



KOMMENTARE

für das Studium im

Sommersemester 2017

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Studienberatung:

Studienplanung/-organisation, Eignungstest etc.	N.N.
Englische Sprachwissenschaft	Brato, Buschfeld
Englische Literatur- und Kulturwissenschaft	Boehm, Decker, Farkas
Studieneinheiten Großbritannienstudien und Gender Studies	Boehm, Decker, Farkas
Amerikanistik/American Studies (B.A., M.A.)	Gessner
Amerikanistik/American Studies (Lehramt)	Trotzke
Studieneinheit Nordamerikastudien	Gessner
Fachdidaktik Englisch (Unterrichtsfach, Didaktikfach)	N.N.
Fachdidaktik Englisch (vertieft)	Kirchhoff
Sprachpraxis	Kohen, Uppendahl, Waller

Sprechstunden Sommersemester 2017

Name	Sprechzeit	Raum PT	Tel.: 943-
ARRINGTON, Doris-Gudrun	Di 12.30-14	3.3.88	3429
AUFLITSCH, Dr. Susanne	nach der Veranstaltung		
BAURIDL, Dr. Birgit	Mi 12-13 u. 18-19	3.2.85	3509
BOEHM, Dr. Katharina	Di 14-15	3.2.59	3499
BRATO, Dr. Thorsten	Mi 14 -15	3.2.79	3503
BUSCHFELD, Dr. Sarah	Di 10.30-12.30	3.2.81	3505
CAVANNA, Augustus	Di 12-14	3.2.87	3511
DECKER, Dr. Martin	Mi 13-14	3.2.63	3870
DEPKAT, Prof. Dr. Volker	Di 14-15, Do 12-13	3.2.71	3476
DETMERS, Dr. Ines	Di 15-16	3.2.61	5782
FARKAS, Dr. Anna	Mi 11-12	3.2.59	3499
FISCHER, Prof. Dr. Roswitha	Di u. Mi 12-13	3.2.68	3473
GASTL-PISCHETSRIEDER, Maria	Mi 14-15	JH11 1.12	5781
GEBAUER, Dr. Amy	Mi 10:15-12	3.3.88	3429
GESSNER, PD Dr. Ingrid	Do 10:30-11:30	3.2.70	3475
GÜRTNER, Maria	Mi 10-11	3.2.58	3498
HEBEL, Prof. Dr. Udo	siehe Homepage	3.2.73	3477
HILL, Sophie	Mi 10:15-12:15	3.2.50	3469
HITZFELDER, Heike	nach der Veranstaltung		
KARL, Stephanie	Mi 10-11	3.3.105	5781
KAUTZSCH, PD Dr. Alexander	Di 10-12	3.2.69	3474
KIRCHHOFF, Prof. Dr. Petra	Do 13-14	3.3.104	3501
KOHEN, Jamie	Di 12-13, Mi 11-12	3.2.50	3469
KÖNIG, Luitgard	nach der Veranstaltung		
LEIKAM, Dr. Susanne	beurlaubt		
LENZ, Akad. Dir. Dr. Peter	Mo 11:15-13	3.2.44	3506
MALKMUS, Dr. Marie-Louise	Di 10-12	3.2.58	3498

Name	Sprechzeit	Raum PT	Tel.: 943-
MCINTOSH-SCHNEIDER, Julia	Mo 14-16	3.2.57	3497
MIETHANER, Dr. Ulrich	Kontakt: umiethaner@yahoo.de		
MÜLLER, Prof. Dr. Timo	Di 16-17 u. n. V.	3.2.73	3477
NEULAND, Christina	nach der Veranstaltung		
NEUMAIER, Theresa	Do 14-16	3.2.55	3046
N.N.	n. V.	3.2.70	3475
PETZOLD, Prof. Dr. Jochen	Do 14:30-16	3.2.45	2486
SCHINDLER, Peter	nach der Veranstaltung		
SCHLEBURG, Dr. Florian	Di 14-15	3.2.82	3502
SCHNEIDER, Prof. Dr. Edgar W.	Mi 10-12	3.2.65	3470
SIEBERS, Dr. Lucia	Do 11-12	3.2.80	3504
TRAUTSCH, Dr. Jasper	nach Vereinbarung		
TROTZKE, Claudia	Do 14-16	3.2.83	3507
UPPENDAHL, Steve	Fr 8-10	3.2.88	1809
WALLER, Peter	Di 10-12	3.2.60	3500
WEBER, Miriam	nach der Veranstaltung		
WEIG, Heide-Marie	n. V.	3.2.43	3463
WEINZIERL, Florian	Mo 10-12	3.2.86	3510
ZWIERLEIN, Prof. Dr. Anne-Julia	Mo 12-13	3.2.48	3467

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vorname.nachname@ur.de*

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

Bitte beachten: die Informationen zur Studienplanung und zu den Pflichtleistungen wurden mit großer Sorgfalt zusammengestellt. Rechtliche Verbindlichkeit hat jedoch lediglich der Originaltext der betreffenden Prüfungs- und Studienordnungen. Das genaue Studium der Prüfungsordnungen wird im Interesse eines geordneten Studienverlaufs dringend empfohlen.
Stand der Drucklegung: 27.01.2017

A. Allgemeines

1. Studienplanung

1.1 StudienanfängerInnen: Informationsveranstaltungen

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

1.2 Struktur des Studiums

1.2.1 Prüfungsordnungen und Pflichtleistungen

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

1.2.2 Literaturwissenschaftliche Module (seit WS 2012/13)

Betrifft die **Kennzeichnung** von **Modulen** in der **Literaturwissenschaft (v. a. Proseminare Anglistik und Amerikanistik, American Literary History, British Literary History)**: Angegeben sind hier im Vorlesungsverzeichnis alle Modulversionen, die für Studierende **gültig sein können**, jedoch abhängig vom Studienbeginn: Bitte beachten Sie daher **unbedingt**, welche Lehrveranstaltungen Sie laut der **für Sie gültigen Modulkataloge** absolvieren müssen.

Zum WS 2012/13 traten neue literaturwissenschaftliche Module in Kraft. Diese Module sind für alle gültig, die ab dem WS 2012/13 ihr Studium aufgenommen haben. Betroffen sind die folgenden Module:

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

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

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

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

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

*: je nach Auflistung im Modulkatalog.

Tab. 1: Verteilung der Leistungspunkte auf die Kurstypen

1.3 Hinweis zu den Tabellen der Pflichtleistungen

Bitte beachten:

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

1.4 Bekanntmachungen & Newsletter

Sämtliche Bekanntmachungen werden auf der **Homepage des Instituts** veröffentlicht (www-deas.uni-regensburg.de) und per Newsletter versandt. Weitere Hinweise zum **Newsletter** siehe <http://www.uni-regensburg.de/sprache-literatur-kultur/anglistik-amerikanistik/studium/links-resources/>.

2. Wichtige Termine und Fristen

2.1 BewerberInnen und StudienanfängerInnen

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

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

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

2.1.2 Master-Studiengänge

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

2.2 Online-Kursanmeldung (LSF)

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

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

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

→ <https://lsf.uni-regensburg.de>

Anmeldefristen:

→ **Mo, 17.4.2017 – Do, 20.4.2017** für alle **Erstsemester**-relevanten Kurse
- GLC A - Introduction to Engl. and Am. Literary Studies
- Introduction to Engl. Linguistics

→ **Mo, 30.1.2017 – So, 5.3.2017** für alle anderen Kurstypen
(GLC B, C; Composition, Sprachmittlung, Pronunciation Exercises, Proseminare, Seminare, Hauptseminare, Mittel-/Altenglisch, Cultural Studies, Fachdidaktik, Examenkurse)

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).

2.3 FlexNow-Anmeldung

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

Ausgenommen davon sind lediglich Austauschstudierende.

➔ **FlexNow-Anmeldefrist** für Kurse des SS 2017: **Mo, 8. Mai 2017 – Fr, 14. Juli 2017**

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, 26. Juni – Fr, 14. Juli 2017**
(Achtung: für diese Prüfung ist zusätzlich auch eine Anmeldung per LSF erforderlich; Genaueres dazu gibt es im Juni in einer Rundmail).

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

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

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 auf den 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. Die AnsprechpartnerInnen im Studienorganisationsbüro sind Ihnen dabei gerne behilflich.

B. Lehrveranstaltungen

Bekanntmachungen zu Änderungen des Veranstaltungsangebotes:

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

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

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

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.

Unterrichtssprache:

Lehrveranstaltungen mit englischsprachigem Titel werden auf Englisch durchgeführt.

Englische Sprachwissenschaft (English Linguistics)

Thematische Vorlesungen

35700 The Evolution of English: A Historical Survey **Schneider**

Module: ENLI-M25.2(4), ELG-M33.2(8), ENG-DF-ZP(4), ENLI-M32.1(4), ENLI-M25.3(4), ENLI-M23.2(4), WB-IAA(4), ENGYM-M32C.1(4), ELG-M32.2(8), ENLI-M32.1(4), ELG-M33.3(4), ENG-UF-WB(4)

Vorlesung, SWS: 2

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	8:30	10	s.t.				H 6	Schneider	

Languages keep changing constantly, and Modern English is the product of some 1500 years of evolution and changes. This lecture will survey this evolutionary process, and in doing so it will also touch upon material which can be found in traditional "History of English" textbooks. The emphasis will be different, however: Rather than looking at Old English or Middle English as linguistic systems in their own right, I will focus upon distinctive properties of Modern English, including its major varieties, and will look back in time to see where these properties have come from, i.e. how the respective linguistic sub-system (lexis, phonology, grammar) has evolved in the course of time. I begin by providing a survey of the periodization and extralinguistic history of English, including short sample texts from different periods, but the main emphasis, reflected in the structure of the lecture, will then be placed on evolutionary trajectories of change through time which at certain points introduced innovations and system modifications of the English vocabulary, sound system, and morphosyntactic conventions. Amongst other things, we will find that many irregularities of modern English, and properties found in dialects, can be traced back to earlier regularities and properties; that the sound system has constantly rearranged articulatory options; and that the grammatical system has been characterized by the change from a predominantly synthetic to a largely analytic language, with many characteristic syntactic structures of modern English going back to rather late innovations. Requirements for course credits: final exam; book review assignment (for M.A. students only).

Pflichtvorlesungen der Basismodule

35702 The Structure of English **Schneider**

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

Vorlesung, SWS: 2, ECTS: 4

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

This lecture constitutes an obligatory component in the "Basismodul Sprachwissenschaft", and it can only be chosen after having passed an "Introduction to English Linguistics" successfully. It is meant to provide a basic survey of the fundamental structural properties of the English language from a comparative, typological and historical perspective. As such, and together with the lecture "English in Use", it also provides systematic coverage of what the Bavarian "Kultusministerium" has established as the so-called "core curriculum" in English linguistics. The lecture will deepen and supplement some of the material you have learned in the "Introduction". In particular, the following topics will be covered: The status of English in the modern world; structural properties of modern English (also as opposed to German) on the levels of phonetics and phonology, lexis (characteristics of the English word stock; theories systematizing word meanings); morphology (word formation, inflection); and syntax (approaches, sentence constituents, phrases, clauses, word order); the historical evolution of the language (periodization and external history; lexical growth; major sound changes with

present-day consequences; the history of English morphology; the emergence of modern English syntactic structures); present-day diffusion and varieties of English. Requirement for course credits: final exam. – No registration required (except in FlexNow).

35703 English in Use **Fischer**

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

Vorlesung, SWS: 2, ECTS: 4

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	10	12	c.t.				H 2	Fischer	

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

Introduction to English Linguistics

35705 Introduction to English Linguistics **Brato, Kautzsch, Neuland, Neumaier, Schleburg, Siebers**

Module: ENRS-M12.1(4), ENLI-M12.1(4), ENGYM-M12.1(4), ENG-DF-ZP(4), ENHS-M12.1(4), BRST-M12.1(4), AMST-M12.1(4), ENGS-M12.1(4), IAA-BA-WB-fachintern(4)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	14	16	c.t.			Gruppe 1	ZH 4	Kautzsch	
Mi	wöch.	9	10	c.t.			Gruppe 1	ZH 6	Kautzsch	
Di	wöch.	18	19	s.t.			Gruppe 2	ZH 6	Schleburg	
Mi	wöch.	12	14	c.t.			Gruppe 2	ZH 6	Schleburg	
Di	wöch.	16	17	c.t.			Gruppe 3	PT 3.0.75	Brato	
Mi	wöch.	8	10	c.t.			Gruppe 3	PT 2.0.3A	Brato	
Mi	wöch.	17	18	c.t.			Gruppe 4	ZH 5	Siebers	
Do	wöch.	16	18	c.t.			Gruppe 4	PT 3.0.76	Siebers	
Mi	wöch.	8	9	c.t.			Gruppe 5	ZH 6	Neumaier	
Do	wöch.	16	18	c.t.			Gruppe 5	ZH 6	Neumaier	
-	Block	9	12:30	s.t.	04.09.2017	18.09.2017	Gruppe 6	PT 2.0.3A	Neuland	
Mo	Einzel	10	12	s.t.	25.09.2017	25.09.2017	Gruppe 6	PT 2.0.3A	Neuland	

This course is an introduction to the study of the English language. After an initial discussion of the main properties of human languages that set them apart from animal communication, the

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

Proseminare

Module: ENLI-M23.1(4), ENLI-M25.3(4), ELG-M33.3(4), IAA-BA-WB-fachintern(4), ENLI-M22.1(4), ENGYM-M22.1(4), ENLI-M25.1(4), ENG-UF-WB(4)

35714 Statistics in Linguistics Brato

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	14	16	c.t.				CIP-PT 2	Brato	

This seminar will provide an introduction to the statistical analysis of linguistic data using R, an open source programming language and statistical environment. The course assumes no or little statistical background knowledge and will be of particular use to more advanced students approaching their BA, MA, and state exam theses in linguistics. Following a brief introduction to the fundamentals of empirical research, we will first turn to descriptive statistics, i.e. how to properly summarise frequencies, averages and carry out basic correlations and ways we can graphically represent these best. We will then turn to analytical statistics and learn about some of the most important tests for statistical significance. Finally, we will look into multiple regression analysis and tree-based models, more advanced methods in the study of empirical data. Basic readings: Gries, Stefan T. 2013. *Statistics for linguistics with R: A practical introduction* (2nd edn.). Berlin: Walter de Gruyter. Levshina, Natalia. 2015. *How to do linguistics with R: Data exploration and statistical analysis*. Amsterdam: John Benjamins. Additional readings: Baayen, Rolf H. 2008. *Analyzing linguistic data: A practical introduction to statistics using R*. Cambridge: Cambridge University Press. Field, Andy P. Jeremy Miles & Zoë Field. 2012. *Discovering statistics using R*. London: Sage. Requirements: Active participation in class and the completion of five hands-on assignments.

