

INSTITUT FÜR ANGLISTIK UND AMERIKANISTIK



KOMMENTARE

für das Studium im

Sommersemester 2020

Geschäftsführung:

Prof. Dr. Jochen Petzold
Zimmer PT 3.2.45

Sekretariat:

Sekretariat Anglistik
Zimmer PT 3.2.49

Studienberatung:

Studienplanung/-organisation	Kleist
Englische Sprachwissenschaft	Laube
Englische Literatur- und Kulturwissenschaft	Boehm, Decker
Studieneinheiten Großbritannienstudien und Gender Studies	Boehm, Decker
Amerikanistik/American Studies (B.A., M.A.)	Dexl
Amerikanistik/American Studies (Lehramt)	Gotteswinter
Studieneinheit Nordamerikastudien	Dexl
Fachdidaktik Englisch (nicht vertieft)	Knittl
Fachdidaktik Englisch (vertieft)	N.N. (Professurvertretung Fachdidaktik)
Sprachpraxis	Kohen, Uppendahl, Waller

A. Wichtige Termine und Fristen

1. Bewerbung Master-Studiengänge

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

2. LSF-Anmeldung (Kursplatzvergabe)

→ **Mo, 13.4.2020 – Do, 16.4.2020** für alle **Erstsemester**-relevanten Kurse (GLC A, Introduction to English Linguistics, Introduction to English and American Literary Studies)

→ **Mo, 27.1.2020 – So, 29.3.2020** für alle anderen Kurstypen (außer Vorlesungen)

Es gilt **Folgendes**:

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

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

3. FlexNow-Anmeldung (Verbuchung der Prüfungsergebnisse)

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

Ausgenommen davon sind lediglich Austauschstudierende.

→ FlexNow-Anmeldefrist für das SS 2020: **Mo, 4.5.2020 – So, 5.7.2020**

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, 14. Jan. – So, 27. Jan. 2019** (Achtung: für diese Prüfung ist zusätzlich auch eine Anmeldung in LSF erforderlich!).

Bitte beachten:

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

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

B. Lehrveranstaltungen

1. Bekanntmachungen zu Änderungen des Veranstaltungsangebotes

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

→ **Informieren Sie sich regelmäßig** im Online-Vorlesungsverzeichnis LSF und beachten Sie Ausgänge beim Studienorganisationsbüro bezüglich:

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

2. Erläuterungen zur Modulzuordnung

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

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

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

3. Unterrichtssprache

Lehrveranstaltungen mit englischsprachigem Titel werden auf Englisch durchgeführt.

Englische Sprachwissenschaft (English Linguistics)

Thematische Vorlesung (Topical Lecture in English Linguistics)

35738 Sociolinguistics **Brato**

Module: ELG-M3.1 (4), ELG-M32.2 (8), ELG-M33.2 (8), ELG-M33.3 (4), ELG-M5.2 (4), ELG-M7.1 (4), ENG-DF-ZP (4), ENG-UF-WB (4), ENGYM-M32C.1 (4), ENLI-M23.2 (4), ENLI-M25.2 (4), ENLI-M25.3 (4), ENLI-M32.1 (4), WB-IAA (4)

Vorlesung, SWS: 2

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	8	10	c.t.				H11	Brato	

Sociolinguistics is the study of the relationship between language and society. Since Labov's iconic studies in the early 1960s, it has developed into one of the most vibrant fields of linguistic research. The aim of this lecture is threefold: Firstly, students will learn about some of the research areas of sociolinguistics, such as regional and social variation, language attitudes and language and identity. Secondly, students will be acquainted with the some of the underlying theoretical assumptions and models, e.g. the S-curve, real- and apparent-time variation and change and the three waves of research in sociolinguistics. Thirdly, students will be acquainted with some of the methods used in sociolinguistics, such as the sociolinguistic interview, corpus-based analyses and survey data. We will look at examples from across the world and take into consideration both historical and more recent data.

Having completed this lecture, students will be able to...

- discuss the relationship between language and society from different perspectives,
- name and apply the basic terminology of (variationist) sociolinguistics, such as variation and the variable, accommodation, language and dialect contact, hypercorrection or social networks,
- identify, critically evaluate and apply a range of theories and methods in sociolinguistic data analysis,
- describe, extract and discuss the information provided in tables, graphs or diagrams in sociolinguistic data.

Course requirements: final exam.

Introduction to English Linguistics

35702 Introduction to English Linguistics I: Theory and Structure **Schleburg**

Module: AMST-M12.2 (4), AMST-M12.2 (4), BRST-M12.2 (4), BRST-M12.2 (4), ELG-M32.2 (8), ELG-M33.2 (8), ELG-M33.3 (4), ENGS-M12.2 (4), ENGS-M12.2 (4), ENGYM-M12.2 (4), ENGYM-M12.2 (4), ENHS-M12.2 (4), ENHS-M12.2 (4), ENLI-M12.2 (4), ENLI-M12.2 (4), ENRS-M12.2 (4), ENRS-M12.2 (4)

Vorlesung, SWS: 2, ECTS: 4

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	12	14	c.t.				H16	Schleburg	

Studierende, die den Kurs *Introduction to English Linguistics* bereits VOR dem Sommersemester 2020 erfolgreich absolviert haben, müssen nur die Vorlesung bei Dr. Schleburg (Mi 12-14 Uhr) besuchen, nicht aber das Begleitseminar. Eine Anmeldung in LSF ist hierfür nicht nötig.

This lecture offers 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 provides systematic coverage of what the Bavarian Kultusministerium has established as the so-called core curriculum in English linguistics. In particular, the following topics will be addressed: systematic features of modern English (also as opposed to German) at the levels of phonetics and phonology, lexis (characteristics of the English word stock; word meanings); morphology (word-formation, inflection); and syntax (approaches, sentence constituents, phrases, clauses); the historical evolution of the language (periodisation and external history; lexical growth; major sound changes and their synchronic consequences; the history of English morphology; the emergence of modern English syntactic structures); present-day diffusion, varieties, and the status of English in the modern world.

35703 Introduction to English Linguistics II: English in Use **Fischer**

Module: AMST-M12.3 (4), AMST-M12.3 (4), BRST-M12.3 (4), BRST-M12.3 (4), ENGS-M12.3 (4), ENGS-M12.3 (4), ENGYM-M12.3 (4), ENGYM-M12.3 (4), ENHS-M12.3 (4), ENHS-M12.3 (4), ENLI-M12.3 (4), ENLI-M12.3 (4), ENRS-M12.3 (4), ENRS-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.				H17	Fischer	
Di	Einzel	10	12	c.t.	21.07.2020	21.07.2020		H38	Fischer	zusätzlicher Hörsaal für die Klausur; additional room for the final exam

Studierende, die den Kurs *Introduction to English Linguistics* bereits VOR dem Sommersemester 2020 erfolgreich absolviert haben, müssen nur die Vorlesung bei Prof. Dr. Fischer (Di 10-12 Uhr) besuchen, nicht aber das Begleitseminar. Eine Anmeldung in LSF ist hierfür nicht nötig.

Since the 1960's, new areas of linguistics have evolved that deal with English as used in specific contexts. In particular, two major fields emerged: pragmatics, which is about the meaning of utterances in particular situations; and sociolinguistics, which is about social factors that influence the use of language. Pragmatics mainly includes deixis, speech acts, conversational principles, politeness, and discourse analysis. Sociolinguistics encompasses language variation, language change, multilingualism, language contact phenomena, as well as language and culture. Apart from pragmatics and sociolinguistics, the lecture will give an introduction into text linguistics, the history of English, corpus linguistics, and English dictionaries.

Requirements: Regular attendance, final exam.

35704 Understanding English Linguistics I: Theory and Structure **Brato, Laube, Neuland, N.N., Schleburg**

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	14	15	c.t.			Gruppe 1	PT 1.0.2	Schleburg	
Di	wöch.	13	14	c.t.			Gruppe 2	ZH 4	Brato	
Di	wöch.	14	15	c.t.			Gruppe 3	ZH 5	Laube	
Di	wöch.	16	17	c.t.			Gruppe 4	ZH 4	Laube	
Di	wöch.	17	18	c.t.			Gruppe 5	ZH 4	Laube	
Do	wöch.	10	11	c.t.			Gruppe 6	ZH 5	N.N.	
Do	wöch.	11	12	c.t.			Gruppe 7	ZH 5	N.N.	
Do	wöch.	13	14	c.t.			Gruppe 8	ZH 5	N.N.	
Do	wöch.	12	13	c.t.			Gruppe 9	PT 2.0.3A*	Neuland	

Begleitseminar zu *Introduction to English Linguistics I: Theory and Structure*

Linguistics certainly has its theoretical, even philosophical side, but it also offers a practical toolkit of notions and definitions that enable informed users to analyse and savour a language that less informed users merely speak. In addition to recapitulating and practising the more general and historical contents of lecture 35702, this seminar will show how the categories and terminologies introduced there can be profitably applied to the sounds, word forms, and syntactic structures of the English language.

Course requirements: regular attendance, active participation, completion of written exercises.

35705 Understanding English Linguistics II: English in Use **Fischer, Neumaier, Richter**

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	8	9	c.t.			Gruppe 1	ZH 5	Richter	
Mo	wöch.	9	10	c.t.			Gruppe 2	ZH 5	Richter	
Mo	wöch.	10	11	c.t.			Gruppe 3	ZH 4	Richter	
Mo	wöch.	11	12	c.t.			Gruppe 4	ZH 4	Richter	
Di	wöch.	12	13	c.t.			Gruppe 5	ZH 4	Richter	
Do	wöch.	8	9	c.t.			Gruppe 6	PT 1.0.2	Richter	
Do	wöch.	9	10	c.t.			Gruppe 7	PT 1.0.2	Richter	
Di	wöch.	15	16	c.t.			Gruppe 8	ZH 5	Neumaier	

Begleitseminar zu *Introduction to English Linguistics II: English in Use*

While the lecture "Understanding English Linguistics II: English in Use" focusses on more theoretical aspects, this accompanying course is more practice-oriented. It recapitulates main points from the preceding lecture and extends the required knowledge through interactive questions and activities.

Course requirements: regular attendance, active participation, completion of written exercises.

Proseminare (Topical Seminars in Linguistics)

35714 Variation in Language Acquisition **N.N.**

Module: ELG-M3.2 (4), ELG-M33.3 (4), ELG-M4.1 (8), ELG-M5.2 (4), ELG-M7.1 (4), ENG-UF-WB (4), ENGYM-M22.1 (4), ENGYM-M22.1 (4), ENLI-M22.1 (4), ENLI-M22.1 (4), ENLI-M23.1 (4), ENLI-M23.1 (4), ENLI-M25.1 (4), ENLI-M25.3 (4), IAA-BA-WB-fachintern (4)

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

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

Language acquisition is a vast area of research that scholars have been investigating for several decades and from various perspectives. They have mainly attempted to discover the patterns of the acquisition process in order to investigate how people learn their first and non-native languages. In the present times, multilingualism has emerged as a social phenomenon that continues to spread and transform individuals and communities around the globe. Today, monolingual speakers are the exception rather than the norm. The free will at which people travel and the migratory movements of the last decades have made cultural groups with different values, beliefs and linguistic backgrounds come together. Therefore, the influence of prior linguistic knowledge on the acquisition of a second or third language has received special attention.

