

INSTITUT FÜR ANGLISTIK UND AMERIKANISTIK



KOMMENTARE

für das Studium im

Sommersemester 2021

Geschäftsführung:

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Zimmer PT 3.2.48

Sekretariat:

Sekretariat Anglistik
Zimmer PT 3.2.49

Studienberatung:

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

Kleist, Mödl
Laube, Schleburg
Decker, Graef
Decker, Graef
Dexl
Gotteswinter
Dexl
Knittl
N.N. (Professurvertretung Fachdidaktik)
Kohen, Uppendahl, Waller

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A. Wichtige Termine und Fristen

1. Bewerbung Master-Studiengänge

Am Institut für Anglistik und Amerikanistik werden Master-Studiengänge in den Fächern **Britische Literatur- und Kulturwissenschaft** (*British Studies*), **Englische Linguistik** (*English Linguistics*) und **Europäisch-Amerikanische Studien** (*European-American Studies*) angeboten. Bewerbungsschluss ist der **1. Juni**. Weitere Informationen zur Bewerbung sowie zum Aufbau und den Inhalten der Master-Studiengänge finden Sie auf der Homepage des Instituts für Anglistik und Amerikanistik und auf den Webseiten der Lehrstühle.

2. LSF-Anmeldung (Kursplatzvergabe)

- ➔ **Mo, 1.2.2021 – Do, 8.4.2021** für alle **Erstsemester**-relevanten Kurse (GLC A, Understanding English Linguistics I: Theory and Structure, Introduction to English and American Literary Studies) sowie für Altenglisch für Fortgeschrittene, Mittelenglisch für Fortgeschrittene, Alt- und Mittelenglisch für Examenskandidaten
- ➔ **Mo, 1.2.2021 – So, 21.3.2021** für alle anderen Kurstypen
- ➔ **29.03.2021 - 11.04.2021** bzw. **29.03.2021 - 30.04.2021** für Vorlesungen (siehe LSF)

Es gilt **Folgendes**:

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

Weitere wichtige Informationen finden sich auf unserer **Institutshomepage** (www-deas.uni-r.de >> Informationen für Studierende >> Kursanmeldung).

3. FlexNow-Anmeldung

Alle Studierenden müssen sich für alle Kurse, in denen sie Leistungspunkte erwerben möchten, eigenständig über FlexNow anmelden.

Ausgenommen davon sind lediglich Austauschstudierende.

- ➔ FlexNow-Anmeldefrist für das SS 2021: **Mo, 26.4.2021 – So, 4.7.2021**

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

Anmeldefrist zur **Ausspracheprüfung** (Pronunciation Exam): **Mo, 21.6. – So, 4.7.2021**
(Achtung: für diese Prüfung ist zusätzlich auch eine Anmeldung in LSF erforderlich!).

Bitte beachten:

Es werden **keine Nachmeldungen** für Studierende, die den Anmeldezeitraum verpasst haben, vorgenommen. Zur Prüfung zugelassen wird nur, wer ordnungsgemäß in FlexNow angemeldet ist.

Warten Sie daher keinesfalls mit der Anmeldung bis zum letzten Tag der Frist, sondern versuchen Sie unbedingt, sich gleich in der ersten Anmeldewoche einzuloggen, sodass eventuelle Probleme (Login-Probleme, evtl. fehlende Kurse, falsche Leistungspunktangaben, Unklarheiten zu Prüfungsordnungen etc.) rechtzeitig untersucht und behoben werden können. Das Studienorganisationsbüro ist Ihnen dabei gerne behilflich.

B. Lehrveranstaltungen

1. Bekanntmachungen zu Änderungen des Veranstaltungsangebotes

Auch nach Erscheinen der Kommentare können sich noch **Änderungen** ergeben, da die Raumplanung manchmal erst in den ersten Vorlesungswochen abgeschlossen werden kann.

→ **Informieren Sie sich regelmäßig** im Online-Vorlesungsverzeichnis LSF bezüglich:

- Änderung von Räumen / Terminen bestehender Kurse
- Zusatzkursen oder Kursen, die aufgrund Teilnehmer-Mangels entfallen.

2. Erläuterungen zur Modulzuordnung

Beispiel: *ENGYM-M12.2(4)*

- ENGYM-M12 = Bezeichnung des Moduls (Basismodul Sprachwissenschaft, Lehramt Gymnasium)
- .2 = dieser Kurs kann als 2. Pflichtleistung des genannten Moduls eingebracht werden
- AMST-M22 = Vertiefungsmodul Literaturwissenschaft (BA Amerikanistik)
- (4) = dieser Kurs trägt 4 Leistungspunkte

Die **Modulbeschreibungen** können im Einzelnen über die Homepage des Instituts für Anglistik und Amerikanistik eingesehen werden.

3. Unterrichtssprache

Lehrveranstaltungen mit englischsprachiger Kursbeschreibung werden auf Englisch durchgeführt.

Englische Sprachwissenschaft (English Linguistics)

Thematische Vorlesung (Topical Lecture in English Linguistics)

D-35700 The Phonetics and Phonology of English

Brato

Module: AVS-BA-M04.2 (6.0), AVS-M04.2 (6.0), ELG-M5.2 (4.0), ELG-M7.1 (4.0), ENG-DF-ZP, ENG-UF-WB, ENGYM-M32C.1 (4.0), ENLI-M23.2 (4.0), ENLI-M23.2 (4.0), ENLI-M25.2 (4.0), ENLI-M25.3 (4.0), ENLI-M32.1 (4.0), ENLI-M32.1 (4.0), WB-IAA

Vorlesung, SWS: 2

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|------|-----|------|--------|------|-----|------|------------|-----------|
| Mi | wöch. | 8:30 | 10 | s.t. | | | | | Brato | |

This lecture will introduce students to the phonetics and phonology of English from an articulatory and acoustic perspective. Following a brief recap based on your knowledge from the Introduction to English Linguistics, in the first part, we will look into the 'three systems of speech production'. Describing first the respiratory and phonatory systems, the focus will be on the articulatory system. I will outline elements of speech production and introduce you to the major acoustic characteristics and the analysis of vowels and consonants. The second part looks into the suprasegmental features like syllables, connected speech, stress and intonation. In the final part of the lecture, we will apply our knowledge to original data illustrating regional, social and historical variation in English phonetics and phonology. Having completed this lecture, students will be able to 1. describe the process of speech production, identify and explain different airstream mechanisms and types of phonation, 2. read spectrograms and identify different vowels and consonants based on acoustic parameters, 3. describe suprasegmental units like the syllable from a phonetic and phonological viewpoint and identify different processes and uses of intonation both auditorily and acoustically, and 4. apply the skills from outlined in 1.-3. to describe and discuss regional, social, and historical variation in the evolution of English phonetics and phonology. NB: This lecture cannot replace the exam preparation courses for Lehramt students. Its focus is both on more general and specific aspects of phonetics and phonology and there will be no transcription practice. Course requirements: Pass in the final exam. Registration: Students must also register for the lecture in GRIPS (<https://elearning.uni-regensburg.de/course/view.php?id=48344>) to gain access to the course material and details for weekly Zoom meetings.

Basismodul Sprachwissenschaft (Introduction to English Linguistics)

D-35702 Introduction to English Linguistics I: Theory and Structure

Schleburg

Module: AMST-M12.1 (4.0), AMST-M12.2 (4.0), AMST-M12.2 (4.0), BRST-M12.1 (4.0), BRST-M12.2 (4.0), BRST-M12.2 (4.0), ELG-M3.1 (4.0), ENGS-M12.1 (4.0), ENGS-M12.2 (4.0), ENGS-M12.2 (4.0), ENGYM-M12.1 (4.0), ENGYM-M12.2 (4.0), ENGYM-M12.2 (4.0), ENHS-M12.1 (4.0), ENHS-M12.2 (4.0), ENHS-M12.2 (4.0), ENLI-M12.1 (4.0), ENLI-M12.2 (4.0), ENLI-M12.2 (4.0), ENRS-M12.1 (4.0), ENRS-M12.2 (4.0), ENRS-M12.2 (4.0)

Vorlesung, SWS: 2, ECTS: 4

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|------|------------|-----------|
| Mi | wöch. | 12 | 14 | c.t. | | | | | Schleburg | |

This lecture offers a basic survey of the structural properties of Modern English with some comparative and historical observations added. Together with the second part of the Introduction, it provides systematic coverage of what the Bavarian Kultusministerium has established as the so-called core curriculum in English linguistics. The main chapters are phonetics and phonology (physical properties and functional distribution of speech sounds), morphology (word-formation and grammatical markers), lexicology (structure of the vocabulary, meaning of

words), and syntax (forms and functions at the level of phrases and clauses). We will also look at the history of English and the major changes and influences that have made it the global language we know. – Written exam.

D-35703 Introduction to English Linguistics II: English in Use **Brato**

Module: AMST-M12.3 (4.0), AMST-M12.3 (4.0), AMST-M12.3 (4.0), BRST-M12.3 (4.0), BRST-M12.3 (4.0), BRST-M12.3 (4.0), ELG-M3.1 (4.0), ENGS-M12.3 (4.0), ENGS-M12.3 (4.0), ENGS-M12.3 (4.0), ENGYM-M12.3 (4.0), ENGYM-M12.3 (4.0), ENGYM-M12.3 (4.0), ENHS-M12.3 (4.0), ENHS-M12.3 (4.0), ENHS-M12.3 (4.0), ENLI-M12.3 (4.0), ENLI-M12.3 (4.0), ENLI-M12.3 (4.0), ENRS-M12.3 (4.0), ENRS-M12.3 (4.0), ENRS-M12.3 (4.0)

Vorlesung, SWS: 2, ECTS: 4

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|------|-----|------|--------|------|-----|------|------------|-----------|
| Mo | wöch. | 8:30 | 10 | s.t. | | | | | Brato | |

This course is taught asynchronously. Materials will be made available on GRIPS. There will be no Zoom meetings!

This lecture is an introduction to the more applied topics in English Linguistics. Having completed the *Introduction to English Linguistics I* and *II* students will have covered the so-called core curriculum as proposed by the Bavarian Ministry of Education and Cultural Affairs. Following a brief introduction, our first focus will be on pragmatics, the study of language in context. We will study the notion of deixis before looking into different forms of speech acts, presupposition and entailment, Grice's cooperative principle, politeness and conversation analysis. After a session on text linguistics, the second focus will be on sociolinguistics, the study of language in all types of social contexts. We will study language variation and change from several angles. Rooted in the pertinent theoretical models, we will identify and analyse variation from a regional and social perspective. This section will be rounded off with a view on the spread of English as well as language contact and its outcomes like multilingualism and pidgin and creole languages. This section is followed by a brief introduction to corpus linguistics – the systematic and often large-scale study of real language data – and lexicography, which describes types and make-ups of dictionaries. The lecture will be rounded with a brief overview of language acquisition. Having completed this lecture, students will be able to: 1. Identify and describe different theoretical aspects of pragmatics and apply their knowledge to examples from the English language, 2.: Characterise cohesion, coherence and thematic progression in texts, 3.: Describe the basics of language variation and change, both socially and regionally and identify the major varieties of English around the world in speech and text examples, 4.: Interpret basic results from corpus linguistics and carry out simple corpus-linguistic analyses, 5.: Describe the features and elements of modern dictionaries, 6.: Recount some of the basic notions in language acquisition. NB: Because of the consecutive nature of the two introductions, it is very strongly recommended that students first complete the Introduction I before registering for this lecture. Course requirements: Pass in the final exam.

D-35704 Understanding English Linguistics I: Theory and Structure **Laube, Neuland, Schleburg, Secall Aguilà**

Module: AMST-M12.2 (2.0), BRST-M12.2 (2.0), ENGS-M12.2 (2.0), ENGYM-M12.2 (2.0), ENHS-M12.2 (2.0), ENLI-M12.2 (2.0), ENRS-M12.2 (2.0)

Seminar zur Vorlesung, SWS: 1, ECTS: 2, Max. Teilnehmer: 30

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-------|------|------------|-----------|
| Mo | wöch. | 10 | 11 | c.t. | | | Gr. 1 | | Neuland | |

| | | | | | | | | | | |
|----|-------|----|----|------|--|--|-------|--|---------------|--|
| Mo | wöch. | 14 | 15 | c.t. | | | Gr. 2 | | Schleburg | |
| Mo | wöch. | 15 | 16 | c.t. | | | Gr. 3 | | Schleburg | |
| Di | wöch. | 10 | 11 | c.t. | | | Gr. 4 | | Laube | |
| Di | wöch. | 11 | 12 | c.t. | | | Gr. 5 | | Laube | |
| Di | wöch. | 12 | 13 | c.t. | | | Gr. 6 | | Secall Aguilà | |
| Di | wöch. | 13 | 14 | c.t. | | | Gr. 7 | | Secall Aguilà | |
| Di | wöch. | 14 | 15 | c.t. | | | Gr. 8 | | Secall Aguilà | |
| Di | wöch. | 18 | 19 | s.t. | | | Gr. 9 | | Schleburg | |

Linguistics certainly has its theoretical, even philosophical side, but it also offers a practical toolkit of notions and definitions that enable informed users to analyse and savour a language that less informed users merely speak. In addition to recapitulating and practising the more general and historical contents of the »Introduction to English Linguistics I«, this seminar will show how the categories and terminologies introduced there can be profitably applied to the sounds, word forms, and syntactic structures of the English language. – Portfolio.

D-35705 Understanding English Linguistics II: English in Use Brato, Kleist, Richter, Secall Aguilà

Module: AMST-M12.4 (2.0), BRST-M12.4 (2.0), ENGS-M12.4 (2.0), ENGYM-M12.4 (2.0), ENHS-M12.4 (2.0), ENLI-M12.4 (2.0), ENRS-M12.4 (2.0)

Seminar zur Vorlesung, SWS: 1, ECTS: 2, Max. Teilnehmer: 30

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-------|------|---------------|-----------|
| Mo | wöch. | 10 | 11 | s.t. | | | Gr. 1 | | Kleist | |
| Mo | wöch. | 11 | 12 | c.t. | | | Gr. 2 | | Kleist | |
| Di | wöch. | 8 | 9 | c.t. | | | Gr. 3 | | Richter | |
| Mi | wöch. | 10 | 11 | c.t. | | | Gr. 4 | | Brato | |
| Do | wöch. | 9 | 10 | s.t. | | | Gr. 5 | | Secall Aguilà | |
| Do | wöch. | 10 | 11 | s.t. | | | Gr. 6 | | Secall Aguilà | |
| Do | wöch. | 11 | 12 | s.t. | | | Gr. 7 | | Secall Aguilà | |

While the lecture "Understanding English Linguistics II: English in Use" focusses on more theoretical aspects, this accompanying course is more practice-oriented. It recapitulates main points from the preceding lecture and extends the required knowledge through interactive questions and activities. Course requirements: regular attendance, active participation, completion of written exercises.

Proseminare (Topical Seminars in Linguistics)

D-35714 Lexicology and Lexicography Richter

Module: ENG-UF-WB, ENGYM-M22.1 (4.0), ENGYM-M22.1 (4.0), ENLI-M22.1 (4.0), ENLI-M22.1 (4.0), ENLI-M23.1 (4.0), ENLI-M23.1 (4.0), ENLI-M25.1 (4.0), ENLI-M25.3 (4.0), IAA-BA-WB-fachintern

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

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|------|------------|-----------|
| Mo | wöch. | 8 | 10 | c.t. | | | | | Richter | |

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: investigate the lexical structure of words and word-formation processes, deal with the main ideas of structural semantics (word field theory, semantic

components, prototypes), look at the history of English lexicography & the theory and practice of dictionary-making, gain hands-on experience in the use of electronic sources for various lexicological and lexicographic tasks. Course requirements: readings, in-class presentation. Credit requirement: seminar paper (8-10 pages). The course will be taught via Zoom and GRIPS.

D-35715 American English(es) Laube

Module: ELG-M3.2 (4.0), ELG-M4.1 (8.0), ELG-M5.2 (4.0), ELG-M7.1 (4.0), ENG-UF-WB, ENGYM-M22.1 (4.0), ENGYM-M22.1 (4.0), ENLI-M22.1 (4.0), ENLI-M22.1 (4.0), ENLI-M23.1 (4.0), ENLI-M23.1 (4.0), ENLI-M25.1 (4.0), ENLI-M25.3 (4.0), IAA-BA-WB-fachintern

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

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|------|------------|-----------|
| Mi | wöch. | 10 | 12 | c.t. | | | | | Laube | |

What is American English and, if “yes”, how many? Needless to say, American English is not a monolithic entity, but the region is characterized by considerable regional, social, and ethnic linguistic variation. In this seminar, we will examine the development of the English language ever since it first hit the shores of North America in the 17th century, ultimately becoming one of the most influential varieties of English worldwide. In particular, we will look beyond what is generally referred to as “standard” or “general” American and zoom in on a selection of regional, social, and ethnic varieties of English, discussing their respective sociohistories and linguistic properties. Within this topical context, students will be introduced to a number of linguistic subdisciplines and related methodological approaches, e.g., dialectology, sociolinguistics, and variation studies, and we will take a hands-on-approach to studying linguistic variation in American English(es). Suggested reading: Wolfram, Walt & Natalie Schilling-Estes. 2015. *American English. Dialects and Variation*. Malden, MA: Wiley-Blackwell. Requirements: active participation, preparatory readings, an in-class (poster) presentation, and a written term paper.

D-35716 Variation in Language Acquisition Secall Aguilà

Module: ELG-M3.2 (4.0), ELG-M4.1 (8.0), ELG-M5.2 (4.0), ELG-M7.1 (4.0), ENG-UF-WB, ENGYM-M22.1 (4.0), ENGYM-M22.1 (4.0), ENLI-M22.1 (4.0), ENLI-M22.1 (4.0), ENLI-M23.1 (4.0), ENLI-M23.1 (4.0), ENLI-M25.1 (4.0), ENLI-M25.3 (4.0), IAA-BA-WB-fachintern

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

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|------|---------------|-----------|
| Do | wöch. | 12 | 14 | c.t. | | | | | Secall Aguilà | |

Language acquisition is a vast area of research that scholars have been investigating for several decades and from various perspectives. They have mainly attempted to discover the patterns of the acquisition process in order to investigate how people learn their first and non-native languages. In the present times, multilingualism has emerged as a social phenomenon that continues to spread and transform individuals and communities around the globe. Today, monolingual speakers are the exception rather than the norm. The free will at which people travel and the migratory movements of the last decades have made cultural groups with different values, beliefs and linguistic backgrounds come together. Therefore, the influence of prior linguistic knowledge on the acquisition of a second or third language has received special attention. In this course, we will review existing literature on first, second and third language acquisition with a special focus on bilingualism and cross-linguistic transfer. The various types of transfer models concerning to the source language will be discussed together with some possible factors affecting transfer and acquisition. We will also spend some time with learner characteristics and acquisition inside the classroom. Requirements: weekly readings and forum activities, active participation in class discussions and presentation of a written task.

P-(D-)35717 Morphology and Word-Formation**Biermeier**

Module: ELG-M3.2 (4.0), ELG-M4.1 (8.0), ELG-M5.2 (4.0), ELG-M7.1 (4.0), ENG-UF-WB (4.0), ENGYM-M22.1 (4.0), ENGYM-M22.1 (4.0), ENLI-M22.1 (4.0), ENLI-M22.1 (4.0), ENLI-M23.1 (4.0), ENLI-M23.1 (4.0), ENLI-M25.1 (4.0), ENLI-M25.3 (4.0), IAA-BA-WB-fachintern (4.0)

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

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|-------|------------|--|
| Mi | wöch. | 16 | 18 | c.t. | | | | ++H47 | Biermeier | taught in person (if circumstances permit) |

The way English words are created seems to be an intriguing mystery, which can only be solved by reading and learning as much as possible about the formation of words. In this course students will be made familiar with the well-known but also unusual properties of the ways in which words are built in English. For a start, we will give an overview of the main categories of word-formation, such as compounding, conversion and affixation. Then we will look at less prominent types that have become rather trendy in recent years (back-formation, clipping, blending, abbreviation), especially as regards their use by the media. All categories will be documented by a sufficient number of examples, which are drawn from dictionaries and computer corpora such as the NOW Corpus, the iWeb Corpus, the British National Corpus, the Corpus of Contemporary American English and GloWbE (Global web-based English). Recently, the pandemic gave rise to the compilation of the Coronavirus Corpus, which is continually recording the social, cultural, and economic impact of the virus. 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: two presentations in class, regular attendance and participation, as well as a written exam. Depending on the situation in the winter and spring, there may be some last-minute changes. The seminar will be largely based on: Bauer, Laurie and Rodney Huddleston. 2002. "Lexical Word-formation." In Huddleston and Pullum, eds. *The Cambridge Grammar of the English Language*. Cambridge: University Press, 1621-1721. Plag, Ingo. 2018. *Word-Formation in English*. Cambridge: University Press. (2nd ed.). Schmid, Hans-Jörg. 2016. *English morphology and word-formation. An introduction*. Berlin: Erich Schmidt. (3rded.)