35715 Language Acquisition Buschfeld

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	8:30	10	s.t.				PT 1.0.2	Buschfeld	

This class will introduce the research field of language acquisition. We will focus on first and second language acquisition from a psycholinguistic perspective, consider different, often competing theoretical approaches, but also touch on sociolinguistic aspects, bi- and multilingualism, and the role third and fourth languages may play in language acquisition and in the linguistic repertoires of individual speakers. Furthermore, we will inquire into related aspects such as second language acquisition and language teaching, and the relationship between language acquisition and World Englishes research. Ultimately, the class will also shed

light on methodological options; we will look into where insights in the field come from and how linguists gain the knowledge they have and on which they build their theories. Requirements: Active participation, oral presentation, short exam and seminar paper of approx. 10 pages.

35716 Variation and Change in North American Englishes **Siebers**

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

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

This course provides an overview of the varieties of English spoken on the North American continent. Considering the settlement history of the United States and Canada, we will investigate how the different settler groups shaped the development of regional dialects and how contact with speakers from other languages resulted in the emergence of such contact varieties as African American English and Chicano English. The major aim of the seminar will be to trace the changes and developments in North American Englishes over the centuries as well as examine current changes in progress. In doing so, we will characterise North American varieties in terms of their linguistic features and examine to what extent variation in the use of these features is determined by extra-linguistic variables such as gender, age and ethnicity. In the course of the seminar, we will explore a number of digital tools that will enable students to carry out their own little projects. Requirements: active participation and work on individual projects (to be presented in class and handed in as a written term paper). Recommended reading: Walker, James A. 2015. *Canadian English. A sociolinguistic perspective*. Oxford: Routledge. Wolfram, Walt and Natalie Schilling-Estes 2005. *American English: dialects and variation*. Second edition. Malden/Oxford: Blackwell.

35717 Discourse Analysis **Neumaier**

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Do	wöch.	12	14	c.t.				ZH 5	Neumaier	

Discourse Analysis is a comparatively new area within the field of English linguistics. It regards language as closely connected to social, political, and cultural aspects – and therefore overlaps with many other academic disciplines, such as anthropology or sociology. The course aims to give an introduction to this multifaceted field of investigation and will cover a wide range of aspects: having approached the concept of "discourse" as such, we will look into different ways of analysing linguistic units higher than the sentence. We will deal with approaches such as text linguistics and Conversation Analysis (How are texts and narratives structured? How are texts referring to each other? Are conversations orderly?), Speech Act Theory and Gricean pragmatics (How do we interpret texts or utterances?), Critical Discourse Analysis (How can our understanding be influenced or even manipulated?), and corpus linguistics (How can corpus linguistics help us discover resistant or changing discourses?). Furthermore, the course will also address the concepts of face, politeness, and power (How are social relationships negotiated through language?), and the question of language and gender (Is there something like "male" or "female" talk?). Requirements: active participation, regular readings, a presentation, and a term paper.

Seminare

35722 Altenglische Sprache und Kultur Schleburg

Module: ELG-M33.3(4), ENGYM-M22.2(4), ENG-UF-WB(4), ENLI-M22.2(4), ELG-M31.3(8), IAA-BA-WB-fachintern(4), ENLI-M22.2(4)

Seminar, SWS: 2, Max. Teilnehmer: 25

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

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

35723 Mittelenglische Sprache und Kultur Schleburg

Module: ELG-M33.3(4), ENGYM-M22.2(4), ENG-UF-WB(4), ENLI-M22.2(4), ELG-M31.3(8), IAA-BA-WB-fachintern(4)

Seminar, SWS: 2, Max. Teilnehmer: 25

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

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

35725 Altenglisch für Fortgeschrittene Schleburg

Module: ELG-M33.3(4), ENG-UF-WB(2), IAA-BA-WB-fachintern(2), ELG-M32.3(10)

Seminar, SWS: 2, Max. Teilnehmer: 30

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	14	16	c.t.				PT 2.0.3A	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 langfristigen Examensvorbereitung tradiert. Es empfiehlt sich, diesen Kurs VOR dem altenglischen Examenskurs zu besuchen. – Freiwilliger Vertiefungskurs, keine Anmeldung erforderlich. Erwerb von Leistungspunkten nach Absprache möglich.

35726 Mittelenglisch für Fortgeschrittene**Schleburg**

Module: IAA-BA-WB-fachintern(2), ELG-M32.3(10), ELG-M33.3(4), ENG-UF-WB(2)

Seminar, SWS: 2, Max. Teilnehmer: 30

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

Die Fortsetzung unserer Einführung in das Mittelenglische ergänzt den lautlichen und grammatischen Befund der Sprache Geoffrey Chaucers um seine 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 langfristigen Examensvorbereitung tradiert. Es empfiehlt sich, diesen Kurs VOR dem mittelenglischen Examenskurs zu besuchen. – Freiwilliger Vertiefungskurs, keine Anmeldung erforderlich. Erwerb von Leistungspunkten nach Absprache möglich.

35727 Altenglisch für Examenskandidaten**Schleburg**

Seminar, SWS: 2, Max. Teilnehmer: 30

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

Anhand früherer Examensklausuren (die gesammelt auf dem K-Laufwerk verfügbar sind) werden in diesem freiwilligen Kurs noch einmal die in den Augen der Aufgabensteller wichtigsten Themenbereiche der historischen Grammatik wiederholt, die Anwendung auf konkrete Beispiele geübt und nicht zuletzt der ganz eigene Jargon der Textsorte "Bayerisches Staatsexamen" ergründet. Eine sinnvolle Teilnahme setzt die Inhalte des Fortgeschrittenen-Kurses und die regelmäßige Vorbereitung der besprochenen Aufgaben mithilfe der empfohlenen Fachliteratur voraus. — Keine Anmeldung erforderlich.

35729 Syntaktische Analysen**Kautzsch**

Seminar, SWS: 2, Max. Teilnehmer: 80

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

Dieser Kurs bietet interessierten Studierenden die Möglichkeit, ihre Fertigkeiten in der syntaktischen Beschreibung des Englischen zu erweitern bzw. zu festigen. Nach einer Grundlagenphase von etwa 8 Wochen werden im Wechsel Aufgabenstellungen aus dem vertieften und nicht vertieften Staatsexamen besprochen. Wie auch im Staatsexamen zu erwarten, dient dabei 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. Eine Anmeldung ist wünschenswert.

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

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

Seminar, SWS: 2, ECTS: 2, Max. Teilnehmer: 30

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	14	16	c.t.				PT 2.0.3A	Fischer	

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 schriftliche Staatsprüfung Englisch-Sprachwissenschaft für angehende Grund-, Mittel- und Realschullehrer. 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; ferner: Materialien auf GRIPS.

35734 Your Final Thesis: Researching and Writing Strategies **Schneider**

Seminar, SWS: 1

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Do	14-tägig	10	12	c.t.				PT 2.0.3A	Schneider	

The purpose of this class is to provide structured advice and continuous guidance to students who are writing a final thesis (BA, Master, or *Zulassungsarbeit*). Participation is obligatory for students currently working on such a thesis under my supervision, and open to those who consider doing so in the near future. In each session I will address and survey a topic of general interest (like finding references; finding data and sources; structuring a thesis; preparing a references list; analyzing a data set from qualitative or quantitative perspectives; working with corpora; handling tables, graphs, and appendices; grading criteria; writing and style; etc.) before we move on to a discussion of progress reports and queries based on individual, ongoing projects.

35735 Exercises in Phonemic Transcription **Schleburg**

Module: ENG-DF-ZP(2), IAA-BA-WB-fachintern(2), ENG-UF-WB(2)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	11	12	c.t.			Gruppe 1	ZH 6	Schleburg	
Mi	wöch.	16	17	c.t.			Gruppe 2	PT 2.0.3A	Schleburg	

To be able to identify the meaning-distinguishing sound types (phonemes) of the language is a minimum requirement for anybody concerned with the English language. Advanced learners, however, will 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 exams and 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 ¹⁶2003, ¹⁷2006; J. C. Wells, *Longman Pronunciation Dictionary*, London ²2000, ³2008).

Module: ELG-M31.1(8)

Seminar, SWS: 2, ECTS: 8, Max. Teilnehmer: 25

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	8:30	10	s.t.				ZH 4	Buschfeld	

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

Hauptseminare

35738 African American English: Issues and Text Analyses

Schneider

Module: ENGYM-M32C.2(7), EAS-M32.3(8), ELG-M32.1(10), EAS-M32.2(8), ENLI-M32.3(7), ENLI-M32.2(7), ELG-M33.1(10), ENGYM-M32C.3(7), ELG-M32.3(10), ENG-UF-WB(7), EAS-M32.1(8), ELG-M33.3(4)

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

M.A. students in European-American Studies: To register for this seminar, please contact Prof. Dr. Schneider (zur Anmeldung vorherige Kontaktaufnahme mit Prof. Dr. Schneider nötig).

The dialect spoken by lower-class African Americans has been one of the most prominent topics of sociolinguistic research in the USA since the 1960s. Two central questions have been at stake, a diachronic and a synchronic one: first, whether or not African American English is derived from an earlier creole language and thus incorporates remnants of African linguistic structures, and second, the extent of its difference from dialects spoken by white Americans. For the last few decades, the so-called "divergence hypothesis", which claims that African American English is becoming increasingly different from white speech, has been under debate and attracted some public attention. In recent years the scope of scholarly attention has widened to include aspects of African-American pragmatics (e.g. distinctive speech acts, like ritual insults) and cultural expression (like hip hop). Ongoing sociolinguistic research on various communities and newly discovered historical sources have taught us more about the directions of change of African American speech. Participants in this seminar are expected to have read Green's book, listed below, by the beginning of term. During the first half of the semester we will look at select issues raised in the literature, investigations of specific communities, and conflicting scholarly positions in this context. This will be based on weekly reading assignments (selections from Green's book and the sources listed below), and on evaluations of select scholarly publications on the subject (to give students limited immediate exposure to scholarly discussions in the field). The second half of the semester will then be devoted to analyses of diachronic and synchronic texts (including media representations and artistic expressions), i.e. students will have to describe occurrences of features of Afro-American dialect in various kinds of written and spoken sources. These sources will either be provided by me or can be suggested by participants. Obligatory advance reading: Lisa J. Green. 2002. *African American English. A Linguistic Introduction*. Cambridge: Cambridge University Press. Further sources for reading assignments: Schneider, Edgar W., 1989. *American Earlier Black English*. Tuscaloosa AL: The University of Alabama Press. Lanehart, Sonja, ed. 2015. *The Oxford Handbook of African American Language*. Oxford, New York: Oxford University Press.

35739 Linguistic Landscapes**Fischer**

Module: ENGYM-M32C.2(7), ELG-M32.1(10), ENLI-M32.3(7), ENLI-M32.2(7), ELG-M33.1(10), ENGYM-M32C.3(7), ELG-M32.3(10), ENG-UF-WB(7), ELG-M33.3(4)

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

Over the last twenty years, the growing use of English in public spaces has received increasing attention. The displays of visible written language have been subsumed under the term *linguistic landscapes*. They are part of the visual scenery that surrounds us as we walk, ride, or drive through (mostly) urban environments. The items comprise a wide range of genres, such as commercial shop signs, brand and trade names, packaging, advertising billboards, official signs, place names and street names, graffiti, as well as signage in virtual worlds and electronic media. In the seminar, the main emphasis will be laid on multilingual signs. Fundamentals of semiotics (the study of signs), advertising, onomastics (the study of names), language contact, and English as an international language will be considered. Research will draw on both quantitative and qualitative approaches, typically starting out from the selection and collection of suitable visuals. The topic has wider implications for the study of multilingualism, sociolinguistics, language policies and language ideologies. Requirements: reading assignments & forum postings on GRIPS, oral presentation, written paper (participants are free to choose a topic). Introductory reading: Allan Bell 2014. "Chp. 9: Language in space." *The guidebook to sociolinguistics*. Wiley-Blackwell. 229-254; Durk Gorter 2013. "Linguistic landscapes in a multilingual world". *Annual review of applied linguistics* 33. 190-212.

35740 Structural Variation in English Around the World**Kautzsch**

Module: ENGYM-M32C.2(7), ELG-M32.1(10), ENLI-M32.3(7), ENLI-M32.2(7), ELG-M33.1(10), ENGYM-M32C.3(7), ELG-M32.3(10), ENG-UF-WB(7), ELG-M33.3(4)

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	14	16	c.t.				CIP-PT 4	Kautzsch	

This course introduces participants to lexical, morphological and syntactic variation in Englishes across the globe. We will start out with a comparison of the two most prominent varieties, American (AmE) and British English (BrE), considering differences such as the use of the present perfect in BrE (*I can't find my keys. _Have_ you seen_ them anywhere?*) as opposed to the simple past in AmE (*I can't find my keys. _Did_ you _see_ them anywhere?*) or differing preferences in the use of modal verbs (BrE: *_Shall_ we ask him to come with us?*; AmE: *_Should_ we ask him to come with us?*). We will then go on to examine peculiarities in other varieties of English (e.g. in Canada, Australia, New Zealand, India, Singapore, or South Africa). In this context, participants will also be familiarized with the principles of conducting empirical linguistic research. Using the family of ICE (*International Corpus of English*; see <http://ice-corpora.net/ICE/>) corpora, as well as the much larger GloWbE and NOW corpora (see <http://corpus.byu.edu/>), students will learn how to extract and analyze lexical, morphological, and syntactic information from electronic corpora. Basic computer skills and a willingness to delve into software applications for corpus research are necessary for this class. Requirements for course credits: active participation, an intermediate exam, an oral presentation, and a written research paper. Recommended reading: Kortmann, B., Burridge, K., Mesthrie, R., Schneider, E. W. & Upton, C. (eds). 2004. *A Handbook of Varieties of English*. Vol. 2: *Morphology and Syntax. A Multimedia Reference Tool*. Berlin: Mouton de Gruyter.

