton, 1994)

www.history.ac.uk/cmh/lpol (*London's Past Online*, Centre for Metropolitan History / Royal Historical Society)

www.museumoflondon.org.uk (Museum of London)

www.bl.uk/londoninmaps (*London in Maps*, British Library).

35 753 The Seventeenth Century: Literature of Revolution and Restoration
2 st., Mi 10-12, H21

Zwierlein

Between 1649 and 1660, England underwent the experiment of a republican constitution, following upon a protracted period of revolutionary upheaval and civil war. In the fields of pamphleteering, prose and poetry, contemporary writers were engaged both in "writing the English republic" (David Norbrook) and in mourning the past days of the monarchy. This lecture will analyse a number of central literary texts, such as selected poems by Andrew Marvell; essays and prose writings by Francis Bacon; Aemilia Lanyer's passion poem *Salve Deus Rex Iudaeorum* (1611); Rachel Speght's religious dream vision *Mortalities Memorandum* (1621); Mary Wroth's romance *Urania* (1621); excerpts from Thomas Browne's *Religio Medici* (1643); Margaret Cavendish's utopia *The New Blazing World* (1666); John Milton's shorter poems, his political prose and his epics *Paradise Lost*

(1667) and *Paradise Regained* (1671); John Dryden's long poems *Astraea Redux* (1660) and *Annus Mirabilis* (1667); Henry Neville's utopia *The Isle of Pines* (1668); Lucy Hutchinson's epic *Order and Disorder* (1679); and Aphra Behn's novel *Oronooko* (1688). The political context, including reactions to the restoration of the monarchy in 1660, will not be the only focus of interest: the lecture will also discuss publication forms, questions of genre, narrative stance, and paratexts like dedications or authorial introductions and glossaries. Recurring points of interest will be seventeenth-century writers' depictions of divine creation and their related concerns about the legitimacy of human intervention in a seemingly 'natural' political order. – Requirements: regular attendance and 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). In addition, you might consider purchasing: *The Poems of Andrew Marvell*, ed. Nigel Smith (London: Longman, 2003); Margaret Cavendish, *The Blazing World and Other Writings*, ed. Kate Lilley (London: Penguin, 1994); John Milton, *Paradise Lost*, ed. Alastair Fowler, 2nd ed. (London: Longman, 1998); John Dryden, *The Major Works*, ed. Keith Walker (Oxford: Oxford University Press, 2003); Aemilia Lanyer, *The Poems of Aemilia Lanyer: Salve Deus Rex Judaeorum*, ed. Susanne Woods (New York: Oxford University Press, 1993).

Einführungskurse

Introduction to English and American Literary Studies
3 st.

(siehe auch Parallelkursangebot der Amerikanistik!)

35 757	Mi 13-16, ZH 5	Palitzsch
35 759	Mi 10-13, ZH 4	Dahlheim
35 760	Fr 11-14, ZH 4	Pesold
35 761	Blockkurs in der vorlesungsfreien Zeit, Termin: s. Aushang	Pesold

The course will familiarize students with the fundamentals and skills necessary for the study of English and American literatures. Participants will be introduced to critical concepts such as for example "literature", "culture" and "text." Influential theoretical approaches, critical methods, and the basics and problems of literary history and periodization will be discussed. Covering representative examples of all major literary forms, the course will explore the variety of literary representations and apply important technical terms and concepts to specific texts. Practical problems of research and writing (e.g., how to find and quote secondary literature) will also be addressed. Course materials, mandatory readings, and requirements for passing the course will be presented during the first meeting. Tutors will help students with course work and assignments, and organize tours of the library. All courses "Introduction to English and American Literary Studies" offered in the *Institut für Anglistik und Amerikanistik* will follow a common syllabus and have a joint written exam at the end of the last week of the term. – Final exam: Tue, 28.7.09, 9-12 (no alternative date!)

Introduction to British and Irish Studies

3st. (2st. Überblickspräsentation + 1st. Seminar)

35 763	Introduction to British and Irish Studies (Überblickspräsentation) 2 st., Do 12-14, H 3	Lenz/ Dunphy
	Introduction to British and Irish Studies (Seminar), 1 st.	
35 764	Mo 18-19, PT 2.0.3A	McKay
35 770	Mo 18-19, ZH 6	Lehner
35 767	Mo 19-20, PT 2.0.3A	McKay
35 765	Di 18-19, PT 2.0.3A	Dunphy
35 766	Di 18-19, PT 1.0.2	Lehner
35 768	Di 19-20, PT 2.0.3A	Dunphy
35 769	Di 19-20, PT 1.0.2	Lehner

This course is our introduction to the study of the British Isles. It will focus on selected issues in British and Irish history and institutions, élite and popular culture, social and ethnic diversity, and the struggle for national identity. We will look at the theory and methodology of

cultural studies, and a central desideratum will be the development of skills in the critical and informed reading of cultural texts. It is a three-hour course (two-hour lecture and one-hour seminar) with an additional optional (but highly recommended) two-hour tutorial. It is recommended that you take this course in your first or second semester. Guests from all faculties are welcome in the lecture. The principal course material will be our own reader, *Sceptred Isles*, and if possible you should read the introduction to it before coming to the first meeting of class. You will work with this in the seminars, and the final exam will be based on it. Since a necessary basis for all cultural judgment is a repertoire of key facts, the course assessment will include a general knowledge test. However, the focus will not be on fact-based learning, but on cultural competence. A fuller course description is available on the K-drive. – 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, buy a copy of Rainer Jacob, *Abiturwissen Englisch: Landeskunde Großbritannien* and make sure you are thoroughly conversant with it BEFORE the semester begins. The course will be accompanied by a tutorial (Fr 14-16, ZH 4). – The course is a compulsory part of the *Basismodul* for all *Lehramt* and Bachelor students in English under the new LPO and BPO, and carries 4 credit points (*Leistungspunkte*). Students who have started their studies before WS08/09 ("old LPO and BPO") can choose between British and American Studies for their *Basismodul* (worth 6 credit points). – Final exam: Wed, 29.7.09, 9-12 (there will be no alternative date!)

Contemporary British Cultures

1 st.

35 771 Do 16-17, PT 1.0.2

Dunphy

35 771a Do 17-18, PT 1.0.2

Dunphy

The Contemporary British Cultures course builds on the Introduction to British Studies, and seeks to consolidate what was learned there by analysing elements of popular and television 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, ZH 6) 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), to be submitted by the end of the second week in March.

Proseminare

35 772 English Literature II: The 19th Century

2 st., Di 12-14, PT 2.0.3A

Lenz

19th-century England is most commonly referred to as the Victorian Age. The reign of Queen Victoria was not only one of the longest of a monarch in England, it was also one of the greatest periods of English history and literary glory. When the Queen ascended the throne in 1837, the great Romanticists had already written their best works, and some of them were no longer alive. Victoria's accession to the throne must therefore be seen as the boundary between two eras: the Romantic period and the new age to which the Queen herself gave her name. It had its own character and its own style both in life and in literature. The Second Empire, which had begun after the defection of the American colonies, extended English political and economic power to the remotest corners of the world. The Industrial Revolution, which had begun in the 18th century, transformed England from an agricultural to an industrial country. All this brought in a national prosperity that England had never seen before. But it was accompanied of such evil conditions of work in factories that the first decades of the century became a time of social problems and troubles which had to be dealt with by the government and which found expression

in literature, too. Nevertheless, the quick rise of prosperity and new scientific discoveries caused an optimistic belief in progress and a deep confidence that "God's own Englishmen" would bring the blessings of civilisation to the entire world. This confidence and belief in progress was intensified by the fact that England, after a long period of aristocratic predominance, more and more turned into a model of true democracy. All these political, social and economic changes left their marks in literature. While the Romantics largely remained apart from the main events of the nation and the real affairs of life, the new writers turned to realism and made literature a powerful instrument for urgent political and social reforms. This seminar will familiarise students with a representative range of writings which have had a decisive influence on the shaping of 19th-century English political, social, economic and cultural awareness. Among the writers to be dealt with will be celebrities such as Mary Wollstonecraft, William Wordsworth, Lord Byron, Percy Bysshe Shelley, Thomas Carlyle, John Stuart Mill, Charles Dickens, the Brontë sisters, Alfred, Lord Tennyson, Robert Browning, John Ruskin, Matthew Arnold, Algernon Charles Swinburne, Walter Pater, Gerard Manley Hopkins, and Oscar Wilde. – Students wishing to obtain a *Schein* will be expected to do extensive reading of various text types, give an oral presentation, and submit a term paper (8-10 p). – Most of the texts to be read and discussed are contained in *The Norton Anthology of English Literature*, 7th ed., vol. 2. (recommended for purchase). Besides, participants are advised to buy a copy of Christopher Harvie and H.C.G. Matthew, *Nineteenth-Century Britain. A Very Short Introduction*, and of Charles Dickens, *Oliver Twist* (available at *Pustet's*).

35 773 English Literature III: The 20th Century
2 st., Di 12-14, PT 3.0.75

Palitzsch

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 and contemporary writings from Britain and Ireland, and we will also engage with texts representing the so-called New Literatures in English. 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), the required texts are:

James Joyce, *A Portrait of the Artist as a Young Man* (Oxford University Press, 2001).

Jeanette Winterson, *The Passion* (Vintage, 2001).

Hanif Kureishi, *The Buddha of Suburbia* (Faber & Faber, 1999).

Tom Stoppard, *Rosencrantz and Guildenstern Are Dead* (Grove/Atlantic Inc., 1994).

Caryl Churchill, *Top Girls* (A & C Black, 1991).

Martin McDonagh, *The Beauty Queen of Leenane* (Mastercopy)

Supplementary texts will be made available via the Intranet (Kurssoft). Recommended Background Reading: Harry Blamires, *Twentieth-Century English Literature* (London: Macmillan, 1982).

Considering the large number of texts treated in the course, students are advised to read at least two of the required novels and dramas during the semester break. Requirements: regular attendance, active participation in class discussion, an oral presentation, and a seminar paper (8-10 pages of text).

35 774 English Literature III: The 20th Century
2 st., Di 12-14, ZH 2

Dahlheim

This seminar will familiarise students with crucial writings of the twentieth- and twenty-first century literature in prose, drama and poetry. We will analyse modernist and contemporary writings from Britain and Ireland, and discuss texts that represent the so-called New Literatures in English. Apart from the selected texts that can be found in **The Norton Anthology of English Literature*, 7th Edition (available in the library), the required texts are: Virginia Woolf, 'To the Lighthouse' (Oxford University Press, 2007), Caryl Churchill, 'Top Girls' (Methuen Modern Plays, 2005), Samuel Beckett, 'Waiting for Godot' (Reclam, 2006), Hanif Kureishi, 'The Buddha of Suburbia' (Faber and Faber, 2000), Brian Friel, 'Translations' (Faber and Faber, 2000), Kazuo Ishiguro, 'The Remains of the Day' (Faber and Faber, 2000). Recommended Background Reading: Harry Blamires, *Twentieth-Century English Literature* (London: Macmillan, 1982). Considering the large number of texts treated in the course, students are advised to read at least three of the four required novels and

dramas during the semester break. – Course requirements: regular attendance, active participation in class discussions, an oral presentation and a seminar paper (8-10 pages).