Seminare (Seminars)**D-35722 Altenglische Sprache und Kultur****Schleburg**

Module: ENG-UF-WB, ENGYM-M22.2 (4.0), ENGYM-M22.2 (4.0), ENLI-M22.2 (4.0), ENLI-M22.2 (4.0), IAA-BA-WB-fachintern

Seminar, SWS: 2, Max. Teilnehmer: 25

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|------|------------|-----------|
| Mo | wöch. | 12 | 14 | c.t. | | | | | Schleburg | |

Trotz aller Internationalität verrät noch das Englische der Gegenwart im Grundwortschatz und in den morphologischen Strukturen seine germanische Herkunft. In den ältesten schriftlichen Zeugnissen fallen die ererbten Gemeinsamkeiten mit dem Deutschen noch weit stärker ins Auge, und viele Unregelmäßigkeiten der neuenglischen Grammatik erweisen sich als Fossilien vormals lebendiger Regeln. Dieser Kurs stellt Schreibkonventionen, Lautsystem, Morphologie, Wortschatz und Syntax des Altenglischen anhand tausend Jahre alter Originaltexte vor, die zugleich das für uns oft kuriose Weltbild der Angelsachsen illustrieren. — Anforderungen für Erwerb von Leistungspunkten: Übungsaufgaben und Klausur. Kein Buch erforderlich; die Textgrundlage wird wöchentlich auf GRIPS zur Verfügung gestellt.

D-35723 Mittelenglische Sprache und Kultur**Schleburg**

Module: ENG-UF-WB , ENGYM-M22.2 (4.0), ENGYM-M22.2 (4.0), ENLI-M22.2 (4.0), ENLI-M22.2 (4.0), IAA-BA-WB-fachintern, KMS-MA-WB , KMS-MA-ZP , MAL-M38.1 (4.0)

Seminar, SWS: 2, Max. Teilnehmer: 25

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|------|------------|-----------|
| Di | wöch. | 12 | 14 | c.t. | | | | | 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 prägt, und ist mit ein wenig Übung genussvoll zu lesen. Anhand von Ausschnitten aus dem tragikomischen Liebesroman *Troilus and Criseyde* stellt dieser Kurs Schreibkonventionen, Aussprache, Wortschatz, Morphologie und Syntax des Mittelenglischen vor und arbeitet die wichtigsten Veränderungen zum Neuenglischen heraus. — Anforderungen für Erwerb von Leistungspunkten: Übungsaufgaben und Klausur. Textgrundlage: W. Obst & F. Schleburg, *Die Sprache Chaucers*, Heidelberg 2010.

D-35725 Altenglisch für Fortgeschrittene**Schleburg**

Module: ENG-UF-WB , WB-IAA

Seminar, SWS: 2, Max. Teilnehmer: 30

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|------|------------|-----------|
| Mi | wöch. | 14 | 16 | c.t. | | | | | Schleburg | |

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

D-35726 Mittelenglisch für Fortgeschrittene**Schleburg**

Module: ENG-UF-WB , IAA-BA-WB-fachintern , KMS-MA-WB , KMS-MA-ZP , MAL-M38.1 (4.0)

Seminar, SWS: 2, Max. Teilnehmer: 30

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|------|------------|-----------|
| Mo | wöch. | 16 | 18 | c.t. | | | | | Schleburg | |

Die Fortsetzung unserer Einführung in das Mittelenglische ergänzt den lautlichen und grammatischen Befund der Sprache Geoffrey Chaucers um seine germanische und altenglische Vorgeschichte. Die Auswahl der Stoffgebiete orientiert sich, ebenso wie die Wahl des Lektüretextes aus den *Canterbury Tales*, an den Anforderungen der mittelenglischen Textklausur im schriftlichen Staatsexamen. In der ersten Sitzung werden Erfahrungswerte zur ökonomischen Examensvorbereitung tradiert. Es empfiehlt sich, diesen Kurs VOR dem Examenskurs zu besuchen. — Freiwilliger Vertiefungskurs, keine Anmeldung erforderlich. Erwerb von Leistungspunkten nach Absprache möglich.

D-35727 Alt- und Mittelenglisch für Examenskandidaten**Schleburg**

Seminar, SWS: 2, Max. Teilnehmer: 20

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|------|------------|-----------|
| Di | wöch. | 16 | 18 | c.t. | | | | | Schleburg | |

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

D-35729 Syntaktische Analysen**Richter**

Seminar, SWS: 2, Max. Teilnehmer: 30

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|------|------------|-----------|
| Mo | wöch. | 10 | 12 | c.t. | | | | | Richter | |

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

D-35732 Text Analysis**Kleist**

Module: ENGS-M22.1 (2.0), ENGS-M22.1 (2.0), ENGS-M22.1 (2.0), ENHS-M22.1 (2.0), ENHS-M22.1 (2.0), ENHS-M22.1 (2.0), ENRS-M22.1 (2.0), ENRS-M22.1 (2.0)

Seminar, SWS: 2, Max. Teilnehmer: 25

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|------|------------|-----------|
| Mo | wöch. | 14 | 16 | c.t. | | | | | Kleist | |

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

D-35735 Exercises in Phonemic Transcription**Schleburg**

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

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

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-------|------|------------|-----------|
| Di | wöch. | 15 | 16 | c.t. | | | Gr. 1 | | Schleburg | |
| Mi | wöch. | 16 | 17 | c.t. | | | Gr. 2 | | Schleburg | |

The ability to identify the meaning-distinguishing sound types (phonemes) of the language is a minimum requirement for anyone concerned with English. Advanced learners will also need a conscious knowledge of distributions, distinctive features and articulatory processes in order to better monitor their own pronunciation, assess regional and social variation and efficiently correct the inevitable Bavarianisms of future pupils. This course will, once more, introduce the set of symbols and the conventions relevant to all types of linguistic exams and then practise British and American Standard transcription on authentic material of increasing complexity. Admission is restricted to owners of at least one pronunciation dictionary (e. g. D. Jones, *English Pronouncing Dictionary*, Cambridge 1⁸2011; J. C. Wells, *Longman Pronunciation Dictionary*, London 3²008).

Hauptseminare (Advanced Seminars)**D-35739 Language Change****Brato**

Module: ELG-M5.3 (6.0), ELG-M6.1 (10.0), ELG-M7.2 (6.0), ELG-M8.1 (10.0), ENGYM-M32C.2 (7.0), ENGYM-M32C.2 (7.0), ENGYM-M32C.3 (7.0), ENLI-M32.2 (7.0), ENLI-M32.2 (7.0), ENLI-M32.3 (7.0), ENLI-M32.3 (7.0)

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|------|------------|-----------|
| Di | wöch. | 10 | 12 | c.t. | | | | | Brato | |

That language changes constantly is commonplace knowledge. In this class we will address the more interesting questions of how and why language changes. After a brief introduction to the topic, we will first address the *how*, i.e., the transition of change. We will find out how linguistic changes in progress can be observed and what they tell us. In a second step we will investigate how change spreads through a community – or not. In the following part, we will look at three types of change: sound change, syntactic change, and semantic change. In the second block we will look at causation (the *why*). Here, our focus will be on external (sociolinguistic) and internal (linguistic) factors of change. Wherever possible we will draw on real data and in-class exercises to illustrate the different concepts. Having completed this class, students will be able to 1. describe the different aspects of language change, both in terms of theory and change on different linguistic levels, 2. apply theories and methods of analysis of language change to linguistic datasets. Course requirements: To gain credit for this course, all students must prepare the assignments and participate on a regular basis. Every student will be responsible for preparing an in-class presentation on one of the topics and study material for their fellow students. Students will see me in good time in my office hours with an outline of what they plan to do in their session. The presentation will be accompanied by a handout. To gain further credit as (part of) a module exam, students will submit a research-led term paper of approx. 6,000 words for which they will see me in my office hour with a one-page outline before the penultimate session at the latest. The deadline for all papers is six weeks after the end of term.

D-35740 English in India**Regnoli**

Module: ELG-M5.3 (6.0), ELG-M6.1 (10.0), ELG-M7.2 (6.0), ELG-M8.1 (10.0), ENG-UF-WB, ENGYM-M32C.2 (7.0), ENGYM-M32C.2 (7.0), ENGYM-M32C.3 (7.0), ENGYM-M32C.3 (7.0), ENLI-M32.2 (7.0), ENLI-M32.2 (7.0), ENLI-M32.3 (7.0), ENLI-M32.3 (7.0)

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|------|------------|-----------|
| Di | wöch. | 12 | 14 | c.t. | | | | | Regnoli | |

Indian English is an umbrella term used to describe the multiplicity of varieties of English spoken in the Indian subcontinent by speakers of varying fluency, ethnic, linguistic and socio-cultural backgrounds. Here, English has been in use for more than four centuries, first as the language of missionaries and early merchants, then as the language of the British colonial power and finally, after Independence in 1947, as the 'associate' official language of the Indian Union and as a second *lingua franca* in addition to Hindi. Indian English is among the most longstanding varieties of New Englishes and is characterised by having its own phonological, morphological, grammatical, lexical and discourse features owing to the influence of the indigenous languages spoken in the subcontinent. The aim of this course is to discuss the complex nature of the variety by providing an overview of its most salient features. Requirements for course credits: regular reading, oral presentation and handout. For BA, LA Gym and MA students (only ELG-M6.1 and ELG-M8.1) it is obligatory to write a term paper.

Oberseminare (Recent Research)**D-35744 Recent Research in English Linguistics****Brato**

Module: ELG-M10.1 (5.0), ELG-M2.2 (4.0), ELG-M9.2 (2.0)

Seminar, SWS: 2, ECTS: 6, Max. Teilnehmer: 25

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|------|-----|------|--------|------|-----|------|------------|-----------|
| Di | wöch. | 8:30 | 10 | s.t. | | | | | Brato | |

The research colloquium is open to all students with an interest in linguistics. It offers a discussion forum for topics, methodologies and approaches to linguistic research. It is primarily aimed at advanced students preparing their BA, MA or *Staatsexamen* theses under my supervision, but less advanced students wishing to present their ideas and/or research are always welcome. Ongoing and/or planned work can be presented in a class and gives those students a chance to gain valuable feedback in an encouraging environment. Of course, you will also gain insights into the different types of and approaches to the study of the English language here in Regensburg, as staff and doctoral students also present their research in this context. Furthermore, students who have completed their internship will briefly report in this class. Course requirements: MA students taking this course as part of module **ELG-M2.2** will take part on a regular basis and submit a 1500-word review of a research-based book on a topic in English Linguistics. MA students taking this course as part of module **ELG-M-9.2** will take part on a regular basis and present a short summary of their internship in class and submit an 8,000-word internship report. MA students taking this course as part of **ELG-M10** will take part on a regular basis and present the topic of their Masters' thesis in class.

Kurse in der Eingangsphase der MA-Programme (Courses for Second Semester M.A. Students)

D-35744 Recent Research in English Linguistics

Brato

Module: ELG-M10.1 (5.0), ELG-M2.2 (4.0), ELG-M9.2 (2.0)

Seminar, SWS: 2, ECTS: 6, Max. Teilnehmer: 25

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|------|-----|------|--------|------|-----|------|------------|-----------|
| Di | wöch. | 8:30 | 10 | s.t. | | | | | Brato | |

The research colloquium is open to all students with an interest in linguistics. It offers a discussion forum for topics, methodologies and approaches to linguistic research. It is primarily aimed at advanced students preparing their BA, MA or *Staatsexamen* theses under my supervision, but less advanced students wishing to present their ideas and/or research are always welcome. Ongoing and/or planned work can be presented in a class and gives those students a chance to gain valuable feedback in an encouraging environment. Of course, you will also gain insights into the different types of and approaches to the study of the English language here in Regensburg, as staff and doctoral students also present their research in this context. Furthermore, students who have completed their internship will briefly report in this class. Course requirements: MA students taking this course as part of module ELG-M2.2 will take part on a regular basis and submit a 1500-word review of a research-based book on a topic in English Linguistics. MA students taking this course as part of module ELG-M-9.2 will take part on a regular basis and present a short summary of their internship in class and submit an 8,000-word internship report. MA students taking this course as part of ELG-M10 will take part on a regular basis and present the topic of their Masters' thesis in class.

D-35745 Readings in Linguistics

Regnoli

Module: ELG-M2.1 (4.0)

Seminar, SWS: 2, Max. Teilnehmer: 20

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|------|------------|-----------|
| Mo | wöch. | 12 | 14 | c.t. | | | | | Regnoli | |

This course constitutes part of the module Methods and Skills in Linguistics II of the Master's Programme in English Linguistics. Its aim is to provide first-hand experience and critical discussion of seminal works of 20th century linguistic theory and methodology, covering the classical texts of different schools of modern linguistics as well as more recent studies relevant to the ongoing research at our Department. Requirements for course credits: regular reading, oral presentation and a short essay discussing a linguistic text (ca. 2000 words).

Anglistik (British Studies)

Vorlesungen (Lectures)

D-35751 Early Modern Literature and Culture: Poetry, Prose, Drama Kohlmann

Module: BLK-M32.1 (4.0), BLK-M33.1 (8.0), BLK-M4a.1 (4.0), BRST-M23.3 (4.0), BRST-M23.3 (4.0), BRST-M23.3 (4.0), BRST-M32.1 (4.0), BRST-M32.1 (4.0), ENG-DF-ZP , ENG-UF-WB , ENGYM-M32B.1 (4.0), ENGYM-M32B.1 (4.0), GBS-FKN-ZP , GBS-M01.4 (3.0), IKE-PR-M01.2 (4.0), WB-IAA

Vorlesung, SWS: 2, Max. Teilnehmer: 150

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|------|------------|---|
| Mo | wöch. | 14 | 16 | c.t. | | | | | Kohlmann | taught asynchronously, materials will be made available via GRIPS |

This lecture course offers a survey of English literature and culture during the period now known as early modernity (c.1500-1688). The period between Henry VIII's accession to the throne and the so-called Glorious Revolution of 1688 saw significant historical developments whose effects are still with us today. These radically 'modern' developments range from the Reformation, the dissemination of Renaissance humanism, and the scientific revolution to the growth of print culture, new visions of political governance, and increased global mobility. Taken together these tectonic shifts helped spark new forms of textual production, and they gave rise to remarkable literary achievements. Our lecture course explores a wide range of literary, historical, and visual sources. Genres to which we will pay particular attention include: history plays; Elizabethan revenge tragedies; city comedies; domestic tragedies; Jacobean drama; utopian writing; travel literature; scientific writing; philosophical essays; sermons; satires; epic romance; sonnets; pastoral poetry; and metaphysical poetry. Please note: the lecture course is accompanied by an optional tutorial! Requirements: set quizzes during term (or a final exam in case we're allowed to go back to classroom teaching).

D-35752 British Literary History Kohlmann

Module: AMST-M13.2 (4.0), BRST-M13.2 (4.0), BRST-M16.2 (4.0), BRST-M23.3 (4.0), BRST-M23.3 (4.0), BRST-M32.1 (4.0), BRST-M32.1 (4.0), ENG-DF-ZP , ENGS-M13.2a (4.0), ENGS-M22.2a (4.0), ENG-UF-WB , ENGYM-M13.2 (4.0), ENGYM-M32B.1 (4.0), ENGYM-M32B.1 (4.0), ENHS-M13.2a (4.0), ENHS-M22.2a (4.0), ENLI-M13.2 (4.0), ENRS-M13.2 (4.0), GBS-FKN-ZP , GBS-M01.4 (3.0), WB-IAA

Vorlesung, SWS: 2, ECTS: 4

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|------|-----|------|--------|------|-----|------|------------|---|
| Di | wöch. | 8:30 | 10 | s.t. | | | | | Kohlmann | taught asynchronously, materials will be made available via GRIPS |

This lecture course offers an overview of the literary history of the British Isles from the Anglo-Saxon period to the present day. We will focus on the development of literary forms and genres, as well as on the emergence of new sets of thematic concerns from one (literary) period to the next. Attention will also be paid to literature's interactions with, responses to, and influences on its surrounding socio-cultural contexts. The lecture course is an obligatory part of the "Basismodul Literaturwissenschaft" and hence is aimed at beginners. Course materials (including short readers) will be made available electronically and uploaded to GRIPS. Note: This course cannot be taken as part of the MA British Studies. If the lecture is an obligatory part of the "Basismodul Literaturwissenschaft" in your course of studies, it cannot be taken for a different module. Critical and annotated versions of the texts discussed in the lecture course can be found in the *The*

Norton Anthology of English Literature (vols.1+2). It is recommended (though by no means mandatory) that you buy this anthology for our course. The two volumes will also come in handy during your future university studies. Since the *Norton Anthology* isn't cheap (and not all students may decide to buy a copy), the essential readings for each week will also be uploaded to GRIPS. Requirements: set quizzes during term (or a final exam in case we're allowed to go back to classroom teaching).

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

Module: AMST-M14.1 (2.0), BRST-M14.1 (2.0), ENG-DF-ZP, ENG-UF-WB, ENGYM-M14.1 (2.0), ENHS-M16.1a (2.0), ENLI-M14.1 (2.0), ENRS-M14.1 (2.0), GBS-M01.3 (2.0), WB-IAA

Vorlesung, SWS: 2, ECTS: 2

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|------|--------------|---|
| - | wöch. | | | c.t. | | | | | Lenz, Waller | taught asynchronously, materials will be made available via GRIPS |

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

Übung zur Vorlesung

D-35796 Reading Class: Early Modern Literature and Culture **Kohlmann**

Seminar, SWS: 1

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|------|------------|----------------------|
| Mo | wöch. | 16 | 17 | c.t. | | | | | Kohlmann | taught online (Zoom) |

This reading class accompanies the lecture course "Literature and the Experience of Modernity". The class is voluntary. We will use it to discuss short excerpts from texts relating to each week's lecture and explore further some of the issues addressed in the lecture.

Pflichtvorlesungen der Basismodule (Core Modules: Lectures)

D-35752 British Literary History

Kohlmann

Module: AMST-M13.2 (4.0), BRST-M13.2 (4.0), BRST-M16.2 (4.0), BRST-M23.3 (4.0), BRST-M23.3 (4.0), BRST-M32.1 (4.0), BRST-M32.1 (4.0), ENG-DF-ZP , ENGS-M13.2a (4.0), ENGS-M22.2a (4.0), ENG-UF-WB , ENGYM-M13.2 (4.0), ENGYM-M32B.1 (4.0), ENGYM-M32B.1 (4.0), ENHS-M13.2a (4.0), ENHS-M22.2a (4.0), ENLI-M13.2 (4.0), ENRS-M13.2 (4.0), GBS-FKN-ZP , GBS-M01.4 (3.0), WB-IAA

Vorlesung, SWS: 2, ECTS: 4

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|------|-----|------|--------|------|-----|------|------------|---|
| Di | wöch. | 8:30 | 10 | s.t. | | | | | Kohlmann | taught asynchronously, materials will be made available via GRIPS |

This lecture course offers an overview of the literary history of the British Isles from the Anglo-Saxon period to the present day. We will focus on the development of literary forms and genres, as well as on the emergence of new sets of thematic concerns from one (literary) period to the next. Attention will also be paid to literature's interactions with, responses to, and influences on its surrounding socio-cultural contexts. The lecture course is an obligatory part of the "Basismodul Literaturwissenschaft" and hence is aimed at beginners. Course materials (including short readers) will be made available electronically and uploaded to GRIPS. Note: This course cannot be taken as part of the MA British Studies. If the lecture is an obligatory part of the "Basismodul Literaturwissenschaft" in your course of studies, it cannot be taken for a different module. Critical and annotated versions of the texts discussed in the lecture course can be found in the *The Norton Anthology of English Literature* (vols.1+2). It is recommended (though by no means mandatory) that you buy this anthology for our course. The two volumes will also come in handy during your future university studies. Since the *Norton Anthology* isn't cheap (and not all students may decide to buy a copy), the essential readings for each week will also be uploaded to GRIPS. Requirements: set quizzes during term (or a final exam in case we're allowed to go back to classroom teaching).

D-35753 Introduction to British and Irish Studies

Lenz, Waller

Module: AMST-M14.1 (2.0), BRST-M14.1 (2.0), ENG-DF-ZP , ENG-UF-WB , ENGYM-M14.1 (2.0), ENHS-M16.1a (2.0), ENLI-M14.1 (2.0), ENRS-M14.1 (2.0), GBS-M01.3 (2.0), WB-IAA

Vorlesung, SWS: 2, ECTS: 2

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|------|--------------|---|
| - | wöch. | | | c.t. | | | | | Lenz, Waller | taught asynchronously, materials will be made available via GRIPS |

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

Introduction to English and American Literary Studies

D-35755 Introduction to English and American Literary Studies

Decker, Feige, Sporer

Module: BRST-M13.1 (4.0), BRST-M13.1 (4.0), BRST-M13.1 (4.0), BRST-M16.1 (4.0), BRST-M16.1 (4.0), BRST-M16.1 (4.0), ENG-DF-ZP, ENGS-M13.1 (4.0), ENGS-M13.1 (4.0), ENGS-M13.1 (4.0), ENGYM-M13.1 (4.0), ENGYM-M13.1 (4.0), ENGYM-M13.1 (4.0), ENHS-M13.1 (4.0), ENHS-M13.1 (4.0), ENHS-M13.1 (4.0), ENLI-M13.1 (4.0), ENLI-M13.1 (4.0), ENLI-M13.1 (4.0), ENRS-M13.1 (4.0), ENRS-M13.1 (4.0), ENRS-M13.1 (4.0), GBS-M01.2 (4.0)

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

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-------|------|------------|-----------|
| - | wöch. | | | c.t. | | | Gr. 1 | | Decker | |
| - | wöch. | | | c.t. | | | Gr. 1 | | Decker | |
| - | wöch. | | | c.t. | | | Gr. 2 | | Decker | |
| - | wöch. | | | c.t. | | | Gr. 2 | | Decker | |
| - | wöch. | | | c.t. | | | Gr. 3 | | Decker | |
| - | wöch. | | | c.t. | | | Gr. 3 | | Sporer | |
| - | wöch. | | | c.t. | | | Gr. 4 | | Decker | |
| - | wöch. | | | c.t. | | | Gr. 4 | | Sporer | |
| - | wöch. | | | c.t. | | | Gr. 5 | | Decker | |
| - | wöch. | | | c.t. | | | Gr. 5 | | Feige | |
| - | wöch. | | | c.t. | | | Gr. 6 | | Decker | |
| - | wöch. | | | c.t. | | | Gr. 6 | | Feige | |
| - | wöch. | | | c.t. | | | Gr. 7 | | Decker | |
| - | wöch. | | | c.t. | | | Gr. 7 | | Feige | |

Nicht geeignet für B.A. Amerikanistik! | Not suitable for B.A. American Studies!