Oberseminare

35744 Recent Research in English Linguistics

Schneider

Module: ELG-M35.2(6)

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

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

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

Kurse in der Eingangsphase der MA-Programme

35745 Readings in Linguistics

Buschfeld

Module: ELG-M31.1(8)

Seminar, SWS: 2, ECTS: 8, Max. Teilnehmer: 25

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	8:30	10	s.t.				ZH 4	Buschfeld	

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

Anglistik (British Studies)

Vorlesungen

35750 Eighteenth-Century British Writing

Zwierlein

Module: ENG-DF-ZP(4), BRST-M23.3(4), ENGYM-M32B.1(4), WB-IAA(4), BRST-M32.1(4), ENG-UF-WB(4), BLK-M33.1(8)

Vorlesung, SWS: 2

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	10	12	c.t.				H23	Zwierlein	

Starting with the 1707 Act of Union between Scotland and England, we will discuss eighteenth-century British nation building and Britain's rise as a commercial and imperial power – historical trajectories that have come to seem reversible in the recent past (Scottish independence referendum 2014; completion of 'Brexit' projected for 2019). Indeed, a considerable part of the drive behind the new eighteenth-century British union had been rivalry with the European Continent: As Linda Colley argues in *Britons: Forging the Nation, 1707-1837* (1992), it was the result of a century of intermittent warfare between Protestant Britain and (Catholic) Continental nations, above all France and Spain. We will examine the political, cultural and literary developments of this fascinating period, looking at its unprecedented urban growth, and the origins of two new political parties, Whigs and Tories. Taking into account the repercussions in British writing of the French Revolution and American Independence, we will also examine the slave trade, along with the British campaigns for the abolition of slavery. The lecture course will define cultural moments such as the 'Battle of the Books', the Gothic Revival, the Enlightenment and the new cultures of Sensibility and Politeness, new campaigns for animal rights, and furthermore the invention of tourism (the 'Grand Tour') and modern capitalism, along with the new dangers of stock market crashes as illustrated by the "South Sea bubble" (1720). Among the authors discussed will be Jonathan Swift, Laurence Sterne, Alexander Pope, Adam Smith, Daniel Defoe, Edmund Burke, William Godwin, James Thomson, Thomas Gray, Christopher Smart, Oliver Goldsmith, Samuel Johnson, Joseph Addison and Richard Steele. We will also look at slave narratives by, for instance, Ottobah Cuguano and Olaudah Equiano, and at William Hogarth's engravings. As this was the first time in British literary history for women writers to compete with men in terms of sales figures and literary reputations, equal emphasis will be given to Anne Finch, Eliza Haywood, Lady Mary Wortley Montagu, Mary Wollstonecraft, and Frances Burney. Requirements: regular attendance and written final exam. Texts: *The Norton Anthology of English Literature*, 9th rev. ed., vol. 1, ed. Stephen Greenblatt: *The Middle Ages through the Restoration and the Eighteenth Century* (New York: W.W. Norton, 2012); vol. 2, ed. Stephen Greenblatt: *The Romantic Period through the Twentieth Century* (New York: W.W. Norton, 2012).

35751 'Die Heimat des Abenteurers ist die Fremde': Klassiker der englischen und französischen Abenteuerliteratur

Junkerjürgen, Petzold

Module: ENG-DF-ZP(4), BRST-M23.3(4), ENGYM-M32B.1(4), WB-IAA(4), BRST-M32.1(4), ENG-UF-WB(4), BLK-M33.1(8)

Vorlesung, SWS: 2

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	14	16	c.t.				H16	Junkerjürgen, Petzold	

Neben den unentbehrlichen Klassikern wie Defoes Robinson Crusoe liegt der Schwerpunkt der Vorlesung auf der populären Abenteuerliteratur Großbritanniens und Frankreichs des 19. Jh.s. Im Falle von Frankreich werden Werke von Gabriel Ferry, Alexandre Dumas père, Jules Verne und

dessen Nachfolger Louis Bousсенard liegen; für die englischsprachige Literatur werden u. a. Werke von R.M. Ballantyne, G.A. Henty, H.R. Haggard und R.L. Stevenson besprochen. Die Abenteuerliteratur entspannt nicht nur dramatische Handlungen, sondern ist zugleich ein wichtiger Speicher der Wissensgeschichte, da sie die anthropologischen und geographischen Kenntnisse ihrer Zeit in sich aufnimmt. Exotismus, Fernweh einerseits und Nationalismus sowie Eurozentrismus andererseits treten in ein Spannungsverhältnis, das diese Texte besonders kennzeichnet. Da die Veranstaltung für Studierende der Anglistik sowie der Romanistik gleichermaßen zugänglich sein soll wird sie auf Deutsch abgehalten. Voraussetzung für die Vergabe von LP: Abschlussklausur.

35752 'The Empire Writes Back': From Colonial to Post-Colonial Literature in English Petzold

Module: ENG-DF-ZP(4), BRST-M23.3(4), ENGYM-M32B.1(4), WB-IAA(4), BRST-M32.1(4), ENG-UF-WB(4), BLK-M33.1(8), BLK-M32.1(4)

Vorlesung, SWS: 2

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

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

Pflichtvorlesungen der Basismodule

35753 Introduction to British and Irish Studies Lenz, Waller

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

Vorlesung, SWS: 2, ECTS: 2

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Do	wöch.	12	14	c.t.				H 4	Lenz, Waller	

This course is our introduction to the study of the British Isles. It will focus on selected issues in British and Irish history and institutions, élite and popular culture, social and ethnic diversity, and the struggle for national identity. We will look at the theory and methodology of cultural studies. Guests from all faculties are welcome in the lecture. The principal course material will be our own reader, *Sceptred Isles*, and you should read the introduction to it before the first lecture. This course is designed to take you from school level on into university study. We do assume a good *Oberstufe*-level of general awareness of British affairs. If you are not sure of this, read Rainer Jacob, *Abiturwissen Englisch: Landeskunde Großbritannien* and make sure you are thoroughly conversant with it BEFORE the semester begins. Final exam: Fri, 4.08.2017. There will be no alternate exam date. 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

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

Module: BRST-M16.1(4), BRST-M13.1(4), ENRS-M13.1(4), ENLI-M13.1(4), ENGS-M13.1(4), AMST-M13.1(4), ENHS-M13.1(4), AMST-M16.1(4), ENGYM-M13.1(4), ENG-DF-ZP(4)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	10	13	c.t.			Gruppe 1	ZH 4	Boehm	
Mi	wöch.	13	16	c.t.			Gruppe 2	ZH 4	Farkas	
Fr	wöch.	8	11	c.t.			Gruppe 4	ZH 4	Decker	

The course will familiarize students with fundamental knowledge and skills necessary for the study of English and American literatures. Participants will be introduced to critical concepts such as 'literature,' 'culture,' and 'text.' Influential theoretical approaches, critical methods, and the basics and problems of literary history, canonization, and periodization will be discussed. By covering representative examples of all major literary forms, we will explore a broad variety of literary representations and apply important technical terms and concepts to the analysis of specific texts. Practical problems of research and writing (e.g. how to find and quote secondary literature) will also be addressed. Credit requirements: take-home midterm exam (groups 3, 5); midterm exam on 17.06.2017 (groups 1, 2, 4); final exam on 1 August 2017, 9-10. – Required textbooks: Meyer, Michael. *English and American Literatures*. 4th rev. ed. Tübingen: Francke, 2011. Print; Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. 3rd ed. Manchester: Manchester UP, 2009. Print. Further course materials, mandatory readings, and course requirements will be announced in the first meetings. All introductory seminars of this "Introduction to English and American Literary Studies" offered by the *Institut für Anglistik und Amerikanistik* introduce to the same basic contours of English and American Literary Studies [siehe *Parallelangebot der Anglistik/Amerikanistik!*].

British and Irish Cultures

35767 British and Irish Cultures McIntosh-Schneider, Waller

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	8	10	c.t.			Gruppe 1	PT 2.0.3A	Waller	
Di	wöch.	12	14	c.t.			Gruppe 2	ZH 6	McIntosh-Schneider	
Mi	wöch.	16	18	c.t.			Gruppe 3	ZH 4	McIntosh-Schneider	
Do	wöch.	10	11:30	s.t.			Gruppe 4	ZH 4	Waller	

This course builds on the Introduction to British and Irish Studies and seeks to consolidate what was learned there by detailed study of selected topics from historical and contemporary cultures. A central desideratum will be the development of skills in the critical and informed reading of cultural texts. For primary texts, the principal course material will be our own reader, *Sceptred Isles*, which you should already have browsed in conjunction with the lecture; now you will read it in detail. Please read the introduction to it before coming to the first meeting of class. You are expected to read all the texts contained in the reader in the course of the semester, but will do detailed study only on the sections your class teacher chooses. Other primary materials will vary from group to group, but will include video material which is available in the library on DVD, as well as current news reports, as your class teacher directs. 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 attend. Assessment will be based on a presentation given in the course and on two 1000-word essays related to topics covered in the class sessions. There will also be an overview exam just before the close of the FlexNow period. This will be based on what has been covered in the semester up to that point and must be passed if the student wishes to be considered for a final course grade. 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)

35771 English Literature 1: Shakespeare's Roman Plays Petzold

Module: BRST-M23.1(4), BRST-M23.2(4), ENG-UF-WB(4), BRST-M22.1(4), ENGYM-M23.1(4), BRST-M16.3(4)

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

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

In this seminar, we will read and discuss three of Shakespeare's plays set in the time of the Roman Empire: *Antony & Cleopatra*, *Julius Caesar* and *Titus Andronicus*. We will examine what image of Rome Shakespeare creates, and we will discuss why this may have been of interest to his early modern audience. During a field trip to Stratford-upon-Avon we will see productions of all three plays by the Royal Shakespeare Company. NB: Registration for the seminar took place during the winter term and is already closed. Texts: Please get copies of all three plays from the New Cambridge Shakespeare series. Requirements: term paper (ca. 8-10 pages).

35776 English Literature 2: Some Aspects of the Woman Question at the Fin-de-Siècle Weber

Module: BRST-M16.3(4), BRST-M23.2(4), ENLI-M13.2(4), AMST-M22.1(4), BRST-M22.1(4), ENG-UF-WB(4), ENGYM-M23.1(4), BRST-M22.2(4)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
-	wöch.			c.t.					Weber	Blockkurs in der vorlesungsfreien Zeit (April 2017)

While the end of the 19th century was generally a period of great change and progress, the woman question lay at the heart of the struggle. The author Sarah Grand diagnosed the situation thus in her article "The New Aspects of the Woman Question": "The man of the future will be better, while the woman will be stronger and wiser. To bring this about is the whole aim and object of the present struggle, and with the discovery of the means lies the solution of the Woman Question." We will be looking at what exactly the problem was, at some proposed solutions, political and moral, by men and women, often radical and always changing the world for ever. Prescribed reading: Gertrude Colmore, *Suffragette Sally* (Broadview Press); George Gissing, *The Odd Women* (Oxford World Classics edition); Ella Hepworth-Dixon, *The Story of a Modern Woman* (Broadview Press); Menie Muriel Dowie, *Gallia* (e.g. Everyman Library used from Amazon). Please also purchase and read the accompanying course reader from Der Neue Kopierer (Carl-Maria-von-Weber-Str. 6, Regensburg. Follow footpath starting from bus stop opposite OTH, Galgenbergstraße. Phone: 7081998). Requirements: Having read all the works on the reading list and in the reader before the course begins, active participation, an oral presentation and a term paper (3.000 words). If you have trouble finding the novels mentioned above, please contact me.

35779 English Literature 3: Irish Drama in the 20th and 21st Centuries**Lenz**

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

Proseminar, SWS: 2, ECTS: 4, Maximale Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	12	14	c.t.				PT 2.0.3A	Lenz	

The opening of the Abbey Theatre in Dublin in 1904 was a watershed in Irish culture. An English colony for over 700 years, Ireland had absorbed much of "the Other's" culture by the end of the 19th century, with English taking the place of the Irish language as its most striking feature. Consequently, Irish culture had lost many traits of its indigenous specificity and fervour. Thus, the establishment of a national theatre, which came in the wake of the so-called Celtic Renaissance, and which was devoted to the production of plays on Irish themes by Irish writers, was an event suitable to contribute to the restoration of Irish self-awareness and national pride. Under the aegis of its main representatives W.B. Yeats, Lady Gregory, John Millington Synge, and George Russell, the new movement was also destined to bring back poetic imagination to Irish literature and the theatre. In contrast to it, immediately after the petering out of the Irish Renaissance, the tragedy of the 1916 Easter Rising, and the Civil War of 1922-1923, Sean O'Casey launched his drama with the focus on the dismal reality of Dublin's poor working class. The playwrights in the decades to follow, as, for instance, Tom Murphy, Brian Friel, Stewart Parker, Christina Reid, Martin McDonagh, Conor McPherson, and Enda Walsh, focus on social critique and put conflicts in the present down to events that happened in Irish history. Many of these plays are characterised by post-modern features, black humour, and shock effects. To gain an insight into characteristics of (Anglo-) Irish (dramatic) literature, we will first shed some light on the emergence and the cultural impact of the *Irish Renaissance*, as well as on the national value of the Abbey Theatre, and then analyse and interpret some of the most important plays between 1892 and the present against the backdrop of Irish (literary) history and culture. Requirements: active participation, oral presentation, term-paper (10-12 pp.). Anthologies (available at Pustet's): *Modern and Contemporary Irish Drama*. Ed. John P. Harrington. Norton Critical Editions. New York and London, 2009. *Contemporary Irish Plays*. Ed. Patrick Lonergan. London: Bloomsbury Methuen Drama, 2015. Additional texts will be made available individually.

Cultural Studies Advanced

Module: ENG-DF-ZP(5), ENGYM-M32B.2(5), BRST-M32.2(5), BLK-M32.3(8), ENG-UF-WB(5)

35785 Blockseminar/ Irland-Exkursion: Irish History and Culture**Lenz**

Seminar, SWS: 2, Max. Teilnehmer: 13

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
-	n. V.			c.t.					Lenz	Der genaue Termin wird den vorangemeldeten Teilnehmern/Innen per E-Mail und bei einem ersten Informationstreffen mitgeteilt.