35 775 Christopher Marlowe
2 st., Fr 8-10, ZH 4

Pesold

Born the same year as Shakespeare, the son of a Canterbury shoemaker ended up taking academic degrees at Cambridge, but appears to have worked as a spy as well. He was famous for his "mighty line" (Ben Jonson) and infamous for being in trouble with the authorities (he was arrested under suspicion of murder in 1589), for being an atheist and a blasphemer and he had even to appear before the Privy Council for charges of blasphemy. In 1593, Christopher Marlowe was stabbed in a pub brawl. It's not surprising then that his works appear more contradictory than those of most of his Renaissance colleagues. As an introduction, this seminar will deal with examples of Marlowe's poetry and then analyse the structure and contexts of his plays (*Tamburlaine*, *The Jew of Malta*, *Doctor Faustus*, *Edward the Second* and *The Massacre at Paris*), including the concepts of the overreacher, Machiavelianism and religion. – Compulsory purchase: Christopher Marlowe, *The Complete Plays*, ed. F. Romany and R. Lindsay (London: Penguin 2003). Poetry will be made available on the K-Drive before the start of the semester.

35 776 Neoclassical Poetry
2 st., Mo 14-16, PT 1.0.2

Pesold

The years between 1660 and 1745 are often characterised as English Neoclassicism. This seminar will familiarize students with many famous canonical authors, such as Dryden – *the* poet of the Restoration period, Pope and Swift, important poets of the Augustan Age. We will also discuss the misogynist poems of the latter and see how women writers as Lady Mary Wortley Montagu, Anne Ingram, Viscountess Irwin and Mary Leapor reacted to them. Moreover, we will place the poems in their historical, social and cultural context and look at other important literary developments, such as Restoration comedy and the rise of the novel. Texts will be made available as master copies or on the K-Drive

35 777 Imagery and Imagination: Relationships between Literature and Art
2 st., Fr 8-10, R 008

Gasteiger

The course aims include acquiring basic skills in dealing with art in a scientific context and getting an overview of historical developments. At this basic level we have the opportunity to deal with a broad spectrum of illustration as well as works of art inspired by literature: texts will include the poetry of William Blake, prose of Lewis Carroll, plays by Oscar Wilde and Lord Byron and *the* basic text of Western culture, the Bible. This interdisciplinary class for students of literature does not require prior knowledge of art or art history. - Requirements: regular attendance, a presentation, a term paper (8-10 p.) and active (!) participation in class (and I mean it!)

35 778 Seventeenth-Century Literature
2 st., Mo 14-16, ZH 6

Lehner

From a political and cultural perspective, the seventeenth century represents one of the most interesting periods of British history: a period of unrest, but also of great changes and remarkable energy, which is reflected in contemporary literature. As part of the Renaissance, which reached its height and end with the works of John Milton († 1674), the period is characterized by the coexistence of old (medieval) and new ideas (humanism, sciences), considerable tensions between the material world and the world of the divine, between science and religion. The early Stuart kings (1603-1649) took a perspective on art and music which echoed the tastes of Catholic Europe. After the Civil War and the Puritan Interregnum, the Restoration of the Stuart kings brought a fresh start: theatres were re-

opened and the aristocracy regarded themselves as patrons of science, philosophy, art and literature. Prose increasingly became an instrument for intellectual exploration, theology and geographical discovery. Politically, the second half of the 17th century saw the growing power of parliament and the emergence of political tendencies. In the field of literature this development found its complement in the rise of journalism, pamphlets, essays and magazines. In the Neoclassicist Period classical forms and genres were revived, but also new ones evolved: the first novels were concerned with the experiences of colonialism (e.g. Aphra Behn's *Oroonoko*, or Daniel Defoe's *Robinson Crusoe*). This seminar is designed as an introduction to the richness and diversity of 17th-century literature and its different genres. Participants shall be introduced to the historical framework; after a brief review of the cultural and literary heritage of the Elizabethan period, we will focus on an interpretation and contextualization of representative text of the 17th century. Our section on poetry will be concerned with Metaphysical and Cavalier poetry, neoclassical poetry and women writers; drama will mainly focus on Ben Jonson's *Volpone* (1606) and George Etherege's *The Man of Mode* (1676); prose texts will include excerpts from Samuel Pepys, John Milton, John Locke, Jonathan Swift and others. – Most of the texts can be found in the *Norton Anthology of English Literature*, 7th ed., vol 1 (available in the library and Lehrbuchsammlung) and many of them are part of the reading list for the *Zwischenprüfung*. The ones which cannot be found in the *NAEL* will be made available as master copies. – Course requirements are: regular attendance, active participation in class, an oral presentation and a written term paper (8-10 pages).

35 779 William Shakespeare (Blockseminar)

2 st., 2.-3.4. u. 16.-17.4., jew. 12-18, u. 18.4.09, 9-13, PT 1.0.2

Dittmann

This course aims at providing students with an introduction to William Shakespeare through close readings of key plays that represent the variety of his artistic achievement – a tragedy, a comedy, a romance and a history play. This course will familiarize students with Shakespeare's plays, themes, characterization and language. At the same time, it offers skills to read his plays constructively and imaginatively by acquainting students with a thorough knowledge of the cultural, social, and historical contexts of Shakespeare's time. We will explore issues of concern to Shakespeare's audience such as identity, power, race, family and gender, focusing on the following questions. How did Early Modern people understand the responsibilities of parents and rulers? How did they understand gender, marriage, love and family? How was their perception of theatre and acting? How do Shakespearean characters define their individual, national and racial identities? Does Shakespeare support or challenge widely held views of his time? How do his plays not only reflect but also respond to and shape aspects of his culture? Furthermore, we will also investigate how these issues explored in Shakespeare's plays still confront us in our culture today. –

Texts:

William Shakespeare, *Antony and Cleopatra*, ed. David Bevington (New Cambridge Shakespeare, 2005)

William Shakespeare, *Much Ado About Nothing*, ed. Claire McEachern (Arden Shakespeare, 2005)

William Shakespeare, *Henry IV, Part I*, ed. David Scott Kastan (Arden Shakespeare, 2002)

William Shakespeare, *The Tempest*, ed. A. R. Braunmuller (New Cambridge Shakespeare, 2002)

Cultural Studies Advanced

35 780 Scottish Nationhood and Commemoration

2 st., Di 12-14, ZH 5

Dunphy

The year 2009 sees the 250th anniversary of the birth of Robert Burns. It also sees the tenth anniversary of the new Scottish Parliament. In this year, Burns celebrations will blend with other expressions of nation-building in a popular restatement of Scottish identity. In this course we will observe these on-going events in the light of some of the cultural icons on which the myth of nationhood is constructed. We will read some poems by Burns, thinking

particularly about the relevance of their political and social critique to modern Scotland. And we will organize a Burns Supper for the end of semester (not the traditional date) with appropriate ritual and fare.

35 781 The Norman Conquest: Historical and Cultural Perspectives
2 st., Di 12-14, W 116

Lehner

'Norman saw on English oak,
On English neck a Norman yoke;
Norman spoon to English dish,
And England ruled as Normans wish
Blithe world in England never will be more,
Till England's rid of all the four.'

This quotation from Walter Scott's *Ivanhoe* (1820) encapsulates the idea of a 'Norman Yoke': the cruel oppression of Anglo-Saxon liberties by a foreign ruling class and the introduction of feudalism to England after 1066. This concept of the 'Norman Yoke' (re-)emerged in English nationalist discourse of the 17th century and since then has been inextricably linked to the Battle of Hastings and the ensuing Norman rule. The decisive victory of William the Conqueror over Harold Godwinson in 1066 is deservedly regarded as a key event in world history, and, even after more than 900 years, seems more fascinating and present than ever – in 2006 the annual re-enactment of the battle at Battle Abbey, Sussex, attracted 3,400 actors and an incredible 25,000 spectators. This course will introduce participants to the historical background of the Norman Conquest, features of Anglo-Saxon and Norman society and culture, the changes triggered by the Norman invasion, but also trends and continuities of the period. Is the Norman Yoke a myth? A historical construct, only invented by later generations looking for the origins of Englishness? How free were the Anglo-Saxons in reality? To what extent was the peasant in the field affected by the Norman invasion? In what way has it shaped the British (and Irish) identity? We will attempt a more differentiated evaluation of the Norman Conquest, assess the disruption it caused and the way it has been viewed through the centuries. In an interdisciplinary approach the works of medieval historiographers (e.g. *Carmen de Hastingae Proelio*, the Bayeux Tapestry, the Anglo-Saxon Chronicle), but also literary texts and other sources from the modern period – particularly the 17th, 19th and 20th century – will be analyzed. How are the consequences of 1066 presented in children's books, school books, history magazines, radio and television? Is the immense popularity of the yearly Battle of Hastings re-enactment simply a result of the marketing strategies of English Heritage or an expression of a new and growing awareness of history? – Students who are interested in English history and the significance of historical events for the creation of identity may profit from this seminar as well as those who would like to specialise on the topic for oral exams both in English or History. Master copies will be made available at the beginning of term.

35 782 Immigrant Cultures in the UK
2 st., Di 16-18, ZH 6

McIntosh-Schneider

On 16th December 2008, Humayra Abedin arrived back in Britain from Bangladesh after being imprisoned by her parents who had planned to force her into marriage. She was the first woman to have been helped under the then new Forced Marriage Act. At the court hearing in Dhaka, the new Act and the British High Court order were also mentioned although they are not directly enforceable. This is a good example of how immigration cultures have influenced British politics in a beneficial way. In this course we shall study how immigration cultures have influenced and are still influencing life in the UK. Based on (British) theories of multiculturalism and immigration we shall explore how immigration has affected all aspects of British life. Starting in 1950, we shall explore the influence of cultures and people from countries such as India, Pakistan, Jamaica, Nigeria, and Kenya on politics, music, architecture, the arts and literature to mention just a few. – Credits: regular attendance, presentation, and 12-15 page paper.

35 783 Blockseminar: Irish History and Culture (Irland-Exkursion)
2 st., Ende Jun./Anf. Jul. + Mitte Sept.

Lenz

Die 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 *walking tours* in wilder Landschaft — eine sportliche Grundeinstellung aufweisen. Der vorausgehende Besuch von "An Introduction to British and Irish Cultural Studies" oder eines Seminars zur irischen Literatur und Kultur (Grund- oder Hauptstudium Literaturwissenschaft/*Cultural Studies*) wird empfohlen, ist aber nicht Bedingung für die Teilnahme. **Aus organisatorischen Gründen ist die Teilnehmerzahl auf 14 begrenzt. InteressentInnen wird empfohlen, sich baldmöglichst anzumelden** (persönlich oder bei der elektronischen Kursanmeldung).

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 stehen 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 entlang der landschaftlich berühmten Südroute über *Skibbereen/Glengariff/Kenmare* in den Südwesten mit Zwischenstopp am *Mizen Head*, Wanderungen entlang der Steilküste zu prähistorischen *wedge tombs*, *dolmens*, *alignments*, *Ogham Stones*, zu frühchristlichen *beehive-dwellings* und *St Brendan's Well*, zu einer Burgruine der anglo-normannischen Eroberer und zum gewaltigen *Leacanabuaile Stone Fort*, ein Abstecher in den *Killarney National Park* (*Muckross House*, *Muckross Abbey*) und in den *Derrynane National Park* (Besichtigung der *Church Island* und des Hauses von Daniel O'Connell incl. Filmvorführung über die Bedeutung O'Connells innerhalb der irischen Geschichte), die Fahrt entlang des *Skellig Ring* nach *Ballinskelligs* (*Gaeltacht*), der Besuch des *Skellig Heritage Centre* (Diashow und Ausstellung zur Geschichte von *Skellig Michael*) und von *singing pubs* (*traditional Irish music/Irish dance*) sowie (*weather permitting*) eine zweistündige Bootsfahrt auf dem Atlantik zum Weltkulturerbe *Skellig Michael*. Zwei Vorträge vor Ort zur Geschichte und Kultur sowie zur Literatur Irlands sollen den informativen Rahmen setzen, der durch Hinweise und Erläuterungen zu den jeweiligen *sites* ergänzt wird. **Der Erwerb eines *Cultural Studies*-Scheins (Hauptstudium) ist möglich, jedoch nicht Pflicht für die Teilnahme an der Exkursion.** Für den Scheinerwerb gelten die üblichen Bedingungen (*oral presentation* und ausgearbeitete Version als *term paper*). – Voraussichtliche Kosten (Erfahrungswert): ca. 680 Euro (incl. Linienvflüge mit *Aer Lingus*, Leihbus, B&B, alle Ausflüge und Eintrittsgelder). Weitere Details über die Exkursion sind beim Vortreffen Anf. Februar zu erfahren (s. Aushang an PT 3.2.44).