This course is taught asynchronously. Materials will be made available on GRIPS. There will be no Zoom meetings!

The Introduction to English and American Literary Studies consists of a weekly lecture segment offered by Dr. Martin Decker in the form of videos on GRIPS, and of seminar groups offered by Dr. Martin Decker, Lisa Feige, and Madeline Sporer. Students need to attend both the lecture segment and one of the seminar groups – make sure to also sign up in GRIPS for both parts! This course familiarizes students with skills and methods necessary for the study of English and American literatures. It covers influential theoretical approaches, critical practices, literary forms, styles, and techniques. In doing so, it provides an introduction to careful textual analysis and to the critical and historical understanding this requires. The course also explores fundamental issues of literary history, literature as an institution, processes of periodization and canonization, and illustrates these through examples and case studies. **IMPORTANT:** Students of the B.A. Anglistik (British Studies) must register for the lecture run by Dr. Decker. Students of the B.A. Amerikanistik (American Studies) must register for the lecture run by Prof. Dr. Wiegink. Students taking a Lehramt degree or a B.A. Englische Sprachwissenschaft (English Linguistics) can register for either of these two lecture courses. Due to the ongoing pandemic situation, this course will be offered in digital form (recorded lectures, online quizzes and forums; some seminars will make use of Zoom video meetings) until further notice. Course requirements: Students must be enrolled in and follow the GRIPS courses of both the lecture and the respective seminars. Students must complete the weekly online exercises offered in the lecture's GRIPS course. If possible, the course will be concluded by a written final exam in the week after the lecture period; if not, there will be cumulative tasks to be completed at home in the final weeks of the lecture period. Required texts: Michael Meyer, *English and American Literatures*, 4th rev. ed. Tübingen: Francke, 2011;

William Shakespeare, *A Midsummer Night's Dream* (Oxford: Oxford World's Classics, 2008). Further course materials will be provided electronically.

British and Irish Cultures

D-35767 British and Irish Cultures Dafinger, McIntosh-Schneider, Waller

Module: AMST-M14.3 (3.0), BRST-M14.3 (3.0), ENG-DF-ZP, ENGS-M14.1 (4.0), ENGYM-M14.3 (3.0), ENHS-M14.1 (4.0), ENHS-M16.2a (3.0), ENLI-M14.3 (3.0), ENRS-M14.3 (3.0), GBS-FKN-ZP, GBS-M01.4 (3.0)

Seminar, SWS: 2, ECTS: 3, Max. Teilnehmer: 25

| Tag | Rhyth. | von | bis | Zeit | von | bis | Gr. | Raum | Lehrperson | Bemerkung |
|-----|-----------|-----|-----|------|------|---------|-------|------|--------------------|--------------------------------------|
| Mo | wöch. | 14 | 16 | c.t. | | | Gr. 1 | | McIntosh-Schneider | taught online (discussions via Zoom) |
| Mi | wöch. | 14 | 16 | c.t. | | | Gr. 2 | | McIntosh-Schneider | taught online (discussions via Zoom) |
| Mi | wöch. | 18 | 20 | c.t. | | | Gr. 3 | | McIntosh-Schneider | taught online (discussions via Zoom) |
| Di | wöch. | 10 | 12 | c.t. | | | Gr. 4 | | Dafinger | taught online (discussions via Zoom) |
| Do | wöch. | 10 | 12 | c.t. | | | Gr. 5 | | Dafinger | taught online (discussions via Zoom) |
| - | BlockSaSo | | | c.t. | 6.4. | 10.4.21 | Gr. 6 | | Waller | taught online (discussions via Zoom) |

This course builds on the Introduction to British and Irish Studies and seeks to consolidate what was learned there by detailed study of selected topics from historical and contemporary cultures. A central desideratum will be the development of skills in the critical and informed reading of cultural texts. For primary texts, the principal course material will be made available on GRIPS; the texts are to be read and discussed in class in detail. Other primary materials will vary from group to group, but will include video material which is available in the library on DVD, as well as current news reports, as your class teacher directs. The course discussions and level will assume knowledge of the contents of the Introduction to British and Irish Studies lecture series from the start, even if this particular course was not attended. Please ask a peer for the notes from the lecture series if you did not go to it. Requirement: one-hour overview exam (exam date: tba). Hinweis: Die 'Introduction to British and Irish Studies'-Vorlesung ist bei LA GS/MS als Voraussetzung für das Seminar 'British and Irish Cultural Studies' nicht verpflichtend, der Besuch der Vorlesung wird jedoch als Vorbereitung empfohlen.

Proseminare (Seminars in British and Irish Literary Studies)

P-(D-)35771 English Literature 1: Shakespeare in Adaptation Gürtner

Module: BRST-M16.3 (4.0), BRST-M22.1 (4.0), BRST-M23.1 (4.0), BRST-M23.1 (4.0), BRST-M23.2 (4.0), BRST-M23.2 (4.0), BRST-M23.2 (4.0), ENG-UF-WB, ENGYM-M23.1 (4.0), GBS-FKN-ZP, GBS-M01.4 (3.0), GEN-FKN-ZP, GEN-M01.2 (5.0), GEN-M01.3 (5.0), ZGK-M03.2 (4.0)

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

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|-------|------------|--|
| Mo | wöch. | 12 | 14 | c.t. | | | | ++H 3 | Gürtner | taught in person (if circumstances permit) |

Tragedy was one of the most popular, varied and innovative genres of the Early Modern period, spanning from the stage-shattering tragic heroes of Christopher Marlowe to the sophisticated, dark visions of intrigue, lust, and revenge of the Jacobean stage. In this course, we will study

exemplary texts that represent a variety of tragic sub-genres, including revenge tragedy, closet drama, and domestic tragedy. We will explore how these texts engage with contemporary discourses surrounding the nature of power and legitimacy, gender relations, questions of justice and revenge, and personal agency. In order to do so, we will discuss their influences and antecedents – both medieval and classical – as well as investigate their varied sources and the cultural and socio-political contexts that influenced both generic conventions and staging practices. Texts: Anonymous, *Arden of Faversham* (New Mermaids); Elizabeth Carey, *The Tragedy of Mariam* (Arden Early Modern Drama); Christopher Marlowe, *Doctor Faustus* (Norton Critical Editions); William Shakespeare, *Hamlet* (The Arden Shakespeare); John Webster, *The Duchess of Malfi* (Arden Early Modern Drama). Requirements: Active participation, reading responses, term paper (8–10 pages).

D-35772 English Literature 1: Early Modern (Anti-)Colonialism Zwierlein

Module: BRST-M16.3 (4.0), BRST-M22.1 (4.0), BRST-M23.1 (4.0), BRST-M23.1 (4.0), BRST-M23.2 (4.0), BRST-M23.2 (4.0), BRST-M23.2 (4.0), ENG-UF-WB, ENGYM-M23.1 (4.0), GBS-FKN-ZP, GBS-M01.4 (3.0), GEN-FKN-ZP, GEN-M01.2 (5.0), GEN-M01.3 (5.0)

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

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|------|-----|------|--------|------|-----|------|------------|---|
| Di | wöch. | 8:30 | 10 | s.t. | | | | | Zwierlein | taught online (synchronous and asynchronous elements) |

The 1607 Jamestown settlement in the Colony of Virginia inaugurated the establishment of English colonies in the 'New World'. In 1600, the East India Company was granted Queen Elizabeth I's Royal Charter and, via trade missions to the Indian Subcontinent, paved the way for the British 'Empire in the East' in centuries to come. During the seventeenth century, literary texts increasingly came to register the divided attitudes held by the English toward overseas trade and the settlement of overseas territory. Investigating some of these philosophical and political debates, in this seminar we will look at contemporary travel narratives, colonialist propaganda, the English Navigation Acts, and short poems and essays by Michael Drayton, Andrew Marvell, John Donne, Francis Bacon and John Locke. The main emphasis will rest on William Shakespeare's tragedy *Othello* (1604) and romance play *The Tempest* (1612), Henry Neville's utopian travel narrative *The Isle of Pines* (1668), Aphra Behn's short novel *Oroonoko* (1688) and John Milton's religious epic *Paradise Lost* (1667). We will explore the role of the paradise myth in colonialist narrative, the theme of European encounters with the 'wilderness', the construction of mythical national 'origins', strategies of legitimation and philosophical concepts of 'property', as well as the question to what extent some of the texts offer an implicit critique of colonialism. Questions of intersectionality (race/gender), and the benefits and possible pitfalls of a postcolonial reading of early modern texts will also be considered. Requirements: active participation, written responses to Study Questions, and a term paper (c. 10-12 pages; deadline: Monday, 13 September 2021). Texts: William Shakespeare, *Othello*, ed. E.A.J. Honigmann, The Arden Shakespeare (Walton-on-Thames, 1996); *The Tempest*, ed. Alden Vaughan and Virginia Vaughan, The Arden Shakespeare (Walton-on-Thames: Nelson, 1999); Henry Neville, *The Isle of Pines*, in *Three Early Modern Utopias. Thomas More: Utopia, Francis Bacon: New Atlantis, Henry Neville: The Isle of Pines*, ed. Susan Bruce (Oxford: Oxford University Press, 1999); John Milton, *Paradise Lost*, ed. Alastair Fowler, 2nd ed. (London: Longman, 1998); Aphra Behn, *Oroonoko*, ed. Janet Todd (London: Penguin, 1992). Some other texts will be made available via GRIPS.

D-35774 English Literature 2: Romantic Revolutions**Kohlmann**

Module: AMST-M22.1 (4.0), AMST-M22.1 (4.0), BRST-M16.3 (4.0), BRST-M16.3 (4.0), BRST-M16.3 (4.0), BRST-M22.1 (4.0), BRST-M22.1 (4.0), BRST-M22.2 (4.0), BRST-M23.2 (4.0), BRST-M23.2 (4.0), BRST-M23.2 (4.0), ENG-UF-WB, ENGYM-M23.1 (4.0), ENGYM-M23.1 (4.0), ENGYM-M23.1 (4.0), ENLI-M13.2 (4.0), GBS-FKN-ZP, GBS-M01.4 (3.0), GEN-FKN-ZP, GEN-M01.2 (5.0), GEN-M01.3 (5.0)

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

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|------|------------|--------------------------|
| Mo | wöch. | 10 | 12 | c.t. | | | | | Kohlmann | taught online (via Zoom) |

British writers of the Romantic period felt that they were living through revolutionary times. These revolutions ranged from changes in the aesthetic and cultural realm to deep social and political ruptures. Taken together, they shaped the Romantics' understanding of themselves as quintessentially 'modern'. The American, French, Haitian and industrial revolutions – to name only a few – profoundly affected the way Britain saw itself and the world around it, and they in turn inspired great changes in British poetry, drama, and fiction. Through the works of Blake, Byron, Hazlitt, Keats, Mary and Percy Shelley, Wordsworth, and others, readers came across bold new ideas about democracy, tyranny, economics, celebrity, and the unprecedented power of public opinion. We will read a range of literary works from the period, and you will also be asked to study scholarly articles for some of our meetings. In our closing session(s) we will consider the ways in which Romanticism has shaped critical views of artistic creativity and 'the literary'. Literature: We will read the 1818 text of Mary Shelley's *Frankenstein* in full. Most editions of Shelley's novel reprint the 1831 version. Make sure to buy this edition only: Mary Shelley, *Frankenstein: The 1818 Text*, ed. Marilyn Butler (Oxford World's Classics). Further readings and class notes will be uploaded to Grips on a weekly basis. Requirements: Short reading responses; term paper.

D-35775 English Literature 2: Travel Literature**Graef**

Module: AMST-M22.1 (4.0), AMST-M22.1 (4.0), BRST-M16.3 (4.0), BRST-M16.3 (4.0), BRST-M16.3 (4.0), BRST-M22.1 (4.0), BRST-M22.1 (4.0), BRST-M22.2 (4.0), BRST-M23.2 (4.0), BRST-M23.2 (4.0), BRST-M23.2 (4.0), ENG-UF-WB, ENGYM-M23.1 (4.0), ENGYM-M23.1 (4.0), ENGYM-M23.1 (4.0), ENLI-M13.2 (4.0), GBS-FKN-ZP, GBS-M01.4 (3.0)

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

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|------|------------|--|
| Mi | wöch. | 14 | 16 | c.t. | | | | | Graef | taught online (independent study sessions + Zoom meetings) |

In the course of this seminar, we will look at how travel in Britain during the long 19th century changed, how it reshaped our modern understanding of culture, geography and mobility by allowing increasing numbers of the people to travel, how it challenged long-established notions of selfhood and otherness, and how a series of technological and social advancements lead to an increasingly cosmopolitan and globalised conception of the world for growing segments of the population. Whilst the limits of people's experiences and common knowledge were pushed by ever more widely available possibilities of travel, the increasing contact with foreign peoples and cultures at the same time created a number of psychological, ideological and political conflict zones, which had to be navigated through. Eventually, it prompted a reassessment of Britain's sense of identity and its self-positioning on the global map. We will trace all these developments by looking at a selection of 19th and early 20th century travel narratives, including novels, short stories, and first-hand reports, thus covering a range of different eras, countries, and social classes, and then compare and contrast them with contemporary attitudes relating to traveling and sharing the experiences we make with others. Required Reading: Charles Dickens.

Pictures from Italy. Ed. Kate Flint. London: Penguin, 1998. (Penguin Classics) (ISBN: 0140434313)//
 Josph Conrad. *Lord Jim*. Ed. Jacques Berthoud. Oxford: Oxford UP, 2008 (*Oxford World's Classics Edition*) (ISBN: 9780199536023)//
 Rudyard Kipling. *Kim*. Ed. Alan Sandison. Oxford: Oxford UP, 2008 (*Oxford World's Classics Edition*) (ISBN: 9780199536467)//
 Requirements: active participation in class; group presentation; term paper (8-10 pp.).

D-35779 English Literature 3: A Tale of Ideologies: Imagining Scotland in Scottish Literature post-1900 Feige

Module: AMST-M13.2 (4.0), AMST-M13.2 (4.0), BRST-M13.2 (4.0), BRST-M13.2 (4.0), BRST-M16.2 (4.0), BRST-M16.2 (4.0), BRST-M16.3 (4.0), BRST-M23.1 (4.0), BRST-M23.2 (4.0), BRST-M23.2 (4.0), BRST-M23.2 (4.0), ENGS-M13.2 (4.0), ENGS-M13.2a (4.0), ENGS-M22.2a (4.0), ENGS-M22.2a (4.0), ENG-UF-WB , ENGYM-M13.2 (4.0), ENGYM-M13.2 (4.0), ENGYM-M23.1 (4.0), ENHS-M13.2 (4.0), ENHS-M13.2a (4.0), ENHS-M22.2 (4.0), ENHS-M22.2a (4.0), ENLI-M13.2 (4.0), ENLI-M13.2 (4.0), ENRS-M13.2 (4.0), ENRS-M13.2 (4.0), GBS-FKN-ZP , GBS-M01.4 (3.0), GEN-FKN-ZP , GEN-M01.2 (5.0), GEN-M01.3 (5.0)

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

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|------|------------|----------------------|
| Mi | wöch. | 8 | 10 | c.t. | | | | | Feige | taught online (Zoom) |

This course introduces students to seminal works of Scottish literature since 1900 through a combination of celebrated and neglected texts. Focussing on poetry and prose, and featuring heroes, criminals, freedom fighters and drug addicts, and the full gamut of love, trauma, loyalty, and the prevailing burden of history, this course examines the range of ways in which people have imagined themselves in, through, or otherwise associated with Scotland. In the course of this seminar we will be confronted with both the comfortable stories that have been told and re-told about Scotland, and the horrors that lurk behind a national tale of ideologies. Required Reading: All of the following texts are widely available and can be bought second-hand online from Amazon or ABE Books. If bought second-hand, none should cost more than 4.50 € based on my survey of what's currently available on these two sites: Violet Jacob, *Flemington*. Lewis Grassic Gibbon, *Sunset Song*. Irvine Welsh, *Trainspotting*. Other texts and excerpts will be provided digitally via GRIPS. Requirements: Active participation in weekly seminar sessions; PPT presentations; term paper (10 pp).

D-35778 English Literature 3: Postmodern Novels: Historiographic Metafiction by Julian Barnes, Jeanette Winterson, and David Mitchell Petzold

Module: AMST-M13.2 (4.0), AMST-M13.2 (4.0), BRST-M13.2 (4.0), BRST-M13.2 (4.0), BRST-M16.2 (4.0), BRST-M16.2 (4.0), BRST-M16.3 (4.0), BRST-M23.1 (4.0), BRST-M23.2 (4.0), BRST-M23.2 (4.0), BRST-M23.2 (4.0), ENGS-M13.2 (4.0), ENGS-M13.2a (4.0), ENGS-M22.2a (4.0), ENGS-M22.2a (4.0), ENG-UF-WB , ENGYM-M13.2 (4.0), ENGYM-M13.2 (4.0), ENGYM-M23.1 (4.0), ENHS-M13.2 (4.0), ENHS-M13.2a (4.0), ENHS-M22.2 (4.0), ENHS-M22.2a (4.0), ENLI-M13.2 (4.0), ENLI-M13.2 (4.0), ENRS-M13.2 (4.0), ENRS-M13.2 (4.0), GBS-FKN-ZP , GBS-M01.4 (3.0)

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

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|------|------------|----------------------|
| Do | wöch. | 10 | 12 | c.t. | | | | | Petzold | taught online (Zoom) |

In the 1980s, Canadian critic Linda Hutcheon coined the term 'historiographic metafiction' for a trend she perceived in novels of the second half of the 20th century, novels usually categorized as 'postmodern': they are concerned with history and the writing of history (historiography), and they also foreground their own fictionality (metafiction). In this seminar, we will read three novels

that fit this description, and we will analyse and discuss their strategies of presenting 'the past' as well as their experiments with the form of the novel. Requirements: Active participation, term paper (c. 10 p.). Texts: Julian Barnes, *A History of the World in 10 ½ Chapters*; Jeanette Winterson, *Sexing the Cherry*; David Mitchell, *Cloud Atlas*.

Cultural Studies Advanced Seminars

D-35786 London and Immigration

McIntosh-Schneider

Module: BLK-M3.1 (9.0), BLK-M32.3 (8.0), BRST-M32.2 (5.0), BRST-M32.2 (5.0), ENG-UF-WB, ENGYM-M32B.2 (5.0), ENGYM-M32B.2 (5.0), GBS-FKN-ZP, GBS-M01.4 (3.0)

Seminar, SWS: 2, Max. Teilnehmer: 15

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|------|--------------------|---------------|
| Mo | wöch. | 12 | 14 | c.t. | | | | | McIntosh-Schneider | taught online |

London is a constantly changing space and place with many faces and many names. It has frequently been compared to a body: for some healthy and well-formed, for others a sick monster. In this course we will explore these many facets of the city by tracing its progress from a group of settlements on the Thames to one of the largest cities in the world. We shall examine its institutions and politics, and study the effects these had, and still have, on the population. We will also be putting a special emphasis on immigration and the role it has played in making the city what it is today. Course requirements: active participation, in class discussion, oral presentation, and a 15-page research paper. Recommended reading: Peter Ackroyd, *London. The Biography*, any edition. Roy Porter, *London. A Social History*, any edition.