In this course, we will review existing literature on first, second and third language acquisition with a special focus on bilingualism and cross-linguistic transfer. The various types of transfer models concerning to the source language will be discussed together with some possible factors affecting transfer and acquisition. We will also spend some time with learner characteristics and acquisition inside the classroom.

Requirements: weekly readings, active participation in class discussions and presentation of two written tasks (a short essay questionnaire and a final paper).

35715 English in the Caribbean Laube

Module: EAS-M32.1 (8), EAS-M32.2 (8), EAS-M32.3 (8), ELG-M3.2 (4), ELG-M33.3 (4), ELG-M4.1 (8), ELG-M5.2 (4), ELG-M7.1 (4), ENG-UF-WB (4), ENGYM-M22.1 (4), ENGYM-M22.1 (4), ENLI-M22.1 (4), ENLI-M22.1 (4), ENLI-M23.1 (4), ENLI-M23.1 (4), ENLI-M25.1 (4), ENLI-M25.3 (4), IAA-BA-WB-fachintern (4)

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

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

The anglophone Caribbean is an area characterized by great linguistic diversity. While standard English - often referred to as "the Queen's English" - is the official language of these Caribbean island countries, the majority of the population uses English-lexifier creole languages in every day communication. These creoles have emerged as a result of extreme language contact during the period of colonization, when millions of West Africans were transported to Caribbean islands, where they had to develop a language system in order to communicate not just among themselves, but also with their English-speaking European masters. Today, countries like The Bahamas, Jamaica, or Trinidad & Tobago exist among competing linguistic influences from the local creoles, the British colonial norm and an omnipresent American English and the majority of the population can be regarded as bilingual, i.e., people code-switch between the creole and the standard depending on the particular speech situation.

In this class, we will look into the forms and functions of English and creole in Caribbean countries, considering the emergence and development of these varieties as well as their current status in society. Additionally, we will discuss individual varieties, e.g. Jamaican Creole, in each case taking a detailed look at the historical, cultural, and sociolinguistic background of the respective variety. We will use authentic speech data for linguistic analyses and these data will also serve as the basis for student work.

Recommended reading: Roberts, Peter A. 2007. *West Indians and their Language* (2nd ed.). Cambridge: Cambridge University Press.

Note for MA students in the European-American Studies Programme: for Master students prior to WS 2018/19 only!

35717 Cognitive Linguistics Neumaier

Module: ELG-M3.2 (4), ELG-M33.3 (4), ELG-M4.1 (8), ENG-UF-WB (4), ENGYM-M22.1 (4), ENGYM-M22.1 (4), ENLI-M22.1 (4), ENLI-M22.1 (4), ENLI-M23.1 (4), ENLI-M23.1 (4), ENLI-M25.1 (4), ENLI-M25.3 (4), IAA-BA-WB-fachintern (4)

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

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

Cognitive Linguistics is a relatively modern school of linguistics which consists of several research areas, all united by the belief that language reflects patterns of thought. Studying language can therefore be regarded as opening a window into human cognition, into how we perceive the world and then conceptualise these experiences in our minds.

In this course, we will get a first overview of the multifaceted field of Cognitive Linguistics. We will see how humans use categorisations to organise their knowledge and how they conceptualise abstract notions (such as metaphor and metonymy). Then, we will look into how our perception and bodily experience of the world around us shapes and structures our conceptual and linguistic system, for example through image schemas, frames or scripts. Another aspect we will address in the course is the field of construction grammar, i.e. the idea that language is based on form-meaning pairings, so-called constructions.

Requirements: active participation, obligatory weekly readings, and work on individual projects (to be presented in the course and handed in as a written term paper).

35718 Forensic Linguistics **Neumaier**

Module: ELG-M3.2 (4), ELG-M33.3 (4), ELG-M4.1 (8), ELG-M5.2 (4), ELG-M7.1 (4), ENG-UF-WB (4), ENGYM-M22.1 (4), ENGYM-M22.1 (4), ENLI-M22.1 (4), ENLI-M22.1 (4), ENLI-M23.1 (4), ENLI-M23.1 (4), ENLI-M25.1 (4), ENLI-M25.3 (4), IAA-BA-WB-fachintern (4)

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

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

Language use cannot be separated from its situational context; whatever we do when we interact is necessarily shaped by the situations, encounters, and relationships we find ourselves in. On the other hand, language also constructs contexts – how we are speaking or writing sets the stage for an interaction and will have great effects on what is accomplished through it.

This course will focus on a very particular type of language-in-context, the interface between language and crime, and its scientific study, the field of forensic linguistics. We are going to address this topic from various perspectives, drawing on relevant case studies but also conducting our own analyses. Aspects to be covered in class include: authorship identification, detecting plagiarism, witness narratives and statement analysis, vulnerable witnesses, voice identification, picespeak and courtroom interaction. We will get to know different methods to approach these areas of investigation, e.g. statistics, corpus linguistics, phonetic analysis, etc. Text types to be discussed range from fictional narratives to courtroom transcripts, threat texts, suicide letters, emergency calls, and hate mail.

Requirements: active participation, obligatory weekly readings, and work on individual projects (to be presented in the course and handed in as a written term paper).

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

Module: ELG-M31.3 (8), ELG-M33.3 (4), ELG-M5.1 (4), ENG-UF-WB (4), ENGYM-M22.2 (4), ENGYM-M22.2 (4), ENLI-M22.2 (4), ENLI-M22.2 (4), IAA-BA-WB-fachintern (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 4	Schleburg	

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

35723 Mittelenglische Sprache und Kultur **Schleburg**

Module: ELG-M31.3 (8), ELG-M33.3 (4), ENG-UF-WB (4), ENGYM-M22.2 (4), ENGYM-M22.2 (4), ENLI-M22.2 (4), ENLI-M22.2 (4), IAA-BA-WB-fachintern (4), KMS-MA-WB (4), KMS-MA-ZP (4), MAL-M38.1 (4)

Seminar, SWS: 2, Max. Teilnehmer: 25

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

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

35725 Alt- und Mittelenglisch für Examenskandidaten **Schleburg**

Seminar, SWS: 2, Max. Teilnehmer: 20

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

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

35726 Mittelenglisch für Fortgeschrittene Schleburg

Module: ELG-M32.3 (10), ELG-M33.3 (4), ENG-UF-WB (4), IAA-BA-WB-fachintern (4), KMS-MA-WB (4), KMS-MA-ZP (4), MAL-M38.1 (4)

Seminar, SWS: 2, Max. Teilnehmer: 30

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	14	16	c.t.				ZH 4	Schleburg	

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

35727 Altenglisch für Fortgeschrittene Schleburg

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

Seminar, SWS: 2, Max. Teilnehmer: 30

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	14	16	c.t.				ZH 4	Schleburg	

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

35729 Syntaktische Analysen Richter

Seminar, SWS: 2, Max. Teilnehmer: 80

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

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

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

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	16	18	c.t.			Gruppe 1	PT 1.0.2	Fischer	
Di	wöch.	14	16	c.t.			Gruppe 2	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 schriftlichen 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; Materialien auf GRIPS.

35735 Exercises in Phonemic Transcription**Schleburg**

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	15	16	c.t.			Gruppe 1	PT 1.0.2	Schleburg	
Mi	wöch.	16	17	c.t.			Gruppe 2	ZH 4	Schleburg	

The ability to identify the meaning-distinguishing sound types (phonemes) of the language is a minimum requirement for anyone concerned with English. Advanced learners will also need a conscious knowledge of distributions, distinctive features and articulatory processes in order to better monitor their own pronunciation, assess regional and social variation and efficiently correct the inevitable Bavarianisms of future pupils. This course will, once more, introduce the set of symbols and the conventions relevant to all types of linguistic exams and then practise British and American Standard transcription on authentic material of increasing complexity. Admission is restricted to owners of at least one pronunciation dictionary (e.g. D. Jones, *English Pronouncing Dictionary*, Cambridge 2003, 2006; J. C. Wells, *Longman Pronunciation Dictionary*, London 2000, 2008).

Hauptseminare (Advanced Seminars)**35700 New Words - New Worlds****Fischer**

Module: ELG-M32.1 (10), ELG-M32.3 (10), ELG-M33.1 (10), ELG-M33.3 (4), ELG-M5.3 (6), ELG-M6.1 (10), ELG-M7.2 (6), ELG-M8.1 (10), ENGYM-M32C.2 (7), ENGYM-M32C.2 (7), ENGYM-M32C.3 (7), ENLI-M32.2 (7), ENLI-M32.2 (7), ENLI-M32.3 (7)

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

People create new words and expressions all the time – and these may become popular or fashionable. Examples are *jedi*, *chirps*, and *arancini*, which were added to the Oxford English Dictionary in its latest update. The new words range from slang, technical vocabulary and media language to Star Wars terms. There are various ways to enlarge the vocabulary: Already existing word constituents are combined; words are borrowed from other languages; established words change their meaning. Neologisms are so fascinating, in particular, because they reflect and constitute developments and innovations in the world at large and in society. Especially interesting, in this regard, are new words arising from internet communication, language contact, World Englishes, and in-group talk.

Requirements: Reading assignments, postings on GRIPS, oral presentation, paper.**Introductory reading:** Hans-Jörg Schmid 2016/2011. *English morphology and word-formation. An introduction*. Chapter 4: "The origin, development and establishment of complex lexemes", pp. 69-83.**35739 English in Africa****Brato**

Module: ELG-M32.1 (10), ELG-M32.3 (10), ELG-M33.1 (10), ELG-M33.3 (4), ELG-M5.3 (6), ELG-M6.1 (10), ELG-M7.2 (6), ELG-M8.1 (10), ENG-UF-WB (4), ENGYM-M32C.2 (7), ENGYM-M32C.2 (7), ENGYM-M32C.3 (7), ENGYM-M32C.3 (7), ENLI-M32.2 (7), ENLI-M32.2 (7), ENLI-M32.3 (7)

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	8	10	c.t.				PT 1.0.2	Brato	

English has a long history in (sub-Saharan) Africa, going back almost 500 years. Today, it enjoys wider currency as a first or second language as well as a lingua franca or in grassroots communication. African Englishes are anything but uniform and exhibit a wide range of variations on all structural levels and in different social contexts. Following a general introduction to the topic, we will first recap the pertinent models of the evolution of Englishes against the background of the African context. We will then turn to an overview of phonetic and phonological, grammatical and lexical, semantic and pragmatics features across different varieties. We are also going to address domains and roles of English in Africa and talk about lesser-known varieties and contact phenomena. The course is rounded off with providing students with methods and approaches for studying English in Africa using online sources and corpora and an outline of emerging research topics in the area.

After having completed the course, students will be able to...