Hauptseminare

35 786 Darwinism and Literature
2 st., Di 16-18, ZH 5

Zwierlein

The year 2009 sees two major anniversaries relating to Charles Darwin: his own 200th birthday, and the 150th anniversary of the publication of *The Origin of Species* (1859). Darwin's theory of biological evolution revealed to a nineteenth-century audience that they were all descended from apes, and his laws of natural selection and the survival of the fittest as well as the theory of sexual selection from his later work *The Descent of Man* (1871) were soon translated from the biological into the social sphere. Darwin's ideas, together with contemporary physical and geological discoveries, upset bourgeois certainties about 'Progress' as well as religious beliefs, but they also immediately became butts of satire in magazines such as *Punch*; they were contested by theologians and qualified, attacked or popularized by other scientists. Moreover, the concept of evolution prepared the *fin-de-siècle* idea of degeneration. In this seminar we will read passages from the *Origin of Species*

and *Descent of Man*, from Thomas Henry Huxley's "On the Physical Basis of Life" (1868) and Max Nordau's *Degeneration* (1895) and then concentrate on Darwinism in nineteenth-century literary culture. – Our set texts will be: George Eliot, *The Mill on the Floss*, ed. Gordon S. Haight (Oxford: Oxford UP, 1996); Charles Dickens, *Great Expectations*, ed. Margaret Cardwell (Oxford: Oxford UP, 1994); Edward Bulwer-Lytton's *The Coming Race* (1871); Thomas Hardy, *Tess of the D'Urbervilles*, ed. James Gibson (London: J.M. Dent, 1993); Thomas Hardy, *Jude the Obscure*, ed. Patricia Ingham (Oxford: Oxford UP, 1985); H.G. Wells, *The Time Machine* (New York: Tor Books, 1995); H.G. Wells, *The War of the Worlds* (New York: Tor Books, 1993). The seminar will be rounded off by two late twentieth/early twenty-first-century adaptations of the Darwin theme, Timberlake Wertenbaker's play *After Darwin* (London: Faber, 1998) and Claire Burch's novel *Charles Darwin in Cyberspace* (Oakland, CA: Regent Press, 2005). – Requirements: regular attendance, reading the assigned texts, active participation, an oral presentation / a team-teaching session, and a term paper in English (c. 15-20 pages).

35 787 The Pre-History of English Crime Fiction: Textual and Pictorial Narratives
of Crime from the Seventeenth to the Nineteenth Century
2 st., Do 10-12, PT 2.0.3a

Heyl

The genre of crime fiction achieved a world-wide breakthrough with Sir Arthur Conan Doyle's Sherlock Holmes novels and stories of the 1880s. There is a long pre-history to this sudden popularity of crime fiction which goes back to narratives of crime published from the seventeenth century onwards. In our exploration of this material, we will draw on digital resources such as *Early English Books Online*, *Eighteenth-Century Collections Online* and the records of the Old Bailey, London's central criminal court, which have recently been digitalized. We shall work on well-known major cases and their early literary treatments, on pictorial narratives of crime (for example those by William Hogarth), on narratives of crime in drama and music (Gay/Pepusch, *The Beggar's Opera*), and on nineteenth-century attempts to understand and narrate crime in scientific terms. – Requirements: regular attendance, reading the assigned texts, active participation, an oral presentation / a team-teaching session, and a term paper in English (c.15-20 pages). – Texts: A reader will be available from Der Kopierer, Ludwig-Thoma-Str. 43. As a preparation for this seminar, you should make yourself familiar with the Old Bailey database (www.oldbaileyonline.org). You should also, if necessary, brush up your knowledge of *Early English Books Online* and *Eighteenth-Century Collections Online* (scope, search techniques etc.).

35 788 Eighteenth-Century Women Poets: Gender Roles and Female Authorship
2 st., Do 16-18, ZH 6

Heyl

In eighteenth-century England, aspiring female authors were more than likely to encounter a formidable range of obstacles. These ranged from the lack of a classical education to assumptions about gender roles and a limited access to the public sphere. Publishers were ready to do business with female readers, but not with female writers. One niche presenting opportunities for female authorship was provided by eighteenth-century periodicals which published poetry written by women on a regular basis. In this seminar, we shall investigate poems published in this way, considering them in the context of relevant developments in eighteenth-century literature and gender roles. – Requirements: regular attendance, reading the assigned texts, active participation, an oral presentation / a team-teaching session, and a term paper in English (c.15-20 pages). – Texts: Roger Lonsdale, *Eighteenth-Century Women Poets* (Oxford: Oxford University Press, 1990). This anthology contains a wide range of poems originally published in magazines. Additional texts will be made available in the shape of photocopies.

35 789 From Shakespeare to Seamus Heaney: Essentials of English and Irish
Literary Themes and Motifs as Mirrored in the Sonnet
2 st., Mi 16-18, ZH 5

Lenz

Since it had come into the English language via Sir Thomas Wyatt and the Earl of Surrey in the 16th century, the sonnet developed to one of the most widely used forms of lyrical poetry in the course of English literary periods although its popularity varied over the centuries. The three basic sonnet forms are the Italian (or Petrarchan), the Spenserian, and the Shakespearean, each being special with regard to form and content. The popularity of the form perhaps derives from its combination of discipline, musicality and amplitude. At the beginning the subject matter was commonly love, but after the 16th century it became much more varied. After Milton, the sonnet was virtually extinct for well over a hundred years. However, there was a considerable revival of interest during the Romantic period, and also during the Victorian era a large number of poets re-established the sonnet form. Though in the earlier part of the 20th century the sonnet form appeared to have lost favour, in the later part of the century there was a revival of interest in it. Based upon a diachronical approach, this seminar will work out essentials of English literary and cultural periods from the Renaissance to Postmodernism against the backdrop of thorough textual analyses. To provide a suitable framework within which primary texts will be discussed, our background reading will comprise texts from the ranges of history, cultural studies, and literary theory. Using different literary concepts as developed by representative authors and critics, among them Sir Philip Sidney, John Dryden, Alexander Pope, William Wordsworth, Samuel Taylor Coleridge, Percy Bysshe Shelley, John Keats, Matthew Arnold, T.E. Hulme and T.S. Eliot, we will study the primary texts as typical or atypical representations of the periods from which they stem. – Requirements for a *Schein* will be regular attendance, regular contributions to in-class discussion based on thorough textual preparation, an oral presentation, and a term paper in English (15-20 pp). – Compulsory purchase:

Michael Hanke (ed.) *Fifty English Sonnets* (Stuttgart: Reclam, 2001).

(Further reading material will be available on K-Drive.)

Hubert Zapf, *Kurze Geschichte der anglo-amerikanischen Literaturtheorie* (München: Fink, 1991) UTB 1629.

Recommended introductory reading: Michael R.G. Spiller, *The Development of the Sonnet: An Introduction* (London: Macmillan, 1992).

Review

35 790a Review English Literature
1 st., Mo 11-12, H 21

Pesold

Seminare

Vorbereitungskurs Grundwissensprüfung (Schwerpunkt Anglistik)
2 st.

35 791 Mo 16-18, W 113

Lehner

35 792 Mo 16-18, H21

Pesold

35 793 Seminar zur Examensvorbereitung: English Literary and Cultural Studies
2 st., Di 10-12, PT 2.0.3A

Zwierlein

This seminar addresses students preparing for both their oral and written finals (Staatsexamen, vertieft / nicht vertieft; Magister). 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. Individual sessions can also be devoted to the discussion of recent publications or 'mock exams', and a brief chronological revision of Anglophone literatures can also be offered. 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*

- 35 794 Reading and Discussion: Immigrants in London from the Early Modern Period to the Present - Literary and Cultural Perspectives
2 st., Mi 14-16, ZH 4

Heyl

From the early modern period on, London has always attracted immigrants and refugees. We shall study a wide range of phenomena such as assimilation, auto- and heterostereotypes, British reactions to newcomers and the literary reactions to and transformations of migration and exile. These will be regarded in the context of a number of groups who, from the Early Modern period on, made London their new home (for example French Huguenots, German- and Jewish-speaking immigrants and refugees and migrants from the Indian sub-continent). – Requirements: regular attendance, reading the assigned texts, active participation and final written exam. – Texts: A reader will be available from Der Kopierer, Ludwig-Thoma-Str. 43.

- 35 795 Seminar/Forschungskolloquium mit Präsentationen zur M.A.-Arbeit
2 st., Di 8-10, PT 2.0.3A

Zwierlein

This seminar addresses students of the M.A. "British Studies" preparing or writing their final thesis but is also open to those writing 'Magisterarbeiten', 'Zulassungsarbeiten' and 'Bachelor-Arbeiten'. Students will have the opportunity to present their work-in-progress and receive feedback by lecturer and fellow students. We will also discuss writing techniques as well as the most important writing stages, such as finding and defining your topic, researching the material, structuring and presenting your arguments, dos and don'ts for a good introduction / conclusion.

Übung

- 35 796 The Seventeenth Century: Literature of Revolution and Restoration: Reading Class
1 st., Mi 8-9, PT 2.0.3A

Zwierlein

This reading class will explore in more detail some of the texts covered in the survey lecture on 'The Seventeenth Century: Literature of Revolution and Restoration'. We will do in-depth analyses and close readings of selected key passages, and students will be encouraged to try out various theoretical approaches, attend to relations and connections between the texts, and discuss relevant cultural contexts. Students are also welcome to co-design the reading programme. – Texts: *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)

- 35 797 London: A Literary/Cultural History from its Beginnings to the Present: Reading Class
1 st., Mi 13-14, ZH 4

Heyl

This reading class will provide a forum for in-depth discussion of some of the texts and topics introduced in the lecture. Texts will be made available in the shape of photocopies. – Texts and useful websites:

Roy Porter, *London. A Social History* (London: Hamish Hamilton, 1994)

www.history.ac.uk/cmh/lpol (*London's Past Online*, Centre for Metropolitan History / Royal Historical Society)

www.museumoflondon.org.uk (Museum of London)

www.bl.uk/londoninmaps (*London in Maps*, British Library).

Vorlesungen

- 35 801 The U.S. in the Short Twentieth Century, Part I: The Age of Catastrophe
2 st., Di 10-12, H 5 Depkat

The concept of a "Short Twentieth Century" lasting from the beginning of the First World War in 1914 to the end of the Cold War in 1990/91 was developed by the British historian Eric Hobsbawm in his pathbreaking book *Age of Extremes*. It appeared shortly after the Cold War had ended, and it identifies the antagonism between democracy and communism as the core of last century's history. Other historians have expanded Hobsbawm's interpretation; they understand the antagonism between democracy and totalitarian anti-democracies as the single most important factor shaping historical developments between 1914 and 1990/91. In this global conflict, the United States as the epitome of liberal democracy and free market capitalism were a main protagonist. The "Short Twentieth Century" saw the United States' rise to world power status in and through two world wars, and it witnessed the emergence of the Cold War's bi-polar world with the United States as the hegemonial power of the "Free World." Inseparably connected to these developments were major transformations of America's society and culture like, e.g., the "consumer revolution," the fierce inner social conflicts structured by race, gender and class or the emergence of a thoroughly commercialized popular culture that soon spread over the whole world. – Hobsbawm was thinking in terms of world history when he wrote his book; this two-part lecture will explore the value of the concept of a "Short Twentieth Century" for understanding the political, social, economic and cultural developments in the United States between the First World War and the end of the Cold War. The first part will deal with what Hobsbawm and others call the "Age of Catastrophe," i.e., the period from 1914 to 1945 which is structured by two world wars and the social, economic and cultural crisis of the "Great Depression." *Requirements:* regular attendance, midterm essay (take-home exam), final. – *Readings:* Eric Hobsbawm, *Age of Extremes. The Short Twentieth Century* (London 1994). Meiron and Susie Harries, *The Last Days of Innocence. America at War, 1917-1918* (New York 1997). David M. Kennedy, *Over Here. The First World War and American Society* (New York 1980). William Leuchtenburg, *The Perils of Prosperity, 1914-1932* (Chicago 1958). David M. Kennedy, *Freedom from Fear. The American People in Depression and War, 1929-1945* (New York 1999). Volker Depkat, *Geschichte Nordamerikas. Eine Einführung* (Köln 2008).