P-(D-)35793 The Idea of Britain

Clarke

Module: AVL-M05.1 (7.0), BLK-M2.1 (6.0), BLK-M2.2 (6.0), BLK-M3.1 (9.0), BLK-M32.2 (10.0), BLK-M32.3 (8.0), BLK-M33.2 (10.0), BLK-M33.3 (10.0), BRST-M32.2 (5.0), BRST-M32.2 (5.0), BRST-M32.3 (7.0), BRST-M32.3 (7.0), ENGYM-M32B.2 (5.0), ENGYM-M32B.2 (5.0), ENGYM-M32B.3 (7.0), ENGYM-M32B.3 (7.0), GEN-FKN-ZP, GEN-M01.2 (5.0), GEN-M01.3 (5.0)

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|------------|------------|-----|-------|------------|-----------|
| Fr | Einzel | 10 | 12 | c.t. | 07.05.2021 | 07.05.2021 | | ++H25 | Clarke | |
| Fr | Einzel | 10 | 14 | c.t. | 21.05.2021 | 21.05.2021 | | H 6 | Clarke | |
| Fr | Einzel | 10 | 14 | c.t. | 28.05.2021 | 28.05.2021 | | H 8 | Clarke | |
| Fr | Einzel | 10 | 14 | c.t. | 04.06.2021 | 04.06.2021 | | H 8 | Clarke | |
| Fr | Einzel | 10 | 14 | c.t. | 11.06.2021 | 11.06.2021 | | H 8 | Clarke | |
| Fr | Einzel | 10 | 14 | c.t. | 18.06.2021 | 18.06.2021 | | H 9 | Clarke | |

In this course, students will analyze the ways in which twentieth and twenty-first century British literature have both reflected and shaped ideas of nation and region. This will involve exploring the intersections, differences, and tensions between English and Scottish identities, as well as the ways in which both have changed in response to war, the collapse of the British Empire, deindustrialization, the formation of the Welfare State, and new patterns of immigration. We will examine the impact of Marxist, feminist, and postcolonial ideas on the interpretation of both Englishness and Scottishness, and material and social divisions within each country, focusing in particular on questions of class. The course will consider the coherence of Britain as a cultural as opposed to merely legal entity and the intersections between different forms and sites of identity. It will also explore Britain's complex relation to mainland Europe over the course of the twentieth and twenty-first centuries. Course requirements: regular attendance, active participation (you

must actively participate in classes and engage with reading questions!), presentation (including handout), term paper (6,000 words for Advanced Seminar (Hauptseminar); 5,000 words for Cultural Studies Advanced Seminar). Literature: Please buy the following editions (don't buy any other editions!): Rebecca West, *Return of the Soldier* (Virago), George Orwell, *Coming Up for Air* (Penguin), Hanif Kureishi, *The Buddha of Suburbia* (Faber and Faber), Andrea Dunbar, *Rita, Sue and Bob Too* (Bloomsbury), Alan Warner, *Morvern Callar* (Vintage Classics). All other texts will be made available electronically.

D-36273 Producing Europe. Multidirectional Memory and Transatlantic Entanglements Brüske

Module: BLK-M3.1 (9.0), BLK-M32.3 (8.0), BRST-M32.2 (5.0), BRST-M32.2 (5.0), ENGYM-M32B.2 (5.0), ENGYM-M32B.2 (5.0), EUST-M06.1 (7.0), VKW-M33.2 (6.0), WB-ROM (7.0)

Hauptseminar, SWS: 2, Max. Teilnehmer: 20

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|------|------------|-----------|
| Fr | wöch. | 10 | 12 | c.t. | | | | | Brüske | |

"We will not give up on London slavery memorial" (2020), "Call to topple Christopher Columbus statue from its Barcelona perch" (2016) or "Britain's monument culture obscures a violent history of white supremacy and colonial violence" (2020) were some of the headlines you could read in the British press in the last few years. The call to topple statues or to close memorial sites glorifying colonialism and its actors, to reconstitute stolen art exposed in European museums and to build museums and memorial sites critically dedicated to transatlantic colonialism, triangular trade, and slavery have been becoming louder and louder. Especially, postcolonial activists and social movements like Black Lives Matters have expressed the criticism of the materialization and spatialization of an at best lop-sided collective hegemonic memory and of the subsequent erasure of minority or subaltern memories. The exacerbated criticism is based on an understanding of memory as a primarily social action and as "the past made present" (Rothberg 2009) that shapes contemporary European societies and their individual memory cultures in different ways. Our seminar focuses on the production of Europe through memory and its transatlantic entanglements. We will especially consider current memory cultures in the face of competing memories (hegemonic vs. postcolonial, amongst different minority groups) as well as intersecting "multidirectional memories" (Rothberg 2009) in Spain, France, and Great Britain, three key actors in transatlantic colonialism. First, the students will gain thorough knowledge of interdisciplinary memory studies, starting out with Halbwachs's notion of collective memory, Assmann's "cultural memory", Nora's "sites of memory" and Rothberg's "multidirectional memory". Following this lead, the students will explore the connection between memory and space, especially highlighted by Edward Said (1979, 2001) and also present in Henri Lefebvre's work *The Production of Space* (1974). The second part of the seminar is dedicated to the specific cases of Spain, France, and Great Britain. The students will learn about Spain's, France's, and Great Britain's historic transatlantic entanglements and their respective roles e.g. in the triangular trade, forced migration, and slavery. They will analyze competing and intersecting expressions of collective memories, materialized in monuments, memorial sites, and museums, and the different ways they deal with current debates on colonialism and coloniality in Spain, France, and Great Britain. Drawing on their expertise in memory studies theory, the students will then address key topics such as the question of how and to which outcome these sometimes contested sites of memory shape public space. Requirements: Active participation, presentation and short paper, term paper (by September 30th).

Review Courses

D-35789 Review English Literature

Decker

Module: ENG-UF-WB, ENRS-M22.2 (1.0), ENRS-M22.2 (1.0), IAA-BA-WB-fachintern

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

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|------|------------|----------------------|
| Do | wöch. | 13 | 14 | c.t. | | | | | Decker | taught online (Zoom) |

This course is obligatory for "Lehramt Realschule" (neue PO) and hence it is geared towards this clientele: we will focus on British literature from the nineteenth century (starting with the 'Romantics') to the twenty-first century, and we will look at examples from all major genres (drama, poetry, narrative prose). Due to the ongoing pandemic situation, this course will be offered in digital form (Zoom) until further notice. Course requirements: if possible, given the COVID situation, a written final exam.

Hauptseminare (Advanced Seminars in British and Irish Literary Studies)

D-35791 Transitions: Late Victorian into Modern

Kohlmann

Module: AVL-M05.1 (7.0), BLK-M2.1 (6.0), BLK-M2.2 (6.0), BLK-M32.2 (10.0), BLK-M33.2 (10.0), BLK-M33.3 (10.0), BLK-M4c.2 (11.0), BLK-M5c.2 (11.0), BRST-M32.3 (7.0), BRST-M32.3 (7.0), ENGYM-M32B.3 (7.0), ENGYM-M32B.3 (7.0), GEN-FKN-ZP, GEN-M01.2 (5.0), GEN-M01.3 (5.0)

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|------|------------|----------------------|
| Di | wöch. | 10 | 12 | c.t. | | | | | Kohlmann | taught online (Zoom) |

This advanced seminar explores the period between roughly 1890 and 1920 by homing in on a key set of artistic transitions: from literary realism to modernism; from the Victorian period to the fin-de-siècle; and from the Edwardian years to the post-war avantgarde. We will pay particular attention to the global horizons of turn-of-the-century fiction; to changing gender politics; to literature's attempts to represent (and to come to terms with) the violent shocks of industrialized warfare; as well as to the surprising longevity of literary forms and genres across this tumultuous period. We will read a range of literary works from the decades 1890-1920, and you will also study scholarly articles for some of our meetings. Our central case study will be Joseph Conrad, one of the period's most important authors and one of the key writers in the anglophone canon. Literature: Make sure to buy the following paperback editions only: Oxford World's Classics edition: Conrad, *Heart of Darkness and Other Tales* (ed. Cedric Watts), Oxford World's Classics edition: Conrad, *Nostramo: A Tale of the Seaboard* (ed. Jacques Berthoud and Mara Kalnins), Oxford World's Classics edition: Conrad, *The Secret Agent* (ed. John Lyon), Penguin Modern Classics edition: Conrad, *The Shadow-Line: A Confession* (ed. Jacques Berthoud). You will be asked to read three of his longer works in their entirety: *Heart of Darkness* (1899), *Nostramo* (1904), *The Secret Agent* (1907), and *The Shadow Line* (1916/17). Requirements: Short reading responses; term paper (5500-6000 words).

D-35792 "Shakespeare's Lockdown Verse": The (Non-Dramatic) Poetry of William Shakespeare

Petzold

Module: BLK-M32.2 (10.0), BLK-M33.3 (10.0), BLK-M4a.2 (11.0), BLK-M5a.2 (11.0), BRST-M32.3 (7.0), BRST-M32.3 (7.0), ENGYM-M32B.3 (7.0), ENGYM-M32B.3 (7.0)

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|------|------------|----------------------|
| Do | wöch. | 14 | 16 | c.t. | | | | | Petzold | taught online (Zoom) |

In 1592, William Shakespeare (of Stratford, aged 28, married and father of three children) was a successful actor on London stages and an aspiring playwright; his fortunes were tied to the theatre, and they were looking good. And then the plague struck and London went into partial lockdown: the theatres were closed for two years, from June 1592 to June 1594. Some fellow actors tried their luck touring the provinces; Shakespeare aimed for high cultural prestige and aristocratic patronage and turned to writing poetry, publishing *Venus and Adonis* in 1593 and *Lucrece* in 1594. In this seminar, we will focus on Shakespeare's non-dramatic poetry, discussing the two narrative poems just mentioned, the enigmatic "The Phoenix and Turtle", and, of course, the *Sonnets* (1609), which we will read in the context of the sonnet craze of the 1590s that left its traces in some of Shakespeare's plays. (To avoid disappointments please note: the poetry is not concerned with the plague or lockdown!). Requirements: Active participation, term paper (BA/LA c. 15 p.; MA c. 20 p.). Texts: *Shakespeare's Sonnets*, ed. Katherine Duncan-Jones (Arden Shakespeare, Third Series); *Shakespeare's Poems: Venus and Adonis, the Rape of Lucrece and the Shorter Poems*, ed. Katherine Duncan-Jones additional texts will be placed on GRIPS.

P-(D-)35793 The Idea of Britain **Clarke**

Module: AVL-M05.1 (7.0), BLK-M2.1 (6.0), BLK-M2.2 (6.0), BLK-M3.1 (9.0), BLK-M32.2 (10.0), BLK-M32.3 (8.0), BLK-M33.2 (10.0), BLK-M33.3 (10.0), BRST-M32.2 (5.0), BRST-M32.3 (7.0), BRST-M32.3 (7.0), ENGYM-M32B.2 (5.0), ENGYM-M32B.2 (5.0), ENGYM-M32B.3 (7.0), ENGYM-M32B.3 (7.0), GEN-FKN-ZP, GEN-M01.2 (5.0), GEN-M01.3 (5.0)

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

| Tag | Rhyth. | vo n | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|---------|-----|------|------------|------------|-----|-------|------------|-----------|
| Fr | Einzel | 10 | 12 | c.t. | 07.05.2021 | 07.05.2021 | | ++H25 | Clarke | |
| Fr | Einzel | 10 | 14 | c.t. | 21.05.2021 | 21.05.2021 | | H 6 | Clarke | |
| Fr | Einzel | 10 | 14 | c.t. | 28.05.2021 | 28.05.2021 | | H 8 | Clarke | |
| Fr | Einzel | 10 | 14 | c.t. | 04.06.2021 | 04.06.2021 | | H 8 | Clarke | |
| Fr | Einzel | 10 | 14 | c.t. | 11.06.2021 | 11.06.2021 | | H 8 | Clarke | |
| Fr | Einzel | 10 | 14 | c.t. | 18.06.2021 | 18.06.2021 | | H 9 | Clarke | |

Taught in person at the university (if circumstances permit). In this course, students will analyze the ways in which twentieth and twenty-first century British literature have both reflected and shaped ideas of nation and region. This will involve exploring the intersections, differences, and tensions between English and Scottish identities, as well as the ways in which both have changed in response to war, the collapse of the British Empire, deindustrialization, the formation of the Welfare State, and new patterns of immigration. We will examine the impact of Marxist, feminist, and postcolonial ideas on the interpretation of both Englishness and Scottishness, and material and social divisions within each country, focusing in particular on questions of class. The course will consider the coherence of Britain as a cultural as opposed to merely legal entity and the intersections between different forms and sites of identity. It will also explore Britain's complex relation to mainland Europe over the course of the twentieth and twenty-first centuries. Course requirements: regular attendance, active participation (you must actively participate in classes and engage with reading questions!), presentation (including handout), term paper (6,000 words for Advanced Seminar (Hauptseminar); 5,000 words for Cultural Studies Advanced Seminar), Literature: Please buy the following editions (don't buy any other editions!): Rebecca West, *Return of the Soldier* (Virago), George Orwell, *Coming Up for Air* (Penguin), Hanif Kureishi, *The Buddha of Suburbia* (Faber and Faber), Andrea Dunbar, *Rita, Sue and Bob Too* (Bloomsbury), Alan Warner, *Morvern Callar* (Vintage Classics). All other texts will be made available electronically.

Oberseminare (Research Seminar)

D-35794 Research Seminar

Zwierlein

Module: BLK-M1.3 (3.0), BLK-M31.3 (10.0), BLK-M35.1 (6.0), BLK-M7.1 (2.0)

Seminar, SWS: 2, ECTS: 10

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|------|------------|---|
| Di | wöch. | 10 | 12 | c.t. | | | | | Zwierlein | taught online (synchronous course; Zoom sessions) |

This seminar addresses students of the MA British Studies programme preparing or completing their final theses but is also open to those writing theses for a 'Staatsexamen' degree. Students will have the opportunity to present their work-in-progress and receive feedback from faculty and fellow students. We will discuss theoretical approaches, writing techniques and the most important writing stages, such as finding and defining your topic, researching the material, structuring and presenting your arguments. Doctoral candidates and advanced researchers from the department will be invited to present parts of their ongoing projects and share their experiences. In addition, several distinguished guest speakers will contribute to the programme. Requirements: BLK-M31: active participation, reading the assigned texts, transcript of one of the sessions / lectures (deadline: Monday, 13 September 2021); BLK-M35: active participation, reading the assigned texts, oral presentation of work-in-progress ('conference style').

Zusatzangebot von CITAS (freigegeben für den Wahlbereich)

D-36250 Journalism that reads like a novel: Literary Journalism and Reportage in 20th and 21st century Europe Across Cultures and Societies

Moszczyńska

Module: ENG-UF-WB (7.0), EUST-M06.2 (7.0), IAA-BA-WB-fachintern (7.0), WB-ROM (7.0)

Seminar, SWS: 2, Max. Teilnehmer: 25

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|------|-------------|-----------|
| Mo | wöch. | 12 | 14 | c.t. | | | | | Moszczyńska | |

This course offers a comprehensive overview of the twentieth and twentieth-first century literary journalism and reportage produced across Europe, from Egon Erwin Kisch's diary from the First World War to Joe Sacco's graphic novel *The Fixer: A Story from Sarajevo*. It will broach the history of literary journalism in the transnational context of historical and cultural entanglements between Europe and the Americas and between the East and the West, both within Europe and beyond. It will also outline theoretical foundations on the tensions between fact and fiction, form and content, on the concept of realism, as well as the formal and generic diversity of journalism as literature with regard to such varieties as feuilletons and travelogues. With this in mind, the seminar will provide insights regarding the blurred boundaries between what has been theorized as literary journalism and as literary reportage, with the latter framed as a genre rooted specifically in European tradition. The course will also focus on various techniques through close reading of such authors as George Orwell, Ryszard Kapuscinski, Gabriel García Márquez, Marguerite Duras, Svetlana Alexievich, Robert Fisk and Ernest Hemingway. In the final sessions we will also deal with journalistic graphic novels and with photojournalism. The various texts will be analyzed and evaluated in their literary quality, political commitment, as well as relevance to literary and cultural studies. Moreover, they will shed light not only on contemporary perceptions of "Europe" but also of the world as perceived from the European perspective. Students are expected to hold a short presentation (20 min. approx.) on a chosen text and to write a paper (5.000 to 8.000 words) on a chosen topic related to the material presented and discussed in the course. The paper has to be submitted by September 30th.

Amerikanistik (American Studies)

Lectures

D-35800 Introduction to American Studies

N.N.

Module: AMST-M14.2 (1.0), BRST-M14.2 (1.0), ENG-DF-ZP, ENG-UF-WB, ENGYM-M14.2 (1.0), ENHS-M16.1b (1.0), ENLI-M14.2 (1.0), ENRS-M14.2 (1.0), NAS-M01.1 (1.0), WB-IAA

Vorlesung, SWS: 1, ECTS: 1

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|------|------------|-----------------------------------|
| Di | wöch. | 13 | 14 | c.t. | | | | | N.N. | Auch für Nordamerikastudien (FKN) |

Due to the current covid19 pandemic, the course will be taught online. Please notice any updates that will be posted on the university website or circulated via email.

The lecture course surveys the academic discipline of American Studies and provides an overview of materials, resources, issues, areas of study, and theories in the interdisciplinary field of American Studies. Individual sessions will give introductory accounts of North American geography, demographic developments and U.S. immigration history, major issues and coordinates of North American and U.S. history, the political system of the U.S., American ideologies and identity constructions, the religious landscape of the U.S., multilingualism and language politics in North America. Credit requirement: final exam Tue., 13.07.2021, 1–2pm s.t.; 45 min., further information on the exam will be made available via GRIPS. Course texts: Hebel, Udo. *Einführung in die Amerikanistik/American Studies*. Stuttgart: Metzler, 2008. Print. Bronner, Simon J., ed. *Encyclopedia of American Studies*. Johns Hopkins UP, 2014. Web.

D-35801 American Literary History

Bauridl

Module: AMST-M13.3 (4.0), AMST-M16.2 (4.0), BRST-M13.3 (4.0), ENG-DF-ZP, ENGS-M13.2b (4.0), ENGS-M22.2b (4.0), ENGYM-M13.3 (4.0), ENHS-M13.2b (4.0), ENHS-M22.2b (4.0), ENLI-M13.3 (4.0), ENRS-M13.3 (4.0), IAA-BA-WB-fachintern

Vorlesung, SWS: 2, ECTS: 4

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|------|------------|-----------|
| Mi | wöch. | 10 | 12 | c.t. | | | | | Bauridl | |

Due to the current covid19 pandemic, the course will be taught online. Please notice any updates that will be posted on the university website or circulated via email.

The lecture course surveys the history of American literature: from indigenous traditions to a critical perspective on European explorations, settler colonialism, and slavery; to the American Revolution, the Early Republic and cultural nationalism; to reformatory movements, women's movements, and abolitionism; to Realism and Naturalism; to Modernism, the Lost Generation, and the Harlem Renaissance; to the postmodern era, cultural pluralism, the Beat Generation, and the Civil Rights movement; to the present. Embedding literary history in larger dynamics of cultural and political developments, the lecture course discusses verbal texts alongside further forms of cultural expression such as images, performances, or spaces. It challenges eurocentric dynamics in literary and cultural history; offers a historicized perspective on the non/canonization of marginalized artists such as women and BIPOC identities; considers past and present politically, socially, culturally, literary reformatory impulses; and takes into account recent developments in literary and cultural theory in general and in American Studies in particular. Credit requirement: Final exam: Wed., 14.07.2021, 10-12am, 60 min., further information on the exam will be made available via GRIPS. All course materials will be available on GRIPS. Course text: Baym, Nina, et al., eds. *The Norton Anthology of American Literature*. 8th ed. 5 vols. New York: Norton, 2012. Print. This lecture course is also recommended as a review for Staatsexamen candidates.

D-35804 Economic History of the United States**Depkat**

Module: AMST-M23.3 (4.0), AMST-M23.3 (4.0), AMST-M23.3 (4.0), AMST-M32.1 (4.0), AMST-M32.1 (4.0), EAS-M31.4 (8.0), EAS-M33.1 (8.0), EAS-M33.2 (8.0), EAS-M33.3 (8.0), EAS-M34.1 (8.0), EAS-M34.2 (8.0), EAS-M34.3 (8.0), EAS-M7.2 (7.0), EAS-M8.1 (7.0), EAS-M8.2 (7.0), ENG-DF-ZP (4.0), ENG-UF-WB (4.0), ENGYM-M32A.1 (4.0), ENGYM-M32A.1 (4.0), NAS-FKN-ZP (4.0), NAS-M01.3 (4.0), WB-IAA (4.0)

Vorlesung, SWS: 2

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|------|-----|------|--------|------|-----|------|------------|-----------------------------------|
| Mi | wöch. | 8:30 | 10 | s.t. | | | | | Depkat | Auch für Nordamerikastudien (FKN) |

Due to the current covid19 pandemic, the course will be taught online. Please notice any updates that will be posted on the university website or circulated via email.

In the course of its history, the U.S. economy developed from an agrarian order into the strongest industrial economy of the world, and from there into a postindustrial economy thoroughly integrated into a rapidly globalizing and integrated economic world economy that had products developed in the U.S. and manufactured in China, Mexico and other foreign countries. In this context, the U.S. also became a pioneer of the internet economy that came to full fruition around 2000. The lecture will deal with the major structures, processes, phases and problems of U.S. economic history from its colonial beginnings to today. We will discuss the natural and geographic foundations of American economic growth, look at infrastructural developments, and economic policies of the state. Furthermore, we will trace the changing constellations of economic actors, the supply of goods produced and traded, the institutions of U.S. consumer capitalism, and the economic culture of the United States from the seventeenth century to today. Credit for: Lehramt, B.A., M.A. Credit requirement: final exam, further information on the exam will be made available via GRIPS. All course materials will be available on GRIPS. Credit requirements for electives EAS-M7.2, EAS-M8.1 and EAS-M8.2: further information on the exam will be made available via GRIPS. For Modulprüfung please also check the Modulbeschreibung: https://www.uni-regensburg.de/studium/modulbeschreibungen/medien/master/eas_master_ws1819.pdf. All course materials will be made available on GRIPS. Readings: Engerman, Stanley and Robert E. Gallman (eds.). *The Cambridge Economic History of the United States*. 3 Vols. Cambridge: Cambridge UP, 2000. Greespan, Alan and Adrian Wooldridge. *Capitalism in America: An Economic History of the United States*. New York: Penguin, 2018. Lind, Michael. *Land of Promise: An Economic History of the United States*. New York: Harper, 2012.