Die Teilnahme an der achttägigen Exkursion, die bei Bedarf zweimal im Jahr (Juni und September) durchgeführt wird, steht allen Studierenden der Anglistik/Amerikanistik offen, die sich für die Geschichte, Kultur und Literatur Irlands und die daraus resultierenden Beziehungen zwischen der "Grünen Insel" und Großbritannien bzw. den USA interessieren und die – wegen der nötigen *walking tours* in wilder Landschaft – eine sportliche Grundeinstellung aufweisen. Der vorausgehende Besuch von "An Introduction to British and Irish Studies" oder eines Seminars zur irischen Literatur oder Kultur wird empfohlen, ist aber nicht Bedingung für die Teilnahme. Aus

organisatorischen Gründen ist die Teilnehmerzahl auf 8 begrenzt. Interessenten/Innen wird empfohlen sich baldmöglichst persönlich oder bei der elektronischen Kursanmeldung (immer sowohl im Herbst als auch im Frühjahr möglich) anzumelden. Auf dem Programm stehen u. a. jeweils eintägige Aufenthalte in der Hauptstadt Dublin und/bzw. in der "Rebel City" Cork, sowie der Besuch des beeindruckenden *Cobh Heritage Centre* zur Geschichte der Emigration und der *Great Famine*. Reiseziel ist der vor *Valentia Island*, direkt am weltberühmten *Ring of Kerry*, gelegene Atlantik-Hafenort Portmagee. Von unserem Stützpunkt aus unternehmen wir während der fünf Tage unseres Aufenthalts dort Touren zu prähistorischen, frühchristlichen und neuzeitlichen Stätten, die für die Bedeutung Irlands für die europäische Kultur exemplarisch sind. Geplant sind die Fahrt durch Gaeltacht-Gebiete in den Südwesten mit Zwischenstopp in *Blarney Castle*, Wanderungen entlang der Steilküste zu prähistorischen *wedge tombs, dolmens, alignments, Ogham Stones*, zu frühchristlichen *beehive-dwellings* und *St Brendan's Well*, zu einer Burgruine der anglo-normannischen Eroberer und zum gewaltigen *Leacanabuaile Stone Fort*, ein Abstecher in den *Killarney National Park (Muckross House, Muckross Abbey)* und in den *Derrynane National Park* (Besichtigung der *Church Island* und des Hauses von Daniel O'Connell inkl. Filmvorführung über die Bedeutung O'Connells innerhalb der irischen Geschichte), die Fahrt entlang des *Skellig Ring* nach *Ballinskelligs (Gaeltacht)* zum *Pre-Famine Village Cill Rialaig*, der Besuch des *Skellig Heritage Centre* (Diashow und Ausstellung zur Geschichte von *Skellig Michael*), des *Valentia Heritage Centre* (Dokumentierung des ersten *Transatlantic Cable*) und von *singing pubs (traditional Irish music/Irish dance)* sowie (*weather permitting!*) eine vierstündige Bootsfahrt auf dem Atlantik zum Weltkulturerbe *Skellig Michael* und ggf. ein Theaterbesuch in Cork. Die kulturwissenschaftliche Rahmensetzung für die Exkursion erfolgt mittels Sitzungen an der Universität vor und nach der Exkursion und wird durch Vorträge zur Geschichte, Kultur und Literatur Irlands vor Ort ergänzt. Der Erwerb von *Cultural Studies Advanced*-Leistungspunkten ist möglich, jedoch nicht Pflicht für die Teilnahme an der Exkursion. Für den Erwerb der Leistungspunkte gelten die üblichen Bedingungen (*oral presentation* und *term paper (15-20 pp., in English)*). Voraussichtliche Kosten (Erfahrungswert): ca. 690 Euro (inkl. Linienflüge mit *Aer Lingus*, Leihbus, B&B, alle Ausflüge und Eintrittsgelder). Eine Bezuschussung ist eventuell möglich. Ohne die Gewährung von Zuschüssen erhöht sich der Teilnahmebeitrag leider um ca. 200 €. Weitere Details sind beim Vortreffen zu erfahren, zu dem die vorangemeldeten Interessentinnen und Interessenten (per E-Mail durch den Kursleiter) eingeladen werden.

35786 Untethered Lives: Narrating Travel, Emigration, and Forced Displacement Boehm

Seminar, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	10	12	c.t.				ZH 5	Boehm	

This seminar explores texts, images, films, and digital storytelling projects that explore experiences of voluntary and forced geographical displacement. We will study how different narrative and aesthetic forms construct the identities of displaced persons – travelers, emigrants, and refugees – and how these works imagine borders, transnational citizenship, mobility and liminality, dispossession and displacement. The seminar takes a diachronic perspective from 1700 until today: it begins with discourses of world citizenship and cosmopolitanism in the eighteenth century and ends with the resurgence of nationalism and forced displacement in the present moment. The seminar falls into three thematic parts, each of which focuses on one figuration of the displaced person and the cultural discourses that cluster around it. Part I focuses on the traveler and examines how British travel writers represented cultural displacement and encounters with the foreign in the eighteenth century, a period which saw the rapid expansion of tourism and much publicized journeys of discovery, such as Hans Sloane's voyage to Jamaica and James Cook's *Endeavour* voyages. Part II centres on the figure of the nineteenth-century British colonial emigrant. Hundreds of thousands

left Britain over the course of the nineteenth century, searching for better lives in North America, Canada, Australia, and New Zealand. We will study a wide range of media – Victorian journalism, memoirs, short stories, emigration manuals, and paintings – that reflect on settler and emigration culture. Part III looks at representations of refugees and asylum seekers in two contemporary films, Michael Winterbottom's *In This World* (2002) and Gianfranco Rosi's *Fire at Sea* (2016), as well as in the digital story-telling project *Refugee Republic* (2014), asking how these works reinvent the genre of the documentary in order to capture some of the cultural, social, and political concerns that are currently connected to forced migration. Throughout, we will be drawing on the theoretical work of Hannah Arendt, Julia Kristeva, Etienne Balibar, Giorgio Agamben, and others. Requirements: participation in expert team, mid-term exam, short final essay. Texts: Please buy Mary Wortley Montagu, *The Turkish Embassy Letters* (Broadview edition!).

35788 Blockseminar: An Introduction to Wales

Waller

Seminar, SWS: 2, Max. Teilnehmer: 15

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

"Moving from Wales to Italy is like moving to a different country" (Welsh former Liverpool and Juventus footballer, Ian Rush). The capital of Wales is Cardiff, they have their own language, that Dylan Thomas bloke was from there (I think), and they really really like sheep. When it comes to Wales, most students in Germany will know no more than three-quarters of the facts contained in the preceding statement, and very little besides about the country. However, what is Wales really? What is it that makes its people so confidently aware of their uniqueness without there seemingly being any real desire to seek full independence? In this course, the focus will be on introducing the group to a country that otherwise receives an unjustly limited amount of attention in the education system in Germany, and in British life generally. Focus will be on the conflicting ways Wales defines itself, including feminist, linguistic, communal, political, post-colonial, mythical and visual perspectives, as well as the issue of how Wales has been defined from outside. In particular, its approach of as a country to cultural awareness and the nation state is quite singular and will therefore be discussed. The role of Wales in the UK and beyond will also feature significantly in the class discussions. The aim of the course is for all the participants to feel at the end of the semester that a full introduction to this country was offered, that a strong understanding and engagement with what it means to be Welsh has been developed, that the Ian Rush statement at the top of this summary makes sense, and that the following quote rings true: "To be born in Wales, not with a silver spoon in your mouth, but with music in your blood and poetry in your soul, is a privilege indeed" (Brian Harris). The course will involve a collection of student-led presentations at the start of semester, followed by a week-long excursion to Wales, during which we shall receive lectures from renowned specialists in the fields of Welsh writing and cultural studies: among them Professor Katie Gramich (Cardiff University), Professor Daniel Williams (Swansea University), Dr Charnell-White (Aberystwyth University) and a highly-renowned Welsh author. — Course requirements: active participation, oral presentation, 4500-word paper. — Texts: Williams, Raymond. *Who Speaks for Wales? Nation, Culture, Identity*. Ed. Daniel Williams (University of Wales Press, 2008). Each student will also receive a list of recommended texts at the start the course, all of which have been ordered and should be available in the library (key essays and/or excerpts from as many of these as possible will be made available on G.R.I.P.S.)

Review Courses

35789 Review English Literature

Gürtner

Module: ENG-UF-WB(1), IAA-BA-WB-fachintern(1), ENRS-M22.2(1)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	17	18	c.t.				PT 2.0.3A	Gürtner	

This course is obligatory for "Lehramt Realschule" (neue PO) and hence it is geared towards this clientele: we will focus on British literature from the nineteenth century (starting with the 'Romantics') to the twenty-first century, and we will look at examples from all major genres (drama, poetry, narrative prose).

Hauptseminare

Module: BRST-M32.3(7), ENGYM-M32B.3(7), BLK-M33.3(10), BLK-M32.2(10), BLK-M33.2(10)

35790 Victorian Poverty

Zwierlein

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	10	12	c.t.				ZH 4	Zwierlein	

The population of Great Britain trebled during the nineteenth century. From the 1830s onwards there was a huge influx into the newly industrialised cities from rural areas, and from Ireland as immigrants tried to escape the Great Famine of the 1840s. The resulting metropolitan social and economic living conditions created an ever-growing stratum of poor working-class and 'destitute' people, increasingly segregated into slums such as the notorious London East End. This course will inquire into political, social, legal and cultural changes both driving and resulting from these developments, looking at poverty legislation, the Factory reports/acts, newspaper accounts, reform movements, and the question of education. We will look at child labour and homeless children, and at the occupations open to the poorest of the poor on the London streets (street-sweeping and 'mudlarking' - i.e. searching the mud of the Thames for reusable goods). We will examine the Poor Law Amendment Act of 1834, which introduced 'workhouses' in place of the old poor houses and was framed to deter "undeserving" applicants (literary works were quick to react to the 'horrors' of these new establishments - compare Betty Higden's fear of the workhouse in Dickens's *Our Mutual Friend*). An 'ethnographic' interest in the deprived areas of London prompted middle-class documentations such as Henry Mayhew's *London Labour and the London Poor* (1851), which examines the lives of costermongers (street sellers), their habitations, as well as pastimes and reading materials. Some street sellers also specialised in recycling waste products, a new form of socio-economic (re)circulation that Dickens addresses in *Our Mutual Friend*. We will attend to the nineteenth-century middle-class discourse of 'improvement' and the founding of Mechanics' Institutions and Working Men's Colleges intended to offer education and "rational recreation" to working men; and we will examine responses to the rise of literacy after the Education Act of 1870. We will look at medical treatises by physiologists and school reformers who started to statistically chart, measure and weigh poor children's bodies, documenting cases of so-called "stunted growth". The specific problems of the female poor - prostitution and sexual disease, the abuses of wetnursing, and the hardships of working as seamstresses or in 'sweat-shops' will be addressed as well as the Victorian philanthropic homes for 'fallen women'. We will also look at nineteenth-century penny fiction and early cinematic 'screening[s] [of] the poor'. Finally, we will trace the emancipation of the (male) working class from the period of Chartism (1830s/40s), and the London genesis of Marx' and Engels' *Communist Manifesto* (1848). Throughout, we will attend to the suffrage Reform Acts of 1832, 1867, and 1884, and the rise of Socialism in late-nineteenth-century Britain and

Europe. Requirements: active participation, an oral presentation / guided discussion, and a term paper (ca. 15-20 pages; due date: 30 September). Texts: Charles Dickens, *Oliver Twist* (1837-8), ed. Stephen Gill (Oxford: OUP, 1999). Charles Dickens, *Our Mutual Friend* (1864-5), ed. Michael Cotsell (Oxford: OUP, 1989). George Gissing, *The Nether World* (1889), ed. Stephen Gill (Oxford: OUP, 1992). George Moore, *Esther Waters* (1894), ed. David Skilton (Oxford: OUP, 1995). Hardy, Thomas, *Jude the Obscure* (1895), ed. Patricia Ingham (Oxford: OUP, 1985). Excerpts from: Friedrich Engels, *The Condition of the Working Class in England* (1845; trans. 1886), ed. Victor Kiernan (London: Penguin, 1987). Henry Mayhew, *London Labour and the London Poor* (1851), ed. Victor Neuburg (London: Penguin, 1985). Charles Dickens, *Hard Times* (1854), ed. Paul Schlicke (Oxford: OUP, 1982). Samuel Smiles, *Self-Help* (1859), ed. Peter W. Sinemma (Oxford: OUP, 2002). Penny fiction; W.T. Stead, "The Maiden Tribute of Modern Babylon" (*Pall Mall Gazette*, 1885). Arthur Morrison, *Tales of Mean Streets* (1894) (Chicago: Academy Publishers, 1997).

35792 Time in Fiction - Fictions of Time from the 18th Century to the Present Detmers

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	10	12	c.t.				ZH 5	Detmers	

Dealing with the aesthetics of the (post-)modern British novel involves the exploration of the forms and meaning of time. Using Laurence Sterne's 18th-century classic *The Life and Opinions of Tristram Shandy. Gentleman* (1759-67) as an early poetological model text, one major concern of this course is to look at how literary temporality or 'narrated time' are self-reflexively dealt with in British (post-)modern writing. Close readings of a broad spectrum of novels, including H.G. Wells's *Time Machine* (1895), a chapter from James Joyce's *Ulysses* (1922), Virginia Woolf's *Mrs. Dalloway* (1925), Salman Rushdie's *Midnight's Children* (1981), Martin Amis's *Time's Arrow* (1991) and Jeanette Winterson's *The Gap of Time* (2015), shall help to develop a better understanding of how the changing experience of 'social time' has directly influenced the (post-)modern novel by producing new narrative techniques as, for instance, the 'stream of consciousness' or new types of literary (narrator-)figures, such as the 'time-traveller' or the 'postcolonial chronicler'. By analysing the forms and functions of narrated time in relation to plot structure, character conception and the use of space, another important concern of this course will be to trace the ways in which such sets of narrative criteria may help to define the genre of the British (post-)modern 'time novel' – a literary history of which is still waiting to be written. To further develop the dialogue between literature on time and the broader cultural discourse on changing time regimes and experiences of temporality during Modernity, our readings will be based on critical and theoretical texts by, for example, Aleida Assmann, Gérard Genette, Reinhart Koselleck, Helga Nowotny and Paul Ricoeur. Requirements: active participation, an oral presentation / guided discussion, and a term paper (ca. 15-20 pages). Texts [any recent edition]: Laurence Sterne: *Tristram Shandy*, H.G. Wells: *Time Machine*; Virginia Woolf: *Mrs. Dalloway*; Salman Rushdie: *Midnight's Children*; Martin Amis: *Time's Arrow* and Jeanette Winterson: *The Gap of Time*. Please note: a Reader with additional material will be ready for you by the start of the semester at the Copy Shop.