Credit for: BA, Lehramt, Magister, MA American Studies, MA European American Studies

- 35 802 Colonial American Cultures and Literatures
2 st., Do 10-12, H 9 Hebel

The course is the first part of a lecture series that surveys U.S. American cultures and literatures from early colonial times through the immediate present. This term's course covers the diversity of cultures and literary documents flourishing and emerging in the time period between the arrival of Columbus in the so-called New World and the beginning of the American Revolution. Individual meetings will focus on Native American (pre-Columbian) cultures and (oral) traditions, the multinational colonization of North America, intercultural encounters in colonial North America, the establishment and development of political and social institutions especially in the British colonies, the rise and decline of Puritan New England, religious groups and cultures in colonial North America, the Great Awakening, and the American Enlightenment. Topics and texts to be discussed will include travel writings of early explorers and colonists (e.g., Harriot, Smith), the beginnings of national U.S. American ideologies in prenational texts (e.g., American exceptionalism); the writings of seventeenth-century New England Puritans (e.g., sermon literature, histories, legal self-definitions), Indian captivity narratives (e.g., Rowlandson), the works of colonial American women writers (e.g., Hutchinson, Bradstreet, Knight), early American poetry (e.g., Bradstreet, Taylor), the origins and development of autobiographical writing (incl., e.g., diaries,

letters). Visual documents will be included prominently in the presentations as visual constructions have been a defining feature of American cultures since their very beginnings. – Requirements for credit: Regular attendance, final test. – Course materials and recommended readings (all with extended bibliographical documentation; further bibliographical references will be provided throughout the term):

Baym, N. et al., eds. *The Norton Anthology of American Literature: Volume A*. 7th ed. New York: Norton, 2008.

Boyer, P. et al, eds. *The Enduring Vision: A History of the American People*. 6th ed. Boston: Houghton Mifflin, 2008.

Hayes, Kevin J., ed. *The Oxford Handbook of Early American Literature*. New York: OUP, 2008.

Hebel, Udo. *Einführung in die Amerikanistik/American Studies*. Stuttgart: Metzler, 2008.

Credit for: BA, Lehramt, Magister, MA American Studies, MA European American Studies

Introduction to English and American Literary Studies

3 st.

(siehe auch Parallelkursangebot der Anglistik!)

35 804	Mi 10-13, PT 1.0.2	Gessner
35 805	Mi 10-13, ZH 5	Balestrini
35 806	Fr 8-11, PT 1.0.2	Balestrini
35 807	Mi 13-16, PT 1.0.2	Viertlböck
35809ws	Blockkurs: 2.3., 10-12, PT1.0.2, + 9.-20.3.: 8.30-12, R 005, + 23.3.09, 10-12, H6	Szlezák, K.
35 808	Blockkurs: 21.09.-02.10.2009	Szlezák, K.

The course will familiarize students with the fundamentals 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 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. They will also organize guided tours of the university library. 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 centralized written exam at the end of the last week of the semester. – Required textbook: Michael Meyer. *English and American Literature*. 3rd rev. ed. Tübingen: Francke, 2008. Further course materials, mandatory readings, and course requirements will be announced in the first meetings. – Registration for course 35809ws: directly with the lecturer (deadline: 2.3.09). For all other courses: online-registration. – Final exam: Tue, 28.7.09, 9-12 (no alternative date!)

Credit for: BA, Lehramt, Magister

Introduction to American Studies

3 st.

35 811	Di 12-13, H 5; Di 14-16, H 23	Hebel/ Cavanna
35 812	Di 12-13, H 5; Di 14-16, ZH 4	Hebel/ Uppendahl
35 813	Di 12-13, H 5; Di 14-16, W 113	Hebel/ Viertlböck
35 814	Di 12-13, H 5; Di 16-18, W 116	Hebel/ Cavanna
35 815	Di 12-13, H 5; Di 16-18, PT 1.0.7	Hebel/ Uppendahl
35 816	Di 12-13, H 5; Di 16-18, R 005	Hebel/ Szlezák, K.

"Introduction to American Studies" combines a plenary lecture course and discussion groups. It serves as an introduction to the agendas, theories, and fields of American Studies. The lectures will provide an overview of theories and research areas in the interdisciplinary field of American Studies. Individual sessions will also offer concise surveys of major developments in North American cultural history and discuss central geographical, political, social, and cultural issues governing the scholarly study of North America. Lectures will furthermore focus on, e.g., immigration history, the religious landscape, the role of popular culture, visual culture. The sessions in the discussion groups will discuss representative documents ranging from the earliest European representations of the 'New World' to re-

cent presidential interpretations of the past and future meanings of 'America.' The selection of 'core texts' is to illustrate the multivocalism and diversity of American cultural history. A reader containing the most important texts will be handed out in the first meeting. – Requirements: regular attendance in both lecture course and discussion group; home study; active participation; oral presentation; final exam: Thu, 30.7.09, 9-12 (no alternative date!). – Course text: Hebel, Udo. *Einführung in die Amerikanistik/American Studies*. Stuttgart: Metzler, 2008. Recommended history textbooks:

Depkat, Volker. *Geschichte Nordamerikas: Eine Einführung*. Köln 2008.

Boyer, Paul S., et al., eds. *The Enduring Vision: A History of the American Peoples*. 6th ed. Boston: Houghton Mifflin, 2008.

Credit for: BA, Lehramt, Magister. Final exam: Thu, 30.7.09, 9-12 (no alternative date!)

Contemporary American Cultures

35 818 1 st., Do 14-15, H12

Balestrini

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 for example 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 not only textual, but also visual and audio-visual representations of American society and culture. Requirements will include an oral presentation, active in-class participation, and a final exam.

Credit for: BA, Lehramt

Proseminare

American Literature I: From the Beginnings through the 19th Century
2 st.

35 820 Mo 12-14, CH 33.1.91

Szlezák, K.

35 821 Mo 12-14, W 116

Viertlböck

This course explores American literature from early written accounts of the 'New World' through the literary classics of the nineteenth century. 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, selected texts from Puritan New England including Mary Rowlandson's "Captivity Narrative," and early American poetry (e.g., Anne Bradstreet, Phillis Wheatley). We will then turn to a sample of nineteenth-century short fiction (Washington Irving, Edgar Allan Poe, Nathaniel Hawthorne, Ambrose Bierce, Sarah Orne Jewett, Kate Chopin), excerpts from a slave narrative (Frederick Douglass's *Narrative of the Life of Frederick Douglass*), and a romance (Nathaniel Hawthorne's *The Scarlet Letter*). We will also analyze Mark Twain's *Adventures of Huckleberry Finn*, excerpts from Harriet Beecher Stowe's *Uncle Tom's Cabin*, and selected poems by Walt Whitman and Emily Dickinson. Course requirements include active participation, an oral presentation, reading quizzes, and an 8- to 10-page research paper in English. It is highly recommended to own a copy of *The Norton Anthology of American Literature*, vols. A, B, and C (7th ed., 2007). These books contain the assigned texts.

Credit for: BA, Lehramt, Magister

American Literature II: The 20th and 21st Century
2 st.

35 822 Mo 14-16, PT 2.0.3A

Szlezák, K.

35 823 Mi 16-18, ZH 4

Bauridl

35 824 Blockkurs, Termin: 21.09. – 02.10.2009

Viertlböck

This course explores representative 20th- and 21st-century American novels, short stories, autobiographies, poems, and plays. 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. We will focus on important American writers such as James, London, Fitzgerald, Faulkner, Hemingway, Frost, O'Neill, Hurston, McKay, Miller, Barth, Shepard, Morrison, Silko, Cisneros, and Tan. Thus, we will cover the wide range and diversity of American literatures of the 20th and 21st centuries. 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 active participation, an oral presentation, reading quizzes, and a research paper (8-10 pages). All books will be available at Pustet's. – Required Texts: F. Scott Fitzgerald, *The Great Gatsby*. Eugene O'Neill, *The Emperor Jones*. Arthur Miller, *Death of a Salesman*. Sam Shepard, *True West*. Edward P. Jones, *The Known World*. Donald Margulies, *Dinner with Friends*. Nina Baym et al., eds., *The Norton Anthology of American Literature*, 7th ed., vols. C, D, E.

Credit for: BA, Lehramt, Magister

35 825 Philadelphia: An American City from Colonial Times to the 21st Century
2 st., Di 10-12, PT 1.0.2

Bauridl

This course will take students on a virtual walking tour through Center City, Philadelphia, and on occasional ventures throughout the greater metropolitan area. It will investigate "the streets of Philadelphia" as a 21st-century urban space, as a place of cultural production, and as a historic site which reflects ideas and cultural concepts that not only shape Philadelphia, but the nation itself. Our stroll through the Quaker City starts in the east by exploring Penn's Landing and Independence National Historical Park, which includes, among others, the Assembly Room (Independence Hall), where the Declaration of Independence was adopted. On our way west, we will stop at museums and memorials (e.g., National Museum of American Jewish History or Washington Monument), historic sites and buildings (e.g., Liberty Bell Center or Edgar Allan Poe National Historic Site) and encounter street and district names (e.g., Bella Vista or Passyunk Ave.) that are designed to remember the city's and America's past from Native American settlements to William Penn to the history of immigration and the African American experience. On our tour, we will, of course, meet historic and contemporary figures and analyze their 'texts'—which will range from historical documents and literature to film, music, and sports—as cultural productions in and about the City of Brotherly Love and U.S. society. Course materials will include full texts and excerpts from: Benjamin Franklin's *Autobiography* (1771-90), "Declaration of Independence" (1776), selected short stories by Edgar Allan Poe, Richard P. Powell's *The Philadelphian* (1957), Jonathan Franzen's *The Corrections* (2001); visuals by Benjamin West, John Trumbull, and Thomas Eakins; music by Bruce Springsteen, Will Smith, and Peter Cincotti; movies and TV series such as *Kitty Foyle* (1940), *Trading Places* (1983); *Philadelphia* (1993), *Invincible* (2006), *The Fresh Prince of Bel Air* and *Cold Case*. – Course requirements include an 8-10-page research paper, an oral presentation, and active in-class participation. Required Texts: Benjamin Franklin's *Autobiography* (1771-90), Richard P. Powell's *The Philadelphian* (1957), Jonathan Franzen's *The Corrections* (2001).