American Cultural History**D-35810 American Cultural History****Depkat, Uppendahl**

Module: AMST-M14.4 (4.0), BRST-M14.4 (4.0), ENGS-M14.2 (4.0), ENGYM-M14.4 (4.0), ENHS-M14.2 (4.0), ENHS-M16.2b (4.0), ENLI-M14.4 (4.0), ENRS-M14.4 (4.0), NAS-M01.2 (4.0)

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

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-------|------|------------|-----------------------------------|
| Di | wöch. | 10 | 12 | c.t. | | | Gr. 1 | | Depkat | Auch für Nordamerikastudien (FKN) |
| Mo | wöch. | 16 | 17 | c.t. | | | Gr. 1 | | Uppendahl | Auch für Nordamerikastudien (FKN) |
| Di | wöch. | 10 | 12 | c.t. | | | Gr. 2 | | Depkat | |
| Mo | wöch. | 17 | 18 | c.t. | | | Gr. 2 | | Uppendahl | |
| Di | wöch. | 10 | 12 | c.t. | | | Gr. 3 | | Depkat | Auch für Nordamerikastudien (FKN) |

| | | | | | | | | | | |
|----|-------|----|----|------|--|--|-------|--|-----------|-----------------------------------|
| Di | wöch. | 12 | 13 | c.t. | | | Gr. 3 | | Uppendahl | Auch für Nordamerikastudien (FKN) |
| Di | wöch. | 10 | 12 | c.t. | | | Gr. 4 | | Depkat | |
| Di | wöch. | 13 | 14 | c.t. | | | Gr. 4 | | Uppendahl | |
| Di | wöch. | 10 | 12 | c.t. | | | Gr. 5 | | Depkat | |
| Do | wöch. | 13 | 14 | c.t. | | | Gr. 5 | | Uppendahl | |
| Di | wöch. | 10 | 12 | c.t. | | | Gr. 6 | | Depkat | |
| Do | wöch. | 14 | 15 | c.t. | | | Gr. 6 | | Uppendahl | |

Due to the current covid19 pandemic, the course will be taught online. Please notice any updates that will be posted on the university website or circulated via email.

Drawing on a broad range of textual, visual, and audiovisual materials, the course will give an in-depth overview over the cultural, social, and political history of the U.S. from the earliest European encounters with the 'New World' to contemporary interpretations of what 'America' might mean for different groups inside and outside of the U.S. We will cover a broad range of cultural and historical issues including ideological interpretations of American landscapes and spaces, attitudes toward demographic developments and immigration, controversies about the U.S.-American political-economic system and foreign policy, the plurality of the American religious landscape, and multilingualism and the diversity of cultural traditions in North America to familiarize students with materials, areas of study, and theoretical approaches in the interdisciplinary field of American Studies and their significance for the study of American cultural history. The course is organized into a two-hour lecture outlining the major problems, contexts and trajectories of the individual session topics, and a one-hour seminar that will deepen the knowledge gained in the lecture and do in-depth work with selected textual, visual and audiovisual materials. Credit requirement: final exam for participants of all sections of this class on Tue., 20.07.2021, 10-noon s.t., 120 mins, further information on the exam will be made available via GRIPS. Course materials: weekly readings; Hebel, Udo. *Einführung in die Amerikanistik/American Studies*. Stuttgart: Metzler, 2008. Print. Recommended history textbooks: Depkat, Volker. *Geschichte Nordamerikas: Eine Einführung*. Köln: Böhlau, 2008. Print. ---. *Geschichte der USA*. Stuttgart: Kohlhammer, 2016. Print. Boyer, Paul S., et al. *The Enduring Vision: A History of the American People*. 8th ed. Boston: Wadsworth, 2014. Print.

Introduction to English and American Literary Studies

D-35756 Introduction to English and American Literary Studies

N.N., Tu

Module: AMST-M13.1 (4.0), AMST-M13.1 (4.0), AMST-M13.1 (4.0), AMST-M16.1 (4.0), AMST-M16.1 (4.0), AMST-M16.1 (4.0), ENG-DF-ZP, ENGS-M13.1 (4.0), ENGS-M13.1 (4.0), ENGS-M13.1 (4.0), ENGYM-M13.1 (4.0), ENGYM-M13.1 (4.0), ENGYM-M13.1 (4.0), ENHS-M13.1 (4.0), ENHS-M13.1 (4.0), ENHS-M13.1 (4.0), ENLI-M13.1 (4.0), ENLI-M13.1 (4.0), ENLI-M13.1 (4.0), ENRS-M13.1 (4.0), ENRS-M13.1 (4.0), ENRS-M13.1 (4.0)

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

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-------|------|------------|-----------|
| Mo | wöch. | 15 | 16 | c.t. | | | Gr. 1 | | Tu | |
| Do | wöch. | 10 | 12 | c.t. | | | Gr. 1 | | N.N. | |
| Di | wöch. | 9 | 10 | c.t. | | | Gr. 2 | | Tu | |
| Do | wöch. | 10 | 12 | c.t. | | | Gr. 2 | | N.N. | |
| Di | wöch. | 12 | 13 | c.t. | | | Gr. 3 | | Tu | |
| Do | wöch. | 10 | 12 | c.t. | | | Gr. 3 | | N.N. | |

Due to the current covid19 pandemic, the course will be taught online. Please notice any

updates that will be posted on the university website or circulated via email.

This course meets twice a week: once on Thursday (lecture) and once on Monday or Tuesday (seminar), depending on the group in which you are enrolled (max. 20 participants per group). The course provides fundamental knowledge and skills necessary for the study of American literature. It introduces critical concepts such as 'literature,' 'culture,' and 'text'; influential theoretical approaches and critical methods; problems of literary history, canonization, and periodization. The course covers a variety of literary texts, including representative examples of all major literary forms, and guides students in applying technical terms and concepts to the analysis of these texts. It also addresses strategies of research and writing. In the Lehramt programs, the course qualifies students for seminars in both British and American literature. Further course materials, mandatory readings and course requirements will be announced in the first session. Credit requirement: final exam on Thur, 15.07.2021, 10-noon, s.t.; 90 min., further information on the exam will be made available via GRIPS. Required readings: Peter Barry, *Beginning Theory: An Introduction to Literary and Cultural Theory* (Manchester UP); Michael Meyer, *English and American Literature* (Francke). Further readings and materials will be available on GRIPS. IMPORTANT: Students of the BA Amerikanistik must register for Introduction courses listed here under American Studies. Students of the BA Anglistik must register for the lecture run by Dr. Decker. Students taking a Lehramt-degree or a BA in English Linguistics can register for either of these two lecture courses.

Undergraduate Seminars in American Studies (Proseminare)

P-(D)-35820 American Literature I: From the Beginnings through the 19th Century **Gotteswinter, Heger**

Module: AMST-M16.3 (4.0), AMST-M16.3 (4.0), AMST-M16.3 (4.0), AMST-M22.1 (4.0), AMST-M22.2 (4.0), AMST-M22.2 (4.0), BRST-M22.2 (4.0), BRST-M22.2 (4.0), ENG-UF-WB, ENGYM-M23.2 (4.0), ENGYM-M23.2 (4.0), ENGYM-M23.2 (4.0)

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

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-------|--------|--------------|-----------|
| Di | wöch. | 12 | 14 | c.t. | | | Gr. 1 | ++H 4 | Gotteswinter | |
| Mi | wöch. | 12 | 14 | c.t. | | | Gr. 2 | ++H52* | Heger | |

Due to the current covid19 pandemic, the course will be taught online until regular in-class teaching can be resumed. Please notice any updates that will be posted on the university website or circulated via email.

The course examines selected examples of American literature from pre-Columbian Native American documents through nineteenth-century literary writing. Taught in seminar format and based on reading, discussion, and active participation, the course places literary texts in their historical and cultural contexts. Readings include early exploration narratives and selected texts from colonial America, samples of nineteenth-century short fiction, Nathaniel Hawthorne's *The Scarlet Letter*, and selected poems by prominent authors, such as Walt Whitman and Emily Dickinson. Students are expected to read and actively prepare the assigned texts. Course requirement: oral presentation, incl. presentation handout and/or PowerPoint presentation. Credit requirement: an 8 to 10-page (3,500 to 4,500-word) research paper in English. Required text: Baym, Nina et al., eds. *The Norton Anthology of American Literature*. 8th ed. Vols. A, B, and C. New York: Norton, 2012. Print. Additional required texts will be announced in the first session.

P-(D-)35825 American Literature II: The 20th and 21st Centuries**Dexl, N.N.**

Module: AMST-M13.3 (4.0), AMST-M13.3 (4.0), AMST-M16.2 (4.0), AMST-M16.2 (4.0), AMST-M16.3 (4.0), AMST-M22.2 (4.0), BRST-M13.3 (4.0), BRST-M13.3 (4.0), ENGS-M13.2 (4.0), ENGS-M13.2b (4.0), ENGS-M22.2b (4.0), ENGS-M22.2b (4.0), ENG-UF-WB, ENGYM-M13.3 (4.0), ENGYM-M13.3 (4.0), ENGYM-M23.2 (4.0), ENHS-M13.2 (4.0), ENHS-M13.2b (4.0), ENHS-M22.2 (4.0), ENHS-M22.2b (4.0), ENLI-M13.3 (4.0), ENLI-M13.3 (4.0), ENRS-M13.3 (4.0), ENRS-M13.3 (4.0)

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

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-------|--------|------------|-----------|
| Di | wöch. | 16 | 18 | c.t. | | | Gr. 1 | H11 | N.N. | |
| Mi | wöch. | 16 | 18 | c.t. | | | Gr. 2 | ++H52* | Dexl | |

Due to the current covid19 pandemic, the course will be taught online until regular in-class teaching can be resumed. Please notice any updates that will be posted on the university website or circulated via email.

The course explores representative 20th- and 21st-century American fiction, poems, and plays. Taught in seminar format and based on reading, discussion, and active participation, it studies literary texts in their respective historical and cultural contexts as well as from the perspective of current scholarly debates in the field. Exploring movements and concepts such as realism, modernism, postmodernism, and cultural pluralism and reformatory impulses, the course deepens students' knowledge and research skills with regard to American literary history, cultural and literary concepts. Students are expected to read and actively prepare the assigned texts. Course requirement: oral presentation, incl. presentation handout and/or PowerPoint presentation. Credit requirement: an 8- to 10-page (3,500-4,500 words) research paper in English. Required texts: Baym, Nina, et al., eds. *The Norton Anthology of American Literature*. 8th ed. Vols. C, D, and E. New York: Norton, 2012. Print. Fitzgerald, F. Scott. *The Great Gatsby*. Penguin, 2000. (Penguin Modern Classics, ISBN-13: 978-0141182636). Print. Additional required texts will be announced in the first course session.

P-(D-)35831 PS themat.**N.N.**

Module: AMST-M22.3 (4.0), AMST-M22.3 (1.0), AMST-M23.2 (4.0), AMST-M23.2 (4.0), AMST-M23.2 (4.0), ENG-UF-WB

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

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|-------|------------|-----------|
| Do | wöch. | 12 | 14 | c.t. | | | | ++H46 | N.N. | |

Due to the current covid19 pandemic, the course will be taught online until regular in-class teaching can be resumed. Please notice any updates that will be posted on the university website or circulated via email.

Tba. Course requirement: Oral presentation, incl. presentation handout and/or PowerPoint presentation. Credit requirement: An 8- to 10-page research paper (3,500-4,500 words) in English. Required Texts: Information on the required texts will be given in the first session of the course.

P-(D-)35832 Political Institutions**Tu**

Module: AMST-M23.1 (4.0), AMST-M23.1 (4.0), AMST-M23.1 (4.0), ENG-UF-WB

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

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|-------|------------|-----------|
| Mo | wöch. | 16 | 18 | c.t. | | | | ++H 4 | Tu | |

Due to the current covid19 pandemic, the course will be taught online until regular in-class teaching can be resumed. Please notice any updates that will be posted on the university website or circulated via email.

This hybrid and online proseminar will investigate the evolutions, interpretations, and origins of U.S. American political institutions through the close examination of America's founding documents, such as the Declaration of Independence, the Constitution of the United States, the Bill of Rights and later constitutional amendments, and selected supreme court decisions. Additionally, we will closely look at the intricate inner-workings, separation of powers, and checks and balances of the executive, legislative, and judicial branches of American government, as well as the separation of powers between the federal government and the states. Selected texts will be made available via GRIPS and as a Semesterapparat in the library. Course requirement: two short (< 250 words) reflection papers, and an oral group presentation. Credit requirement: An 8- to 10-page research paper (MLA 8; 3,500–4,500 words) in English. Required Texts: (available in the library and/or via GRIPS): Gilbert, Martin. *The Routledge Atlas of American History*, sixth edition. Routledge, 2009. Katz, Richard S. *Political Institutions in the United States*. Oxford UP, 2004. Maisel, L. Sandy. *American Political Parties and Elections: A Very Short Introduction*, second edition. Oxford UP, 2016. O'Connor, Karen, Larry J. Sabato, and Alixandra B. Yanus. *American Government: Roots and Reform*, 12th ed. Pearson, 2016. Please purchase the following texts before our first session: Beeman, Richard, editor. *Supreme Court Decisions*. Penguin, 2012. ---. *The Penguin Guide to the United States Constitution*. Penguin, 2010. Optional, but strongly recommended: Bodenhammer, David J. *The U.S. Constitution: A Very Short Introduction*. Oxford UP, 2018. Jones, Charles O. *The American Presidency: A Very Short Introduction*, second edition. Oxford UP, 2016.

Graduate Seminars in American Studies (formerly Cultural Studies Advanced Seminars)**P-(D-)35840 HS LA****N.N.**

Module: AMST-M32.2 (5.0), AMST-M32.2 (5.0), AMST-M32.3 (7.0), AMST-M32.3 (7.0), EAS-M31.3 (8.0), EAS-M7.2 (7.0), EAS-M8.1 (7.0), EAS-M8.2 (7.0), ENGYM-M32A.3 (7.0), ENGYM-M32A.3 (7.0), NAS-FKN-ZP (7.0)

Seminar, SWS: 2, ECTS: 6, Max. Teilnehmer: 15

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|-------|------------|-----------------------------------|
| Mi | wöch. | 10 | 12 | c.t. | | | | ++H 3 | N.N. | Auch für Nordamerikastudien (FKN) |

Due to the current covid19 pandemic, the course will be taught online until regular in-class teaching can be resumed. Please notice any updates that will be posted on the university website or circulated via email.

Tba. Course requirement: oral presentation, incl. presentation handout and/or PowerPoint presentation. Credit requirement: advanced academic writings in English (ca. 15 pages). Credit requirements for electives EAS-M7.2, EAS-M8.1 and EAS-M8.2: further information on the exam will be made available via GRIPS. For Modulprüfung please also check the Modulbeschreibung.

P-(D-)35841 Black Atlantic Culture (Topics in Mobilities and Cultural Transfers, EAS-M4) Dextl

Module: AMST-M32.2 (5.0), AMST-M32.2 (5.0), AMST-M32.3 (7.0), AMST-M32.3 (7.0), EAS-M31.3 (8.0), EAS-M33.1 (8.0), EAS-M33.2 (8.0), EAS-M33.3 (8.0), EAS-M4.1 (8.0), EAS-M4.2 (8.0), ENGYM-M32A.2 (5.0), ENGYM-M32A.2 (5.0), ENGYM-M32A.3 (7.0), ENGYM-M32A.3 (7.0)

Seminar, SWS: 2, Max. Teilnehmer: 15

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|------|------------|-----------|
| Mi | wöch. | 12 | 14 | c.t. | | | | H22 | Dextl | |

Due to the current covid19 pandemic, the course will be taught online until regular in-class teaching can be resumed. Please notice any updates that will be posted on the university website or circulated via email.

The concept of the Black Atlantic refers to a space of violent encounter and cultural exchange that has emerged between Europe, the Americas, and Africa and been shaped by the history of the slave trade and slavery. First introduced by Paul Gilroy in 1993 study *The Black Atlantic*, the concept has by now been revised and expanded (cf. Oboe/Scacchi, Thompson, Felski/Friedman) and complemented by theories of cultural mobility, oceanic and transnational studies, and cultural transfer (Bal, Fisher Fishkin, Greenblatt, Hebel, Paul). In this seminar, will zoom into this "contact zone" (Pratt): We will extrapolate characteristics of the Black Atlantic and explore a range of cultural expressions as they have emerged under these conditions. We will trace the roots and routes of writers, intellectuals, performers, and visual artists who crossed the Atlantic Ocean at different points in time and analyze examples of literature, art, philosophy, music, and dance they have produced. Our analyses will pursue the following questions: How have experiences of both enforced and voluntary movement across the Atlantic shaped the African diaspora and its cultural productions? How can we grasp the processes of circulation, migration, and intercultural exchange at work in Black Atlantic culture? How does the 'Black Atlantic' contribute to a revised understanding of the history of Western (European and U.S.) modernity? Primary sources to be discussed include selected slave narratives (e.g. by Phillis Wheatley and Olaudah Equiano), examples of intellectual writing and visual culture (e.g. by W.E.B. Du Bois and Aaron Douglas), dance performance and music culture (e.g. by Josephine Baker and Bob Marley), and literary examples (e.g. Barack Obama's *Dreams from my Father* and Chimamanda N. Adichie's *Americanah*). The seminar will provide an in-depth understanding of Black Atlantic culture and related concepts of cultural mobility and transfer. Course requirement: oral presentation, presentation handout and/or PowerPoint presentation. Credit requirement LA/BA: advanced academic writings in English (ca. 15 pages). Credit requirement master's program: prior to WS 2018/19: presentation and final research paper (ca. 15 pages for 8 CP or ca. 20 pages for 10 CP, depending on credit type); master's program as of WS 2018/19: presentation and proposal for a possible research paper (5 pp.). Please also check the Modulbeschreibung: https://www.uni-regensburg.de/studium/modulbeschreibung/medien/master/eas_master_ws1819.pdf.

P-(D-)35842 Sites of Memory—Sites of Resistance (Topics in Spaces, Regions, Spheres, EAS-M3) Bauridl

Module: AMST-M32.2 (5.0), AMST-M32.2 (5.0), AMST-M32.3 (7.0), AMST-M32.3 (7.0), EAS-M3.1 (8.0), EAS-M3.2 (8.0), EAS-M31.3 (8.0), EAS-M33.1 (8.0), EAS-M33.2 (8.0), EAS-M33.3 (8.0), ENGYM-M32A.3 (7.0), ENGYM-M32A.3 (7.0)

Seminar, SWS: 2, Max. Teilnehmer: 15

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|-------|------------|-----------|
| Mi | wöch. | 14 | 16 | c.t. | | | | ++H51 | Bauridl | |

Due to the current covid19 pandemic, the course will be taught online until regular in-class

teaching can be resumed. Please notice any updates that will be posted on the university website or circulated via email.

While the last witnesses of World War II and the Nazi genocide are disappearing, counter memorials like former concentration camp sites in Europe are increasingly facing rightist and nationalist attacks and appropriations. At the same time, instances of police brutality, unequal access to healthcare, and other manifestations of systemic racism have recently intensified debates—both in Germany and the US—about street names and statues that reference colonial pasts and honor racist figures. Taking the falling monuments of 2020 and debates about memory and justice as a starting point, this course examines how memory can become a means of (activist) resistance and a productive vision for a better future. Drawing on core and trending theories of cultural and collective memory, we will focus on actual spaces of memory—such as museums, monuments, statues, public spaces, or everyday locations—in Germany, the United States, and beyond. We will investigate how their design and the interactions that take place in them (can) dismantle colonial legacies, nationalist and supremacist structures, and processes of exclusion and discrimination. Ultimately, we will discuss the role and power of memory in diverse, mobile, and (post)migrant societies. Course requirement: oral presentation, presentation handout and/or PowerPoint presentation. Credit requirement LA/BA: advanced academic writings in English (ca. 15 pages). Credit requirement master's program: prior to WS 2018/19: presentation and final research paper (ca. 15 pages for 8 CP or ca. 20 pages for 10 CP, depending on credit type); master's program as of WS 2018/19: presentation and proposal for a possible research paper (5 pp.). Please also check the Modulbeschreibung: https://www.uni-regensburg.de/studium/modulbeschreibungen/medien/master/eas_master_ws1819.pdf.

P-(D-)35843 Structures of Racism and White Privilege (Topics in Politics and Responsibilities, EAS-M5) Bauridl

Module: AMST-M32.2 (5.0), AMST-M32.2 (5.0), AMST-M32.3 (7.0), AMST-M32.3 (7.0), EAS-M31.3 (8.0), EAS-M33.1 (8.0), EAS-M33.2 (8.0), EAS-M33.3 (8.0), EAS-M34.1 (8.0), EAS-M34.2 (8.0), EAS-M34.3 (8.0), EAS-M5.1 (8.0), EAS-M5.2 (8.0), ENGYM-M32A.2 (5.0), ENGYM-M32A.2 (5.0), ENGYM-M32A.3 (7.0), ENGYM-M32A.3 (7.0)

Seminar, SWS: 2, Max. Teilnehmer: 20

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|------|------------|-----------|
| Do | wöch. | 10 | 12 | c.t. | | | | H 6 | Bauridl | |

Due to the current covid19 pandemic, the course will be taught online until regular in-class teaching can be resumed. Please notice any updates that will be posted on the university website or circulated via email.