- identify, describe and differentiate different varieties of English in Africa with regard to various structural features,
- put diachronic and recent developments in African English in the context of pertinent theoretical models from World Englishes and other sub-disciplines of linguistics and
- carry out small-scale linguistic research projects using different data collection and analysis methods on varieties of English in Africa and write them up in a term paper.

Course requirements:

- In-class presentation
- Written assignment
- Term paper of ~6000 words submitted on or before 02/09/2020

Oberseminare (Recent Research)

35744 Recent Research in English Linguistics

Brato

Module: ELG-M2.2 (4), ELG-M35.2 (6), ELG-M9.2 (2)

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

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

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 (Courses for Second Semester M.A. Students)

35744 Recent Research in English Linguistics

Brato

Module: ELG-M2.2 (4), ELG-M35.2 (6), ELG-M9.2 (2)

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

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

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.

35745 Readings in Linguistics

Brato

Module: ELG-M2.1 (4), ELG-M31.1 (8)

Seminar, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Do	wöch.	8	10	c.t.				R 009	Brato	

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 (Lectures)

35750 The Empire Writes Back: Writing About/From the (Former) Colonies Petzold

Module: BLK-M32.1 (4), BLK-M33.1 (8), BLK-M4d.1 (4), BRST-M23.3 (4), BRST-M23.3 (4), BRST-M32.1 (4), BRST-M32.1 (4), ENG-DF-ZP (4), ENG-UF-WB (4), ENGYM-M32B.1 (4), ENGYM-M32B.1 (4), EUST-M06.1 (7), GBS-FKN-ZP (4), GBS-M01.4 (3), WB-IAA (4)

Vorlesung, SWS: 2, Max. Teilnehmer: 150

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Do	wöch.	10	12	c.t.				H 3	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'.

MA students (who started their MA before WS 2019/20): This lecture can count as "Modern Theories of Literature" (M32.2) or be used as part of M33.

MA students (who started their MA in WS 2019/20): This lecture is part of BLK-M4d, "New English Literatures / Postcolonial Studies II"; a seminar to complete BLK-M4d will be offered in WS 2020/21.

Requirements: final exam.

35751 Eighteenth-Century Literature and the Global Horizons of the Enlightenment Boehm

Module: BLK-M32.1 (4), BLK-M33.1 (8), BLK-M4b.1 (4), BRST-M23.3 (4), BRST-M23.3 (4), BRST-M23.3 (4), BRST-M32.1 (4), BRST-M32.1 (4), ENG-DF-ZP (4), ENG-UF-WB (4), ENGYM-M32B.1 (4), ENGYM-M32B.1 (4), EUST-M06.1 (7), GBS-FKN-ZP (4), GBS-M01.4 (3), IKE-PR-M01.2 (4), WB-IAA (4)

Vorlesung, SWS: 2, Max. Teilnehmer: 150

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	14	16	c.t.				H16	Boehm	

This lecture course situates British literature and culture in relation to the emergence of global networks of travel, trade, and colonization in the long eighteenth century (1660-1830). The lecture explores how authors' and their audiences' growing investment in far-flung places shaped the plots, settings, imaginary, style, and narrative techniques of important works from this period, ranging from Aphra Behn's early colonial romance *Oroonoko* (1688) and Daniel Defoe's *Robinson Crusoe* (1719) to Jane Austen's novels of manners. We will examine a wide range of genres and authors, including narratives of piracy and shipwreck, Orientalist verse romances, Gothic fiction, adventure tales, tales of interracial romance, anti-slavery literature, and the first British novels set in India, among others. We will think about these texts in the context of newly emerging technologies of communication and alongside visual media, scientific experimentation, popular entertainments, and political and philosophical debates. Throughout, we will ask how British identities as well as key Enlightenment ideas about human nature, liberty, history, secularism, and empiricism were shaped by encounters with the wider world. Authors whose works will be studied include: Jonathan Swift, Daniel Defoe, Aphra Behn, Mary Wortley Montagu, Laurence Sterne, Charlotte Lennox, Samuel Richardson, Henry Fielding, Horace Walpole, Ann Radcliffe, Lord Byron, William Wordsworth, S.T. Coleridge, Walter Scott, and Jane Austen.

Please note: MA students who attend this lecture as part of module BLK-M4b will be able to take an advanced seminar on an eighteenth-century topic to complete the module in the upcoming winter term 20/21.

Requirements: final exam.

Texts: Students who wish read some of the primary texts discussed in the lecture can turn to the *The Norton Anthology of English Literature*. 9th rev edn (New York: Norton, 2012), Vols. 1 and 2, as well as to Elizabeth A. Bohls and Ian Duncan, eds., *Travel Writing 1700-1830* (Oxford: Oxford World's Classics, 2005) and Marcus Wood, ed., *The Poetry of Slavery: An Anglo-American Anthology 1764-1865* (Oxford: Oxford UP, 2003).

35752 British Literary History Boehm

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

Vorlesung, SWS: 2, ECTS: 4

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	Einzel	8	10	c.t.	21.07.2020	21.07.2020		H15	Boehm	Klausur
Di	wöch.	8	10	c.t.				H20	Boehm	

This lecture offers an overview of British literary (and cultural) history, from Old English epic to the 'internationalisation' of 'English literature' in the twentieth and twenty-first centuries. It will put literary developments into a broader historical framework that includes political events and their cultural ramifications. The course is an obligatory part of the "Basismodul Literaturwissenschaft" and hence it is aimed at beginners. Course materials (including a small reader) will be made available electronically and uploaded to GRIPS. Requirements: final exam. Note: This course cannot be taken as part of the MA British Studies. If the lecture is an obligatory part of the "Basismodul Literaturwissenschaft" in your course of studies, it cannot be taken for a different module.

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

Module: AMST-M14.1 (2), BRST-M14.1 (2), ENG-DF-ZP (2), ENG-UF-WB (2), ENGYM-M14.1 (2), ENHS-M16.1a (2), ENLI-M14.1 (2), ENRS-M14.1 (2), GBS-M01.3 (2), WB-IAA (2)

Vorlesung, SWS: 2, ECTS: 2, Max. Teilnehmer: 200

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Do	wöch.	12	14	c.t.				H18	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. The final exam will take place on August 2. Room tba.

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.

Pflichtvorlesungen der Basismodule (Core Modules: Lectures)

35752 British Literary History **Boehm**

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

Vorlesung, SWS: 2, ECTS: 4

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	Einzel	8	10	c.t.	21.07.2020	21.07.2020		H15	Boehm	Klausur
Di	wöch.	8	10	c.t.				H20	Boehm	

This lecture offers an overview of British literary (and cultural) history, from Old English epic to the 'internationalisation' of 'English literature' in the twentieth and twenty-first centuries. It will put literary developments into a broader historical framework that includes political events and their cultural ramifications. The course is an obligatory part of the "Basismodul Literaturwissenschaft" and hence it is aimed at beginners. Course materials (including a small reader) will be made available electronically and uploaded to GRIPS. Requirements: final exam. Note: This course cannot be taken as part of the MA British Studies. If the lecture is an obligatory part of the "Basismodul Literaturwissenschaft" in your course of studies, it cannot be taken for a different module.

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

Module: AMST-M14.1 (2), BRST-M14.1 (2), ENG-DF-ZP (2), ENG-UF-WB (2), ENGYM-M14.1 (2), ENHS-M16.1a (2), ENLI-M14.1 (2), ENRS-M14.1 (2), GBS-M01.3 (2), WB-IAA (2)

Vorlesung, SWS: 2, ECTS: 2, Max. Teilnehmer: 200

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Do	wöch.	12	14	c.t.				H18	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. The final exam will take place on August 2. Room tba.

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, Dafinger, Decker, Graef, Gürtner, Sporer

Module: BRST-M13.1 (4), BRST-M13.1 (4), BRST-M13.1 (4), BRST-M16.1 (4), BRST-M16.1 (4), BRST-M16.1 (4), ENG-DF-ZP (4), ENGS-M13.1 (4), ENGS-M13.1 (4), ENGS-M13.1 (4), ENGYM-M13.1 (4), ENGYM-M13.1 (4), ENGYM-M13.1 (4), ENHS-M13.1 (4), ENHS-M13.1 (4), ENHS-M13.1 (4), ENLI-M13.1 (4), ENLI-M13.1 (4), ENLI-M13.1 (4), ENRS-M13.1 (4), ENRS-M13.1 (4), ENRS-M13.1 (4), GBS-M01.2 (4)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	10	12	c.t.			Gruppe 1	H20	Boehm	
Di	wöch.	9	10	c.t.			Gruppe 1	ZH 4	Decker	
Mo	wöch.	10	12	c.t.			Gruppe 2	H20	Boehm	
Do	wöch.	16	17	c.t.			Gruppe 2	PT 1.0.2	Decker	
Mo	wöch.	10	12	c.t.			Gruppe 3	H20	Boehm	
Mo	wöch.	12	13	c.t.			Gruppe 3	PT 1.0.2	Boehm	
Mo	wöch.	10	12	c.t.			Gruppe 4	H20	Boehm	
Do	wöch.	10	11	c.t.			Gruppe 4	PT 2.0.3A*	Gürtner	
Mo	wöch.	10	12	c.t.			Gruppe 5	H20	Boehm	
Do	wöch.	11	12	c.t.			Gruppe 5	PT 2.0.3A*	Gürtner	
Mo	wöch.	10	12	c.t.			Gruppe 6	H20	Boehm	
Do	wöch.	14	15	c.t.			Gruppe 6	ZH 5	Gürtner	
Mo	wöch.	10	12	c.t.			Gruppe 7	H20	Boehm	
Do	wöch.	15	16	c.t.			Gruppe 7	ZH 5	Dafinger	
Mo	wöch.	10	12	c.t.			Gruppe 8	H20	Boehm	
Mi	wöch.	9	10	c.t.			Gruppe 8	ZH 4	Sporer	
Mo	wöch.	10	12	c.t.			Gruppe 9	H20	Boehm	
Mi	wöch.	12	13	c.t.			Gruppe 9	ZH 4	Sporer	
Mo	wöch.	10	12	c.t.			Gruppe 10	H20	Boehm	
Mi	wöch.	13	14	c.t.			Gruppe 10	ZH 4	Sporer	
Mo	wöch.	10	12	c.t.			Gruppe 11	H20	Boehm	
Mi	wöch.	9	10	s.t.			Gruppe 11	ZH 6	Graef	

Nicht geeignet für B.A. Amerikanistik!

This course familiarizes students with skills and methods necessary for the study of English and American literatures. It covers influential theoretical approaches, critical practices, literary forms, styles, and techniques. In doing so, it provides an introduction to careful textual analysis and to the critical and historical understanding this requires. The course also explores fundamental issues of literary history, literature as an institution, processes of periodization and canonization, and illustrates these through examples and case studies. The basics of scholarly research will also be addressed.

The Introduction to English and American Literary Studies consists of a weekly lecture and a seminar.