Credit for: BA, Lehramt, Magister

35 826 21st-Century Immigration Literature
2 st., Mi 16-18, PT 1.0.7

Leikam

The Great American Seal reads "E pluribus unum" ("Out of Many, One"), which does not only refer to the joining of the thirteen original colonies into one country but more importantly also to North America as a center for world-wide emigration. Since the very early days of colonization, immigration has played a crucial role in the development and shaping of U.S.-American ideology, politics, religion, history, culture, and literature. The 21st-century immigration experience is very similar to earlier ones in that it also involves legal problems, economic hardship, language struggle, and the challenge of walking the very

fine line between cultural assimilation and resistance. 21st-century immigration literature, however, differs from earlier versions as it focuses much more on the American-born children of immigrants and shows their problems of being raised 'between' two cultures. The class will start with a brief review of U.S.-American immigration history and then focus on immigration and its literary manifestations in the 21st century. The corpus of course texts will cover a broad range of materials including novels, short plays, poetry, films, visuals, and lyrics. In addition, we will work on scholarly writing skills for the final paper and review basic cultural and literary terms and concepts. – Course requirements include active participation, an oral presentation, and a final research paper (8-10 pages). – Required texts (novels): Eugenides, Jeffrey. *Middlesex*. Lahiri, Jhumpa. *The Namesake*. Dumas, Firoozeh. *Funny in Farsi*. A reader containing additional material such as short stories, short plays, and poetry will be available at Digital Print, Ludwig-Thoma-Str. 27, at the beginning of the semester. – To ease your overall workload during the semester, it is suggested that you already start reading Jeffrey Eugenides's novel *Middlesex* (available at Pustet's) during semester break. Credit for: BA, Lehramt, Magister

35 827 Political Institutions of the USA
2 st., Mo 8-10, PT 1.0.7

Cavanna

This course investigates 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 a *Schein* will also be asked to submit an eight- to ten-page research paper. – Principal texts:

Singh, Robert, ed. *Governing America: The Politics of a Divided Democracy*. Oxford: Oxford U P, 2003. (available at Pustet)

Hall, Kermit L., ed. *Major Problems in American Constitutional History: Documents and Essays*. 2 vols. Lexington, Mass.: Heath, 1992.

Credit for: BA, Lehramt, Magister

Cultural Studies Advanced

35 829 The American West
2 st., Do 14-16, ZH 6

Cavanna

Long before Christopher Columbus sailed in search of a trade route to the "Indies," European speculation about uncharted lands had been wrapped in myth. Upon his discovery of a "new" world in 1492, competing visions of Eden and empire provided explorers and settlers alike with the ideological justification and incentive they needed to conquer, dispossess, and destroy native populations, to fight one another, and to exploit the natural resources they found. – We will therefore investigate over 500 years of history, from initial

contact between Europeans and Native Americans to present-day issues such as urban sprawl, resource management, and immigration. Incorporating recent scholarship in women's, ethnic, environmental history. Aided by visual and documentary material, this course will offer students a broad, multicultural and multi-angled approach to complex forces that have shaped and constructed the United States. – All students will be required to participate actively and to give an oral presentation. Those wanting to receive credit for the course will also need to submit a well-researched 8- to 10-page term paper in MLA format. – Principal texts:

Hine, Robert V., and John Mack Faragher. *The American West: A New Interpretative History*. New Haven: Yale UP, 2000. (Available at Pustet.)

Milner, Clyde A., II, eds. *Major Problems in the History of the American West: Documents and Essays*. 2nd ed. Boston: Houghton, 1997.

Credit for: BA, Lehramt, Magister

35 830 Topical Issues in Contemporary American Culture
2 st., Fr 12-14, PT 1.0.2

Uppendahl

This class will explore major developments in recent American culture. It builds on the "Introduction to American Studies." However, the focus in this class is more synchronic than diachronic. Attention will be paid to important trends and crucial events since the 1990s and their historical and cultural significance. Issues to be discussed will include landmark U.S. Supreme Court cases; trends in American foreign policy and relations; demographical changes; major social and political controversies involving race and ethnicity; Native Americans; issues in education (e.g., admission policies, bi-lingual education, home schooling, creationism); American self-definitions and collective memory after 9/11; religion in America; American culture and violence; U.S. economy and business values; expressions of popular culture; recent election campaigns and results. – Participants are strongly advised to have completed "Introduction to American Studies" and at least one Proseminar in American Studies; all participants are expected to already have or acquire a firm footing in American history and culture. – Course materials will be drawn, for instance, from newspapers, journals, magazines, and encompass textual as well as visual materials, which allow for a discussion of America's many tensions, paradoxes, and promises. Requirements will include an oral presentation, active in-class participation, and an 8-page research paper.

Credit for: BA, Lehramt, Magister, MA American Studies

35 831 American Roads
2 st., Mo 8-10, PT 3.0.77

Uppendahl

The road has always played a significant role in American culture. From Walt Whitman to Jack Kerouac, from Hank Williams to Bruce Springsteen, the road has represented freedom, ambition, restlessness, but also danger, loneliness and death. In this course, we will look at all aspects of the American road: its representations in music, painting, film and literature; the historical development of the road system; political and environmental controversies; its influence on the economy from 'coffee to go' to General Motors. Students will be required to research a topic, present their findings in class and write an 8-page paper. A course reader will be available at the beginning of the semester.

Credit for: BA, Lehramt, Magister

35 832 Building Many Americas or Constructing Spaces to Unite the States
2 st., Do 14-16, ZH 4

Gessner

Taking our cue from the U.S. motto "E Pluribus Unum" we will ponder the adaptability of these words. For example, in light of the social and cultural realities of the United States, the possibility of an "E Pluribus Plures" version has been suggested, while Barack Obama's words "that this nation is more than the sum of its parts—that out of many, we are truly

one" also still ring in everybody's ears. Using various 'American' spaces as test cases, we will focus on the role of these spaces, of public art, and of architecture in shaping the appearance of 'America' as well as its sense of self. Working at the intersection of the concepts of space, identity and ethnicity, we will see how unity and difference are negotiated through artistic creation and the appropriation of landscapes and cityscapes. We will examine political and cultural tensions between the need for a national consensus on the one hand and the interests of (ethnic) groups to rewrite the national narrative and/or inscribe themselves into it on the other. Issues addressed in this seminar might include, but are not limited to: the politics of public sculptures, memorials and monuments; art controversies (Cf. Michael Kammen's *Visual Shock*, 2006); iconic American spaces in nature and culture; (re-)constructions of urban spaces (e.g. the Mall in Washington, DC, Chicago's White City, or post-Katrina New Orleans) and spaces of trauma (e.g., the reconstruction of Ground Zero). Course requirements include regular attendance, active in-class participation, an oral presentation, a 10-page research paper in English, and an annotated bibliography. A course reader will be available at the beginning of the term.

Credit for: Lehramt (Profilmodul), Magister, MA American Studies, MA European American Studies

35 833 Representing Legitimate Rule in Europe and America, 1750 – today
2 st., Di 16-18, ZH 4

Depkat

In inventing the presidency, the Founding Fathers of the Constitutional Convention created the prototype of a postrevolutionary head of state and chief of government whose legitimacy and authority rested on a purely secular basis. Deriving his just powers from a written constitution that had the American people as its sovereign and author, the American president was no longer legitimated by divine right and the dynastic principle. At the same time, the visual culture surrounding concepts of legitimacy, authority and rule was still defined by the feudal traditions at the end of the eighteenth century. The Americans, therefore, saw themselves faced with the problem of having to somehow 'democratize' the visual households of feudalism and absolutism to represent 'legitimacy,' 'authority,' and 'leadership.' The American Revolution, however, was not a singular event, but rather the beginning of a whole series of democratic revolutions in the course of which European monarchies were increasingly democratized. This process not only destroyed the institutions but also the visual culture of monarchy – producing the need to (re-)construct new ones. The seminar will therefore analyze visual representations of European and American rulers and politicians from 1750 to our day in order to find out how abstract concepts like 'legitimacy,' 'authority,' and 'leadership' were visually concretized and how the whole visual household of legitimate rule was transformed in the ongoing process of democratization that Europe and America were subject to in the 19th and 20th centuries. – *Requirements:* regular attendance, presentation and a term paper (due July 31). – *Readings:* Nicholas Mirzoeff, ed., *The Visual Culture Reader* (2nd ed., London 2007). Gunther Kress and Theo van Leeuwen, *Reading Images: The Grammar of Visual Design* (2nd ed., London 2006). Theo van Leeuwen and Carey Jewitt, eds., *Handbook of Visual Analysis*, London 2001.

Credit for: Lehramt (Profilmodul), Magister, MA American Studies, MA European American Studies

35 834 Multilingual North America
2 st., Mi 12-14, W 113

Szlezák, E.

„No matter how many American citizens may look back to different linguistic pasts and family documents, or be fluent in other languages now, U.S. politicians and educators have supported the steady scaling down of required language education (...). World citizenship as an educational ideal is believed to be attainable in English alone, the concept of 'language rights' is little known, and the word 'bilingualism' carries the association of a social burden (...) Multilingualism is a goal neither for the Right nor for the Left in the United States today" (Sollors, Werner. Introduction. *Multilingual America*. Ed. Werner Sollors. New York: New York UP: 1998. 2.) – In this course we will retrace the development of various speech communities both in the U.S. and in Canada, including their first appearance on the North American

continent, their embedment in the respective ethnic group, their interrelationship with the English language, and their chances for survival. After analyzing the phenomenon of multilingualism in its historical and cultural context and determining its role in a society (presumably) dominated by English, we will examine U.S. policies on this matter and draw a comparison to strategies employed in Canada for meeting the challenges of an ethnically and linguistically multifaceted society. A course pack containing the required readings will be provided at the beginning of the semester. Participants in this course will be expected to contribute participation in class as well as an oral presentation; a 10- to 12-page term paper is the requirement for obtaining a *Schein*.

Credit for: Lehramt (Profilmodul) , Magister, MA American Studies, MA European American Studies

35 849 European Perceptions of America
2 st., Mi 8-10, PT 1.0.2

Depkat

'America' is just as much an invention of European observers as it is one of the Americans themselves. From the beginning of European settlement in the seventeenth century, European explorers and travelers, scholars and scientists, writers, artists and publicists have projected their own hopes and anxieties onto America. It was discussed as a place of religious and secular utopias realized, and everything depended on whether or not European commentators liked or disliked what they meant to see in America, and whether or not they wanted things in Europe to move in the same direction. Much of the European debates about America was an integral part of larger utopian and dystopian discourses on the future of Europe. The seminar will discuss a selection of European representations of America from the 16th to the 21st centuries with the focus being on the 20th and 21st centuries. – *Requirements*: regular attendance, presentation, and term paper (due July 31). –

Readings: Reimer Eck, Kurt Jochen Ohlhoff and Dirk Voss, eds., *Nordamerika aus der Sicht europäischer Reisender: Bücher, Ansichten und Texte aus vier Jahrhunderten* (Hannover 1991). Russell A. Berman, *Anti-Americanism in Europe: A Cultural Problem* (Stanford, Calif. 2008). Jessica C. E. Gienow-Hecht, "AHR Forum: Always Blame the Americans: Anti-Americanism in Europe in the Twentieth Century," *The American Historical Review* 111.4 (2006):1067-1091. C. Vann Woodward, *The Old World's new world* (New York 1991). Volker Depkat: *Amerikabilder in politischen Diskursen. Deutsche Zeitschriften, 1789-1830* (Stuttgart 1998). David E. Barclay and Elisabeth Glaser-Schmidt, eds., *Transatlantic Images and Perceptions: Germany and America since 1776* (New York 1997).