This course sheds critical light on past and present dynamics of inequality, discrimination, and oppression and reveals how white people benefit from systemic racism. We will trace the historical roots of racism and the historical contours of whiteness and white supremacy in America and the United States. Drawing on theories and concepts of critical race theory, anti-racism studies, and critical whiteness studies, we will challenge explicit and implicit contemporary patterns of racism and processes that maintain white privilege in the US—including, for example, police brutality, mass incarceration, or the educational system. We will proceed to a comparison to Germany, and we will look at diverse examples from the fields of everyday life, film, visual culture, literature, and politics. Ultimately, we will discuss endeavors in anti-racist education. Course requirement: oral presentation, incl. presentation handout and/or PowerPoint presentation. Credit requirement LA/BA: advanced academic writings in English (ca. 15 pages). Credit requirement master's program: prior to WS 2018/19: presentation and final research paper (ca. 15 pages for 8 CP or ca. 20 pages for 10 CP, depending on credit type); master's program as of WS 2018/19: presentation and proposal for a possible research paper (5 pp.). Please also

check the Modulbeschreibung: https://www.uni-regensburg.de/studium/modulbeschreibungen/medien/master/eas_master_ws1819.pdf.

Graduate Seminars in American Studies (Hauptseminare (LA/BA))

P-(D-)35840 HS LA

N.N.

Module: AMST-M32.2 (5.0), AMST-M32.2 (5.0), AMST-M32.3 (7.0), AMST-M32.3 (7.0), EAS-M31.3 (8.0), EAS-M7.2 (7.0), EAS-M8.1 (7.0), EAS-M8.2 (7.0), ENGYM-M32A.3 (7.0), ENGYM-M32A.3 (7.0), NAS-FKN-ZP (7.0)

Seminar, SWS: 2, ECTS: 6, Max. Teilnehmer: 15

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|-------|------------|-----------------------------------|
| Mi | wöch. | 10 | 12 | c.t. | | | | ++H 3 | N.N. | Auch für Nordamerikastudien (FKN) |

Due to the current covid19 pandemic, the course will be taught online until regular in-class teaching can be resumed. Please notice any updates that will be posted on the university website or circulated via email.

Tba. Course requirement: oral presentation, incl. presentation handout and/or PowerPoint presentation. Credit requirement: advanced academic writings in English (ca. 15 pages). Credit requirements for electives EAS-M7.2, EAS-M8.1 and EAS-M8.2: further information on the exam will be made available via GRIPS. For Modulprüfung please also check the Modulbeschreibung.

P-(D-)35841 Black Atlantic Culture (Topics in Mobilities and Cultural Transfers, EAS-M4)

Dexl

Module: AMST-M32.2 (5.0), AMST-M32.2 (5.0), AMST-M32.3 (7.0), AMST-M32.3 (7.0), EAS-M31.3 (8.0), EAS-M33.1 (8.0), EAS-M33.2 (8.0), EAS-M33.3 (8.0), EAS-M4.1 (8.0), EAS-M4.2 (8.0), ENGYM-M32A.2 (5.0), ENGYM-M32A.2 (5.0), ENGYM-M32A.3 (7.0), ENGYM-M32A.3 (7.0)

Seminar, SWS: 2, Max. Teilnehmer: 15

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|------|------------|-----------|
| Mi | wöch. | 12 | 14 | c.t. | | | | H22 | Dexl | |

Due to the current covid19 pandemic, the course will be taught online until regular in-class teaching can be resumed. Please notice any updates that will be posted on the university website or circulated via email.

Course description: see "Graduate Seminars in American Studies (formerly Cultural Studies Advanced Seminars).

P-(D-)35842 Sites of Memory—Sites of Resistance (Topics in Spaces, Regions, Spheres, EAS-M3)

Bauridl

Module: AMST-M32.2 (5.0), AMST-M32.2 (5.0), AMST-M32.3 (7.0), AMST-M32.3 (7.0), EAS-M3.1 (8.0), EAS-M3.2 (8.0), EAS-M31.3 (8.0), EAS-M33.1 (8.0), EAS-M33.2 (8.0), EAS-M33.3 (8.0), ENGYM-M32A.3 (7.0), ENGYM-M32A.3 (7.0)

Seminar, SWS: 2, Max. Teilnehmer: 15

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|-------|------------|-----------|
| Mi | wöch. | 14 | 16 | c.t. | | | | ++H51 | Bauridl | |

Due to the current covid19 pandemic, the course will be taught online until regular in-class teaching can be resumed. Please notice any updates that will be posted on the university website or circulated via email.

website or circulated via email.

Course description: see "Graduate Seminars in American Studies (formerly Cultural Studies Advanced Seminars).

P-(D)-35843 Structures of Racism and White Privilege (Topics in Politics and Responsibilities, EAS-M5) **Bauridl**

Module: AMST-M32.2 (5.0), AMST-M32.2 (5.0), AMST-M32.3 (7.0), AMST-M32.3 (7.0), EAS-M31.3 (8.0), EAS-M33.1 (8.0), EAS-M33.2 (8.0), EAS-M33.3 (8.0), EAS-M34.1 (8.0), EAS-M34.2 (8.0), EAS-M34.3 (8.0), EAS-M5.1 (8.0), EAS-M5.2 (8.0), ENGYM-M32A.2 (5.0), ENGYM-M32A.2 (5.0), ENGYM-M32A.3 (7.0), ENGYM-M32A.3 (7.0)

Seminar, SWS: 2, Max. Teilnehmer: 20

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|------|------------|-----------|
| Do | wöch. | 10 | 12 | c.t. | | | | H 6 | Bauridl | |

Due to the current covid19 pandemic, the course will be taught online until regular in-class teaching can be resumed. Please notice any updates that will be posted on the university website or circulated via email.

Course description: see "Graduate Seminars in American Studies (formerly Cultural Studies Advanced Seminars).

Reviews (Review Courses and Thesis Preparation)

P-(D)-35844 Review American Literature **Dexl**

Module: ENG-UF-WB , ENRS-M22.3 (1.0), ENRS-M22.3 (1.0), IAA-BA-WB-fachintern

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

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|-------|------------|-----------|
| Do | wöch. | 12 | 13 | c.t. | | | | ++H44 | Dexl | |

Due to the current covid19 pandemic, the course will be taught online until regular in-class teaching can be resumed. Please notice any updates that will be posted on the university website or circulated via email.

Discussing select exemplary texts, the course reviews American literary and cultural history from colonial times through the immediate present. Participants are expected to have acquired a solid and broad knowledge of American literary and cultural history and theory in the course of their studies by attending both mandatory and additional courses. The review course builds in particular on the two Proseminare in American literature and the lecture course American Literary History. Course requirement: oral presentation. Credit requirement: presentation handout / ppt. Details will be announced in the first session. Course text: All course materials will be available via GRIPS. Baym, Nina, et al., eds. *The Norton Anthology of American Literature*. 8th ed. New York: Norton, 2012. Print.

P-(D)-35850 Seminar für Examenskandidaten **Depkat**

Seminar, SWS: 2, Max. Teilnehmer: 20

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|----------|-----|-----|------|--------|------|-----|-------|------------|-----------|
| Do | 14-tägig | 18 | 20 | c.t. | | | | ++H10 | Depkat | |

Due to the current covid19 pandemic, the course will be taught online until regular in-class teaching can be resumed. Please notice any updates that will be posted on the university website or circulated via email.

website or circulated via email.

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

P-(D)-35958 Presentation B.A. (American Studies) Bauridl

Module: AMST-M31.1 (3.0), AMST-M31.1 (3.0), ENLI-M31.1 (3.0), ENLI-M31.1 (3.0)

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

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|-------|------------|-----------|
| Mi | wöch. | 16 | 18 | c.t. | | | | ++H51 | Bauridl | |

Due to the current covid19 pandemic, the course will be taught online until regular in-class teaching can be resumed. Please notice any updates that will be posted on the university website or circulated via email.

This research course focuses on American Studies; it is open to students in the BA programs American Studies and English Linguistics. Students writing their Zulassungsarbeit in American Studies may be admitted to the course after prior consultation with Dr. Bauridl. The course centers on methodological, structural, and strategic issues of academic research. In this context, it provides students in the BA programs with the opportunity to present the current, work-in-progress state of their BA theses, to debate their own questions, and to receive constructive feedback in a scholarly, safe environment among peers. Course Phase 1 discusses major elements of academic research such as 'agenda,' 'corpus,' 'method,' 'theory' etc. as well as the writing process itself. It introduces students to the formats of scholarly research presentations and research proposals as well as to strategies to use these formats to improve their B.A. research. Course Phase 2 is dedicated to discussing students' individual current stage in their research and writing process and individual strategies of using the upcoming presentation in this course to improve their research and writing. In Course Phase 3, students actually present the current stage of their projects in thematically organized workshops. Phases 1 and 2 take place during the semester; Course Phase 3 is taught in block format after the end of the semester. Course requirements: oral presentations (informal and formal). Credit requirement: research proposal—handout (app. 5pp.).

First Semester MA Courses in European American Studies

**P-(D)-35848 Readings and Sources in European-American Cultural Relations I: Depkat
From the Beginning through the End of the 19th Century**

Module: EAS-M2.1 (7.0)

Seminar, SWS: 2, Max. Teilnehmer: 15

| Tag | Rhyth. | vo | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|----|-----|------|--------|------|-----|--------|------------|-----------|
| Di | wöch. | 16 | 18 | c.t. | | | | ++ZH 6 | Depkat | |
| Do | wöch. | 16 | 18 | c.t. | | | | ++ZH 6 | Depkat | |

Due to the current covid19 pandemic, the course will be taught online until regular in-class teaching can be resumed. Please notice any updates that will be posted on the university website or circulated via email.

On the basis of key texts and visual documents, we will discuss mutual perceptions, political interaction, social ties, and cultural exchange between Europe and the United States from the

fifteenth to the nineteenth centuries. Among the topics covered in this course are Europe's colonial expansion into the New World, eighteenth-century debates about progress and decline, European-American relations in the "Age of Atlantic Revolutions," migration history, and American capitalism and notions of modernity. Course requirement: presentation. Credit requirements: Modulprüfung (module exam: Readings I and Readings II; tba). Reading: All course materials will be available on GRIPS. Credit for: MEAS.

P-(D-)35849 Readings and Sources in European-American Cultural Relations II: The 20th and 21st Centuries Depkat

Module: EAS-M2.2 (7.0)

Seminar, SWS: 2, Max. Teilnehmer: 15

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|--------|------------|-----------|
| Di | wöch. | 16 | 18 | c.t. | | | | ++ZH 6 | Depkat | |
| Do | wöch. | 16 | 18 | c.t. | | | | ++ZH 6 | Depkat | |

Due to the current covid19 pandemic, the course will be taught online until regular in-class teaching can be resumed. Please notice any updates that will be posted on the university website or circulated via email.

On the basis of key texts and visual documents, we will discuss mutual perceptions, political interaction, social ties, and cultural exchange between Europe and the United States in the twentieth and twenty-first centuries. Among the topics covered in this course are the World Wars, the Cold War and the "War on Terror", the Americanization of Europe, the formation of consumer societies, twentieth-century Euro-American pop culture, and the current state of European-American relations. Course requirement: presentation. Credit requirements: Modulprüfung (module exam: Readings I and Readings II; tba). Reading: All course materials will be available on GRIPS. Credit for: MEAS.

Seminars in American Studies and European-American Studies

P-(D-)35841 Black Atlantic Culture (Topics in Mobilities and Cultural Transfers, EAS-M4) Dexl

Module: AMST-M32.2 (5.0), AMST-M32.2 (5.0), AMST-M32.3 (7.0), AMST-M32.3 (7.0), EAS-M31.3 (8.0), EAS-M33.1 (8.0), EAS-M33.2 (8.0), EAS-M33.3 (8.0), EAS-M4.1 (8.0), EAS-M4.2 (8.0), ENGYM-M32A.2 (5.0), ENGYM-M32A.2 (5.0), ENGYM-M32A.3 (7.0), ENGYM-M32A.3 (7.0)

Seminar, SWS: 2, Max. Teilnehmer: 15

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|------|------------|-----------|
| Mi | wöch. | 12 | 14 | c.t. | | | | H22 | Dexl | |

Due to the current covid19 pandemic, the course will be taught online until regular in-class teaching can be resumed. Please notice any updates that will be posted on the university website or circulated via email.

Course description: see "Graduate Seminars in American Studies (formerly Cultural Studies Advanced Seminars).

P-(D-)35842 Sites of Memory—Sites of Resistance (Topics in Spaces, Regions, Spheres, EAS-M3) Bauridl

Module: AMST-M32.2 (5.0), AMST-M32.2 (5.0), AMST-M32.3 (7.0), AMST-M32.3 (7.0), EAS-M3.1 (8.0), EAS-M3.2 (8.0), EAS-M31.3 (8.0), EAS-M33.1 (8.0), EAS-M33.2 (8.0), EAS-M33.3 (8.0), ENGYM-M32A.3 (7.0), ENGYM-M32A.3 (7.0)

Seminar, SWS: 2, Max. Teilnehmer: 15

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|-------|------------|-----------|
| Mi | wöch. | 14 | 16 | c.t. | | | | ++H51 | Bauridl | |

Due to the current covid19 pandemic, the course will be taught online until regular in-class teaching can be resumed. Please notice any updates that will be posted on the university website or circulated via email.

Course description: see "Graduate Seminars in American Studies (formerly Cultural Studies Advanced Seminars).

P-(D-)35843 Structures of Racism and White Privilege (Topics in Politics and Responsibilities, EAS-M5) Bauridl

Module: AMST-M32.2 (5.0), AMST-M32.2 (5.0), AMST-M32.3 (7.0), AMST-M32.3 (7.0), EAS-M31.3 (8.0), EAS-M33.1 (8.0), EAS-M33.2 (8.0), EAS-M33.3 (8.0), EAS-M34.1 (8.0), EAS-M34.2 (8.0), EAS-M34.3 (8.0), EAS-M5.1 (8.0), EAS-M5.2 (8.0), ENGYM-M32A.2 (5.0), ENGYM-M32A.2 (5.0), ENGYM-M32A.3 (7.0), ENGYM-M32A.3 (7.0)

Seminar, SWS: 2, Max. Teilnehmer: 20

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|------|------------|-----------|
| Do | wöch. | 10 | 12 | c.t. | | | | H 6 | Bauridl | |

Due to the current covid19 pandemic, the course will be taught online until regular in-class teaching can be resumed. Please notice any updates that will be posted on the university website or circulated via email.

Course description: see "Graduate Seminars in American Studies (formerly Cultural Studies Advanced Seminars).

Kurse anderer Lehrstühle und Institute im Masterprogramm MEAS (Courses Offered by Other Departments for our M.A. Program MEAS)

D-36274 Ringvorlesung: Rethinking Area Studies and Space from the Global South | Area Studies und Raum vom Globalen Süden her neu denken Brüske

Module: EAS-M7.2 (7.0), EAS-M8.1 (7.0), EAS-M8.2 (7.0), VKW-M33.1 (6.0), WB-ROM (4.0)

Vorlesung, SWS: 2, ECTS: 4, Max. Teilnehmer: 50

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|------|------------|-----------|
| Do | wöch. | 18 | 20 | c.t. | | | | | Brüske | |

Area Studies sind ein per se interdisziplinärer, bedeutender Forschungsbereich, der fruchtbar dazu beitragen kann, Gesellschaften und Kulturen angesichts historischer und aktueller Globalisierungsprozesse zu verstehen. Allerdings haben die Area Studies auch aufgrund ihrer spezifischen Geschichte auch Kritik an ihren Methoden, Prämissen und Fokussierungen hervorgebracht. Denn trotz der Selbstreflexion der Area Studies angesichts ihres kolonialen und imperialistischen Erbes sind Stimmen aus den Weltregionen unterrepräsentiert geblieben, die traditionell ihr Gegenstand sind: Asien, Afrika und die Amerikas, aber auch Ost- und Südosteuropa. Um Kulturen u. Gesellschaften in ihren globalen Machtgefügen zu verstehen, ist zu fragen, wie Area Studies und Raum aus Sicht des Globalen Südens zu konzeptualisieren sind und welche Rolle dabei z.B. virtuelle Räume spielen (können). Thema der interdisziplinären

Ringvorlesung ist insofern eine multiperspektivische Neuausrichtung der Area Studies und ihrer Raumkonzepte im Dialog mit dem »Globalen Süden«. Ziel der Veranstaltung ist es, die Notwendigkeit einer Revision bestimmter wissenschaftlicher und kultureller Paradigmen zu verdeutlichen und Wege für dialogische Neukonzeptualisierungen in der Wissensproduktion auszuloten. Die interdisziplinäre und kulturübergreifende Vorlesungsreihe mit (inter)nationalen Expert*innen umfasst Fallstudien sowie theoretische Beiträge aus Sozialanthropologie, Museumswissenschaft, Geschichtswissenschaft, Soziologie, Linguistik sowie Kultur-, Literatur- und Medienwissenschaft. Neben Spezialist*innen aus Regensburg tragen in der Reihe u.a. vor: Ciraj Rassool (University of the Western Cape, South Africa), Sérgio Costa (Lateinamerika-Institut Berlin), Sinah Kloß (Dependency and Slavery Studies, Universität Bonn), Silke Jansen (FAU Erlangen), Ana Nenadovic (Lateinamerika-Institut Berlin) und Johannes Bohle (Europa-Universität Flensburg). Die virtuell abgehaltene Ringvorlesung richtet sich an Studierende der Fakultäten SLK und PKGG der Universität Regensburg, an die Fachöffentlichkeit in Regensburg sowie alle weiteren Interessierten. Zu den Leistungsanforderungen gehören die regelmäßige Teilnahme an der Vorlesung, die Anfertigung semesterbegleitender Hausaufgaben sowie die erfolgreiche Teilnahme an der Abschlussklausur.

D-36280 Migration, Diversity and the City **Steigemann**

Module: EAS-M7.2 (7.0), EAS-M8.1 (7.0), EAS-M8.2 (7.0), EUST-M04.1 (7.0), VKW-M14.1 (5.0)

Masterseminar, SWS: 2, Max. Teilnehmer: 25

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|------|------------|-----------|
| Di | wöch. | 12 | 14 | c.t. | | | | | Steigemann | |

European cities today are more diverse than ever before. New migration and mobility processes, increasing socio-economic inequalities, spatial segregation, and a growing diversity of identities and lifestyles are among the contributing factors. Urban and regional policymakers, local institutions, but also civil society initiatives and organizations face numerous and often complex challenges to meet the needs of Europe's increasingly diverse population. Simultaneously 'diversity' has become one of the main guiding principles and policy ideals for local politics and planning over the last years. And as such, "it constitutes an antithesis to previous orientations ..., in which segregation of homogeneous districts was the governing orthodoxy" (Susan Fainstein, 2005). However, it remains unclear, whether diversity refers to distinct spatial units or structures and what is commonly understood as diversity: Does diversity describe a distinct ethnic or social structure? Or, when we talk about diversity, do we mean a concrete spatial use, offer, mix, or certain kind of qualities, or is it a built structure itself? 'Diversity' is often also used as a new euphemism for social mixing policies and the promotion of specific demographics, and thus became a driver for gentrification processes in many cities. Hence, this class provides an introduction to the study of contemporary urban (and partly regional) diversities. We start with an exploration of the conceptual framework as well as of its theoretical, practical, reception, and application contexts. Since diversity has very different meanings in the social and spatial science literature, we thereby make use of spatial and area studies' interdisciplinary nature and draw on findings and arguments from sociological, cultural studies, geographical, and planning literature. In detail, we will discuss how European cities benefit from diversity/increased diversities and how they address diversity in their local policies and place making strategies, eg. how they frame refugee migration and what services and support they provide to newcomers. In the (post-)migration society, what are old and new practices and infrastructures that enable and support the settlement and integration process of all kinds of newcomers? How are new diversities negotiated on the ground, also between different social groups? What are the new spatial patterns of these diversities (eg. queering the city approaches or solidary city/sanctuary city movements and strategies)? We will work with the central hypothesis that urban diversity is an asset, particularly in the 21st century as the century where migration and new mobilities are the

norm. Hence, we will also look at how diversity affects social cohesion, social mobility and economic performance, but also old and new lines of solidarity in the respective regions. In addition, the seminar participants will look at the historical, social, political, and economic forces that shape everyday life in so-called diverse places. This is complemented by critical explorations on the different forms and (contested) notions of 'identity', 'community' and 'belonging', also by means of own empirical socio-spatial observations: Students will work on selected case cities in groups, empirically exploring the political, social, cultural and economic dimension of local diversities, their actors, spaces (as partly also spatial infrastructures) and practices. Requirements: Regelmäßige Teilnahme, Lektüre, Hausarbeit (bis 30.09.2021).

Sprachpraxis (Language)

Basismodul

D-35860 General Language Course A

Bradley, Kohen, N.N.