35793 Rise and Decay of the Clerical Master Narrative in Irish Life and Literature Lenz

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	12	14	c.t.				PT 2.0.3A	Lenz	

From the 5th century onwards, but most of all since the mid-fourteenth century, Christian monks

and (later) Catholic priests gradually adopted the leading positions within Irish society, thereby initially replacing the Celts' heathen spiritual rites, the ethical codex, and the societal norms with their own master narrative. In it, at least until the late 1970s, the clergy featured as the impersonation of the essence upon which the Catholic Irish, i.e. some 85% of the population, were expected to model their public and private lives. As a consequence, at least since the foundation of the Irish Free State in 1921/22, Irish society degenerated into a hermetically sealed system, supervised by a clergy of almost feudal status, and spied on by lots of Catholic laymen and nationalists. This master narrative has been reflected and critically analyzed in (Anglo-) Irish literature since the late 19th century. Challenged in its seemingly timeless and unquestionable validity by clerical trespassers who were being pilloried or by the making public of the scandals of the Magdalen Laundries and child abuse cases within the Irish Catholic priesthood, this master narrative has undergone a massive change in recent times and is often sarcastically dealt with in representative literary works of our time. Against the backdrop of critical studies, this seminar will discuss and evaluate narratives, poems, plays, and the film serial *Father Ted* from the late 19th century to the very present which focus on the (mostly) problematic interrelation between clerical characters and non-conformist individuals. Course requirements: active participation, an oral presentation, and a term-paper (~15-20 pp.). Texts/Anthologies: George Moore, *The Untilled Field* and *The Lake* (Projekt Gutenberg). Gerald O'Donovan, *Father Ralph* (Projekt Gutenberg). *James Joyce, *A Portrait of the Artist as a Young Man* (Penguin Modern Classics). **The Oxford Book of Irish Short Stories*. Ed. William Trevor. Oxford: OUP, 1989; reissued 2010. (*in stock at *Pustet's*). Further texts will be made available individually.

Oberseminare

35794 Research Seminar

Zwierlein

Module: BLK-M31.3(10), BLK-M35.1(6)

Seminar, ECTS: 10

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

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

Gender Studies

35798 Einführung in die Gender Studies

Decker

Seminar, SWS: 2, Max. Teilnehmer: 30

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Do	wöch.	8	10	c.t.				ZH 5	Decker	

Für weitere Informationen siehe: www-genderstudies.uni-regensburg.de

Amerikanistik (American Studies)

Vorlesungen

35800 Introduction to American Studies Müller

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

Vorlesung, SWS: 1, ECTS: 1

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	12	13	c.t.				H 3	Müller	

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

35801 American Literary History Bauridl

Module: ENGS-M22.2b(4), ENG-DF-ZP(4), ENHS-M22.2b(4), AMST-M13.3(4), ENLI-M13.3(4), ENHS-M13.2b(4), ENGYM-M13.3(4), BRST-M13.3(4), AMST-M16.2(4), ENGS-M13.2b(4), IAA-BA-WB-fachintern(4), ENRS-M13.3(4)

Seminar, SWS: 2, ECTS: 4

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	10	12	c.t.				H 2	Bauridl	

Following a modular structure, this lecture course surveys the history of American literature: from pre-contact oral traditions via European explorations, colonialism, Indian-white relations, slavery and abolitionism, the American Revolution, the Early Republic and cultural nationalism, the so-called American Renaissance, women's movements, Realism and Naturalism, modernism / the Lost Generation / the Harlem Renaissance, the postmodern era / Beat Generation / suburbia / cultural pluralism / Civil Rights to 9/11 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 offers a historicized perspective on the canonization of previously marginalized artists such as women and so-called 'ethnic' writers; 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 (26 July 2017, 10-12 c.t.). 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.

35804 American Exceptionalism, Part II**Depkat**

Module: AMST-M23.3(4), ENG-DF-ZP(4), EAS-M34.1(8), EAS-M33.2(8), ENGYM-M32A.1(4), WB-IAA(4), EAS-M31.4(8), EAS-M33.1(8), EAS-M34.3(8), EAS-M33.3(8), AMST-M32.1(4), AMS-M32.2(8), AMS-M33.2(7), ENG-UF-WB(4), AMS-M33.3(7), EAS-M34.2(8)

Vorlesung, SWS: 2

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	10	12	c.t.				H 8	Depkat	

Narratives of exceptionalism – characterized by a belief in America's highly distinctive features or unusual trajectory, based on the abundance of its natural resources, its revolutionary origins and its Protestant religious culture that anticipated God's blessing of the nation – have been crucial for the intellectual construction of America from its colonial beginnings to the present. However, narratives of exceptionalism were never a purely American affair, as Europeans, Africans, and Asians, projecting their own dreams and nightmares onto the American screen, also contributed to the intellectual construction of America. Therefore, narratives of American exceptionalism were just as much the result of American self-descriptions as they were interpretations from abroad. Against this backdrop, the lecture will not elaborate on the question of whether or not America is exceptional but rather analyze narratives of exceptionalism that made Americans and Europeans reflect on America as being exceptional. This lecture continues where last term's lecture ended – but it stands on its own and can be followed by everyone interested. Topics to be discussed are exceptionalism and the traditions of American foreign policy, exceptionalism and the struggle for civil rights, exceptionalism and the policies of reform. Credit for: Lehramt, Magister, B.A., M.A. Requirements: midterm (take-home exam) and final exam. Readings: Donald E. Pease, *The New American Exceptionalism* (Minneapolis: U of Minnesota P, 2009). Godfrey Hodgson, *The Myth of American Exceptionalism* (New Haven and London: Yale UP 2009). Deborah L. Madsen, *American Exceptionalism* (Jackson: UP of Mississippi, 1998). Byron E. Shafer, *Is America Different? A New Look at American Exceptionalism* (Oxford: Clarendon P., and New York: Oxford UP, 1991). Seymour Martin Lipset, *American Exceptionalism: A Double-edged Sword* (New York: W.W. Norton, 1996).

American Cultural History**35810 American Cultural History****Cavanna, Uppendahl**

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	14	16	c.t.			Gruppe 1	ZH 4	Cavanna	
Do	wöch.	14	15	c.t.			Gruppe 1	ZH 4	Cavanna	
Di	wöch.	14	16	c.t.			Gruppe 2	ZH 5	Uppendahl	
Do	wöch.	14	15	c.t.			Gruppe 2	ZH 5	Uppendahl	
Di	wöch.	16	18	c.t.			Gruppe 3	ZH 4	Cavanna	
Do	wöch.	15	16	c.t.			Gruppe 3	ZH 4	Cavanna	
Di	wöch.	16	18	c.t.			Gruppe 4	ZH 5	Uppendahl	
Do	wöch.	15	16	c.t.			Gruppe 4	ZH 5	Uppendahl	

The course focuses on textual, visual, and audiovisual materials that are central to a critical understanding of North American cultural, social, and political history from the earliest European encounters with the 'New World' to contemporary interpretations of what 'America' might mean for different groups inside and outside of the U.S. We will cover a broad range of cultural and historical issues including ideological interpretations of American landscapes and

spaces, attitudes toward demographic developments and immigration, controversies about the U.S.-American political-economic system and foreign policy, the plurality of the American religious landscape, and multilingualism and the diversity of cultural traditions in North America. The course is to familiarize students with materials, areas of study, and theoretical approaches in the interdisciplinary field of American Studies and their significance for the study of American cultural history. Credit requirement: final exam for participants of all sections of this class on Thursday, 3 August 2017, 9-12. — Course materials (available in the library): Course reader; Hebel, Udo. *Einführung in die Amerikanistik/American Studies*. Stuttgart: Metzler, 2008. Print. — Recommended history textbooks: Depkat, Volker. *Geschichte der USA*. Stuttgart: Kohlhammer, 2016. Print; 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

35755 Introduction to English and American Literary Studies **N.N., Trotzke**

Module: BRST-M16.1(4), BRST-M13.1(4), ENRS-M13.1(4), ENLI-M13.1(4), ENGS-M13.1(4), AMST-M13.1(4), ENHS-M13.1(4), AMST-M16.1(4), ENGYM-M13.1(4), ENG-DF-ZP(4)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	14	17	c.t.			Gruppe 3	ZH 5	N.N.	
Fr	wöch.	9	12	c.t.			Gruppe 5	PT 2.0.3A	Trotzke	

The course will familiarize students with fundamental knowledge and skills necessary for the study of English and American literatures. Participants will be introduced to critical concepts such as 'literature,' 'culture,' and 'text.' Influential theoretical approaches, critical methods, and the basics and problems of literary history, canonization, and periodization will be discussed. By covering representative examples of all major literary forms, we will explore a broad variety of literary representations and apply important technical terms and concepts to the analysis of specific texts. Practical problems of research and writing (e.g. how to find and quote secondary literature) will also be addressed. Credit requirements: take-home midterm exam (groups 3, 5); midterm exam on 17.06.2017 (groups 1, 2, 4); final exam on 1 August 2017, 9-10. – Required textbooks: Meyer, Michael. *English and American Literatures*. 4th rev. ed. Tübingen: Francke, 2011. Print; Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. 3rd ed. Manchester: Manchester UP, 2009. Print. Further course materials, mandatory readings, and course requirements will be announced in the first meetings. All introductory seminars of this "Introduction to English and American Literary Studies" offered by the *Institut für Anglistik und Amerikanistik* introduce to the same basic contours of English and American Literary Studies [*siehe Parallelangebot der Anglistik/Amerikanistik!*].

Proseminare

35820 American Literature I: From the Beginnings through the 19th Century **Müller**

Module: ENG-UF-WB(4), AMST-M16.3(4), AMST-M22.2(4), ENGYM-M23.2(4), BRST-M22.2(4), AMST-M22.1(4), ENGYM-M23.2(4)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	18	20	c.t.				ZH 4	Müller	

The course explores American literature from pre-Columbian Native American documents through nineteenth-century realist writings. Taught in seminar format and based on reading, discussion, and active participation, it studies literary texts in their respective historical and cultural contexts. The course investigates, among others, early exploration narratives and selected texts from colonial America, samples of nineteenth-century short fiction, a slave

narrative by Frederick Douglass, Nathaniel Hawthorne's *The Scarlet Letter*, and selected poems by Walt Whitman and Emily Dickinson. Course requirement: oral presentation. Credit requirement: an 8 to 10-page (3500 to 4500-word) research paper in English. — Required Texts: Baym, Nina et al., eds. *The Norton Anthology of American Literature*. 8th ed. Vols. A, B, and C. New York: Norton, 2012. Print.

35825 American Literature II: The 20th and 21st Centuries **Gessner, Weinzierl**

Module: BRST-M13.3(4), ENGYM-M13.3(4), ENGS-M22.2b(4), AMST-M16.3(4), ENHS-M22.2b(4), ENLI-M13.3(4), ENHS-M22.2(4), ENGYM-M23.2(4), AMST-M16.2(4), ENGS-M13.2(4), ENHS-M13.2b(4), ENRS-M13.3(4), ENGS-M13.2b(4), AMST-M13.3(4), AMST-M22.2(4), ENHS-M13.2(4), ENG-UF-WB(4)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	12	14	c.t.			Gruppe 1	ZH 6	Weinzierl	
Do	wöch.	8:30	10	s.t.			Gruppe 2	ZH 4	Gessner	

The course explores representative 20th- and 21st-century American fiction (e.g. by F. Scott Fitzgerald, Art Spiegelman, and Toni Morrison), poems (e.g. by Ezra Pound), and plays (e.g. by Sam Shepard). Taught in seminar format and based on reading, discussion, and active participation, it studies literary texts in their respective historical and cultural contexts. Exploring movements and concepts such as realism, naturalism, modernism, postmodernism, and cultural pluralism and reformatory impulses, the course deepens students' knowledge and skills with regard to American literary history, cultural and literary concepts. Course requirement: oral presentation. Credit requirement: an 8- to 10-page research paper (3.500-4.500 words) 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. Additional required texts will be announced in the first course session.

35831 "Our Musicals, Ourselves": Approaching American History through Performance **Weinzierl**

Module: AMST-M23.2(4), AMST-M22.3(4), ENG-UF-WB(4)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	16	18	c.t.				ZH 4	Weinzierl	

"Musical Theatre Studies, whose presence as a viable academic field is not much more than a decade old, is spreading out in all directions of chronology, geography, approach, and methods." Following this 2009 dictum by musical theater scholar Stacy Wolf, this seminar-type course discusses the history of the musical in connection to the history of the American people(s). The course will examine different periods of American musical theater history (such as, e.g., its early phase between light operetta and musical comedy around the 1920s, its integration and Golden Age around World War II, and its deconstruction and alleged devolution towards the 21st century) while always also taking into account the cultural and historical contexts of American history (from the Roaring Twenties, into the Great Depression and post-World War II prosperity, to countercultural movements in and after the 1960s, and beyond). In this vein, it will scrutinize how the cultural performances within musical theater (performance as culture) interact with the performance of America as a complex network of intertwined and embattled histories (culture as performance). In order to do so, the course will analyze the musicals in their multi-media appearance as texts (librettos), as songs (cast albums), and as performances (screenings; live performances). Course Requirements: oral presentation, GRIPS responses. Credit Requirement: an 8- to 10-page research paper (3.500-

4.500 words) in English. — Required Texts: Jones, John Bush. *Our Musicals, Ourselves: A Social History of the American Musical Theatre*. Waltham: Brandeis UP, 2003. Print. Additional required texts will be announced in the first course session.

35832 Political Institutions of the USA

Cavanna

Module: AMST-M23.1(4), ENG-UF-WB(4)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	8	10	c.t.				ZH 6	Cavanna	

This course investigates U.S. American political institutions. After outlining major theoretical approaches and debates found in contemporary scholarship, we will investigate not only the three branches of the national government—the Congress, the Presidency, and the Supreme Court—but also the complex, ever-changing shift in power between the federal and state governments. Topics will include the development of representative government and individual rights from the early colonial charters and compacts to the Constitution, the Bill of Rights, and later constitutional amendments. Is the United States a national community or a community of communities? Is it one government or 51 governments? How, despite promises of liberty and equality in the Declaration of Independence and Constitution, could slavery have continued for more than 80 years? Why were a majority of Americans still denied the elective franchise at the beginning of the 20th century? How can the death penalty be an issue left up to individual states? Selected case studies will allow us to look in depth at major debates ranging from ratification and interpretation of the Constitution, to states' rights, presidential and congressional power, and civil liberties. In each of these cases, we will explore some of the many tensions, assumptions, and contradictions (apparent and real) found in America's complex history and culture. Materials will include historical documents and scholarly essays, articles from newspapers and magazines, as well as visual aids. Taught in seminar format, this course will be based on discussion and participation. All students will be required to give an oral presentation (course requirement). Those who wish to receive credit will also be asked to submit an eight- to ten-page research paper (credit requirement). Further details about these points will be posted on Kurssoft and/or on GRIPS. Principal texts (available in the library): O'Connor, Karen, Larry J. Sabato, and Alixandra B. Yanus. *American Government: Roots and Reform*. 12th ed. Boston: Pearson, 2016. Print. Hall, Kermit L., ed. *Major Problems in American Constitutional History: Documents and Essays*. 2 vols. Lexington, Mass.: Heath, 1992. Print. Hall, Kermit L, and Timothy S. Huebner, eds. *Major Problems in American Constitutional History: Documents and Essays*. 2nd ed. Boston: Wadsworth, 2010. Print. Credit for BA; Lehramt students are advised to take the course.