Credit for: Lehramt (Profilmodul) , Magister, MA American Studies, MA European American Studies

Hauptseminare

35 836 Democratic Internationalism and U.S.: Foreign Policy in the 20th Century
2 st., Do 16-18, PT 2.0.3A

Depkat

In the course of the twentieth century, forced by a series of global wars, America broke with its long-standing tradition of continentalism and embarked on a course of exporting democracy into the world. Under the leadership of President Woodrow Wilson, America entered the First World War to make the world "safe for democracy." Ever since 1917 America has fought wars in Europe, Asia – and currently in the Middle East – to spread and strengthen democracy. This America never did for purely humanitarian and altruistic motives. Rather, under the conditions of an increasingly interdependent and globalized world, spreading democracy abroad was also seen as a way to protect democracy at home. The premise behind this foreign policy was the idea that democracies do not go to war against each other, which is why Americans held a world of democracies to be an inherently peaceful world. The seminar will trace the history of the ideology of "democratic internationalism" in the twentieth century by closely reading key documents from the two world wars, the Cold War and the time since the end of the Soviet-American antagonism. – *Requirements*: regular attendance, presentation and term paper (due July 31). –

Readings: Tony Smith, *America's Mission: The United States and the Worldwide Struggle for Democracy in the Twentieth Century* (Princeton 1994). Klaus Schwabe, *Weltmacht und Weltordnung: Amerikanische Außen-*

35 837 American Photographs
2 st., Di 14-16, ZH 6

Hebel

The interpretation of visual representations of 'America' has been central to American Studies since the early years of the discipline. Yet, the so-called 'iconic turn' or 'pictorial turn' in various fields of the humanities since the 1990s and recent studies on 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 photographs as one major corpus of visual constructions of American history and culture from the middle of the nineteenth century to the immediate present. Drawing on the theoretical approaches of, e.g., Susan Sontag, Roland Barthes, and W.J.T. Mitchell, and following the groundbreaking work of American Studies scholars such as, e.g., Alan Trachtenberg and Miles Orvell, the course will explore the photographic documentation of the Civil War, social photography from Jacob Riis and Lewis Hine around the turn of the twentieth century to Walker Evans, Dorothea Lange, and Arthur Rothstein in the 1930s and 1940s, Edward Curtis's pictures of so-called 'vanishing Indians,' photographic commemorations of the immigrant experience, landscape photography from the early works of William Henry Jackson to Ansel Adams, photographs of urban and suburban spaces from Alfred Stieglitz to Bill Owens. The cultural power and political impact of individual photographs will be traced in a sample of iconic photographs from Mathew Brady's Civil War photography to Arthur Rothstein's "Raising the Flag on Iwo Jima" and the Magnum photographs of 9/11. Further aspects to be covered will include inter pictorial dialogs, the role of photographs in 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. – Requirements for credit: regular attendance, presentation, annotated bibliography, two papers (some 8-9 pages each). – Recommended introductory readings:

Kress, Gunther, and Theo van Leeuwen. *Reading Images*. New York: Routledge, 2006.

Mitchell, W.J.T. *Picture Theory*. Chicago: U of Chicago P, 1994.

Orvell, Miles. *American Photography*. New York: OUP, 2003.

Trachtenberg, Alan. *Reading American Photographs*. New York: Hill, 1989.

Credit for: Lehramt (Profilmodul) , Magister, MA American Studies, MA European American Studies

35 838 American Theater Culture from the Beginnings to the Civil War
2 st., Mi 8-10, ZH 5

Balestrini

We will trace major developments in American theater culture from the seventeenth century into the 1860s, such as the attempt to define uniquely American drama and theater despite and because of the competition with British and other European models. We will discuss various types of dramas such as ballad operas, historical plays, plays with music, melodramas, and minstrel shows. Furthermore, we will delve into the sociohistorical contexts of the production and reception of such performances. Prerequisites for a "Schein" include oral participation, preparing and leading a brief in-class discussion, paper proposal, and a 12- to 15-page research paper. – Texts: A reader will be available for purchase at Digital Print Group, Ludwig-Thoma-Straße 27, 93051 Regensburg by mid-April. Please also purchase: Richards, Jeffrey H., ed. *Early American Drama*. Penguin, 1997.

Credit for: BA American Studies, Lehramt (Profilmodul), Magister

35 839 Modernist Little Journals and American Print Culture
2 st., Mi 10-12, R 009

Rozendal

From the early 20th century, groups of writers have repeatedly burst onto the broader American stage through periodicals that sought to transform aesthetics, culture, and politics. By focusing on the contested, developing communities of publication, this class will

consider both material culture and the social dimensions of authorship. Journals, with manifestos next to advertisements, poetry alongside fiction, and diverse authors, invite new methods for studying literature and culture. Toward this end, students will write a contextualized close reading of a particular issue with a consideration of a journal's development over its run building toward a final analytical paper. As a class, we will also apply the "distant reading" proposed by Franco Moretti in *Graphs, Maps, and Trees* (2005) to develop possible quantitative models to synthesize the work of the class. We will look at several historical moments: the modernist revolution of the word in journals like *The Little Review* (1914-1929), *Others* (1915-1919), or the overtly political *Masses* (1911-1917); Harlem Renaissance magazines like *Fire!!* (1926); mid-century Beat magazines like *Yugen* (1952-1962); and the contemporary polish of *McSweeney's* in comparison to self-made Zines.

Credit for: BA American Studies, Lehramt (Profilmodul), Magister

Review Courses / Presentation

35 841 Review American Literature

1 st., Do 15-16, H12

Balestrini

This course is designed to frame and focus students' familiarity with major forces and developments in American literary and cultural history from the early colonial period until the immediate present. Representative selections of primary materials from different fields of literary and cultural production, including visuals, will be analyzed and contextualized. Discussions of key concepts of American literature and culture will provide a foil against which the primary materials will be read. Theoretical approaches and influential works of literary and cultural criticism will be incorporated wherever necessary. – Course texts: Baym, Nina et al., eds. *The Norton Anthology of American Literature*. 7th ed. New York: Norton, 2008; Boyer, Paul et al., eds. *The Enduring Vision: A History of the American People*. 6th ed. Boston: Houghton Mifflin 2008.

Credit for: BA, Lehramt, Magister

35 843 Seminar für Examenskandidaten

2 st., Do 18-20, 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 loneliness. With this seminar, I want to offer students who are either in the process of writing their Abschlußarbeit or about to begin with it the opportunity to present their projects to an interested audience.

35 845 Presentation

2 st., Do 10-12, W 115

Balestrini

The course will serve to familiarize participants with advanced techniques and strategies of academic presentation. Students will give mock-presentations in which they will present a research project in either American Studies, British Studies or English Linguistics.

Credit for: BA, Lehramt, Magister

35 847 Reading and Discussion: American Literary and Cultural History

2 st., Mi 10-12, ZH 6

Hebel

The course is designed as an advanced review course for incoming students in the (new) master's program *Amerikanistik/American Studies* as well as for exam candidates in the (old) *Lehramt Gymnasium* and *Magister* programs. It is to frame and focus students' familiarity with major forces and developments in American cultural and literary history from the early colonial period until the immediate present. In-class discussions will be based on representative selections of primary materials from different fields of literary and cultural production, including in particular a sample of visual documents. Furthermore, reviews of major theoretical approaches and influential works of cultural criticism and literary history will be incorporated into the chronological review of American cultural and literary history. Participants from the state exam and Magister programs must have completed all their

course requirements before attending this course. The successful completion of at least one advanced cultural studies course in American Studies (either at the University of Regensburg or during their studies abroad) is strongly recommended for students in the *Lehramtsstudiengang Gymnasium*. Those students who did not take "Survey Course USA: Understanding America" during their *Grundstudium* must have familiarized themselves thoroughly with the specific materials and issues covered in this course before registering for the review course. A detailed syllabus will be mailed by the end of March 2009 to those students officially registered for the course. – Requirements for credit: regular attendance, presentation, final test.

Credit for: MA American Studies, Magister

Oberseminar

35 848 Research Workshop American Studies
2 st., Do 16-18, ZH 5

Hebel

The course provides a forum of scholarly exchange in the field of American Studies. Students who are currently working on their doctoral, master's, or state exam theses in American Studies 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 planned for the 2009 summer term will also be included in the course program. Advanced students who have successfully completed all their seminar requirements in American Studies and the review course for exam candidates are cordially invited to participate. The schedule will be available by early April 2009 and mailed to students registered for the course.

Credit for: MA American Studies, MA European American Studies, Magister

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

Credit for MAS and MEAS:

Linguistics: Schneider, American English (Vorlesung), Wed 8:30-10, H8

Credit for MEAS:

Political Science

Groittl, GK Einführung in die Internationale Politik (Übung), Mo 12-14, P.T. 1.0.4

Groittl, Topical Issues in International Relations (Lektüre- und Diskussionskurs), Mi 12-12, P.T. 1.0.4

Strobel, GK Einführung in die Internationale Politik (Übung), Fr 8:30-10, P.T. 1.0.4

Strobel, GK Einführung in die Internationale Politik (Übung), Mo 14-16, P.T. 1.0.4

Strobel, Washington Summer Symposium on U.S. Foreign Policy (incl. excursion to Washington, D.C.) (Übung), Fr 12-14

Romance Languages

Neumann-Holzschuh, Spanisch in Nordamerika (Vorlesung), Do 10-12, Raum s. Aushang Romanistik

German Studies

35531 Heimböckel, Heimat und Identität im deutschsprachigen Roman nach 1945, Di 10-12, ZH 7

35532 Regener, Romantik, Mi 8.30-10, ZH 7

35535 Daiber, Literarische Autobiographien, Di 16-18, ZH 7

35537 Heimböckel, Der / die / das Fremde, time to be announced, PT 3.2.42

Kurse für die Master-Programme des Instituts für Anglistik und Amerikanistik

35 846 Academic Writing / Academic Skills (M.A. course)
2 st., Fr 12-14, W 113

Balestrini

This course is specially designed to meet some of the targets of the new Master's programs and aims to guide students through the complexities of organizing and drafting an advanced research paper. Besides the acquisition of skills of language and information management, students will learn how to read their drafts as their potential readers might so that they can recognize unnecessarily difficult or empty passages and then revise them effectively. We will analyze and critically evaluate different text types from the fields of literary studies, linguistics, and cultural studies in order to acquire the basic literacy skills necessary for the writing of convincing academic discussions. Participants will also gain insight into the vast area of general and specific sources which are indispensable for a successful academic approach to a topic and learn how to distinguish between sources which are valuable/reliable and those which are not. By the end of this course, students should be able to approach a topic in an intelligent and analytical way, select appropriate information, discuss contrary views, and master text cohesion and academic style in their own writing. Prerequisites for a Schein will be regular attention, active participation in analytical in-class discussions, an oral presentation, and two short essays (one research proposal and one critical analysis) on topics relating to either literary studies, linguistics, or cultural studies. – Readings / materials (information on further readings will be given in class): Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams, eds. *The Craft of Research*. 3rd ed. Chicago: U of Chicago P, 2008.

Credit for: all MAs of Department of English and American Studies, Lehramt (Profilmodul)

Nicht gestufte sprachliche und literarische Übungen

35 856 Anglistisch-Amerikanistisches Filmgespräch
2 st., Mi 18-20, ZH 6

McIntosh-Schneider

Supplementary Oral Practice, 2 st.

35 857 Zeit und Ort s. Aushang

Gebauer

35 858 Zeit und Ort s. Aushang

Hill

35 859 Zeit und Ort s. Aushang

de Carlo

35 860 Idiomatic English and Contemporary Sayings: Impact of Texts
from Religion and Folk Tradition
2 st., Do 18-20, ZH 4

Thurston

This course is open to students of all semesters who are interested in oral English practice with discussions on religious and literary themes. The course begins the first week of the semester; however, students are welcome to join at any time. The course will look at the influence of translations of well-known texts - including sacred writings, written legends, and fairy tales - on idiomatic English and contemporary sayings

Scots Gaelic, 2 st.