Module: AMST-M11.1 (3.0), AMST-M11.1 (3.0), BRST-M11.1 (3.0), BRST-M11.1 (3.0), ENGS-M11.1 (3.0), ENGS-M11.1 (3.0), ENGS-M15.1 (3.0), ENGYM-M11.1 (3.0), ENGYM-M11.1 (3.0), ENHS-M11.1 (3.0), ENHS-M11.1 (3.0), ENHS-M15.1 (3.0), ENHS-M15.1 (3.0), ENLI-M11.1 (3.0), ENLI-M11.1 (3.0), ENRS-M11.1 (3.0), ENRS-M11.1 (3.0), GBS-M01.1 (3.0), NAS-M01.4 (3.0)

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

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|------|-----|------|--------|------|--------|------|------------|---------------|
| Mo | wöch. | 8 | 10 | c.t. | | | Gr. 1 | | Kohen | taught online |
| Mo | wöch. | 10 | 12 | c.t. | | | Gr. 2 | | Kohen | taught online |
| Mo | wöch. | 12 | 14 | c.t. | | | Gr. 3 | | Kohen | taught online |
| Di | wöch. | 12 | 14 | c.t. | | | Gr. 4 | | Bradley | taught online |
| Di | wöch. | 14 | 16 | c.t. | | | Gr. 5 | | Bradley | taught online |
| Mi | wöch. | 8:30 | 10 | s.t. | | | Gr. 6 | | Bradley | taught online |
| Mi | wöch. | 10 | 12 | c.t. | | | Gr. 7 | | Bradley | taught online |
| Mi | wöch. | 16 | 18 | c.t. | | | Gr. 8 | | Kohen | taught online |
| - | wöch. | | | c.t. | | | Gr. 9 | | N.N. | |
| - | wöch. | | | c.t. | | | Gr. 10 | | N.N. | |
| - | wöch. | | | c.t. | | | Gr. 11 | | N.N. | |

GLC A focuses on advanced level grammar and translation, as well as the acquisition of vocabulary. Grammar is contextualized, and while certain aspects of grammar will receive attention, students are expected to have an advanced command of the grammar before they enroll in GLC A. 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 and is intended to prepare students to excel in the kinds of work they will be doing in their first few semesters at an academic institution. Digital courses meet asynchronously. Course requirements: participation and final exam as laid out in course pack. The exam will take place on Sunday, July 25, 2021 at 9 a.m. - Materials: Carleton-Gertsch, Louise. *Words in Context. Thematischer Oberstufenwortschatz Englisch*. Stuttgart: Ernst Klett Sprachen; Sammon, Geoff. *Exploring English Grammar: Anglistik-Amerikanistik*. Berlin: Cornelsen, 2002; Swan, Michael. *Practical English Usage*. 4th ed. Oxford: OUP, 2016. Registration in LSF.

D-35880 Composition (Introduction to Academic Writing)

Gebauer, Hill, Kohen, Stetler

Module: AMST-M11.3 (3.0), AMST-M11.3 (3.0), BRST-M11.3 (3.0), BRST-M11.3 (3.0), ENG-DF-ZP, ENGS-M11.3 (3.0), ENGS-M11.3 (3.0), ENGYM-M11.3 (3.0), ENGYM-M11.3 (3.0), ENHS-M11.3 (3.0), ENHS-M11.3 (3.0), ENLI-M11.3 (3.0), ENLI-M11.3 (3.0), ENRS-M11.3 (3.0), ENRS-M11.3 (3.0), NAS-M01.5 (3.0)

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

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|------|-----|------|--------|------|-------|------|------------|---------------|
| Mo | wöch. | 8:30 | 10 | s.t. | | | Gr. 1 | | Gebauer | taught online |
| Mo | wöch. | 10 | 12 | c.t. | | | Gr. 2 | | Gebauer | taught online |
| Mi | wöch. | 8 | 10 | c.t. | | | Gr. 3 | | Stetler | taught online |

| | | | | | | | | | | |
|----|-------|----|----|------|--|--|-------|--|-------|---------------|
| Mi | wöch. | 18 | 20 | c.t. | | | Gr. 4 | | Kohen | taught online |
| Fr | wöch. | 10 | 12 | c.t. | | | Gr. 5 | | Hill | taught online |
| Fr | wöch. | 12 | 14 | c.t. | | | Gr. 6 | | Hill | taught online |

It is highly recommended that students take this course during their first two semesters, after having completed GLC A and before taking GLC B. Students are already expected to possess satisfactory writing skills in English, including basic knowledge of paragraph and essay development. As the course title suggests, emphasis will be placed on doing academic work. Course requirements will include four written assignments due at various points in the semester. Required book: Fowler, H. Ramsey, and Jane E. Aaron. *The Little, Brown Handbook*. 13th global ed. Boston: Pearson, 2016. Print.

D-35894 Exercises in English Pronunciation (BrE/AmE) Gebauer, Hill, Stetler

Module: ENG-DF-ZP, ENGS-M15.2 (1.0), ENG-UF-WB, IAA-BA-WB-fachintern

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

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-------|------|------------|----------------------|
| Mi | wöch. | 10 | 11 | c.t. | | | Gr. 1 | | Stetler | taught online (Zoom) |
| Mi | wöch. | 12 | 13 | s.t. | | | Gr. 2 | | Gebauer | taught online (Zoom) |
| Mi | wöch. | 13 | 14 | s.t. | | | Gr. 3 | | Gebauer | taught online (Zoom) |
| Fr | wöch. | 8 | 9 | c.t. | | | Gr. 4 | | Hill | taught online (Zoom) |
| Fr | wöch. | 9 | 10 | c.t. | | | Gr. 5 | | Hill | taught online (Zoom) |

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

D-35900 General Language Course B Gebauer, Hill, Stetler

Module: AMST-M11.2 (4.0), AMST-M11.2 (4.0), BRST-M11.2 (4.0), BRST-M11.2 (4.0), ENGS-M11.2 (4.0), ENGS-M11.2 (4.0), ENGYM-M11.2 (4.0), ENGYM-M11.2 (4.0), ENHS-M11.2 (4.0), ENHS-M11.2 (4.0), ENHS-M15.2 (4.0), ENHS-M15.2 (4.0), ENLI-M11.2 (4.0), ENLI-M11.2 (4.0), ENRS-M11.2 (4.0), ENRS-M11.2 (4.0)

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

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|------|-----|------|--------|------|--------|------|------------|---------------|
| Mo | wöch. | 8 | 10 | c.t. | | | Gr. 1 | | Stetler | taught online |
| Mo | wöch. | 10 | 12 | c.t. | | | Gr. 2 | | Stetler | taught online |
| Di | wöch. | 8 | 10 | c.t. | | | Gr. 3 | | Stetler | taught online |
| Di | wöch. | 10 | 12 | c.t. | | | Gr. 4 | | Stetler | taught online |
| Mi | wöch. | 8:30 | 10 | s.t. | | | Gr. 5 | | Gebauer | taught online |
| Mi | wöch. | 10 | 12 | c.t. | | | Gr. 6 | | Gebauer | taught online |
| Do | wöch. | 8 | 10 | c.t. | | | Gr. 7 | | Hill | taught online |
| Do | wöch. | 10 | 12 | c.t. | | | Gr. 8 | | Hill | taught online |
| Do | wöch. | 12 | 14 | c.t. | | | Gr. 9 | | Hill | taught online |
| Fr | wöch. | 8:30 | 10 | s.t. | | | Gr. 10 | | Gebauer | taught online |
| Fr | wöch. | 10 | 12 | c.t. | | | Gr. 11 | | Gebauer | taught online |

The prerequisite for GLC B is the successful completion of GLC A. Moreover, it is highly recommended that students who earned a mark of 3 or less in GLC A do some supplemental work in order to improve before advancing to GLC B. GLC B combines work in the skill areas of vocabulary, grammar, and translation, all at an advanced level. An even more sophisticated approach to the analysis of grammatical functions than in GLC A will be expected. Translation will be approached from the aspect of contrastive analysis. It is recommended that students take GLC B in their third semester. – Course requirements: regular in-class or online participation and final exam as laid out in the course pack. – The final exam is planned for Sunday, July 25, 2021. This date is subject to change depending on possible Coronavirus restrictions. – Registration via LSF. Materials: GLC B course pack, available on GRIPS. Carleton-Gertsch, Louise. *Words in Context: Thematischer Oberstufenwortschatz Englisch*. Stuttgart: Ernst Klett Sprachen. Sammon, Geoff. *Exploring English Grammar: Anglistik – Amerikanistik*. Berlin: Cornelsen, 2002. Swan, Michael. *Practical English Usage*. 4th ed. Oxford: OUP, 2016.

Vertiefungsmodul

D-35915 General Language Course C

Kohen, McIntosh-Schneider, Stetler

Module: AMST-M21.2 (4.0), AMST-M24.1 (4.0), BRST-M21.2 (4.0), BRST-M21.2 (4.0), BRST-M24.1 (4.0), BRST-M24.1 (4.0), ENG-DF-ZP, ENGS-M21.2 (4.0), ENGS-M21.2 (4.0), ENGYM-M21.2 (4.0), ENGYM-M21.2 (4.0), ENHS-M21.2 (4.0), ENHS-M21.2 (4.0), ENLI-M21.2 (4.0), ENLI-M21.2 (4.0), ENLI-M24.1 (4.0), ENLI-M24.1 (4.0), ENRS-M21.2 (4.0), ENRS-M21.2 (4.0)

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

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-------|------|--------------------|---------------|
| Di | wöch. | 8 | 10 | c.t. | | | Gr. 1 | | Kohen | taught online |
| Mi | wöch. | 12 | 14 | c.t. | | | Gr. 2 | | McIntosh-Schneider | taught online |
| Do | wöch. | 8 | 10 | c.t. | | | Gr. 3 | | Stetler | taught online |
| Do | wöch. | 10 | 12 | c.t. | | | Gr. 4 | | Stetler | taught online |
| Do | wöch. | 12 | 14 | c.t. | | | Gr. 5 | | McIntosh-Schneider | taught online |

The prerequisite for GLC C is the successful completion of GLC B, which also includes the completion of the pronunciation requirement (see GLC A). As is the case for GLC B, it is highly recommended that students who receive a mark of 3 or less obtain help in the form of supplemental practice in order to improve their level. GLC C is the forum in which students are required to demonstrate the language, knowledge and practical skills they acquired in the Basismodul. Unlike in GLC A and B, GLC C focusses on writing task types, medium-length translation skills and units of various readings; therefore, the onus will be even more on the students in terms of active participation and commitment to the assigned tasks. In keeping with the advanced level of the course, the writing and translations will be longer texts which require sophisticated language and analysis. The readings will consist of thematic units building upon the knowledge of culture and language acquired in previous semesters. Moreover, oral components such as debates and extended presentations will be added to the course requirements, so that not only what you say but how you say it becomes a measure of success. It is recommended that students take GLC C in about their fifth semester (before moving on to "Grammar"!)- Course requirements: in-class participation, completion of written texts, presentation project assignment, and the final exam as laid out in course pack. Materials: Carleton-Gertsch, Louise. *Words in Context. Thematischer Oberstufenwortschatz Englisch*. Stuttgart: Ernst Klett Sprachen. Note: The timed online exams will be held on Friday, 9 July and Friday, 16 July, 2021. Literature: Carleton-Gertsch, Louise. *Words in context. Thematischer Oberstufenwortschatz Englisch*. Klett: 2013. Sammon, Geoff. *Exploring English Grammar: Anglistik - Amerikanistik*. Berlin: Cornelsen, 2002. Swan, Michael. *Practical English Usage*. 3rd ed. Oxford: OUP, 2005.

D-35923 Writing B.A. (AmE)**Gebauer**

Module: AMST-M21.1 (3.0), AMST-M21.1 (3.0), ENG-UF-WB, ENLI-M21.1 (3.0), ENLI-M21.1 (3.0)

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

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|------|------------|---|
| Mo | wöch. | 14 | 16 | s.t. | | | | | Gebauer | taught online (mostly asynchronous with occasional Zoom meetings) |

In this course students will practice a variety of text types, and will also be introduced to a variety of structures on the sentence level in order to improve their communication skills. There will be a writing task for each type of text discussed. Three of these will be evaluated during the semester. All writing assignments, together with corrected revisions, must be included in the portfolio at the end of the semester. A final research essay will also be due at the end of the semester. Requirements for credit: regular attendance, active participation, a complete portfolio, four graded writing assignments. – Registration via LSF. Materials: Fowler, H. Ramsey and Jane E. Aaron. *The Little, Brown Handbook*. 13th global ed. Boston: Pearson, 2016. Print. Additional materials will be made available by the instructor.

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

Module: BRST-M21.1 (3.0), BRST-M21.1 (3.0), ENG-UF-WB, ENLI-M21.1 (3.0), ENLI-M21.1 (3.0)

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

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|------|--------------------|---|
| Mi | wöch. | 16 | 18 | c.t. | | | | | McIntosh-Schneider | taught online (including Zoom meetings) |

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

D-35934 Grammar**Lenz**

Module: ENGS-M21.1 (3.0), ENGS-M21.1 (3.0), ENGYM-M21.1 (3.0), ENGYM-M21.1 (3.0), ENHS-M21.1 (3.0), ENHS-M21.1 (3.0), ENRS-M21.1 (3.0), ENRS-M21.1 (3.0)

Seminar, SWS: 2, ECTS: 3

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|------|------------|--|
| - | wöch. | | | c.t. | | | | | Lenz | taught online and asynchronously, materials will be made available via GRIPS + Mediathek |

Grammar/Language Analysis consists of two subsequent parts, (1) the lecture *Grammar* (theory and analysis) and (2) the seminar *Language Analysis* (analysis and discussion). A component of

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

D-35938 Language Analysis

Lenz

Module: ENGS-M21.3 (3.0), ENGS-M21.3 (3.0), ENGYM-M21.3 (3.0), ENGYM-M21.3 (3.0), ENHS-M21.3 (3.0), ENHS-M21.3 (3.0), ENRS-M21.3 (3.0), ENRS-M21.3 (3.0)

Seminar, SWS: 2, ECTS: 3

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|------|------------|--|
| - | wöch. | | | c.t. | | | | | Lenz | taught online and asynchronously, materials will be made available via GRIPS + Mediathek |

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

Weitere Sprachpraktische Kurse

D-35940 Sprachmittlung

Decker

Module: ENGS-M21.4 (3.0), ENGS-M21.4 (3.0), ENGYM-M31.1 (3.0), ENGYM-M31.1 (3.0), ENHS-M21.4 (3.0), ENHS-M21.4 (3.0), ENRS-M21.4 (3.0), ENRS-M21.4 (3.0), IAA-BA-WB-fachintern , IKE-ZSP-M04.2 (4.0), IKE-ZSP-M04.3 (4.0)

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

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-------|------|------------|----------------------------|
| Mi | wöch. | 10 | 12 | c.t. | | | Gr. 1 | | Decker | findet online statt (Zoom) |
| Do | wöch. | 14 | 16 | c.t. | | | Gr. 2 | | Decker | findet online statt (Zoom) |

| | | | | | | | | | | |
|----|-------|----|----|------|--|--|-------|--|--------|----------------------------|
| Fr | wöch. | 10 | 12 | c.t. | | | Gr. 3 | | Decker | findet online statt (Zoom) |
|----|-------|----|----|------|--|--|-------|--|--------|----------------------------|

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 unterschiedlicher Herkunft übersetzt werden. Dabei werden grammatische und semantische Strukturen kontrastiv diskutiert sowie stilistische Prinzipien und Übersetzungstechniken in Anlehnung an Hohenadl/Will behandelt (Hohenadl, Christa und Renate Will. 1994. *Into German*. München: Hueber). Parallel dazu wird Ihnen eine selbständige Erweiterung Ihres Wortschatzes angeraten. Aufgrund der noch unklaren Pandemiesituation wird dieser Kurs zunächst nur als Online-Format via Zoom angeboten. Leistungsnachweis: Falls es die Pandemiesituation zulässt, wird es zwei einstündige schriftliche Übersetzungsklausuren in der Mitte und zum Ende der Vorlesungszeit geben. Falls nicht, werden wir uns auf eine Klausur beschränken müssen. Bitte beachten Sie folgende Hinweise: 1. Anders als in vorherigen Semestern werden die Gr.n nicht mehr nach Studiengängen vertieft/nicht vertieft aufgeteilt. 2. Bitte beachten Sie die Teilnahmevoraussetzungen: abgeschlossenes Basismodul Sprachpraxis (inkl. bestandener Ausspracheprüfung) – ohne diese Voraussetzung ist keine Teilnahme möglich. Dieser Kurs ist für Lehramt vertieft und Unterrichtsfach geeignet.

D-35945 Academic Writing LA (vertieft, neue LPO)

Kohen, McIntosh-Schneider

Module: ENGYM-M31.2 (3.0), ENGYM-M31.2 (3.0)

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

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-------|------|--------------------|---------------|
| Di | wöch. | 10 | 12 | c.t. | | | Gr. 1 | | Kohen | taught online |
| Do | wöch. | 14 | 16 | c.t. | | | Gr. 2 | | McIntosh-Schneider | taught online |

In Academic Writing L.A., a required course for all *Lehramt Gymnasium* students, the opportunity to practice writing the various task types appearing in the Text Production Exam (a part of the *Staatsexamen*) will be offered. Requirements for the course include the completion of a portfolio of assigned tasks and participation in course discussions. Please note that Ac. Writing LA can only be taken after GLC C has been completed. Registration in LSF. Digital courses meet asynchronously.

D-35950 Text Production

Hill

Übung, SWS: 2, Max. Teilnehmer: 15

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|------|------------|---------------|
| Mi | wöch. | 14 | 16 | c.t. | | | | | Hill | taught online |

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

D-35957 Academic Writing B.A. BrE**Bradley**

Module: BRST-M31.2 (3.0), BRST-M31.2 (3.0), ENG-UF-WB , ENLI-M31.2 (3.0), ENLI-M31.2 (3.0)

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

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|------|------------|---------------|
| Do | wöch. | 10 | 12 | c.t. | | | | | Bradley | taught online |

Building on Composition (Introduction to Academic Writing) and Writing B.A., this course gives B.A. students the opportunity to polish their analytical and stylistic skills at a more advanced level. Course readings will be provided in class. Primary reference books will be those used in the earlier writing courses: Fowler, H. Ramsey, and Jane E. Aaron. *The Little, Brown Handbook*. 13th global ed. Boston: Pearson, 2016. Print; *MLA Handbook for Writers of Research Papers*. 7th ed. New York: Modern Language Association, 2009. Print. Course requirements: successful completion of a portfolio comprising four graded writing assignments, plus a four-page research paper at the end of term.

D-35959 Presentation B.A. (BrE)**Hill**

Module: BRST-M31.1 (3.0), BRST-M31.1 (3.0), ENG-UF-WB , ENLI-M31.1 (3.0), ENLI-M31.1 (3.0)

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

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|------------|------------|-----|------|------------|---------------------|
| Mi | wöch. | 12 | 14 | c.t. | | | | | Hill | taught online |
| Sa | Einzel | 8 | 17 | c.t. | 12.06.2021 | 12.06.2021 | | H22 | Hill | 9-16: Presentations |
| Sa | Einzel | 8 | 17 | c.t. | 26.06.2021 | 26.06.2021 | | H22 | Hill | 9-16: Presentations |

Whether you plan a career in academia or business, you will all need to be able to give scintillating presentations that send your audience home with the feeling that they have spent their time profitably by listening to you. Giving a presentation is so much more than just content or as close to perfect mastery of the English language as possible. A successful presentation in English is also not just about being able to translate whatever you may do in a German presentation into perfect English. In this course we will discuss, and above all else practise, what it takes to send an audience home feeling not only as if they have understood you but have also learned something. Each student will be expected to give two short presentations, the topic of which will be discussed in the first meeting. The course is open for students enrolled in either a British Studies or an English Linguistics B.A. programme.

P-(D)-35958 Presentation B.A. (American Studies)**Bauridl**

Module: AMST-M31.1 (3.0), AMST-M31.1 (3.0), ENLI-M31.1 (3.0), ENLI-M31.1 (3.0)

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

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|-------|------------|-----------|
| Mi | wöch. | 16 | 18 | c.t. | | | | ++H51 | Bauridl | |

This research course focuses on American Studies; it is open to students in the BA programs American Studies and English Linguistics. Students writing their *Zulassungsarbeit* in American Studies may be admitted to the course after prior consultation with Dr. Bauridl. The course centers on methodological, structural, and strategic issues of academic research. In this context, it provides students in the BA programs with the opportunity to present the current, work-in-progress state of their BA theses, to debate their own questions, and to receive constructive feedback in a scholarly, safe environment among peers. Course Phase 1 discusses major elements of academic research such as 'agenda,' 'corpus,' 'method,' 'theory' etc. as well as the writing

process itself. It introduces students to the formats of scholarly research presentations and research proposals as well as to strategies to use these formats to improve their B.A. research. Course Phase 2 is dedicated to discussing students' individual current stage in their research and writing process and individual strategies of using the upcoming presentation in this course to improve their research and writing. In Course Phase 3, students actually present the current stage of their projects in thematically organized workshops. Phases 1 and 2 take place during the semester; Course Phase 3 is taught in block format after the end of the semester. Course requirements: oral presentations (informal and formal). Credit requirement: research proposal—handout (app. 5pp.).

Fachdidaktik für Lehramt Grund-, Mittel- und Realschule (English Language Teaching)

Einführungskurs (Introduction to English Language Teaching)

D-35975 Introduction to the Teaching of English

N.N.