Cultural Studies Advanced

35834 Hip Hop and Contemporary American Culture

Müller

Module: AMS-M32.3(8), EAS-M34.2(8), EAS-M33.2(8), EAS-M31.3(8), ENGYM-M32A.2(5), AMS-M33.3(7), EAS-M34.1(8), AMST-M32.2(5), EAS-M33.1(8), EAS-M34.3(8), EAS-M33.3(8), EAS-M31.4(8), AMS-M33.2(7)

Seminar, SWS: 2, Max. Teilnehmer: 15

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

In the early twenty-first century, hip hop is one of the most pervasive cultural phenomena in the United States and beyond. It offers widely influential negotiations of issues such as black cultural identity, urban life, racism, and police violence. At the same time, it engages with and advances the development of the African American poetic tradition, from which it emerged in

the 1970s. Hip hop thus provides a lens through which many facets of contemporary American—and particularly African American—culture can be understood. Moreover, it establishes transnational connections between the Caribbean (where some elements of hip hop originated), the United States, and the world—both by referencing and negotiating specific locales, and by exerting an aesthetic influence on art forms abroad. The course will examine the politics and poetics of hip hop through close analysis of selected case studies, with a focus on rap music. Course requirement: reading responses. Credit requirements: mid-term paper (1-2 pp.), term paper (8-10 pp.). Participants must acquire the following book: Dudley Randall, ed., *The Black Poets* (Bantam).

35835 Union, Nation, Empire? U.S. Foreign Relations from Independence to the Civil War **Trautsch**

Module: AMS-M33.2(7), EAS-M31.4(8), AMST-M32.2(5), EAS-M33.1(8), EAS-M33.3(8), EAS-M34.3(8), ENGYM-M32A.2(5), EAS-M34.1(8), EAS-M31.3(8), EAS-M33.2(8), EAS-M34.2(8), AMS-M32.3(8), AMS-M33.3(7)

Seminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Do	wöch.	14	16	c.t.				PT 1.0.2	Trautsch	

This course examines the history of U.S. foreign relations from the American Revolution to the Civil War, covering inter alia America's diplomacy during the War of Independence, American reactions to the French Revolution in the 1790s, the War of 1812, the Monroe Doctrine, the Mexican-American War, the transatlantic slave trade, and the international background of the Civil War. It will not only analyze the foreign policies pursued by the federal government but also investigate the connection between foreign policy and domestic politics as well as the role of non-state actors, transnational movements of ideas, goods, and peoples, and global interdependences. Particular focus will be given to the questions of how the U.S. established its sovereignty internationally, how the foreign-policy powers that the Constitution only vaguely outlined were defined more precisely through the actual diplomatic conduct of the first administrations, and how identity debates about whether the U.S. constituted a union, a nation, or an empire shaped American foreign relations. Course requirement: oral presentation. Credit requirements: presentation handout and power point presentation; term paper (10-15 pages). Readings: Robert Kagan, *Dangerous Nation: America's Foreign Policy from its Earliest Days to the Dawn of the Twentieth Century* (New York: Alfred A. Knopf, 2006). George C. Herring, *From Colony to Superpower: U.S. Foreign Relations since 1776* (New York: Oxford University Press, 2008). William Earl Weeks, *Dimensions of the Early American Empire, 1754-1865* (Cambridge: Cambridge University Press, 2013).

35837 Topical Issues **Uppendahl**

Module: AMS-M34.1(20), ENGYM-M32A.2(5), AMST-M32.2(5)

Seminar, SWS: 2, ECTS: 5, Max. Teilnehmer: 15

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

This class will explore major developments in recent American culture. Attention will be paid to important trends and crucial events since the 1990s and their historical and cultural significance. Issues to be discussed will include landmark U.S. Supreme Court cases; trends in American foreign policy and relations; demographical changes; major social and political controversies involving race and ethnicity; Native Americans; issues in education (e.g. admission policies, bilingual education, home schooling, creationism); American self-definitions and collective memory after 9/11; religion in America; American culture and violence; U.S.

economy and business values; expressions of popular culture; recent election campaigns and results. – Participants from the old *Lehramt-Studiengang* are strongly advised to have completed "Introduction to American Studies"; all participants are expected to already have or to acquire a firm footing in American history and culture. Students in the MA program American Studies who wish to attend this course for credit for AMS-M34 (*Projekt-/Praxismodul Amerikanistik*) are strictly required to discuss and clear their participation in this course with one of the Professors at the American Studies Dpt. prior to registration. – Course materials will encompass textual as well as visual materials which allow for a discussion of America's many tensions, paradoxes, and promises. Course requirement: oral presentation. — Credit requirement: 8- to 10-page research paper.

**35842 Course on African American (Pop) Cultural History, N.N.
Taught by U.S. Visiting Professor**

Module: AMS-M32.3(8), EAS-M34.2(8), EAS-M33.2(8), EAS-M31.3(8), ENGYM-M32A.2(5), AMS-M33.3(7), EAS-M34.1(8), AMST-M32.2(5), EAS-M33.1(8), EAS-M34.3(8), EAS-M33.3(8), EAS-M31.4(8), AMS-M33.2(7)

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	Einzel	18:30	20	s.t.	30.05.2017	30.05.2017		ZH 5	N.N.	
Mi	Einzel	14	18	c.t.	12.07.2017	12.07.2017		ZH 6	N.N.	
Do	Einzel	10	12	c.t.	13.07.2017	13.07.2017		ZH 6	N.N.	
Mi	Einzel	14	18	c.t.	19.07.2017	19.07.2017		H 47	N.N.	
Do	Einzel	10	12	c.t.	20.07.2017	20.07.2017		ZH 6	N.N.	
Mi	Einzel	14	18	c.t.	26.07.2017	26.07.2017		ZH 6	N.N.	
Do	Einzel	10	12	c.t.	27.07.2017	27.07.2017		ZH 6	N.N.	
Di	Einzel	9	13	c.t.	01.08.2017	01.08.2017		ZH 6	N.N.	
Mi	Einzel	9	13	c.t.	02.08.2017	02.08.2017		ZH 6	N.N.	

Hauptseminare

35840 Transatlantic American Modernism Müller

Module: EAS-M33.2(8), EAS-M34.2(8), EAS-M31.1(10), AMS-M33.1(10), AMS-M33.3(7), EAS-M34.1(8), EAS-M31.4(8), AMST-M32.3(7), AMS-M33.2(7), AMS-M32.1(10), ENGYM-M32A.3(7), EAS-M33.1(8), EAS-M34.3(8), EAS-M33.3(8)

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

In the modernist period, which roughly spans the first half of the twentieth century, American cultural production reached new heights of renown and achievement. Many writers, painters, and filmmakers of the period were strongly influenced by contemporary developments in Europe—often because they lived there. At the same time, the modernist generation was the first to reverse the transatlantic tides of influence: American culture now provided models of its own that European artists admired and adopted. The seminar will explore these dynamics through close study of selected works of modernist American literature, painting, theater, and film. Credit requirements: two mid-term papers (1-2 pp.), term paper (12-15 pp.). Participants must acquire the following books: Eugene O'Neill, *4 Plays* (Signet Classics); T. S. Eliot, *The Waste Land, Prufrock, and Other Poems* (Dover Thrift); Ernest Hemingway, *The Sun Also Rises* (Arrow).

35841 The Southern Way of Life**Depkat**

Module: EAS-M34.2(8), EAS-M33.2(8), EAS-M31.1(10), AMS-M33.1(10), AMS-M33.3(7), EAS-M34.1(8), EAS-M31.4(8), AMST-M32.3(7), AMS-M33.2(7), AMS-M32.1(10), ENGYM-M32A.3(7), EAS-M33.1(8), EAS-M34.3(8), EAS-M33.3(8)

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

From its colonial beginnings, the South has always been a distinct region of the United States, with the distinctness of this region being defined less by its geography than by its history and culture. Southern distinctness was primarily shaped by slavery and the plantation system, the lost Civil War and the drama of Reconstruction, a belated industrialization producing the 'New South,' racial segregation under 'Jim Crow' and the fight against it by the Civil Rights Movement. Throughout the ages, Southern experiences, distinctness and identity were expressed, negotiated and constructed in novels, poems, and theatre plays but also in life writings, political speeches, travel accounts and programmatic texts, not to forget the movies and television. Drawing on a broad selection of sources ranging from written texts to visual and audiovisual material, the seminar will trace the Southern Way of Life and its change over time. Credit for: Lehramt, B.A., MAS, MEAS. Course requirement: oral presentation. Credit requirement: presentation handout/ppt.; 15-20-page research paper in English. Readings: Paul D. Escott and David R. Goldfield, eds, *Major Problems in the History of the American South: Documents and Essays: Vol. 1: The Old South* (Lexington, Mass: D.C. Heath, 1990.) Paul D. Escott, Paul D., ed., *Major Problems in the History of the American South: Documents and Essays* (2nd ed., Boston, Mass: Houghton Mifflin, 1999). John B. Boles, ed., *A Companion to the American South* (Malden, Mass: Blackwell Publishers, 2002).

**35842 Course on African American (Pop) Cultural History,
Taught by U.S. Visiting Professor**
N.N.

Module: EAS-M34.2(8), EAS-M33.2(8), EAS-M31.1(10), AMS-M33.1(10), AMS-M33.3(7), EAS-M34.1(8), EAS-M31.4(8), AMST-M32.3(7), AMS-M33.2(7), AMS-M32.1(10), ENGYM-M32A.3(7), EAS-M33.1(8), EAS-M34.3(8), EAS-M33.3(8)

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	Einzel	18:30	20	s.t.	30.05.2017	30.05.2017		ZH 5	N.N.	
Mi	Einzel	14	18	c.t.	12.07.2017	12.07.2017		ZH 6	N.N.	
Do	Einzel	10	12	c.t.	13.07.2017	13.07.2017		ZH 6	N.N.	
Mi	Einzel	14	18	c.t.	19.07.2017	19.07.2017		H 47	N.N.	
Do	Einzel	10	12	c.t.	20.07.2017	20.07.2017		ZH 6	N.N.	
Mi	Einzel	14	18	c.t.	26.07.2017	26.07.2017		ZH 6	N.N.	
Do	Einzel	10	12	c.t.	27.07.2017	27.07.2017		ZH 6	N.N.	
Di	Einzel	9	13	c.t.	01.08.2017	01.08.2017		ZH 6	N.N.	
Mi	Einzel	9	13	c.t.	02.08.2017	02.08.2017		ZH 6	N.N.	

Oberseminare

35844 Recent Research in American Studies

Müller

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

Seminar, SWS: 2, ECTS: 6, Max. Teilnehmer: 20

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

The course provides a forum for scholarly exchange in the field of American Studies. Students who are currently working on their doctoral dissertations and master's theses will present their projects and invite critical responses from the audience. American Studies research projects currently pursued or in the planning stage at the University of Regensburg will be presented for critical examination. In special cases, guest lectures and round tables with international scholars visiting Regensburg American Studies and the Regensburg European American Forum (REAF) will be part of the course program and give course participants the opportunity to share their ideas with experts in their respective fields. M.A. students who wish to take the course for credit in AMS-M35 (M.A. program American Studies) or EAS-M36 (M.A. program European American Studies) are expected to submit the (tentative) title of the master's thesis by 21 March 2017 and an abstract of their thesis project (some 400 words) two weeks before the respective date of their presentation (both by email to timo.mueller@ur.de).

Reviews

35847 Review American Literature

Bauridl

Module: IAA-BA-WB-fachintern(1), ENRS-M22.3(1), ENG-UF-WB(1)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	Einzel	14	16	c.t.	26.04.2017	26.04.2017		ZH 6	Bauridl	
Mi	Einzel	14	16	c.t.	24.05.2017	24.05.2017		ZH 6	Bauridl	
Mi	Einzel	14	16	c.t.	31.05.2017	31.05.2017		ZH 6	Bauridl	
Mi	Einzel	14	16	c.t.	14.06.2017	14.06.2017		ZH 6	Bauridl	
Mi	Einzel	14	16	c.t.	28.06.2017	28.06.2017		ZH 6	Bauridl	
Mi	Einzel	14	16	c.t.	05.07.2017	05.07.2017		ZH 6	Bauridl	
Mi	Einzel	14	16	c.t.	19.07.2017	19.07.2017		ZH 6	Bauridl	

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 text: Baym, Nina, et al., eds. *The Norton Anthology of American Literature*. 8th ed. New York: Norton, 2012. Print. Course requirement: presentation. Credit requirement: presentation handout / ppt. Details will be announced in the first session.

35848 Seminar für Examenskandidaten

Depkat

Seminar, SWS: 2, Max. Teilnehmer: 30

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

Writing an "akademische Abschlussarbeit" is a challenging task that is prone to make you

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

35958 Presentation B.A. (AmE)

Bauridl

Module: ENLI-M31.1(3), AMST-M31.1(3), ENG-UF-WB(3)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	Einzel	14	18	c.t.	03.05.2017	03.05.2017		ZH 6	Bauridl	
Mi	Einzel	14	18	c.t.	10.05.2017	10.05.2017		ZH 6	Bauridl	
Mi	Einzel	14	18	c.t.	17.05.2017	17.05.2017		ZH 6	Bauridl	
Mi	Einzel	14	18	c.t.	21.06.2017	21.06.2017		ZH 6	Bauridl	
Do	Einzel	9	16	c.t.	03.08.2017	03.08.2017		ZH 6	Bauridl	
Fr	Einzel	9	12	c.t.	04.08.2017	04.08.2017		ZH 6	Bauridl	

This course focuses 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 introduces students to techniques of scholarly research presentations and Q&As as well as to strategies to use both to improve their B.A. research. In this context, this course phase also discusses major elements of academic research such as 'agenda,' 'corpus,' 'method,' 'theory' etc. as well as the writing process itself. Course Phase 2 will be dedicated to discussing students' individual current stage in their research and writing process and individual strategies of using the upcoming presentation in this course to improve their research and writing. In Course Phase 3, students will actually present the current stage of their projects in thematically organized workshops. This course focuses on American Studies; it is open to students in the BA programs American Studies and English Linguistics. Course begins 3 May 2017. Phases 1 and 2 will take place during the semester (Wed 14-18: 3 May; 10 May; 17 May; 21 June); Course Phase 3 will be taught in block format after the end of the semester (Thurs. 3 Aug., 9-12; 13-16; Fri. 4 Aug., 9-12). Course requirements: oral presentation (informal and formal). Credit requirement: research proposal—handout (app. 5pp.).