IMPORTANT: Students of the BA Anglistik must register for the lecture run by PD Dr. Boehm. Students of the BA Amerikanistik must register for the lecture run by Prof. Dr. Wiegink. Students taking a Lehramt-degree can register for either of these two lecture courses.

Required texts: Michael Meyer, *English and American Literatures*, 4th rev. ed. Tübingen: Francke, 2011; William Shakespeare, *A Midsummer Night's Dream* (Oxford: Oxford World's Classics, 2008). Further course materials will be provided electronically.

British and Irish Cultures

35767 British and Irish Cultures

Dafinger, McIntosh-Schneider, Waller

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	12	14	c.t.			Gruppe 1	PT 2.0.3A*	Waller	
Di	wöch.	18	20:00	c.t.			Gruppe 2	PT 2.0.3A*	Dafinger, Waller	
Mo	wöch.	14	16	c.t.			Gruppe 3	PT 1.0.2	McIntosh-Schneider	
Do	wöch.	16	18	c.t.			Gruppe 4	ZH 4	Waller	
Mi	wöch.	14	16	c.t.			Gruppe 5	ZH 5	McIntosh-Schneider	

This course builds on the Introduction to British and Irish Studies and seeks to consolidate what was learned there by detailed study of selected topics from historical and contemporary cultures. A central desideratum will be the development of skills in the critical and informed reading of cultural texts. For primary texts, the principal course material will be made available on GRIPS; the texts are to be read and discussed in class in detail. Other primary materials will vary from group to group, but will include video material which is available in the library on DVD, as well as current news reports, as your class teacher directs. The course discussions and level will assume knowledge of the contents of the Introduction to British and Irish Studies lecture series from the start, even if this particular course was not attended. Please ask a peer for the notes from the lecture series if you did not go to it. Assessment will be based on three tasks: on two 20-minute overview exams covering what will have been covered in the semester up to that point; and finally an exam on the Saturday after the final teaching session in which each student will be required to write two short essays – these will each be related to topics covered in the class sessions.

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)

35778 English Literature 1: 'Small Latin and Less Greek' – Early Modern Pedagogy and Literary Production **Gürtner**

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

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

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

The expressed goal of Early Modern grammar schools was to 'train up' their pupils for the benefit of the commonwealth. As an (unintended) side effect, however, this training also produced some of the most famous poets and dramatists of the period. This seminar aims at providing an overview over the classical training that shaped both Early Modern authors and their audiences. We will trace Early Modern engagements with Classical Antiquity, focusing on the central role of *imitatio* – the practice of copying a model to a degree that the "copy may be mistaken for the principal" (Ben Jonson, *Timber*) – to the humanist educational project. However, imitation was not only a textual practice but shaped every facet of a school boy's life: This included copying the behaviour of superiors, rhetorical exercises that asked for the impersonation of different characters, as well as participation in school theatricals. During this seminar we will investigate the effects of this 'culture of copying' on Early Modern literary production, gender performance and social hierarchies. The plays we will look at reflect in different ways on the methodologies, successes, failings and pitfalls of the humanist educational programme: William Shakespeare's *Hamlet* and *The Taming of the Shrew*, as well as Ben Jonson's *Epicoene* and *The Poetaster*. In addition, we will engage with excerpts from Edmund Spenser's epic poem *The Faerie Queene*, a text with the self-declared purpose to "fashion a gentleman or noble person in virtuous and gentle discipline".

Texts: William Shakespeare, *Hamlet* (The Arden Shakespeare, published by Bloomsbury 2016), William Shakespeare, *The Taming of the Shrew* (The Arden Shakespeare, published by Bloomsbury 2005), Ben Jonson, *Epicoene* or *The Silent Woman* (New Mermaids 2002). All other texts will be made available via GRIPS.

Requirements: active participation, reading responses, term paper (8-10 pages).

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

Module: BRST-M16.3 (4), BRST-M22.1 (4), BRST-M23.1 (4), BRST-M23.1 (4), BRST-M23.2 (4), BRST-M23.2 (4), BRST-M23.2 (4), ENG-UF-WB (4), ENGYM-M23.1 (4), GBS-FKN-ZP (4), GBS-M01.4 (3), GEN-FKN-ZP (4), GEN-M01.2 (5), GEN-M01.3 (5)

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

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

The 1607 Jamestown settlement in the Colony of Virginia inaugurated the establishment of English colonies in the 'New World'. In 1600, the East India Company was granted Queen Elizabeth I's Royal Charter and, via trade missions to the Indian Subcontinent, paved the way for the British 'Empire in the East' in centuries to come. During the seventeenth century, literary texts increasingly came to register the divided attitudes held by the English toward overseas trade and the settlement of overseas territory. Investigating some of these philosophical and political debates, in this seminar we will look at contemporary travel narratives, colonialist propaganda, the English Navigation Acts, and short poems and essays by Michael Drayton, Andrew Marvell, John Donne, Francis Bacon and John Locke. The main emphasis will rest on William Shakespeare's tragedy *Othello* (1604) and romance play *The Tempest* (1612), Henry Neville's utopian travel narrative *The Isle of Pines* (1668), Aphra Behn's short novel *Oroonoko* (1688) and John Milton's religious epic *Paradise Lost* (1667). We will explore the role of the paradise myth in colonialist narrative, the theme of European encounters with the 'wilderness', the construction of mythical national 'origins', strategies of legitimation and philosophical concepts of 'property', as well as the question to what extent some of the texts offer an implicit critique of colonialism. Questions of intersectionality (race/gender), and benefits and possible pitfalls of a postcolonial reading of early modern texts will also be considered.

Requirements: active participation, an oral presentation, and a term paper (c. 10-12 pages; deadline: Monday, 7 September 2020).

Texts: William Shakespeare, *Othello*, ed. E.A.J. Honigmann, The Arden Shakespeare (Walton-on-Thames, 1996); *The Tempest*, ed. Alden Vaughan and Virginia Vaughan, The Arden Shakespeare (Walton-on-Thames: Nelson, 1999); Henry Neville, *The Isle of Pines*, in *Three Early Modern Utopias*. Thomas More: *Utopia*, Francis Bacon: *New Atlantis*, Henry Neville: *The Isle of Pines*, ed. Susan Bruce (Oxford: Oxford University Press, 1999); John Milton, *Paradise Lost*, ed. Alastair Fowler, 2nd ed. (London: Longman, 1998); Aphra Behn, *Oroonoko*, ed. Janet Todd (London: Penguin, 1992). Some other texts will be made available via GRIPS.

35775 English Literature 2: Representations of the New Woman in Late Victorian Literature and Culture **Gürtner**

Module: AMST-M22.1 (4), AMST-M22.1 (4), BRST-M16.3 (4), BRST-M16.3 (4), BRST-M16.3 (4), BRST-M22.1 (4), BRST-M22.1 (4), BRST-M22.2 (4), BRST-M23.2 (4), BRST-M23.2 (4), BRST-M23.2 (4), BRST-M23.2 (4), ENG-UF-WB (4), ENGYM-M23.1 (4), ENGYM-M23.1 (4), ENGYM-M23.1 (4), ENLI-M13.2 (4), GBS-FKN-ZP (4), GBS-M01.4 (3), GEN-FKN-ZP (4), GEN-M01.2 (5), GEN-M01.3 (5), KRIM-M 09.1 (), KRIM-M 09.2 (), WB-IAA (4)

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

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

The New Woman took centre stage in the cultural landscape of late-Victorian Britain and radically questioned conventional ideas about respectable woman- and motherhood. Free-spirited, sexually transgressive, politically astute and supposedly uninterested in marriage and children, this cultural icon presented one of the most far-reaching challenges to the role of women in a male-dominated world. In this seminar, we will examine how New Woman literature of the late 19th century questioned middle-class Victorian sexual ideology and frankly exposed the sexual double standard underlying Victorian patriarchy by looking at renowned New Woman writers such as Thomas Hardy, George Gissing, Olive Schreiner, Sarah Grand, Mona Caird, and George Egerton. We will explore how these writers approached the complex nature of the 'Woman Question' and how their texts reacted to pressing concerns of the time such as education opportunities for women, marriage, motherhood, sexual morality, and personal freedom.

The New Woman manifested herself in various guises, not only in fiction, but also in the periodical press. We will therefore also draw on images, cartoons, and newspaper articles of the time in order to situate the 'revolting daughters' of the Victorian age in a broader cultural context. Along with the analysis of the New Woman as a journalistic phenomenon, the precise nature of her relationship to the lived experiences of the late 19th-century feminists will be a recurrent topic throughout the seminar.

Please acquire and read the following **texts**: Thomas Hardy, *Tess of the D'Urbervilles* (Oxford World's Classics, 2008); George Gissing, *The Odd Women* (Oxford World's Classics, 2008); Olive Schreiner, *The Story of an African Farm* (Oxford World's Classics, 2008). All other course texts and materials will be made available electronically on GRIPS.

Course requirements: active participation, an oral presentation/guided discussion, and a term paper (c. 8-10 pages).

35776 English Literature 2: The Roots of Contemporary Culture in the 19th Century **Graef**

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

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

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

In the course of this seminar we will examine and re-trace the origins for some of those big contemporary social and cultural issues we are currently faced with. Rather than being recent products of our own time, many of the problems that are being debated all over the media at the moment can in fact be traced back well into the Victorian period, and to the many upheavals which the numerous revolutions in the sciences, in industry, politics and society produced. Doing this, we will, however, not merely have a look at the origins of many of those hot and pressing subjects, but we will also try to shed light on how the discourses and debates surrounding them have emerged, and how they have changed over the years. Areas examined will include debates surrounding (im-)migration, gender & sexuality, mental health, social mobility and universal access to sound education, and the continuous struggle between 'high' and 'pop'-culture over cultural dominance in our society.

Required Reading: Charles Dickens. *Great Expectations*. Ed. Margaret Cardwell. Oxford: Oxford UP, 2008. (*Oxford World's Classics Edition*) (ISBN: 9780199219766)// Bram Stoker. *Dracula*. Ed. Roger Luckhurst. Oxford: Oxford UP, 2011. (*Oxford World's Classics Edition*) (ISBN: 9780199564095)// Oscar Wilde. *The Picture of Dorian Gray*. Ed. Joseph Bristow. Oxford: Oxford UP, 2008. (*Oxford World's Classics Edition*) (ISBN: 9780199535989). Requirements: active participation in class; oral presentation (20 min); term paper (8-10 pp.).