35 861 Beginners: Zeit und Ort s. Aushang

Dunphy

35 862 Intermediate: Zeit und Ort s. Aushang

McKay

35 864 Tandem Mentoring
2 st., Zeit und Ort s. Aushang

Uppendahl

35 865 DAAD / TA Großbritannien (Beratung, Infoveranstaltung)
2 st., Zeit und Ort s. Aushang

Waller

35 866 RUPs, too
2 st., Zeit und Ort s. Aushang

Kohen

35 867 Spracherwerbsstrategien für den Auslandsaufenthalt
Blockveranstaltung: Fr. 26.6.09, 8.30-12, PT 4.0.20

Aßbeck

Ziel dieser Blockveranstaltung ist es, Studierende mit den wichtigsten Spracherwerbsstrategien vertraut zu machen, damit der sprachliche Gewinn eines Auslandsaufenthalts erhöht werden kann. Es werden daher Fragen behandelt wie

- Wie werte ich den sprachlichen Input aus, von dem ich umgeben bin?
- Wie kann ich meinen Wortschatz systematisch ausbauen und gegen das Vergessen sichern?
- Wie kann ich gesprochene Sprache auch unter sehr ungünstigen Bedingungen verstehen?
- Wie kann ich Kommunikation mit *native speakers* und Erweiterung von Wortschatz und Idiomatik verbinden?

Der Darstellung der jeweiligen Strategien folgt stets das praktische Erproben.

35 783 Blockseminar: Irish History and Culture (Irland-Exkursion)
2 st., weitere Infos siehe „Anglistik / Cultural Studies Advanced“

Lenz

Sprachpraxis

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

35 870 Mo 8-11, ZH 4
35 871 Mo 8-11, PT 1.0.2
35 872 Mo 11-14, ZH 4
35 873 Mo 11-14, PT 1.0.2
35 874 Mo 14-17, ZH 4
35 875 Mo 14-17, ZH 5
35 876 Mo 17-20, ZH 4
35 877 Mo 17-20, ZH 5
35 878 Mo 8-11, PT 2.0.3A
35 879 Mo 11-14, PT 2.0.3A

Kohen
de Carlo
Kohen
de Carlo
Arrington
Thurston
Arrington
Thurston
Gebauer
Gebauer

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 acquisition, 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. – Required 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.

Leech, G., and J. Svartvik. *A Communicative Grammar of English*. 3rd ed. Harlow: Longman-Pearson, 2002.

Woods, E., and R. Coppieters. *The Communicative Grammar of English Workbook*. Harlow: Longman-Pearson, 2002.

Note: The final exam will be held on Sat., July 18. There will be no alternate exam date.

Composition (Introduction to Academic Writing), 2 st.

35 887 Mi 18-20, PT 2.0.3A
35 887a Mi 18-20, PT 1.0.2
35 888 Do 10-12, PT 3.0.75

McKay
Waller
Cavanna

35 891	Do 12-14, PT 2.0.3A	Thurston
35 892	Do 14-16, PT 1.0.2	de Carlo
35 893	Do 14-16, ZH 5	Thurston
35 894	Fr 12-14, CH 33.1.91	de Carlo
35 895	Fr 12-14, ZH 2	McKay
35 896	Fr 14-16, CH 33.1.91	de Carlo
35 897	Fr 14-16, W 116	Thurston
35 897a	Fr 14-16, PT 2.0.3A	Dunphy
35897ws	Blockkurs: 2.3.-13.3.09, 9-12.30, W 116	Hill
35898aws	Blockkurs: 2.3.-13.3.09, 9-12.30, W 113	McIntosh-Schneider
35 898	Blockkurs: 30.3. - 9.4.09, 9-12.30, W 113	Hill
35 889	Blockkurs: 21.9.-2.10.09, 9-12.30, 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 a midterm composition and a short research paper. Details about the course pack will be announced in the first week of the semester. – Registration for course 35898aws: directly per e-mail with the lecturer, for all other courses: online via RKS.

	Exercises in English Pronunciation, 1 st.	
35 900	Mi 8-9, PT 3.0.75 (BrE)	Dunphy
35 901	Mi 9-10, PT 3.0.75 (BrE)	Dunphy
35 902	Mi 12-13, PT 3.0.75 (BrE)	Hill
35 903	Mi 10-11, PT 3.0.75 (AmE)	de Carlo
35 904	Mi 11-12, PT 3.0.75 (AmE)	de Carlo

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. Students may only take this new exam once. Those who fail must take the lab course "Exercises in English Pronunciation". Others may take the lab course on a voluntary basis if places are free.

	Focus on Grammar Practice, 2 st.	
35 905a	Di 8-10, ZH 6	Hill
35 905b	Mi 18-20, ZH 5	Arrington
35 905c	Do 12-14, W 112	de Carlo
35 905d	Blockkurs: 30.3. - 9.4.09, 9-12.30, W 116	McIntosh-Schneider

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.

	General Language Course B (entspr. GLC III), 3 st.	
35 906	Mo 8-11, ZH 6	Hill
35 907	Do 11-14, ZH 4	Gebauer
35 908	Mo 11-14, ZH 6	Cavanna
35 909	Do 8-11, ZH 6	McKay
35 910	Do 8-11, PT 1.0.2	McIntosh-Schneider
35 911	Do 8-11, ZH 5	Uppendahl
35 912	Do 8-11, ZH 4	Gebauer
35 913	Do 11-14, ZH 5	Uppendahl
35 914	Do 11-14, ZH 6	McKay
35 915	Do 11-14, PT 1.0.2	McIntosh-Schneider

The prerequisite for GLC B is the successful completion of GLC A, or the old GLC II. 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 acquisition, 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. At the end of GLC B there will be an oral exam that tests pronunciation, flow and intonation. Students must pass this exam before they can enrol in GLC C. Those who do not pass the exam will be sent to the language lab to practice and improve before they are re-tested. – It is recommended that students take GLC B in their third or fourth semesters. – Required 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.

Leech, G., and J. Svartvik. *A Communicative Grammar of English*. 3rd ed. Harlow: Longman-Pearson, 2002.

Woods, E., and R. Coppieters. *The Communicative Grammar of English Workbook*. Harlow: Longman-Pearson, 2002.

Note: The final exam will be held on Sat., July 18. There will be no alternate exam date.

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

35 917	Mi 12-15, PT 2.0.3A	Kohen
35 918	Mi 12-15, ZH 6	McIntosh-Schneider
35 919	Mi 15-18, PT 2.0.3A	Kohen
35 920	Mi 15-18, ZH 6	McIntosh-Schneider
35 921	Fr 8-11, ZH 6	Cavanna
35 922	Fr 8-11, PT 2.0.3A	Hill
35 923	Fr 11-14, ZH 6	Dunphy
35 924	Fr 11-14, PT 2.0.3A	Hill
35 925	Mi 15-18, CH 12.0.19	Waller
35 926	Fr 11-14, W 116	Waller

The prerequisite for GLC C is the successful completion of GLC B or the old GLC III, which also includes the completion of the pronunciation requirement (see GLC B). 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 *Grundstudium*. 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. 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 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 their fifth or sixth semesters. – Required Materials:

Hoffmann, H. G., and M. Hoffmann. *Großer Lernwortschatz Englisch*. 2nd ed. Ismaning: Hueber, 2003. Units 13-20 will be tested.

Leech, G., and J. Svartvik. *A Communicative Grammar of English*. 3rd ed. Harlow: Longman-Pearson, 2002.

Woods, E., and Rudy Coppieters. *The Communicative Grammar of English Workbook*. Harlow: Longman-Pearson, 2002.

Note: The final exam will be held on Sat., July 18. There will be no alternate exam date.

	General Language Course V, 4 st.	
35 928	Di 8-10, ZH 4; Do 8-10, PT 3.0.75	Wasmeier
35 929	Mi 14-16, CH 13.0.82; Fr 14-16, PT 1.0.2	McKay
35 931	Fr 8-12, PT 3.0.77	Gebauer
35 932	Fr 8-12, H42	Renner

GLC V is a necessary component of the *Oberkursschein Lehramt vertieft* §68 according to the "old" LPO I §38 (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.

	Sprachmittlung 1 (entspr. Englisch-Deutsch Übersetzung IV), 2 st.	
35 936	Di 14-16, ZH 5	Thurston
35 937	Di 16-18, CH 33.1.91	Kautzsch
35 938	Di 16-18, CH 13.0.82	Thurston
35 939	Mi 16-18, PT 3.0.75	Gasteiger
35 940	Mi 16-18, PT 1.0.2	Kunst
35 941	Mi 18-20, ZH 4	Gasteiger
35 935	Do 12-14, W 116	Herfeld
35 942	Fr 10-12, PT 1.0.7	Herfeld

Übersetzen ist eine Fertigkeit, wenn nicht gar eine Kunst. Selbstverständlich kann sie nicht in einem einzigen Semester erlernt werden. Das Unterrichtsziel bleibt jedoch die gute Übersetzung. Auf dem Weg dahin sollen wöchentlich verschiedene Texte unterschiedlichster Herkunft übersetzt werden. Dabei werden grammatische Strukturen kontrastiv diskutiert sowie stilistische Prinzipien und Übersetzungstechniken in Anlehnung an W. Friederich behandelt (Friederich, Wolf. *Technik des Übersetzens*. Donauwörth: Hueber, 1977). Parallel dazu wird von Ihnen eine Erweiterung Ihres Wortschatzes basierend auf Huebers Großem Lernwortschatz erwartet. (Hoffmann, Hans G. und Marion Hoffmann. *Großer Lernwortschatz English*. Hueber, 1977.) – Der Schein ergibt sich aus zwei Übersetzungsklausuren. Damit die Gleichwertigkeit der Parallelkurse gesichert ist, werden die Klausuren zu einem gemeinsamen Termin, üblicherweise freitags am Nachmittag, stattfinden.

	Sprachmittlung 2 (entspr. Englisch-Deutsch Übersetzung VI), 2 st.	
35 945	Mo 14-16, R 005	Kautzsch
35 946	Di 14-16, H 21	Kautzsch

	Grammar, 2 st.	
35 954	Part I - Verb Grammar: Mo 12-14, H22	Kautzsch
35 952	Part II - Noun Grammar: Di 14-16, H22	Lenz
35 953	Part II - Noun Grammar: Di 16-18, PT 2.0.3A	Lenz

Grammar is a two-semester course open to advanced students who want to increase their knowledge and skills in grammar theory and analysis. It is recommendable that students attend it before moving on to Language Analysis (Sprachbeherrschung VI), which is a refresher course for state exam candidates and thus expects participants to have a solid background in terms of grammatical terminology and theory.

Part I focuses on the most relevant aspects of the English verb (time relationship, aspect, subjunctive/modal past, modals, non-finite structures, backshift).

Part II deals with the noun phrase (plurals, genitives, concord, determiners, quantifiers, modification), the adjective, the adverb, subordination, relative clauses, and syntax.

The following books will be used:

F. Ungerer et al. *A Grammar of Present-Day English* (Stuttgart: Klett, 1984 u.ö.)

H. Hoffmann/F. Schmid. *English Grammar Exercises* (with key) Hueber Hochschulreihe Bd. 4/4a (München: Hueber, 1976 u.ö.)! presently out of print! – copies available at Der Kopierer, Ludwig-Thoma-Str. 43.

Language Analysis (Sprachbeherrschung VI), 2 st.,
 35 956 Mi 14-16, H 8
 35 957 Do 14-16, PT 2.0.3A

Lenz
 Lenz

This course is specially designed to meet the demands of those students who are about to take their Staatsexamen (*SLN Sprachbeherrschung*) in the near future and 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 most advisable to attend Grammar before.