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

33304 Einführung in die Internationale Politik

Groiti

Module: EAS-M31.2(8), EAS-M34.1(8), EAS-M31.4(8), EAS-M34.2(8), EAS-M34.3(8)

Vorlesung, SWS: 2, ECTS: 4

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	16	18	c.t.				H 2	Groiti	Klausur: 25.7., 16 Uhr

Die Vorlesung führt in die politikwissenschaftliche Teildisziplin "Internationale Politik" ein. Im ersten Teil geht sie auf die wichtigsten Theorien ein und bietet einen Einblick in Sicherheits- und Ordnungsprobleme des internationalen Systems. Im zweiten Teil werden zentrale Inhalte und Institutionen der Internationalen Politik erörtert: internationale Sicherheitsorganisationen (UNO, NATO), die deutsche, amerikanische und europäische Außenpolitik und das Internationale Wirtschafts- und Währungssystem (Bretton Woods, IWF, GATT, WTO, Euro). Wie immer werden wir einige exquisite Gastreferenten haben. Zur Vorlesung gibt mein Mitarbeiter Herr Enno Schulz ein Tutorium. Montags 18-20 Uhr, Beginn in der 2. Vorlesungswoche, Raum PT 1.0.4. Pflichtlektüre: Reader Internationale Politik, elektronisch auf GRIPS verfügbar unter: <https://elearning.uni->

regensburg.de/login/index.php. Stephan Bierling: Vormacht wider Willen: Deutsche Außenpolitik seit der Wiedervereinigung, München 2014. The Economist. Weitere Informationen siehe LSF.

33324 Washington Summer Symposium on U.S. Foreign Policy **Groitzl**

Module: EAS-M34.1(8), EAS-M31.4(8), EAS-M34.3(8), EAS-M34.2(8), EAS-M31.1(10)

Hauptseminar, SWS: 3, ECTS: 10, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	Einzel	18	20		26.04.2017	26.04.2017			Groitzl	Informationsveranstaltung
Mo	Einzel	18	20		08.05.2017	08.05.2017			Groitzl	Vorbereitungsseminar
Mo	Einzel	18	20		03.07.2017	03.07.2017			Groitzl	Vorbereitungsseminar
Mo	Einzel	18	20		10.07.2017	10.07.2017			Groitzl	Vorbereitungsseminar
Mo	Einzel	18	20		17.07.2017	17.07.2017			Groitzl	Vorbereitungsseminar

Exkursion: voraussichtlich 30.7.-10.8.2017 (TBC). Hinweise: Der Bewerbungsauftrag für die Exkursion wird 2017 veröffentlicht. Die Anmeldephase läuft bis 30.4.2017. Weitere Informationen auf www.intpol.ur.de und LSF.

35715 Variation and Change in North American Englishes **Siebers**

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

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

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

Course description: See "Englische Sprachwissenschaft: Proseminare".

35738 African American English: Issues and Text Analyses **Schneider**

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

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

M.A. students in European-American Studies: To register for this seminar, please contact Prof. Dr. Schneider (zur Anmeldung vorherige Kontaktaufnahme mit Prof. Dr. Schneider nötig).

Course description: see "Englische Sprachwissenschaft: Hauptseminare".

Nicht gestufte Übungen

35785 Blockseminar/ Irland-Exkursion: Irish History and Culture Lenz

Module: ENG-DF-ZP(5), ENGYM-M32B.2(5), BRST-M32.2(5), BLK-M32.3(8), ENG-UF-WB(5)

Seminar, SWS: 2, Max. Teilnehmer: 8

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
-	n. V.			c.t.					Lenz	Der genaue Termin wird den vorangemeldeten Teilnehmern/Innen per E-Mail und bei einem ersten Informationstreffen mitgeteilt.

Course description: See "Anglistik: Cultural Studies Advanced".

35854 Tandem Mentoring Uppendahl

Übung, SWS: 2

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

Übung, SWS: 2

35856 RUPs, too Kohen

Übung, SWS: 2

Sprachpraxis

Basismodul

35860 General Language Course A Arrington, Gebauer, Kohen

Module: ENRS-M11.1(3), ENLI-M11.1(3), AMST-M11.1(3), ENHS-M15.1(3), ENHS-M11.1(3), ENGS-M11.1(3), BRST-M11.1(3), ENGYM-M11.1(3), ENGS-M15.1(3)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	8	11	c.t.			Gruppe 1	ZH 4	Kohen	
Mo	wöch.	8	11	c.t.			Gruppe 2	PT 1.0.2	Gebauer	
Mo	wöch.	11	14	c.t.			Gruppe 3	PT 1.0.2	Gebauer	
Mo	wöch.	11	14	c.t.			Gruppe 4	ZH 4	Kohen	
Mo	wöch.	14	17	c.t.			Gruppe 5	PT 1.0.2	Arrington	
Mo	wöch.	17	20	c.t.			Gruppe 6	PT 1.0.2	Arrington	
-	Block	9	14:30	c.t.	21.08.2017	05.09.2017	Gruppe 7	PT 1.0.2	Arrington	

The prerequisite for GLC A is the successful completion of the *EFV*, i.e. formal admittance to the program. GLC A combines work in the skill areas of vocabulary, grammar, reading, and translation, all at an advanced level, and is intended to prepare students for the kinds of work they should be doing in their first few semesters at an academic institution. Vocabulary acquisition and pronunciation are to be worked on outside of class, and the majority of the in-class time will be spent on units of readings that give students insight into various English-speaking cultures, which will then stand them in good stead in their literature, linguistic and cultural studies courses. Work on grammar will be contextualized, and while certain problems in

English grammar will receive attention, students are expected to have an advanced command of the grammar before they enrol in GLC A. The writing component of the course is intended to bolster the range of expression the students have and to reinforce concepts of writing at the university level. Translation will be approached from the aspect of contrastive analysis with German and will serve to improve fluency in English as well as give students practice in dealing with syntax, lexis and grammar. It is recommended that students take GLC A in their first or second semesters, as the course helps to lay the groundwork for other courses. At the end of GLC A or B there will be an oral exam that tests pronunciation, flow and intonation. Those who do not pass the exam will be sent to the language lab to practice and improve before they are re-tested. - Course requirements: in-class participation, oral reports, written assignments and final exam as laid out in course pack. - Materials: GLC A course pack -- available at *Digital-Print* in the *Ludwig-Thoma-Str.* Carleton-Gertsch, Louise. *Words in context. Thematischer Oberstufenwortschatz Englisch.* Klett: 2013 (Unit 1-4, 15, 18). Sammon, Geoff. *Exploring English Grammar: Anglistik - Amerikanistik.* Berlin: Cornelsen, 2002; Swan, Michael. *Practical English Usage.* 3rd ed. Oxford: OUP, 2005. Note: The final exam for the regular semester-courses will be held on Sat., 22.7.2017. There will be no alternate exam date.

35880 Composition (Introduction to Academic Writing)

Cavanna, Gebauer, Hill,
McIntosh-Schneider, Uppendahl

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	12	14	c.t.			Gruppe 1	PT 1.0.2	McIntosh-Schneider	
Do	wöch.	16	18	c.t.			Gruppe 2	PT 2.0.3A	Cavanna	
Do	wöch.	18	19:30	s.t.			Gruppe 3	ZH 5	Gebauer	
Fr	wöch.	8	10	c.t.			Gruppe 4	PT 1.0.2	Cavanna	
Fr	wöch.	12	14	c.t.			Gruppe 5	PT 1.0.2	Uppendahl	
-	Block	9	12:30	s.t.	07.08.2017	18.08.2017	Gruppe 6	PT 2.0.3A	McIntosh-Schneider	
-	Block	9	12:30	s.t.	19.09.2017	30.09.2017	Gruppe 7	PT 1.0.2	Hill	

It is highly recommended to take this course during the first two semesters, ideally after having completed GLC A, yet either before or together with GLC B. Students are already expected to possess satisfactory writing skills in English, including basic knowledge of paragraph and essay development. As the course title suggests, emphasis will be placed on doing academic work. Course requirements will include several written assignments and a 1000- to 1200-word research paper. Details about course materials will be announced in the first week of the semester. Required book: Fowler, H. Ramsey, and Jane E. Aaron. *The Little, Brown Handbook.* 13th global ed. Boston: Pearson, 2016. Print. - Registration via LSF.

35894 Exercises in English Pronunciation (BrE/AmE)

Gebauer, Hill, Kohen

Module: ENG-DF-ZP(1), IAA-BA-WB-fachintern(1), ENGS-M15.2(1), ENG-UF-WB(1)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	8	9	c.t.			Gruppe 1	ZH 4	Gebauer	
Mi	wöch.	8	9	c.t.			Gruppe 2	ZH 5	Hill	
Mi	wöch.	9	10	c.t.			Gruppe 3	ZH 4	Gebauer	
Mi	wöch.	9	10	c.t.			Gruppe 4	ZH 5	Hill	

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.

35900 General Language Course B Arrington, Gebauer, Hill, McIntosh-Schneider

Module: ENHS-M11.2(4), ENGYM-M11.2(4), AMST-M11.2(4), BRST-M11.2(4), ENHS-M15.2(4), ENRS-M11.2(4), ENLI-M11.2(4), ENGS-M11.2(4)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	8	11	c.t.			Gruppe 1	PT 2.0.3A	Hill	
Mo	wöch.	11	14	c.t.			Gruppe 2	PT 2.0.3A	Hill	
Mo	wöch.	17	20	c.t.			Gruppe 3	ZH 6	McIntosh-Schneider	
Mi	wöch.	12	15	c.t.			Gruppe 4	S 119	Arrington	
Do	wöch.	8	11	c.t.			Gruppe 5	PT 1.0.2	Arrington	
Fr	wöch.	8	11	c.t.			Gruppe 6	ZH 5	Gebauer	
Fr	wöch.	11	14	c.t.			Gruppe 7	ZH 5	Gebauer	

The prerequisite for GLC B is the successful completion of GLC A. Moreover, it is highly recommended that students who earned a mark of 3 or less in GLC A do some supplemental work in order to improve before advancing to GLC B. GLC B combines work in the skill areas of vocabulary, grammar, reading, and translation, all at an advanced level. Vocabulary acquisition and pronunciation are to be worked on outside of class, and the bulk of the in-class time will be spent on units of readings that explore aspects of language and society in Great Britain and the USA. Students will be expected to have a solid background in the area of cultural studies and this course will build upon that. Grammar will be contextualized as in GLC A, although an even more sophisticated approach to the analysis of grammatical functions will be expected. The goal of the writing component of the course is to have students producing texts of near-native fluency and correctness. Translation will also be approached from the aspect of contrastive analysis, although the focus will be on longer texts for the purposes of increasing cohesion and idiomatic quality and refining style. It is recommended that students take GLC B in their second (B.A.) or third (Lehramt) semesters. - Course requirements: in-class participation, oral reports, written assignments and final exam as laid out in course pack. - Materials: GLC B course pack, available from *Digital-Print* in the *Ludwig-Thoma-Str.* Hoffmann, H. G., and M. Hoffmann. 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. Note: The final exam will be held on Sat., 22.7.2017. There will be no alternate exam date.

35911 Focus on Grammar and Vocabulary Practice Arrington

Module: ENG-DF-ZP(2), IAA-BA-WB-fachintern(2), ENG-UF-WB(2)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	16	18	c.t.				S 024	Arrington	

In this course we plan to cover points that need revision. There will be one small student project

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

Vertiefungsmodul

35915 General Language Course C Hill, Kohen, McIntosh-Schneider, Uppendahl, Waller

Module: ENLI-M24.1(4), ENHS-M21.2(4), ENLI-M21.2(4), ENGS-M21.2(4), AMST-M24.1(4), BRST-M24.1(4), AMST-M21.2(4), BRST-M21.2(4), ENRS-M21.2(4), ENG-DF-ZP(4), ENGYM-M21.2(4)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	14	17	c.t.			Gruppe 1	ZH 6	Waller	
Do	wöch.	11	14	c.t.			Gruppe 2	PT 1.0.2	Uppendahl	
Do	wöch.	11:30	14	s.t.			Gruppe 3	ZH 4	McIntosh-Schneider	
Do	wöch.	16	19	c.t.			Gruppe 4	PT 1.0.2	Uppendahl	
Fr	wöch.	11	14	c.t.			Gruppe 5	ZH 6	Hill	
Fr	wöch.	11	14	c.t.			Gruppe 6	ZH 4	Kohen	

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. As in GLC A and B, GLC C has structured components such as vocabulary requirements and units of readings; however, the onus will be even more on the students in terms of active participation and commitment to the assigned tasks. Applied grammar is the focus of the course, and this will mainly evidence itself in the form of various writing tasks and translations; however, there will still remain a few areas of grammar to be covered in the course and these will be tested in the final exam. In keeping with the advanced level of the course, the writing and translations will be longer texts which require sophisticated language and analysis. The readings will consist of thematic units building upon the knowledge of culture and language acquired in previous semesters. Moreover, oral components such as debates and extended presentations will be added to the course requirements, so that not only what you say but how you say it becomes a measure of success. It is recommended that students take GLC C in about their fifth semester (before moving on to "Grammar"!).

- Course requirements: in-class participation, presentations, a project assignment, an in-class exam and the final exam as laid out in course pack. - Materials: GLC C course pack -- available at *Digital-Print* in the *Ludwig-Thoma-Str.* 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. Note: The final exam will be held on Sat., 22.7.2017. There will be no alternate exam date.