35774 English Literature 2: Gender in Victorian Short Stories **Sporer**

Module: AMST-M22.1 (4), AMST-M22.1 (4), BRST-M16.3 (4), BRST-M16.3 (4), BRST-M16.3 (4), BRST-M22.1 (4), BRST-M22.1 (4), BRST-M22.2 (4), BRST-M23.2 (4), BRST-M23.2 (4), BRST-M23.2 (4), BRST-M23.2 (4), ENG-UF-WB (4), ENGYM-M23.1 (4), ENGYM-M23.1 (4), ENGYM-M23.1 (4), ENLI-M13.2 (4), GBS-FKN-ZP (4), GBS-M01.4 (3), GEN-FKN-ZP (4), GEN-M01.2 (5), GEN-M01.3 (5), KRIM-M 09.1 (), KRIM-M 09.2 ()

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

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

"Short Stories do not say this happened and this happened and this happened. They are a microcosm and a magnification rather than a linear progression." – Isobelle Carmody

In the course of this seminar, we will approach the innovative 19th-century genre of the Victorian short story through the prism of gender studies. We will first focus on the characteristics of this new genre including its structural and compositional parts, its publication history and intended readership before we concentrate on the astonishing ingenuity of each story's content. Our analyses of selected short stories will centre on the late-Victorian 'New Woman' debate, the question of suffrage, and other important contemporary socio-historical issues. Our examination will be based on short stories by authors such as Elizabeth Gaskell, Mary Elizabeth Braddon, Charles Dickens, and Thomas Hardy whose literary works we will position in their wider historical and cultural contexts by looking at the ways in which the authors engage with and/or challenge the gender ideologies and discourses prevalent in Victorian times. Hence, we will bring together a wide range of popular Victorian subjects nestled in the gender studies realm with many different styles and forms of the Victorian Short Story including gothic, adventure, science fiction, New Woman writing, and travel stories. Subsequently, this seminar aims at creating awareness of the fact that the gender-related topics addressed in Victorian short stories are just as complex as the writing styles of their authors.

Compulsory Reading: *Women Who Did: Stories by Men and Women 1890-1914*, ed. Angelique Richardson, London: Penguin, 2005.; further reading material will be available on GRIPS.

Requirements: active participation in class; expert group session; term paper (8-10 pp.).

35771 English Literature 3: British and Irish Poetry of War and Conflict Decker

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

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 1.0.2	Decker	

In this seminar, we will explore the reactions of British and Irish poets to war, conflict and violence. After an introduction to the long tradition of war writing, we will focus on the 20th century. The First World War – frequently seen as a 'poets' war' and as the context that shaped the modern understanding of 'war poetry' – will be of primary interest for us, but we will also look at poems addressing other conflicts, among them the Spanish Civil War, the Second World War, the Falklands War, and the 'War on Terror' that began in the 2000s. A further intriguing context will be the low-key civil war of the 'Troubles', the Northern Ireland conflict. We will examine a large variety of poetic perspectives on war and conflict, from the experiences of combatants to aspects of propaganda, life on the home front and views of and on women in and after wartime, to (post)colonial perspectives, questions of the body, and the complex aspects of memory and commemoration.

Requirements: thorough preparation of assigned texts, a presentation (15-20 minutes), a term paper (8-10 pages).

Reader: Jon Stallworthy (ed.), *The New Oxford Book of War Poetry*. Oxford: Oxford UP, 2015.

35780 English Literature 3: Who Was Wales?: Welsh Literature from the Turn of the 20th Century to Today Dafinger, Waller

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	16	18	c.t.				PT 2.0.3A*	Dafinger, Waller	

"The great disadvantage of Wales seems to be that it is not England," writes the Anglo-Welsh poet and literary critic Edward Thomas in his 1905 travel report *Beautiful Wales*. When looking at the German education system, and British life in general, these words do seem to ring true; of the four countries that (currently still) make up the United Kingdom, Wales is the one that appears to have been most absorbed into England, made fun of, or simply overlooked. It is the only one of the four nations whose flag does not feature on the Union Jack. As we will learn in this seminar, Wales is a country with a rich and unique literary and cultural history and deserves much more (academic) attention than it has been receiving. Therefore, the aim of this course is to introduce students to a range of fictional as well as poetic texts by Welsh authors of the twentieth and twenty-first centuries. We will deal with questions of national identity, gender, class, and language, and will attempt to locate and identify the cultural, literary, and historical background of the texts we are reading. By the end of the semester, the aim is for the students to understand fully the bitter falsehood in the famous Encyclopaedia Britannica entry "Wales: for *Wales* see *England*."

The course will include two guest lectures from renowned specialists in the fields of Welsh history and Welsh literature: Professor Martin Johnes (Swansea University) in week 4 of the seminar and Dr. Leo Mellor (Cambridge University) in week 12.

Course requirements: a 15-minute presentation (in pairs), participation in an expert group, an essay of 4000-4500 words.

Texts (any edition): Dillwyn, Amy. *The Rebecca Rioter: A Story of Killay Life* (1880). Honno PR, 2001. Roberts, Kate. *Feet in Chains* (any edition). Williams, Raymond. *Border Country* (1960). Parthian, 2005. All other texts will be made available on GRIPS.

35779 English Literature 3: The Arctic in Contemporary British Fiction Weig

Module: AMST-M13.2 (4), AMST-M13.2 (4), BRST-M13.2 (4), BRST-M13.2 (4), BRST-M16.2 (4), BRST-M16.2 (4), BRST-M16.3 (4), BRST-M23.1 (4), BRST-M23.2 (4), BRST-M23.2 (4), BRST-M23.2 (4), ENGS-M13.2 (4), ENGS-M13.2a (4), ENGS-M22.2a (4), ENGS-M22.2a (4), ENG-UF-WB (4), ENGYM-M13.2 (4), ENGYM-M13.2 (4), ENGYM-M23.1 (4), ENHS-M13.2 (4), ENHS-M13.2a (4), ENHS-M22.2 (4), ENHS-M22.2a (4), ENLI-M13.2 (4), ENLI-M13.2 (4), ENRS-M13.2 (4), ENRS-M13.2 (4), GBS-FKN-ZP (4), GBS-M01.4 (3), GEN-FKN-ZP (4), GEN-M01.2 (5), GEN-M01.3 (5)

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

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

Polar regions have enduringly engaged the British literary imagination, inspiring a whole subgenre in the nineteenth century, when the quest for the Northwest Passage was a matter of lively public debate. With the discovery of the wrecks of HMS Erebus and Terror in 2014 and 2016, respectively, these historic arctic expeditions sparked new literary and cultural interest, and inspired such works as the tv drama *The Terror* (2018) or Michael Palin's 'biography' of the eponymous vessel, *Erebus* (2018). The Arctic has also moved to the centre of 21st-century scientific and popular discourse, and the cultural imagination, as both a cipher for climate change, and regions where the effects of global warming are manifesting in a very real way as the polar ice caps melt. In this seminar, we will look at the history of polar expedition in British literature, but place our focus on contemporary texts that feature or engage with arctic regions. Besides novels, we will also look at other genres including short story, graphic novel, and non-fiction, and investigate how polar spaces are made to function in these texts, and the wider contexts and discourses they connect to.

Please acquire and read the following texts: Philip Pullman, *Northern Lights* (1995), Sarah Moss, *Cold Earth* (2009), Laline Paull, *The Ice* (2017).

Cultural Studies Advanced Seminars

35785 Challenging Britishness: Post-World War II Comedies in the UK Waller

Module: BLK-M3.1 (9), BLK-M32.3 (8), BRST-M32.2 (5), BRST-M32.2 (5), ENG-DF-ZP (5), ENG-UF-WB (5), ENGYM-M32B.2 (5), ENGYM-M32B.2 (5), EUST-M06.1 (7), GBS-FKN-ZP (5), GBS-M01.4 (3)

Seminar, SWS: 2, Max. Teilnehmer: 15

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

Having lived in Bavaria for well over a decade, I have now come to be convinced that the Bavarian translation of "I don't find that funny," is "Ah. Der britische Humor". The question I ask myself is, though, is there more to this comment than just a (probably justifiable) dismissal of a seemingly redundant comment by me?

After the Second World War had ended, there was a great sense among especially the youth of Britain that the establishment had failed them and a new understanding of their identity was needed. The journalist Andrew Marr rightly noted later that it was felt by many that what had prevented the majority of Britons from embracing National Socialism was their sense of humour. For many this was also the area in which they could break free from the old ideas and start to encounter a necessarily new sense of self.

In this course we shall use lines of cultural theory and an awareness of the events of the given periods to try and understand the fundamental role comedy has played in Britons' attempts to define themselves and to break free from fixed establishment representations of their identity; and to help us see how we can use this genre to trace the changing face of Britishness over the last 80 years.

Each week we shall look at a hugely popular comedy show or shows from a given time and will then analyse why and how each connected so strongly with the British public; we shall also ask ourselves if and how each influenced its viewers' sense of who they were. In very few other lands can so strong a connection with comedy be felt as encompassing a core part of the national psyche and therefore it is hoped that the course will leave the students not only "getting the joke", but also "getting" many types of Britishness and the changes in this country's self-appreciation over the last 80 years better as a result.

Course requirements: active participation, a willingness to tolerate (even occasionally share) the British sense of humour, oral presentation, term paper.

Recommended reading (a few other essays and excerpts will be placed on GRIPS and/or recommended directly within class):

Fox, Kate. *Watching the English*. London: Hodder, 2004.

Friedman, S. (2011). "The cultural currency of a 'good' sense of humour: British comedy and new forms of distinction". *British Journal of Sociology*, 62(2), pp. 347-370. (Will be put on GRIPS)

Lockyer, Sharon and Michael Pickering. *Beyond a Joke: The Limits of Humour*. London: Palgrave, 2009.

Medhurst, A. *A National Joke: Popular Comedy and English Cultural Identities*. London: Routledge, 2007.

Wagg, Stephen. "At Ease, Corporal!": Social class and situation comedy in British television, from the 1950s to the 1990s". *Because I Tell a Joke or Two: Comedy, Politics and Social Difference*. Ed. Stephen Wagg. London and New York: Routledge, 1998. 1-31. (Will be put on GRIPS)

35786 Industrialised Britain McIntosh-Schneider

Module: BLK-M3.1 (9), BLK-M32.3 (8), BRST-M32.2 (5), BRST-M32.2 (5), ENG-UF-WB (5), ENGYM-M32B.2 (5), ENGYM-M32B.2 (5), EUST-M06.1 (7), GBS-FKN-ZP (5), GBS-M01.4 (3)

Seminar, SWS: 2, Max. Teilnehmer: 15

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

The Industrial Revolution in Britain shaped the country for the 20th century. It was a period of (for the times) rapid change to the lives of the majority of the population. We will be looking at many areas of life that changed to enable industrialisation. Many of the changes necessary started outside Britain and so we will be exploring various areas with a global view of changes that sometimes went back a few centuries before the Industrial Revolution of the 18th and 19th centuries. The areas covered will include engineering, worldview, colonisation, the slave trade, the economy, the agricultural revolution, and the move from alchemy to science.

A list of recommended reading will be made available.

Requirements: active participation, presentation, research paper (15 pages).

35788 Blockseminar: An Introduction to Wales Waller

Module: BLK-M3.1 (9), BLK-M32.3 (8), BRST-M32.2 (5), BRST-M32.2 (5), ENG-DF-ZP (5), ENG-UF-WB (5), ENGYM-M32B.2 (5), ENGYM-M32B.2 (5), GBS-FKN-ZP (5), GBS-M01.4 (3), WB-IAA (5)

Seminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
-	wöch.			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 Decker**

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	8	9	c.t.				ZH 4	Decker	

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).