Academic Writing (Text Production V), 2 st.,
 35 959 Di 8-10, ZH 5
 35 960 Di 10-12, ZH 5

Kohen
 Kohen

This course is primarily designed for Staatsexamen candidates, although certainly candidates for the Master's and Magister are welcome to attend as well. Text Production V seeks to provide background information on US and British society and practice in speaking (oral exams!), reading comprehension, writing and translation (text production!) and simply general language use (punctuation, grammar, style, register, etc.). The prerequisite for taking this course will be the Oberkursschein – either GLC IV / GLC C for nicht-vertieft or GLC V for vertieft students. The course limit is 30 people, so if numbers are a problem, then those people closest to the final exams will be given priority.

Academic Writing (Text Production VI), 2 st.,
 35 961 Di 14-16, PT 1.0.2
 35 962 Fr 14-16, ZH 6

Dunphy
 Uppendahl

Like Integrated Language Skills VI, Text Production VI prepares students for the new state exam written practical language paper. In this two-hour course we work mainly with past exam papers.

35 963 Academic Writing (Integrated Language Skills VI)
 4 st., Di 12-14, ZH 1; Do 12-14, PT 3.0.76

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 new Staatsexamen written paper, which is obligatory from Spring 2006. 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.

Fachdidaktik

Fachdidaktik nicht vertieft (LA Grund-, Haupt- u. Realschule)

Einführungskurse

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

35 970 Mo 08:15-10:30, ZH 5
 35 971 Di 08:15-10:30, PT 3.0.77

Aßbeck
 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

Der Besuch des Einführungskurses und die erfolgreiche Teilnahme an der Abschlussklausur sind Voraussetzung für die Teilnahme an einem fachdidaktischen Proseminar. Anmeldung: 2.2.09 ab 12.30 Uhr an PT 3.2.46.

Proseminare

35 973 Fächerübergreifender Englischunterricht: Wortschatzerwerb
in unterschiedlichen Kontexten
2 st., Di 10:30-12, PT 3.0.77

Aßbeck

Ein umfangreicher Wortschatz ist die Basis erfolgreicher Kommunikation. Aus diesem Grund wurden in den Englischlehrplänen die Wortschatzzahlen deutlich erhöht. Den Englischlehrkräften steht inzwischen umfangreiches Wissen aus Gedächtnispsychologie und Psycholinguistik zur Verfügung um die Wortschatzvermittlung effektiv und lernerfreundlich zu gestalten. Dennoch bleibt eine Reihe interessanter Probleme zu erforschen und zu diskutieren, z.B.:

- Wortschatz wird letztlich nur über interessante Inhalte/Erfahrungen behalten – wie können Wortschatzarbeit, attraktive Texte und Handlungen sinnvoll miteinander verknüpft werden?
- Wortschatz ist in vielen Fällen nicht von seinen soziolinguistischen und kulturellen Aspekten zu trennen – wie können/sollen diese in die Vermittlung integriert werden?
- Schüler erwerben englische Wörter auch außerhalb des Englischunterrichts – wie kann dieser Wortschatz im Sinne einer *language and learner awareness* in den Englischunterricht integriert werden?
- Tragen fächerübergreifende Unterrichtsformen wie Projektarbeit, CLIL, projektorientierte Tandems etc zu einer tieferen Wortschatzverarbeitung bei?
- Wie sinnvoll ist es, auf Wortschatzerwerb lediglich durch viel Input (Texte, Filme ...) zu vertrauen?

Wir werden diese und andere Fragestellungen in Theorie und Praxis erforschen und dabei auch Unterrichtsmitschnitte analysieren, Sprachaktivitäten erproben und Materialien evaluieren. In Hinblick auf die Anforderungen des Staatsexamens werden die Sitzungen im Wechsel in deutscher und englischer Sprache stattfinden. Die Erarbeitung der Themenfelder in Teams, die kritische Diskussion der Ergebnisse im Seminar sowie die Analyse und Konzeption von Unterrichtsaktivitäten etc. sollen sich gegenseitig ergänzen. – Voraussetzung für die Teilnahme an diesem Seminar ist der erfolgreich bestandene Einführungskurs (nicht vertieft). Von jedem Teilnehmer werden ein im Team erstelltes Thesenpapier als Diskussionsgrundlage, eine schriftliche Seminararbeit über das Thema des Thesensapiers sowie rege Beteiligung an der Diskussion erwartet. – Der Eintrag in die Themenliste mit verbindlicher Entscheidung für das Thema erfolgt beim Dozenten (PT 3.2.46) ab 2.2.2009, 12.30 Uhr.

35 974 Intercultural communicative competence: Tests
2 st., Do 14:30-16, PT 4.0.20

Fritze

Das Ziel des Englischunterrichts ist *intercultural communicative competence*. Lehrpläne, Bildungsstandards und der Gemeinsame Europäische Referenzrahmen geben den Weg und klare Ziele vor, was die Schüler in der Fremdsprache wirklich „können“ sollen. Praxisrelevante Möglichkeiten der Überprüfung und Feststellung der Lernschritte und die Messung des Lernerfolgs, welcher für die Schüler zukunftsweisend ist, stehen im Mittelpunkt des Seminars. Wie können sprachliche Fertigkeiten und Kompetenzen sinnvoll und „professionell“

getestet und evaluiert werden? Welche Anforderungen werden an moderne, zeitgemäße Tests gestellt? Wie verhält es sich mit zentralen Abschlussprüfungen, Schulaufgaben, Stegreifaufgaben und mündlichen Prüfungen? Welche Möglichkeiten der Evaluierung bieten Projekte (Bsp.: Literatur, Medien)? Wie wirken sich Anforderungen der unterschiedlichen Prüfungen auf die tägliche Unterrichtspraxis aus? – Voraussetzung für die Teilnahme an diesem Seminar ist der erfolgreich bestandene Einführungskurs (nicht vertieft). Von jedem Teilnehmer wird eine schriftliche Seminararbeit, ein Thesenpapier als Grundlage einer Präsentation und der anschließenden Diskussion sowie rege mündliche Beteiligung erwartet. – Der Eintrag in die Themenliste mit verbindlicher Entscheidung für ein Thema erfolgt beim Dozenten (PT 3.2.46) ab 2.2.2009, 12.30 Uhr.

35 975 TEFL: Theory and Practice (in Verbind. m. fachdidakt. Begleitprakt. LA Grundschule)
2 st., Di 14:30-16, PT 4.0.20 Koch

This course is obligatory for all those students who will be doing their „fachdidaktisches Begleitpraktikum“ this coming semester. Students should be aware that teaching English to very young learners requires a specific methodology which is mainly based on authentic materials, playful activities and a lot of L2 input. We will first of all analyze and discuss the methodological principals and then apply them to the planning of lessons, tasks and adequate forms of evaluation. Practical work and theoretical reflection will go hand in hand. In particular we will deal with: rhymes and songs – games and activities – storytelling/picture books – cultural events – coursebooks and other materials. Eintragung in Liste: 2.2.09 ab 12.30 Uhr an PT 3.2.46.

35 976 TEFL: Theory and Practice (in Verbind. m. fachdidakt. Begleitprakt. LA Hauptschule)
2 st., Do 08:30-10, PT 4.0.20 Aßbeck

35 977 TEFL: Theory and Practice (in Verbind. m. fachdidakt. Begleitprakt. LA Realschule)
2 st., Do 10-12, PT 4.0.20 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 sections of them, 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. Eintragung in Liste: 2.2.09 ab 12.30 Uhr an PT 3.2.46.

Praktikum

35 978 Durchführung und Analyse von Unterricht (in Ausbildungsklassen)
4 st., vor Ort in den Unterrichtsklassen Aßbeck

Examenskolloquium

- 35 980 Zentrale Aspekte und Fragestellungen des Englischunterrichts (Examensvorbereitung)
2 st., Mo 10:30-12, ZH 5 Aßbeck

Dieser Kurs ist als Vorbereitung auf die Fachdidaktikklausur im Staatsexamen (GS, HS, RS) sowie als Repetitorium gedacht und soll auch das nötige Grundlagenwissen für die mündliche Examensprüfung 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. 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. Anmeldung: 2.2.09 ab 12.30 Uhr an PT 3.2.46.

Fachdidaktik vertieft (LA Gymnasium)

Einführungskurse

Introduction to Teaching English (TEFL)
2 st.

- | | | |
|--------|--------------------|-----------|
| 35 982 | Fr 14-16, ZH 5 | Regnat J. |
| 35 983 | Do 18-20, ZH 5 | Regnat M. |
| 35 984 | Do 16-18, ZH 4 | Karg |
| 35 985 | Do 18-20, PT 1.0.2 | Karg |

As this course will be the first encounter of participants with a teaching perspective on school, the aspects chosen for closer inspection will be taken from a wide range of different elements of classroom teaching. Cultural studies and literature in English will be given as much attention as 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 challenges, which will secure a close interrelation between theory and teaching practice. Participants will have the opportunity of practising short teaching simulations and of trying out the theoretical concepts and methodical resources made available in sessions. – Recommended reading:

Haß, Frank (Hrsg.), *Fachdidaktik Englisch*. Stuttgart: Klett, 2006.

Johannes-P. Timm (Hrsg.), *Englisch lernen und lehren*. Berlin: Cornelsen, 1998.

Oberkurse

Advanced Studies in Teaching Reading & Writing Skills
2 st.

- | | | |
|--------|----------------|------|
| 35 987 | Di 8-10, ZH 6 | Karg |
| 35 988 | Di 10-12, ZH 6 | Karg |

This course is for students with some basic knowledge about teaching targets and methods (pass of introductory course to be proved in first session). The focus will be on ways of teaching foreign-language learners how to successfully read and write texts in English. For this purpose course participants will need good text-analytical 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 claiming an extended role for creative writing in the classroom will be critically evaluated and authentic learner texts will be provided for

analysis and assessment. Requirements for the *Schein*: presentation incl. mini-teaching and essay. – Recommended reading:

Michael Wendt (Hrsg.), *Konstruktion statt Instruktion. Neue Zugänge zu Sprache und Kultur im Fremdsprachenunterricht*. Frankfurt/M.: Lang, 2000.

Klaus Brinker, *Linguistische Textanalyse. Eine Einführung in Grundbegriffe und Methoden*. Berlin: Erich Schmidt Verlag, 5. Aufl. 2001.

35 990a Übung zum Oberkurs "Advanced Studies in Teaching Reading & Writing Skills"
1 st., Di 14-15, H 3 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.

Advanced Studies in Teaching Literature
2 st.

35 989 Mi 8-10, ZH 6 Karg

35 990 Mi 10-12, H 22 Karg

This course presupposes that participants are informed about general teaching targets and a variety of teaching methods (pass of introductory course to be shown in first session). It aims at exploring ways of dealing with various genres of literature in the English classroom and requires a sound knowledge of literary genres, methods of analysis and experience in contextualising literary pieces in their cultural and literary backgrounds. Participants will have to actively apply teaching practices to literary examples of their own choice and act out fragments of lessons, which will then be critically assessed in class. An essay on both the theoretical framework of literary interpretation and the teaching experience gained in one of the sessions will have to be submitted for obtaining the obligatory *Schein*. – Recommended reading: Ansgar Nünning & Carola Surkamp, *Literatur unterrichten. Grundlagen und Konzepte*. Seelze-Velber: Kallmeyer / Klett, 2006;

Wolfgang Hallet, *Fremdsprachenunterricht als Spiel der Texte und Kulturen. Intertextualität als Paradigma einer kulturwissenschaftlichen Didaktik*. Trier: Wissenschaftlicher Verlag, 2002.

35 990b Übung zum Oberkurs "Advanced Studies in Teaching Literature"
1 st., Di 15-16, H 3 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.

Seminar

35 991 Theorie und Praxis des Englischunterrichts (in Verbind. m. dem studienbegl. Praktikum LA Gymnasium)
2 st., Fr 16-18, PT 2.0.3A

Regnat J.

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").

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“.