Module: ENFDGYM-M11.1 (3.0), ENFDGYM-M11.1 (3.0), ENFDNV-M11.1 (3.0), ENFDNV-M11.1 (3.0), ENFDNV-M11.1 (3.0), ENFDNV-M12.1 (3.0), ENFDNV-M12.1 (3.0), ENFDNV-M13.1 (3.0), ENFDNV-M13.1 (3.0)

Vorlesung, SWS: 2, ECTS: 3

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|------|------------|-----------|
| Mo | wöch. | 10 | 12 | c.t. | | | | | N.N. | |

This lecture provides an overview of key concepts and principles of Teaching English as a Foreign Language (TEFL). It will introduce students (a) to the general framework of English Language Teaching (ELT), (b) to the foreign language skills and competences learners of English are expected to acquire and master and (c) to basic methodological aspects within the larger context of Communicative Language Teaching and its didactic principles. Requirements for course credit: passing the written final exam. Course reading: Compulsory and additional reading material as well as a topic overview and schedule will be announced in the first lecture. This lecture will be taught digitally and asynchronously, i.e. individual lecture sessions will not take place live at the given time and dates. However, it is strongly recommended to work with/on the material within the given time slots. Material will be made available via GRIPS. Participants must register via LSF within the given deadline. The GRIPS enrolment key can only be sent to those who have officially registered for participation.

Proseminare (Interkulturelles Lernen im Englischunterricht)

D-35967 Teaching and Learning English with Literature (Sek. I/II)

N.N.

Module: ENFDGYM-M11.2 (3.0), ENFDGYM-M11.2 (3.0), ENFDNV-M11.3 (4.0), ENFDNV-M11.3 (4.0), ENFDNV-M11.3 (4.0), ENG-UF-WB

Proseminar, SWS: 2, Max. Teilnehmer: 20

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|------|------------|-----------|
| Di | wöch. | 14 | 16 | c.t. | | | | | N.N. | |

This course will be taught digitally via Zoom and GRIPS. Zoom sessions will take place live at the given time and dates.

In this course we will explore the potential of literary texts in the context of ELT. Against the backdrop of recently developed models of literary literacy, we will discuss the ways in which literary texts can enhance foreign language learning and promote the development of literary competences. We will read, analyze and discuss texts such as short (short) stories, poems, microfiction and multimodal narratives. We will discuss how literary texts of various forms and genres can be implemented in ELT and develop teaching concepts that take into account didactic principles of CLT, such as task-orientation, action-/product-orientation and creativity. Requirements for participation: Participants already need to have passed the lecture *Introduction to ELT*. Requirements for course credit: interactive presentation, written term paper. Course reading: Compulsory and additional reading material as well as a topic overview and schedule will be announced in the first session. Target group: Undergraduate, Lehramt vertieft (Gym) and nicht vertieft (MS, RS). Please note that this course is not suitable for students of Lehramt GS.

D-35982 How to activate your EFL students Steinbach

Module: ENFDGYM-M11.2 (3.0), ENFDGYM-M11.2 (3.0), ENFDNV-M11.3 (4.0), ENFDNV-M11.3 (4.0), ENFDNV-M11.3 (4.0), ENG-UF-WB

Proseminar, SWS: 2, ECTS: 3-4, Max. Teilnehmer: 20

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|------|------------|----------------------|
| Mo | wöch. | 10 | 12 | c.t. | | | | | Steinbach | taught online (Zoom) |

Which teacher does not want pupils to actively participate during lessons? In this course we will look at the theory as well as the practical aspects of student activation. We will try out activation games, energizers and exercise breaks and explore the possibilities and limitations of the different methods and strategies for online and face-to-face lessons, for learners of every age group and of every proficiency level. A course plan and reading list will be provided in the first session. Credit Requirements: Regular attendance, active and critical participation in group work, term paper (c. 12 pages).

P-(D-)35968 Culture in ELT - Intercultural and Transcultural Learning in the Digital Age Knittl

Module: ENFDGYM-M11.2 (3.0), ENFDGYM-M11.2 (3.0), ENFDNV-M11.3 (4.0), ENFDNV-M11.3 (4.0), ENFDNV-M11.3 (4.0), ENG-UF-WB

Proseminar, SWS: 2, Max. Teilnehmer: 20

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|-------|------------|--|
| Di | wöch. | 16 | 18 | c.t. | | | | ++H 4 | Knittl | taught in person (if circumstances permit) |

This course will explore what it means to teach culture in the 21st century EFL classroom. We will discuss theoretical concepts such as ICC (intercultural communicative competence), multi- and digital literacies, and examine the shift from intercultural to transcultural learning. Based on these reflections, we will then analyze how different media and methods can be used to put these theories into practice. Compulsory and additional reading material as well as a topic overview and schedule will be announced in the first session. Credit requirements: Regular attendance, active and critical participation, portfolio. Prerequisite: *Introduction to ELT* (lecture).

P-(D-)35979 Teaching Culture, Literature and Media in ELT Prenninger

Module: ENFDGYM-M11.2 (3.0), ENFDGYM-M11.2 (3.0), ENFDNV-M11.3 (4.0), ENFDNV-M11.3 (4.0), ENFDNV-M11.3 (4.0), ENG-UF-WB

Proseminar, SWS: 2, Max. Teilnehmer: 20

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|-------|------------|--|
| Mi | wöch. | 14 | 16 | c.t. | | | | ++H 3 | Prenninger | taught in person (if circumstances permit) |

Dieser praxisorientierte Kurs thematisiert interkulturelles Lernen, Lektürearbeit und den Einsatz von Medien im kompetenzorientierten Englischunterricht. Dabei setzt die Auseinandersetzung mit geeigneten Unterrichtsmethoden einen weiteren Schwerpunkt. Aufgabe der Teilnehmerinnen und Teilnehmer wird es sein, die Theorie von *Teaching Culture, Literature and Media* in die Praxis des modernen Fremdsprachenunterrichts umzusetzen und entsprechende Unterrichtseinheiten zu erarbeiten und zu analysieren. Scheinvoraussetzung: Aktive Beteiligung, kurze Präsentation, Unterrichtsentwurf.

Proseminare (Didaktikfach Englisch)

D-35963 Teaching English in the Primary Classroom

Steinbach

Module: ENFDNV-M12.2 (3.0), ENFDNV-M12.2 (3.0), ENG-DF-ZP

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

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|------|------------|----------------------|
| Fr | wöch. | 10 | 12 | c.t. | | | | | Steinbach | taught online (Zoom) |

This course builds on the introductory lecture "Introduction to the Teaching of English" and offers a combination of theoretical knowledge and classroom practice to those students who have opted for "Englisch als Didaktikfach der Grundschule". The course is meant to develop both language competence and teaching skills and will therefore focus on classroom language, language learning games, communicative activities, storytelling, songs, intercultural learning and many other aspects of teaching English to very young learners in order to support the future EFL teachers in a consistent implementation of competence-based education. Credit Requirements: Assessment will be based on active in-class participation and on a written term paper.

Proseminare (praktikumsbegleitend)

D-35964 TEFL: Theory and Practice of ELT (Grundschule)

Steinbach

Module: ENFDNV-M11.2 (3.0), ENFDNV-M11.2 (3.0), ENFDNV-M11.2 (3.0)

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

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-------|------|------------|----------------------|
| Mo | wöch. | 8 | 10 | c.t. | | | Gr. 1 | | Steinbach | taught online (Zoom) |
| Fr | wöch. | 8 | 10 | c.t. | | | Gr. 2 | | Steinbach | taught online (Zoom) |

This course is obligatory for all those students who will be doing their „fachdidaktisches Begleitpraktikum“ this coming semester. We will discuss crucial aspects of teaching English like how to present and practise vocabulary/grammar etc., how to teach listening and reading strategies, what to do about errors, how to individualize language learning, how to plan lessons, how to analyse teaching materials and so on. In particular, we will focus on the practical demands of teaching EFL to very young learners as this requires a specific methodology which is mainly based on authentic materials, playful activities and a lot of L2 input. The aim of this course is to provide all students with theoretical background and practical expertise for their own consistent implementation of competence-based education. Students wanting to attend this course must have passed the „Einführungskurs“. Credit Requirements: Assessment will be based on active in-class participation and on a written term paper.

P-(D-)35965 TEFL: Theory and Practice of ELT (Mittel-/ Realschule)

Werkmann

Module: ENFDNV-M11.2 (3.0), ENFDNV-M11.2 (3.0), ENFDNV-M11.2 (3.0)

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

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|-------|------------|--|
| Mi | wöch. | 12 | 14 | c.t. | | | | ++H48 | Werkmann | taught in person (if circumstances permit) |

This course focuses on the practical aspects of teaching English. It will regularly draw on the knowledge students should have acquired in the preceding course (= "Einführungskurs") and we will try to apply this knowledge to the most important situations and problems in the language classroom. Apart from manifold practical activities such as planning lessons, analyzing teaching materials and trying out communicative or playful activities we will primarily analyze video recordings of English lessons and discuss crucial aspects of teaching English to young learners,

e.g. how to present and practise vocabulary/grammar etc., how to teach listening and reading strategies, how to engage pupils in classroom conversation, how to use games in language teaching, what to do about errors, how to individualize language learning etc. Although this is basically a practice-oriented course all practical questions will be dealt with on the theoretical basis of language-acquisition research and related fields. All participants are expected to take a very active part in the discussions and in practical activities. Assessment will be based on active in-class participation and on a written term paper.

Examensvorbereitung

D-35969 Zentrale Aspekte und Fragestellungen des Englischunterrichts (Examensvorbereitung)

N.N.

Module: ENFDNV-M11.4 (2.0), ENFDNV-M11.4 (2.0), ENFDNV-M11.4 (2.0), ENG-DF-ZP, ENG-UF-WB

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

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|------|------------|-----------|
| Di | wöch. | 10 | 12 | c.t. | | | | | N.N. | |

Dieser Examenskurs wird digital via Zoom und GRIPS stattfinden. Die wöchentlichen Zoom-Sitzungen finden live zur angegebenen Zeit statt.

Dieser Examenskurs bereitet Studierende des Lehramts Englisch auf die schriftliche Staatsexamensprüfung in Fachdidaktik Englisch vor. Es verfolgt im Wesentlichen zwei Zielstellungen: Schwerpunkt 1: Zum einen wird der Stoff der Englischdidaktik in seiner Komplexität und Breite gründlich wiederholt, indem wir uns den vier „Prüfungskörben“ intensiv zuwenden. Hierbei besteht die Gelegenheit zur Klärung evtl. noch offener inhaltlicher Fragen. Schwerpunkt 2: Zum anderen sind die angehenden Examenskandidaten/innen gefordert, ihr fachdidaktisches Wissen zu aktivieren und in der Bearbeitung früherer Examensaufgaben zur Anwendung zu bringen. Letzteres zielt auf den Aufbau prüfungsstrategischer Kompetenzen und auf die Weiterentwicklung der Fähigkeit zum vernetzenden Denken ab. Bei der Diskussion früherer Examensaufgaben stehen beispielsweise folgende Fragen im Mittelpunkt: Wie gehe ich bei der Bearbeitung eines konkreten Prüfungsthemas vor? Wie sieht eine gute Gliederung meines Prüfungstextes für eine bestimmte Aufgabe aus? Welche inhaltlichen Aspekte sind bei der jeweiligen Aufgabe relevant, welche nicht? Wie lauten die Qualitätskriterien einer gelungenen Klausur? u. ä. m. Teilnahmevoraussetzung: erfolgreicher Abschluss der Einführungsvorlesung *Introduction to ELT*. Leistungsnachweis: vorbereitende Lektüre relevanter Grundlagentexte vor jeder Sitzung, Bereitschaft zur aktiven Teilnahme an den Diskussionen/der Besprechung früherer Examensaufgaben, Erstellung von Sitzungs- und Lernunterlagen, die von allen Kursteilnehmer/innen gleichermaßen genutzt werden können. Lektüre: Der Kursplan, eine Leseliste sowie Hinweise zur weiteren Lektüre werden in der ersten Seminarsitzung bekannt gegeben.

Praktikum

35970 Durchführung und Analyse von Unterricht (in Ausbildungsklassen)

Knittl, Steinbach

Module: ENFDNV-fdPra-M11.2 (2.0)

Praktikum, SWS: 4, Max. Teilnehmer: 20

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|------|-------------------|-----------|
| Mi | wöch. | 8 | 12 | c.t. | | | | | Knittl, Steinbach | |

Das studienbegleitende Praktikum soll möglichst nicht vor dem dritten Semester und nicht nach dem fünften Semester stattfinden. Es ist innerhalb eines Semesters abzuleisten, umfasst 4 Stunden Unterricht einschließlich Besprechung und findet wöchentlich statt. Parallel zum Praktikum soll das Begleitseminar „Theory and Practice of ELT“ belegt werden, sodass sich Lehrveranstaltung und

Praktikum gegenseitig ergänzen und vertiefen können. Das Praktikumsmodul beinhaltet neben dem Praktikum (= „Durchführung und Analyse von Unterricht“) auch das Seminar „Planung und Analyse von Englischunterricht“. Auch hierfür ist eine gleichzeitige Anmeldung zum Praktikum erforderlich.

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

Module: ENFDNV-fdPra-M11.1 (3.0)

Seminar, SWS: 2, Max. Teilnehmer: 20

| Tag | Ryth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|-------|-----|-----|------|--------|------|-----|------|------------|--|
| - | wöch. | | | c.t. | | | | | Steinbach | Lehramt Grundschule Unterrichtsbesuch + Besprechung nach individueller Absprache |
| - | wöch. | | | c.t. | | | | | Knittl | Lehramt Mittelschule und Lehramt Realschule Unterrichtsbesuch + Besprechung nach individueller Absprache |

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

Fachdidaktik für Lehramt Gymnasium (English Language Teaching)

Einführungskurs (Introduction to English Language Teaching)

D-35975 Introduction to the Teaching of English

N.N.

Module: ENFDGYM-M11.1 (3.0), ENFDGYM-M11.1 (3.0), ENFDNV-M11.1 (3.0), ENFDNV-M11.1 (3.0), ENFDNV-M11.1 (3.0), ENFDNV-M12.1 (3.0), ENFDNV-M12.1 (3.0), ENFDNV-M13.1 (3.0), ENFDNV-M13.1 (3.0)

Vorlesung, SWS: 2, ECTS: 3

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|------|------------|-----------|
| Mo | wöch. | 10 | 12 | c.t. | | | | | N.N. | |

Course description: see "Fachdidaktik für Lehramt Grund-, Mittel- und Realschule: Einführungskurs (Introduction to English Language Teaching)".

Seminar Kulturdidaktik (Britische und Nordamerikanische Kultur im Englischunterricht)

D-35967 Teaching and Learning English with Literature (Sek. I/II)

N.N.

Module: ENFDGYM-M11.2 (3.0), ENFDGYM-M11.2 (3.0), ENFDNV-M11.3 (4.0), ENFDNV-M11.3 (4.0), ENFDNV-M11.3 (4.0), ENG-UF-WB

Proseminar, SWS: 2, Max. Teilnehmer: 20

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|------|------------|-----------|
| Di | wöch. | 14 | 16 | c.t. | | | | | N.N. | |

This course will be taught digitally via Zoom and GRIPS. Zoom sessions will take place live at the given time and dates.

Course description: see "Fachdidaktik für Lehramt Grund-, Mittel- und Realschule: Proseminare (Interkulturelles Lernen im Englischunterricht)".

D-35982 How to activate your EFL students

Steinbach

Module: ENFDGYM-M11.2 (3.0), ENFDGYM-M11.2 (3.0), ENFDNV-M11.3 (4.0), ENFDNV-M11.3 (4.0), ENFDNV-M11.3 (4.0), ENG-UF-WB

Proseminar, SWS: 2, ECTS: 3-4, Max. Teilnehmer: 20

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|------|------------|----------------------|
| Mo | wöch. | 10 | 12 | c.t. | | | | | Steinbach | taught online (Zoom) |

Course description: see "Fachdidaktik für Lehramt Grund-, Mittel- und Realschule: Proseminare (Interkulturelles Lernen im Englischunterricht)".

P-(D)-35968 Culture in ELT - Intercultural and Transcultural Learning in the Digital Age Knittl

Module: ENFDGYM-M11.2 (3.0), ENFDGYM-M11.2 (3.0), ENFDNV-M11.3 (4.0), ENFDNV-M11.3 (4.0), ENFDNV-M11.3 (4.0), ENG-UF-WB

Proseminar, SWS: 2, Max. Teilnehmer: 20

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|-------|------------|--|
| Di | wöch. | 16 | 18 | c.t. | | | | ++H 4 | Knittl | taught in person (if circumstances permit) |

Course description: see "Fachdidaktik für Lehramt Grund-, Mittel- und Realschule: Proseminare (Interkulturelles Lernen im Englischunterricht)".

P-(D)-35979 Teaching Culture, Literature and Media in ELT Prenninger

Module: ENFDGYM-M11.2 (3.0), ENFDGYM-M11.2 (3.0), ENFDNV-M11.3 (4.0), ENFDNV-M11.3 (4.0), ENFDNV-M11.3 (4.0), ENG-UF-WB

Proseminar, SWS: 2, Max. Teilnehmer: 20

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|-------|------------|--|
| Mi | wöch. | 14 | 16 | c.t. | | | | ++H 3 | Prenninger | taught in person (if circumstances permit) |

Course description: see "Fachdidaktik für Lehramt Grund-, Mittel- und Realschule: Proseminare (Interkulturelles Lernen im Englischunterricht)".

Oberkurs (Sprach- und Literaturdidaktik)**D-35986 Optimizing Classroom Interaction and Teacher Talk N.N.**

Module: ENFDGYM-M11.3 (4.0), ENFDGYM-M11.3 (4.0)

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

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|------------|------------|-----|------|------------|-------------------------------|
| Fr | Einzel | 9 | 17 | c.t. | 18.06.2021 | 18.06.2021 | | | N.N. | Compact course (Blockseminar) |
| Fr | Einzel | 9 | 17 | c.t. | 25.06.2021 | 25.06.2021 | | | N.N. | Compact course (Blockseminar) |
| Fr | Einzel | 9 | 17 | c.t. | 02.07.2021 | 02.07.2021 | | | N.N. | Compact course (Blockseminar) |

This course will be taught digitally via Zoom and GRIPS. Zoom sessions will take place live at the given time and dates.

Teachers' language use and interactional behavior in the EFL classroom can have a powerful impact on students: Ideally, teachers' effective language use activates students, initiates language learning processes, and promotes lively classroom interaction as well as students' participation in the classroom discourse. However, if used ineffectively, it may hinder language learning or even impede classroom interaction altogether. This course serves to sensitize students to the most salient features of teacher talk and classroom interaction such as wait time, echoing, IRF, or code-switching. We will also look at methodological aspects of making EFL classrooms more communicative and explore how teachers can 'create more interactional space' for their learners. Additionally, this course will introduce students to the questioning techniques and error correction techniques which EFL teachers have at their disposal. Lesson transcripts and video recordings will be used to analyze and reflect upon authentic classroom interaction. The objective of this course is to sensitize TEFL students to the complexity of L2 classroom interaction

and to the teacher's crucial role in making classroom interaction beneficial to all. A course plan and reading list will be provided in the first session. Requirements for course credit: successful completion of Introduction to ELT (lecture); written final (take-home exam). Course reading: Compulsory and additional reading material as well as a topic overview and schedule will be announced in the first meeting.

Examensvorbereitung

D-35969 Zentrale Aspekte und Fragestellungen des Englischunterrichts (Examensvorbereitung) N.N.

Module: ENFDNV-M11.4 (2.0), ENFDNV-M11.4 (2.0), ENFDNV-M11.4 (2.0), ENG-DF-ZP, ENG-UF-WB

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

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|------|------------|-----------|
| Di | wöch. | 10 | 12 | c.t. | | | | | N.N. | |

Dieser Examenskurs wird digital via Zoom und GRIPS stattfinden. Die wöchentlichen Zoom-Sitzungen finden live zur angegebenen Zeit statt.

Course description: see "Fachdidaktik für Lehramt Grund-, Mittel- und Realschule: Examensvorbereitung".

Praktikum

P-(D-)35983 TEFL: Theory and Practice of ELT (Gymnasium) Knittl

Module: ENFDGYM-fdPra-M11.2 (3.0)

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

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|------|------------|--|
| Mi | wöch. | 16 | 18 | c.t. | | | | H 6 | Knittl | parallel zum studienbegleitenden Praktikum |

Taught in person at the university (if circumstances permit)

This class offers students an opportunity to reflect on their experiences as observers and novice teachers of English at a Gymnasium during their internship. It will aim at bridging the gap between theory and practice so as to provide its participants with a solid theoretical basis for their lesson design in TEFL. We will thereby focus on topics like lesson planning, the new LehrplanPLUS, teaching essential skills, content and methods of language teaching, as well as assessing proficiencies. This course accompanies and complements the studienbegleitendes fachdidaktisches Praktikum. Students who have done their internship abroad also have to complete it. Compulsory and additional reading material as well as a topic overview and syllabus will be announced in the first session. Credit requirements: Regular attendance, active and critical participation, portfolio. Prerequisite: Introduction to ELT (lecture). Note: Make sure you have applied through the Praktikumsamt der MB-Dienststelle Oberpfalz before you register in FlexNow.

C. Nicht gestufte Übungen (Open for All Students)

35854 Tandem Mentoring Uppendahl

Übung, SWS: 2

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|------|------------|-----------|
| - | wöch. | | | c.t. | | | | | Uppendahl | |

35855 DAAD / TA Großbritannien (Beratungs- und Informationsseminar) Waller

Übung, SWS: 2

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|------|------------|-----------|
| - | wöch. | | | c.t. | | | | | Waller | |

35856 RUPs, too Kohen

Übung

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gr. | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|-----|------|------------|-----------|
| - | wöch. | | | c.t. | | | | | Kohen | |

The RUPs have been a part of the University of Regensburg for over 50 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 in which they can hone their English language skills. For more information, please contact Jamie Kohen.