Requirements: final exam.

Hauptseminare (Advanced Seminars in British and Irish Literary Studies)**35790 Victorian Poverty Zwierlein**

Module: AVL-M05.1 (7), BLK-M2.1 (6), BLK-M2.2 (6), BLK-M32.2 (10), BLK-M33.2 (10), BLK-M33.3 (10), BRST-M32.3 (7), BRST-M32.3 (7), ENGYM-M32B.3 (7), ENGYM-M32B.3 (7), GEN-FKN-ZP (5), GEN-M01.2 (5), GEN-M01.3 (5)

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	10	12	c.t.				PT 2.0.3A*	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 seminar 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 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. 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 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 were charting, measuring and weighing the bodies of poor children, documenting cases of so-called "stunted growth". The specific problems of the female poor – prostitution, sexual exploitation, 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, and a term paper (c. 15-20 pages; deadline: Monday, 7 September 2020).

Texts: Charles Dickens, *Oliver Twist* (1837-8), ed. Stephen Gill (Oxford: OUP, 1999); Elizabeth Gaskell, *North and South* (1855), ed. Patricia Ingham (London: Penguin, 1995); George Eliot, *Adam Bede* (1859), ed. Valentine Cunningham (Oxford: OUP, 1996); 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 (e.g., from Friedrich Engels, Henry Mayhew, Samuel Smiles, W.T. Stead, Arthur Morrison) via GRIPS.

35791 "The End is Very Fucking Nigh" – 'Last Man Fiction' From the Nineteenth to the Twenty-first Century **Petzold**

Module: BLK-M2.1 (6), BLK-M2.2 (6), BLK-M32.2 (10), BLK-M33.3 (10), BLK-M4c.2 (11.0), BLK-M5c.2 (11.0), BRST-M32.3 (7), BRST-M32.3 (7), ENGYM-M32B.3 (7)

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

What will life be like at the 'end of the world'? Or, more precisely, what will life be like when humankind is close to extinction? And what will bring this situation about? These are questions that have fascinated numerous writers through the ages, and in this seminar we will read (or watch) and discuss a selection of 'Last-Man-Fictions'. What do they have to say about individuals or societies in extreme situations? Is there only gloom and doom? We will analyse the anxieties displayed, but also look for possible glimmers of hope. The seminar will start with (excerpts from) two texts from the nineteenth century, Mary Shelley's *The Last Man* (1826) and Richard Jeffries's *After London* (1885) and one from the first half of the twentieth century, A.S. Neill's *The Last Man Alive* (1938), but then the focus will be on more recent examples: P.D. James's *The Children of Men* (1992) and Alfonso Cuarón's film adaptation, *Children of Men* (2006); Danny Boyle's horror/zombie film *28 Days Later* (2002) and Margaret Atwood's *Oryx and Crake* (2003). In one of the later sessions we will (probably) be joined by a colleague from the TU Braunschweig doing American Studies, Prof. Heinze, who will give a brief talk on the last-man tradition in American literature and we will discuss Cormac McCarthy's *The Road* (2006).

Texts: Please get copies (any edition) of P.D. James, *The Children of Men*; Margaret Atwood, *Oryx and Crake*; Cormac McCarthy, *The Road*; all other texts will be made available via GRIPS; the films are available at our university library

MA students (who started their MA in WS 2019/20): This seminar is intended for BLK-M4c or BLK-M5c (20th Century Studies); if you want to use it for BLK-M2 (19th Century Studies) please contact me before the start of term.

Requirements: Participation in an expert group; term paper

35793 Literatures of Brexit Britain III **Zwierlein**

Module: BLK-M32.2 (10), BLK-M33.2 (10), BLK-M33.3 (10), BLK-M4c.2 (11.0), BLK-M5c.2 (11.0), BRST-M32.3 (7), BRST-M32.3 (7), ENGYM-M32B.3 (7), ENGYM-M32B.3 (7)

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

On 31 January 2020, Britain exited from the EU, almost four years after the Brexit Referendum. This seminar will observe political developments as they unfold during the trade negotiations, and examine the by now entrenched narratives of deep divisions across the UK, as brought to light by the referendum in 2016. Political scientists Robert Ford and Matthew Goodwin claim in "Britain after Brexit: A Nation Divided" (2017) that "for all the country's political parties, articulating and responding to the divisions that were laid bare in the Brexit vote will be the primary electoral challenge of tomorrow." The divisions are indeed manifold: 52% versus 48%; England and Wales versus Scotland and Northern Ireland; city versus countryside; liberal versus con-servative; old versus young; high versus low level of education; affluent versus poor; professional versus manual; migrant versus non-migrant, 'elite' versus 'the people', etc. Importantly, these rifts are multi-dimensional and inter-sectional, as they cut across the political spectrum, uprooting and reorganising traditional allegiances and socio-cultural affinities. The complex motivations behind the Brexit vote thus make visible the need to critically revisit established concepts of social and cultural analysis (such as cosmopolitanism, populism, nationalism, sovereignty, etc.) and to probe their heuristic value for explaining recent developments. In this seminar, we will examine some of the proliferating political and media discourses pre- and post-referendum, and give special attention to the increasing numbers of literary negotiations of Brexit that attempt to give voices to people across the divides: Carol Ann Duffy's play *My Country: A Work in Progress* (2017), partly based on interviews conducted by the UK Arts Councils in the British regions; nine British playwrights' mini-plays *Brexit Shorts: Dramas from a Divided Nation* (2017), commissioned by *The Guardian*; Lucien Young's satire *Alice in Brexitland* (2017); and a cluster of novels concerned with Brexit: Ian McEwan's *Nutshell* (2016); Douglas Board's *Time of Lies* (2017); Ali Smith's growing 'seasonal quartet'; Kenneth Steven's *2020* (2017); Anthony Cartwright's *The Cut* (2017); Jonathan Coe's *Middle England* (2018); John Lanchester's *The Wall* (2019). Assessing these and some other texts and visuals, we will examine the problems of political representation that they raise, bearing in mind that Brexit will remain an ongoing and deeply contested phenomenon for a long time to come.

Requirements: active participation, an oral presentation, and a term paper (c. 15-20 pages; deadline: Monday, 7 September 2020).

Texts: Carol Ann Duffy and Rufus Norris, *My Country: A Work in Progress* (Faber, 2017); Anthony Cartwright, *The Cut* (Peirene Press, 2017); Kenneth Steven, *2020* (Saraband, 2017); Ian McEwan, *Nutshell* (Vintage, 2016); Lucien Young, *Alice in Brexitland* (Ebury Press, 2017); Ali Smith, *Autumn* (Hamish Hamilton, 2016); Douglas Board, *Time of Lies* (Lightning Books, 2017); Jonathan Coe, *Middle England* (Viking, 2018); John Lanchester, *The Wall* (Faber, 2019).

Oberseminare (Research Seminar)

35794 Research Seminar

Zwierlein

Module: BLK-M1.3 (3), BLK-M31.3 (10), BLK-M35.1 (6)

Seminar, SWS: 2, ECTS: 10

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

This seminar addresses students of the M.A. British Studies programme preparing or completing their final theses but is also open to those writing theses for a 'Staatsexamen' degree. Students will have the opportunity to present their work-in-progress and receive feedback by faculty and fellow students. We will discuss theoretical approaches, writing techniques and the most important writing stages, such as finding and defining your topic, researching the material, structuring and presenting your arguments. Doctoral candidates and advanced researchers from the department will be invited to present parts of their ongoing projects and share their experiences. In addition, several distinguished guest speakers will contribute to the programme.

Requirements: BLK-M31: active participation, reading the assigned texts, transcript of one of the sessions / lectures (deadline: Monday, 7 September 2020); BLK-M35: active participation, reading the assigned texts, oral presentation of work-in-progress ('conference style').

Amerikanistik (American Studies)

Lectures

35800 Introduction to American Studies **Wiegink**

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

Vorlesung, SWS: 1, ECTS: 1

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	13	14	c.t.				H10	Wiegink	
Di	Einzel	13	14	c.t.	21.07.2020	21.07.2020		H43	Wiegink	Zusätzlicher Raum für die Klausur, additional room for the exam

The lecture course surveys the academic discipline of American Studies and provides an overview of materials, resources, issues, areas of study, and theories in the interdisciplinary field of American Studies. Individual sessions will give introductory accounts of North American geography, demographic developments and U.S. immigration history, major issues and coordinates of North American and U.S. history, the political system of the U.S., American ideologies and identity constructions, the religious landscape of the U.S., multilingualism and language politics in North America.

Credit requirement: final exam Tue., 21 July 2020, 13-14 s.t.; 45 mins, rooms H 10 and H 43.

Course texts: Hebel, Udo. *Einführung in die Amerikanistik/American Studies*. Stuttgart: Metzler, 2008. Print; Bronner, Simon J., ed. *Encyclopedia of American Studies*. Johns Hopkins UP, 2014. Web.

Auch für Nordamerikastudien (FKN)

35801 American Literary History **Bauridl**

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

Vorlesung, SWS: 2, ECTS: 4

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	10	12	c.t.				H 2	Bauridl	
Mi	Einzel	10	12	c.t.	22.07.2020	22.07.2020		H44	Bauridl	Zusätzlicher Raum für die Klausur, additional room for the exam

The 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 Wed., 22. July 2020, 10:30-11:30 s.t., 60 mins, rooms H 2 and H 44. 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.

Nur bei Studienbeginn ab WS 12/13 in den Pflichtbereich einbringbar.

35804 From Seneca Falls to #MeToo: Cultural Theories and Practices of American Feminism(s) **Wiegink**

Module: AMS-M32.2 (8), AMS-M33.2 (7), AMS-M33.3 (7), AMST-M23.3 (4), AMST-M23.3 (4), AMST-M23.3 (4), AMST-M32.1 (4), AMST-M32.1 (4), EAS-M31.4 (8), EAS-M33.1 (8), EAS-M33.2 (8), EAS-M33.3 (8), EAS-M34.1 (8), EAS-M34.2 (8), EAS-M34.3 (8), EAS-M7.2 (7), EAS-M8.1 (7), EAS-M8.2 (7), ENG-DF-ZP (4), ENG-UF-WB (4), ENGYM-M32A.1 (4), ENGYM-M32A.1 (4), NAS-FKN-ZP (4), NAS-M01.3 (4), WB-IAA (4)

Vorlesung, SWS: 2

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	14	16	c.t.				H 6	Wiegink	
Mi	Einzel	14	16	c.t.	22.07.2020	22.07.2020		H37	Wiegink	Zusätzlicher Raum für die Klausur, additional room for the exam

Feminists are ugly, angry women who do not shave their legs, hate men and who burn their bras in public, or are they? Not at all! This lecture will

introduce students to feminist politics, theories, and cultures. It will trace the emergence and formation of the so-called "three waves" of American feminist thought and politics ranging from the first women's rights convention at Seneca Falls in 1848 and the early twentieth-century Women's suffrage movement, the foundation of NOW in the 1960s and the writings Betty Friedan, Kate Millet, and Shulamith Firestone, to contemporary feminist theory by bell hooks, Judith Butler, Kimberly Crenshaw, Patricia Hill Collins, Gloria Anzaldua, Sara Ahmed, and many others. The lecture will look at feminist thought and politics, taking into account aspects like the intersection of race, class, and gender, as well as queer studies and recent political movements such as V-day, Code Pink or #metoo. Furthermore, the lecture will discuss a broad range of feminist cultural expressions ranging from abolitionist-feminist gift books, feminist utopias and dystopias, poetry and theater, to fanzines, punk music, LGBTQ ballroom culture, and activist performances.