35923 Writing B.A. (AmE) Gebauer

Module: ENLI-M21.1(3), AMST-M21.1(3), ENG-UF-WB(3)

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

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

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

35924 Writing B.A. (BrE)

McIntosh-Schneider

Module: BRST-M21.1(3), ENLI-M21.1(3), ENG-UF-WB(3)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Do	wöch.	14	16	c.t.				ZH 6	McIntosh-Schneider	

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

35925 Sprachmittlung (LA nicht vertieft)

Malkmus

Module: IAA-BA-WB-fachintern(3), ENG-DF-ZP(3), ENRS-M21.4(3), ENHS-M21.4(3), ENGS-M21.4(3)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	10	12	c.t.			Gruppe 1	ZH 5	Malkmus	
Di	wöch.	12	14	c.t.			Gruppe 2	ZH 4	Malkmus	

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

35934 Grammar**Lenz**

Module: ENRS-M21.1(3), ENHS-M21.1(3), ENGS-M21.1(3), ENGYM-M21.1(3)

Seminar, SWS: 2, ECTS: 3, Max. Teilnehmer: 70

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	14	16	c.t.			Gruppe 1	PT 1.0.2	Lenz	
Do	wöch.	14	16	c.t.			Gruppe 2	PT 2.0.3A	Lenz	

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

35938 Language Analysis**Lenz**

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

Seminar, SWS: 2, ECTS: 3, Max. Teilnehmer: 70

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	16	18	c.t.			Gruppe 1	PT 2.0.3A	Lenz	
Mi	wöch.	14	16	c.t.			Gruppe 2	H 8	Lenz	

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

Weitere Sprachpraktische Kurse

35897 Talking the Talk in the Classroom

Hill

Module: ENG-UF-WB(2), ENG-DF-ZP(2)

Seminar, SWS: 2, Max. Teilnehmer: 20

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

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

35940 Sprachmittlung (LA vertieft)

Malkmus

Module: IAA-BA-WB-fachintern (3), ENGYM-M31.1(3)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	12	14	c.t.			Gruppe 1	R 008	Malkmus	
Fr	wöch.	12	14	c.t.			Gruppe 2	PT 3.0.76	Malkmus	

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

35945 Academic Writing LA (vertieft, neue LPO)

Kohen, Waller

Module: ENGYM-M31.2(3)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	8	10	c.t.			Gruppe 1	PT 1.0.2	Kohen	
Di	wöch.	10	12	c.t.			Gruppe 2	ZH 6	Kohen	
Mi	wöch.	18	20	c.t.			Gruppe 3	PT 2.0.3A	Waller	
Do	wöch.	16	18	c.t.			Gruppe 4	ZH 4	Waller	

This is a required course for all *Lehramt Gymnasium* students who began their studies in

WS 08/09 or later. It is intended to provide in-depth treatment of advanced cultural studies topics in combination with practice writing various task types which occur on the Text Production exam. Requirements for the course include the completion of a portfolio of assigned tasks, participation in course discussions and an oral presentation.

35949 Text Production (nicht vertieft) McIntosh-Schneider

Übung, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	18	20	c.t.				PT 1.0.2	McIntosh-Schneider	

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

35950 Text Production, vertieft Cavanna, Hill, Kohen, Waller

Übung, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	12	14	c.t.			Gruppe 1	ZH 5	Hill	
Mi	wöch.	16	18	c.t.			Gruppe 2	PT 1.0.2	Waller	
Fr	wöch.	8	10	c.t.			Gruppe 3	S 008	Kohen	
Fr	wöch.	12	14	c.t.			Gruppe 4	PT 2.0.3A	Cavanna	

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

35954 Sprachmittlung Examensrepetitorium (ED-Übersetzung) Kautzsch, Schleburg

Übung, SWS: 2, Max. Teilnehmer: 30

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	8	10	c.t.			Gruppe 1	ZH 5	Kautzsch	
Di	wöch.	16	18	c.t.			Gruppe 2	ZH 6	Schleburg	

35956 Academic Writing B.A. AmE**Cavanna***Module: ENG-UF-WB(3), AMST-M31.2(3), ENLI-M31.2(3)*

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	8	10	c.t.				ZH 5	Cavanna	

Building on Composition (Introduction to Academic Writing) and Writing B.A., this course gives B.A. students the opportunity to polish their analytical and stylistic skills at a more advanced level. Course and credit requirements: successful completion of a portfolio comprising four graded writing assignments plus a four-page research paper at the end of term. Course readings will be provided in class. Primary reference books will be those used in the earlier writing courses: Fowler, H. Ramsey, and Jane E. Aaron. *The Little, Brown Handbook*. 13th global ed. Boston: Pearson, 2016. Print. *MLA Handbook for Writers of Research Papers*. 8th ed. New York: Modern Language Association, 2016. Print.

35957 Academic Writing B.A. BrE**Malkmus***Module: BRST-M31.2(3), ENLI-M31.2(3), ENG-UF-WB(3)*

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Fr	wöch.	10	12	c.t.				VG_2.39	Malkmus	

Building on Composition (Introduction to Academic Writing) and Writing B.A., this course gives B.A. students the opportunity to polish their analytical and stylistic skills at a more advanced level. Course requirements: successful completion of a portfolio comprising four graded writing assignments plus a four-page research paper at the end of term. Course readings will be provided in class. Primary reference books will be those used in the earlier writing courses: Fowler, 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.

35958 Presentation B.A. (AmE)**Bauridl***Module: ENLI-M31.1(3), AMST-M31.1(3), ENG-UF-WB(3)*

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	Einzel	14	18	c.t.	03.05.2017	03.05.2017		ZH 6	Bauridl	
Mi	Einzel	14	18	c.t.	10.05.2017	10.05.2017		ZH 6	Bauridl	
Mi	Einzel	14	18	c.t.	17.05.2017	17.05.2017		ZH 6	Bauridl	
Mi	Einzel	14	18	c.t.	21.06.2017	21.06.2017		ZH 6	Bauridl	
Do	Einzel	9	16	c.t.	03.08.2017	03.08.2017		ZH 6	Bauridl	
Fr	Einzel	9	12	c.t.	04.08.2017	04.08.2017		ZH 6	Bauridl	

This course focuses 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 introduces students to techniques of scholarly research presentations and Q&As as well as to strategies to use both to improve their B.A. research. In this context, this course phase also discusses major elements of academic research such as 'agenda,' 'corpus,' 'method,' 'theory'

etc. as well as the writing process itself. Course Phase 2 will be dedicated to discussing students' individual current stage in their research and writing process and individual strategies of using the upcoming presentation in this course to improve their research and writing. In Course Phase 3, students will actually present the current stage of their projects in thematically organized workshops. This course focuses on American Studies; it is open to students in the BA programs American Studies and English Linguistics. Course begins 3 May 2017. Phases 1 and 2 will take place during the semester (Wed 14-18: 3 May; 10 May; 17 May; 21 June); Course Phase 3 will be taught in block format after the end of the semester (Thurs. 3 Aug., 9-12; 13-16; Fri. 4 Aug., 9-12). Course requirements: oral presentation (informal and formal). Credit requirement: research proposal—handout (app. 5pp.).

35959 Presentation B.A. (BrE)

Hill

Module: ENLI-M31.1(3), BRST-M31.1(3), ENG-UF-WB(3)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Fr	wöch.	8	10	c.t.				ZH 6	Hill	

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

Fachdidaktik für Lehramt Grund-, Mittel- und Realschule

Proseminare

35967 Teaching Vocabulary in ELT

Karl

Module: ENFDNV-M11.3(4)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Do	wöch.	12	14	c.t.				PT 2.0.3A	Karl	

Kommunikationsfähigkeit hängt wesentlich von einem umfangreichen und spontan abrufbaren Wortschatz ab. In welchem Ausmaß wir uns unseren Absichten, der Situation und dem Adressaten gegenüber angemessen ausdrücken können, wird von dem adäquaten Einsatz von Kollokationen, Phrasen, Formeln etc. bestimmt - aber auch von unserem Wissen über (nicht nur sprachliche) Konventionen der Zielkultur. Wortschatzerwerb ist daher erheblich mehr als das Vermitteln von "Vokabeln". In diesem Kurs werden wir zunächst der Frage nachgehen, was der Wortschatzerwerb alles umfasst und was ihn für Schüler interessant machen kann. Im Anschluss beschäftigen wir uns mit Material und methodischen Verfahren zum Wortschatzerwerb. Wir gehen zudem auf die Entwicklung und Anwendung von Sprachtests mit einem Fokus auf Vokabular ein. Leistungsnachweis: Präsentation, aktive Mitarbeit, Erstellen eines Portfolios. Relevante Literatur: Nation, Ian S.P. *Learning vocabulary in another language*. Cambridge [u. a.], Cambridge UP, 2013. Print.

Proseminare (Didaktikfach Englisch)

35962 Theorie und Praxis des Englischunterrichts in der Mittelschule

Schindler

Module: ENFDNV-M13.2(3)

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

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

3 SWS (2 SWS Seminar und 1 SWS Unterrichtshospitalation mit Analyse n. V.)

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

35963 Teaching English in the Primary Classroom

Hitzfelder

Module: ENFDNV-M12.2(3)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	16	18	c.t.					Hitzfelder	Montessori Schule Regensburg Prüfeningers Schlosstr. 73c 93051 Regensburg

4 SWS (2 SWS Seminar und 2 SWS Unterrichtshospitalation mit Analyse n. V.)

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

Proseminare (praktikumsbegleitend)

35964 TEFL: Theory and Practice (LA Grundschule)

König

Module: ENFDNV-M11.2(3)

Proseminar, SWS: 2, ECTS: 3

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	13:30	15	s.t.					König	St.-Nikola-Grundschule Regensburg Reinhausen 40/42 93059 Regensburg

This course is obligatory for all those students who will be doing their "fachdidaktisches

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

35966 TEFL: Theory and Practice (LA Realschule und Mittelschule) Kirchhoff

Module: ENFDNV-M11.2(3)

Proseminar, SWS: 2, ECTS: 3

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	14	16	c.t.				PT 1.0.2	Kirchhoff	

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

Examenskolloquium

35969 Zentrale Aspekte und Fragestellungen des Englischunterrichts (Examensvorbereitung) Kirchhoff

Module: ENFDNV-M11.4(2)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Do	wöch.	8:30	12	s.t.	27.04.2017	08.06.2017		ZH 6	Kirchhoff	27.04. - 8.06.2017

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

Publikationen enthält, in Auftrag gegeben werden. Die Verteilung der Themen für die schriftlichen Aufgaben erfolgt in der ersten Sitzung. Leistungsnachweis: Ausarbeitung eines Klausurthemas oder Handout als Informationsgrundlage zu einem Examensthema.

Praktikum

35970 Durchführung und Analyse von Unterricht (in Ausbildungsklassen) Kirchhoff

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

Praktikum

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	8	13	s.t.					Kirchhoff	vor Ort in den Praktikumsschulen

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

Module: ENFDNV-fdPra-M11.1(3)

Praktikum, SWS: 2

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

35972 Vorbereitungsbesprechung für das pädagogisch-didaktische Blockpraktikum Kirchhoff

Praktikum, Max. Teilnehmer: 20

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

Übung

35897 Talking the Talk in the Classroom Hill

Module: ENG-UF-WB(2), ENG-DF-ZP(2)

Seminar, SWS: 2, Max. Teilnehmer: 20

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

Course description: see "Sprachpraxis: Weitere sprachpraktische Kurse".

Fachdidaktik für Lehramt Gymnasium

Seminar Kulturdidaktik

35979 Teaching Culture, Literature and Media in ELT

Auflitsch

Module: ENFDGYM-M11.2(3)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Do	wöch.	14	16	c.t.				VG_2.39	Auflitsch	

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

Oberkurse (Sprach- und Literaturdidaktik)

35985 Digital Media in the communicative English classroom

Miethaner

Module: ENFDGYM-M11.3(4)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	18	20	c.t.				PT 2.0.3A	Miethaner	

Undoubtedly, digital media have acquired a prominent role in the lives of children and teenagers. This fact is increasingly reflected in language teaching, as the Internet, tablets, software applications, etc. are entering the classroom. However, modern media may only improve pupils' learning achievement if their use is integrated into adequate learning and teaching arrangements. Thus, in this seminar we will first familiarize ourselves with the theory of media in general and digital media in specific, as well as various teaching concepts such as e-learning, blended learning and balanced teaching. Then we will develop a set of criteria enabling us to gauge the didactical and pedagogical surplus of digital media. In the main part of the seminar, those criteria will be applied to the analysis of various "products", e.g. the online platform mebis, which was officially implemented at Bavarian schools in 2014, iPads, smartphones (bring your own device), educational software, and so on. To obtain credits you will be asked to participate actively in class, to put together a portfolio and to give a presentation. Recommended reading: Tucker, Catlin A., Tiffany Wycoff and Jason T. Green. 2016. *Blended Learning in Action. A Practical Guide Toward Sustainable Change*.

Module: ENFDGYM-M11.3(4)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	10	12	c.t.				PT 1.0.2	Gastl-Pischetsrieder	

At the core of a great teacher's skill-set is the ability to explain the concepts, theories and techniques that make up their subject. In this seminar, we will deal with this ability in two contexts: in ELT and in content and language integrated teaching (Bilingualer Sachfachunterricht). We will look at video material from ELT teachers in action to get a better idea of the nature of explanations in our subject. Afterwards students will prepare their own explanations. For the bilingual context, we will cooperate with the Chemistry department. This enables us to reflect on our understanding of less familiar topics and gain an outsider's point of view. Overall goal is to deepen the competence in explaining. Please note that there is a strong focus on practice. Students' explanations will be filmed for self- and peer-assessment. Requirements for course credits: active participation, oral presentations, portfolio. Recommended reading: Keßler, Jörg-U. "Englischdidaktik in Erklärungsnot. Implizites und explizites Wissen und die Rolle der Bewusstmachung im schulischen Englischerwerb." *Erklären – Gesprächsanalytische und fachdidaktische Perspektiven*. Ed. Rüdiger Vogt. Tübingen: Stauffenburg Verlag, 2009. 93-108. Print. Registration via LSF. Note: Students can only take part in the *Oberkurs* after they have successfully passed the introduction to ELT.

Kolloquien

35991 Doktorandenkolloquium

Kirchhoff

Kolloquium, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Fr	Einzel	11	16	c.t.	23.06.2017	23.06.2017			Kirchhoff	
-	BlockSa			c.t.	24.05.2017	27.05.2017			Kirchhoff	Blockveranstaltung in Frauenchiemsee

35992 Examenskolloquium

Kirchhoff

Kolloquium, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
-	Block	9	13:30	c.t.	03.04.2017	07.04.2017		ZH 4	Kirchhoff	

C. Für Interessierte

RUPs, too

The RUPs have been a part of the University of Regensburg since 1967, and they are still going strong. The main goals of the acting troupe are to provide quality entertainment in English and a medium for interested students to improve their own proficiency in the language. Any students who are interested in joining the group, whether as backstage crew or on stage, are welcome to join us. Auditions for roles are held at the beginning of every semester, but acting experience is not necessary. Not every person can act every semester, but we always have a place for people who are interested in team work and enjoy a nice group atmosphere. For more information please contact Jamie Kohen in her office hours in PT 3.2.50, or by email: jamie.kohen@ur.de, or check out the RUPs, too Facebook page.

Universitätsbibliothek

Die Universitätsbibliothek besitzt neben Büchern und Zeitschriften u. a. auch hunderte britischer und amerikanischer Filme und Dokumentationen auf DVD und englischsprachige Hörbücher auf CD, die von Studierenden entliehen werden können. Kataloge sind über die Homepage der Universitätsbibliothek verfügbar.

English Language Resources

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

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

Exkursion nach Irland (Vorankündigung)

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

Exkursion nach Wales im Sommersemester 2018 (Vorankündigung)

Die nächste Exkursion nach Wales wird im Sommersemester 2018 stattfinden; die Anmeldung wird 2017 sein: bitte beachten Sie entsprechende Aushänge.