Credit requirement: Final Exam Wed., 22 July, 2020, 14-16 s.t, 90 mins, rooms tba. All course materials will be available on GRIPS.

Credit requirements for electives EAS-M7.2, EAS-M8.1 and EAS-M8.2: Final Exam Wed., 22 July, 2020, 14-16 s.t., 90 mins, rooms H 6 and H 37. For Modulprüfung please also check the Modulbeschreibung: https://www.uni-regensburg.de/studium/modulbeschreibungen/medien/master/eas_master_ws1819.pdf. All course materials will be available on GRIPS.

American Cultural History

35810 American Cultural History

Depkat, Uppendahl

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	10	12	c.t.			Gruppe 1	H 8	Depkat	
Di	wöch.	12	13	c.t.			Gruppe 1	VG 1.31	Uppendahl	
Di	wöch.	10	12	c.t.			Gruppe 2	H 8	Depkat	
Di	wöch.	13	14	c.t.			Gruppe 2	VG 1.31	Uppendahl	
Di	wöch.	10	12	c.t.			Gruppe 3	H 8	Depkat	
Mo	wöch.	16	17	c.t.			Gruppe 3	ZH 6	Uppendahl	
Di	wöch.	10	12	c.t.			Gruppe 4	H 8	Depkat	
Mo	wöch.	17	18	c.t.			Gruppe 4	ZH 6	Uppendahl	
Di	Einzel	10	12	c.t.	28.07.2020	28.07.2020		H 2	Depkat, Uppendahl	
Di	Einzel	12	13	c.t.	19.05.2020	19.05.2020		H46		
Di	Einzel	13	14	c.t.	19.05.2020	19.05.2020		H46		

Gruppen 1 und 3 auch für Nordamerikastudien (FKN).

Drawing on a broad range of textual, visual, and audiovisual materials, the course will give an in-depth overview over the cultural, social, and political history of the U.S. from the earliest European encounters with the 'New World' to contemporary interpretations of what 'America' might mean for different groups inside and outside of the U.S. We will cover a broad range of cultural and historical issues including ideological interpretations of American landscapes and spaces, attitudes toward demographic developments and immigration, controversies about the U.S.-American political-economic system and foreign policy, the plurality of the American religious landscape, and multilingualism and the diversity of cultural traditions in North America. to familiarize students with materials, areas of study, and theoretical approaches in the interdisciplinary field of American Studies and their significance for the study of American cultural history. The course is organized into a two-hour lecture outlining the major problems, contexts and trajectories of the individual session topics, and a one-hour seminar that will deepen the knowledge gained in the lecture and do in-depth work with selected textual, visual and audiovisual materials.

Credit requirement: final exam for participants of all sections of this class on Tue., 28.07.2020, 10-12 s.t.; 120 mins, rooms H 8 and H 2.

Course materials: Weekly readings; Hebel, Udo. *Einführung in die Amerikanistik/American Studies*. Stuttgart: Metzler, 2008. Print. Recommended history textbooks: Depkat, Volker. *Geschichte Nordamerikas: Eine Einführung*. Köln: Böhlau, 2008. Print. ---. *Geschichte der USA*. Stuttgart: Kohlhammer, 2016. Print. Boyer, Paul S., et al. *The Enduring Vision: A History of the American People*. 8th ed. Boston: Wadsworth, 2014. Print.

Introduction to English and American Literary Studies

35756 Introduction to English and American Literary Studies

Heger, N.N., Wiegink

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	15	16	c.t.			Gruppe 1	PT 2.0.4	N.N.	
Do	wöch.	10	12	c.t.			Gruppe 1	H22	Wiegink	
Mo	wöch.	14	15	c.t.			Gruppe 2	VG 0.24	N.N.	
Do	wöch.	10	12	c.t.			Gruppe 2	H22	Wiegink	

Mo	wöch.	15	16	c.t.			Gruppe 3	VG 0.24	N.N.	
Do	wöch.	10	12	c.t.			Gruppe 3	H22	Wiegink	
Di	wöch.	9	10	c.t.			Gruppe 4	ZH 6	Heger	
Do	wöch.	10	12	c.t.			Gruppe 4	H22	Wiegink	
Do	Einzel	10	12	c.t.	23.07.2020	23.07.2020		H18	Heger, N.N., Wiegink	Zusätzlicher Raum für die Klausur, additional room for the exam

Nicht geeignet für B.A. Anglistik!

This course meets twice a week: once on Thursday (lecture) and once on Monday or Tuesday (seminar), depending on the group in which you are enrolled (max. 20 participants per group). The course provides fundamental knowledge and skills necessary for the study of American literature. It introduces critical concepts such as 'literature,' 'culture,' and 'text'; influential theoretical approaches and critical methods; problems of literary history, canonization, and periodization. The course covers a variety of literary texts, including representative examples of all major literary forms, and guides students in applying technical terms and concepts to the analysis of these texts. It also addresses strategies of research and writing. In the Lehramt programs, the course qualifies students for seminars in both British and American literature. Further course materials, mandatory readings and course requirements will be announced in the first session.

Credit requirement: final exam on Thur, 23. July 2020, 10-noon, s.t.; 90 mins, rooms H22 and H 18.

Required readings: Peter Barry, *Beginning Theory: An Introduction to Literary and Cultural Theory* (Manchester UP); Michael Meyer, *English and American Literature* (Francke). Further readings and materials will be available on GRIPS.

IMPORTANT: Students of the BA Amerikanistik must register for Introduction courses listed here under American Studies. Students of the BA Anglistik must register for the lecture run by PD Dr. Boehm. Students taking a Lehramt-degree or a BA in English Linguistics can register for either of these two lecture courses.

Proseminare (Undergraduate Seminars in American Studies)

35820 American Literature I: From the Beginnings through the 19th Century **Gotteswinter, N.N.**

Module: AMST-M16.3 (4), AMST-M16.3 (4), AMST-M16.3 (4), AMST-M22.1 (4), AMST-M22.2 (4), AMST-M22.2 (4), BRST-M22.2 (4), BRST-M22.2 (4), ENG-UF-WB (4), ENGYM-M23.2 (4), ENGYM-M23.2 (4), ENGYM-M23.2 (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	Gotteswinter	
Di	wöch.	10	12	c.t.			Gruppe 2	VG 2.45	N.N.	

The course examines selected examples of American literature from pre-Columbian Native American documents through nineteenth-century literary writing. Taught in seminar format and based on reading, discussion, and active participation, the course places literary texts in their historical and cultural contexts. Readings include early exploration narratives and selected texts from colonial America, samples of nineteenth-century short fiction, Nathaniel Hawthorne's *The Scarlet Letter*, and selected poems by prominent authors, such as Walt Whitman and Emily Dickinson. Students are expected to read and actively prepare the assigned texts.

Course requirement: oral presentation.

Credit requirement: an 8 to 10-page (3,500 to 4,500-word) research paper in English.

Required text: Hawthorne, Nathaniel. *The Scarlet Letter, A Romance*; 1850. Baym, Nina et al., eds. *The Norton Anthology of American Literature*. 8th ed. Vols. A, B, and C. New York: Norton, 2012. Print. Second Norton Critical Edition. New York/London: Norton, 2017. Print. Additional required texts will be announced in the first course session.

35824 Transatlantic Relations Reconsidered: Post World War II German-American Contact beyond Politics **Heger**

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	12	14	c.t.				W 113	Heger	

In recent years, scholars, journalists and politicians alike keep diagnosing a crisis of the western world. To proof their point they are talking for example about trade, economy and politics. While these fields indeed play an important role for transatlantic encounters in general and German-American relations in particular, they neglect the fact that governments and businesses are not the only powerful players in that field. This course will analyze the history of transatlantic relations after World War II beyond politics and economy and strongly, but not exclusively, focus on citizen diplomacy programs and their impact in changing cultural climates. In cooperation with local and international partners one practical example for this will be the sister city program (*Städtepartnerschaft*) between Regensburg and Tempe, AZ. Furthermore, the course aims to explore alternative models of knowledge-production in the American Studies Classroom by partly substituting the traditional term paper with more creative forms.

Course Requirements: Oral presentation, preparation of study questions.

Credit requirement: 5 page reflection paper in English. Further information will be given in class.

Required Texts: Information on the required texts will be given in the first session of the course.

35825 American Literature II: The 20th and 21st Centuries Bauridl, Dexl

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	12	14	c.t.			Gruppe 1	ZH 8	Dexl	
Mi	wöch.	14	16	c.t.			Gruppe 2	ZH 6	Bauridl	

The course explores representative 20th- and 21st-century American fiction, poems, and plays. Taught in seminar format and based on reading, discussion, and active participation, it studies literary texts in their respective historical and cultural contexts as well as from the perspective of current scholarly debates in the field. Exploring movements and concepts such as realism, modernism, postmodernism, and cultural pluralism and reformatory impulses, the course deepens students' knowledge and research skills with regard to American literary history, cultural and literary concepts. Students are expected to read and actively prepare the assigned texts.

Course requirements: 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.

35832 Political Institutions Uppendahl

Module: AMST-M23.1 (4), AMST-M23.1 (4), 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
Mo	wöch.	14	16	c.t.				ZH 6	Uppendahl	

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.

Course requirement: All students will be required to give an oral presentation.

Credit requirement: Those who wish to receive credit will also be asked to submit an eight- to ten-page research paper. Further details about these points will be posted on Kurssoff 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.

Graduate Seminars in American Studies (formerly Cultural Studies Advanced Seminars)

35834 Move! American Cultural Resistance from the Jim Crow Era to the Present Dexl

Module: AMST-M32.2 (5), AMST-M32.2 (5), EAS-M7.2 (7), EAS-M8.1 (7), EAS-M8.2 (7), ENGYM-M32A.2 (5), ENGYM-M32A.2 (5), NAS-FKN-ZP (5), NAS-M01.3 (4)

Seminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	16	18	c.t.				ZH 6	Dexl	

This seminar looks at cultural performance in the US from the Jim Crow Era to the present with a special focus on the mobilization of bodies for political purposes, ranging from protest marches over sit-ins and die-ins, strikes, and occupations to examples of performance art, guerilla theater, and stage(d) performance. Drawing on influential scholarship in the field of Performance Studies (Schechner, Taylor, Goffman, and others), we familiarize ourselves with different notions, concepts, and forms of performance and explore their potential for social intervention. Using central ideas from the field of Body Studies, we will attend to the tactics and strategies that bodies employ in order to enact resistance and raise public awareness for pressing social concerns. This includes social movements for equal civil rights, women's rights, LGBTQ+ rights as well as debates about environmental politics, immigrant rights, or economics, which manifest in strikes (e.g. "FFF"), social media campaigns, such as #metoo or #BLM, or provocative art pieces and performance practices. As part of their in-class presentations, students need to bring in examples of their choice to illustrate the mobilization of bodies in the fight against social issues, such as sexism, racism, classism, agism etc. We will discuss the

effects and affects that selected examples of embodied performance and cultural resistance generate and explore their contribution to the construction of transnational and crosscultural solidarities as well as their role for foregrounding tensions and conflicts.

Course requirements for all: oral presentation and handout.

Credit requirements: 8- to 10-page research paper in English. Required readings: Please read before the beginning of the semester: Diana Taylor, *Performance*, Durham: Duke UP: 2016. Further information on the texts you need to purchase will be given in the first session.

Credit requirement for electives: for EAS-M7.2: final research paper in English (10 pp.); for EAS-M8.1 and EAS-M8.2: a critical reflection paper in English (8-10 pp.). Please also check the Modulbeschreibung: https://www.uni-regensburg.de/studium/modulbeschreibungen/medien/master/eas_master_ws1819.pdf

Auch für Nordamerikastudien (FKN)

35837 Topical Issues (LA) Uppendahl

Module: ENGYM-M32A.2 (5), ENGYM-M32A.2 (5)

Seminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Do	wöch.	16	18	c.t.				VG 0.04	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.

Graduate Seminars in American Studies (formerly Hauptseminare)

33324a The Trump Presidency - A First Appraisal Bierling, Depkat

Module: AMS-M32.1 (10), AMS-M32.3 (8), AMS-M33.1 (10), AMS-M33.2 (7), AMS-M33.3 (7), AMST-M32.2 (5), AMST-M32.2 (5), AMST-M32.3 (7), AMST-M32.3 (7), EAS-M31.3 (8), EAS-M33.1 (8), EAS-M33.2 (8), EAS-M33.3 (8), EAS-M34.1 (8), EAS-M34.2 (8), EAS-M34.3 (8), EAS-M5.1 (8), EAS-M7.2 (7), EAS-M8.1 (7), EAS-M8.2 (7), ENGYM-M32A.3 (7), ENGYM-M32A.3 (7), POL-BA-24a.2 (10), POL-MA-24.2 (10), POL-MA-26.2d (10), POL-MA-27.2d (10)

Oberseminar, SWS: 2, ECTS: 10, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	8:30	10					VG 0.05	Bierling	

The course provides an in-depth analysis of the Trump presidency. It will focus on the personality of the president, his forms of political communication, the reasons for his 2016 election victory, his governing style, and on his political agenda. Topics to be discussed are his policies regarding health care, tax reform and immigration as well as the appointment of federal judges. In addition, we will look into U.S. foreign policy under Trump, and thematize the major scandals of his presidency, the Mueller investigation and the impeachment proceedings at length.

Literature: Will be announced in the individual meetings.

For more details, please see the LSF.

35831 Critical Perspectives on Whiteness and Privilege (Topics in Politics and Responsibilities, EAS-M5) Bauridl

Module: AMS-M32.1 (10), AMS-M32.3 (8), AMS-M33.1 (10), AMS-M33.2 (8), AMS-M33.3 (8), AMST-M32.2 (5), AMST-M32.2 (5), AMST-M32.3 (7), AMST-M32.3 (7), EAS-M31.3 (8), EAS-M33.1 (8), EAS-M33.2 (8), EAS-M33.3 (8), EAS-M34.1 (8), EAS-M34.2 (8), EAS-M34.3 (8), EAS-M5.1 (8), EAS-M7.2 (7), EAS-M8.1 (7), EAS-M8.2 (7), ENGYM-M32A.3 (7), ENGYM-M32A.3 (7)

Seminar, SWS: 2, Max. Teilnehmer: 20

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

Activists and cultural critics have frequently pointed out that whiteness comes with social, economic, and political advantages as well as with the privilege of not being forced to ponder one's own 'racial' affiliation. This course sheds critical light on whiteness and dismantles structures of oppression and inequality based on white privilege, white maintenance of supremacy, and systemic racism. The course will trace historical contours of whiteness and white supremacy in America and the US. It will then focus on a transnational investigation of more contemporary manifestations and discussions of white supremacy in German and American film, visual culture, stage performance, literature, politics, and everyday encounters. Topics will include, among others, migration and refugees; violence and oppression; police and the state; cultural visibility and social opportunities; protest and activism. We will base our discussion on perspectives, concepts, and methodologies rooted in Ethnic Studies, Critical Race Theory, and, predominantly, Critical Whiteness Studies. As a relatively young academic field, Critical Whiteness Studies pursues the political agenda of exposing white supremacy via a scholarly investigation of whiteness as a socially constructed norm against which other ethnicities and 'races' are judged.

Credit for: MEAS 2018ff. MEAS/MAS pre-2018, Cultural Studies Advanced, Hauptseminar (see credit requirements below).

Course requirement: oral presentation

Credit requirement LA/BA: presentation handout and/or PowerPoint presentation; advanced academic writings in English (ca. 15 pages)

Credit requirement master's program: prior to WS 2018/19: presentation and final research paper (ca. 15 pages for 8 CP or ca. 20 pages for 10 CP, depending on credit type); master's program as of WS 2018/19: presentation and proposal for a possible research paper (5 pp.). Please also check the Modulbeschreibung:

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

35833 Transnational Documentary Studies: Frameworks, Lives, Regions (Topics in Spaces, Regions, Spheres, EAS-M3) N.N.

Module: AMS-M32.1 (10), AMS-M32.3 (8), AMS-M33.1 (10), AMS-M33.2 (8), AMS-M33.3 (8), AMST-M32.2 (5), AMST-M32.2 (5), AMST-M32.3 (7), EAS-M3.1 (8), EAS-M31.1 (10), EAS-M31.4 (8), EAS-M33.1 (8), EAS-M33.2 (8), EAS-M33.3 (8), EAS-M34.1 (8), EAS-M34.2 (8), EAS-M34.3 (8), EAS-M7.2 (7), EAS-M8.1 (7), EAS-M8.2 (7), ENGYM-M32A.3 (7)

Seminar

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
-	wöch.			c.t.					N.N.	

This course—which will include practical components—will raise and address major questions of the field(s) of transnational documentary studies in a particular European-American context. The course examines traditions of documentary work seen through an interdisciplinary perspective, with an emphasis on twentieth- and twentieth-first century practices in Europe and the United States. The course will introduce students to a range of documentary idioms and voices, including the work of photographers, filmmakers, oral historians, folklorists, musicologists, radio documentarians, and writers, emphasizing place-making and the lives and stories of dominant and minority cultures. The course stresses aesthetic, scholarly, and ethical considerations involved in representing the lives and stories of other people and cultures—and of the places and areas they inhabit and make.

Registration: Please email: american.studies@ur.de by 17 April 2020. Max. 15 course participants—course places will be awarded in order of registration.

Credit for: MEAS 2018ff. MEAS/MAS pre-2018, Cultural Studies Advanced, Hauptseminar (see credit requirements below).

Course requirement: oral presentation

Credit requirement LA/BA: presentation handout and/or PowerPoint presentation; advanced academic writings in English (ca. 15 pages)

Credit requirement master's program: prior to WS 2018/19: presentation and final research paper (ca. 15 pages for 8 CP or ca. 20 pages for 10 CP, depending on credit type); master's program as of WS 2018/19: presentation and proposal for a possible research paper (5 pp.).

Please also check the Modulbeschreibung:

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

35835 Local, National, and Global Cityscapes of New York City (Topics in Spaces, Regions, Spheres, EAS-M3) Wiegink

Module: AMS-M32.1 (10), AMS-M32.3 (8), AMS-M33.2 (8), AMS-M33.3 (8), AMST-M32.2 (5), AMST-M32.2 (5), EAS-M3.1 (8), EAS-M31.3 (8), EAS-M31.4 (8), EAS-M33.1 (8), EAS-M33.2 (8), EAS-M33.3 (8), EAS-M34.1 (8), EAS-M34.2 (8), EAS-M34.3 (8), EAS-M7.2 (7), EAS-M8.1 (7), EAS-M8.2 (7)

Seminar, SWS: 2, Max. Teilnehmer: 15

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

"The city seen from the Queensboro Bridge is always the city seen for the first time, in its first wild promise of all the mystery and the beauty in the world" (Fitzgerald, *The Great Gatsby*).

This seminar will take a closer look at the rich (multi)cultural history of New York City, a city often referred to as the cultural capital of the world. This seminar will invite students to walk geographically, historically, and culturally through this most populous city of the United States. Geographically, we will explore the 'body' of the city, both by looking at its architectural 'texture' and by approaching NYC as intercultural contact zone that brings diverse people together. Historically, we will explore the rich history of the city from the Lenape "island of many hills" and Dutch colonization to European immigrants' gateway to America and the most wasteful megacity of the world. Culturally, we will trace the diverse and rich cultures of The Big Apple ranging from Walt Whitman's poetic praise of NYC's democratic spirit and the muckraking journalism of Jacob Riis to Andy Warhol's POPism and the literature of 9/11, from African American art of the Harlem Renaissance to Spike Lee's *Do the Right Thing*, from *West Side Story* to Nicholasa Mohr's *In Nueva York*, and from Emma Lazarus's "mother of exiles" to Woody Allen's both humorous and neurotic perspective on this extraordinary and most-un-American of American cities. Credit for: MEAS 2018ff. MEAS/MAS pre-2018, Cultural Studies Advanced, Hauptseminar (see credit requirements below).

Reading: Daniels, Roger. *Coming to America: A History of Immigration and Ethnicity in American Life*. New York, NY: Perennial, 2009. Daniels, Roger. *Guarding the Golden Door: American Immigration Policy and Immigrants Since 1882*. New York: Hill and Wang, 2005. Bischof, Günter, ed. *Quiet Invaders Revisited: Biographies of Twentieth Century Immigrants to the United States*. Innsbruck: StudienVerlag, 2017. Oltmer, Jochen. *Globale Migration: Geschichte Und Gegenwart*. München: Beck, 2016.

Course requirement: oral presentation

Credit requirement: LA/BA: presentation handout and/or PowerPoint presentation; advanced academic writings in English (ca. 15 pages).

Credit requirement master's program: prior to WS 2018/19: presentation and final research paper (ca. 15 pages for 8 CP or ca. 20 pages for 10 CP, depending on credit type); master's program as of WS 2018/19: presentation and proposal for a possible research paper (5 pp.). Please also check the Modulbeschreibung.

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

35841	Pictures in Motion: Identities, Memories, Environments (Topics in Mobilities and Cultural Transfers, EAS-M4)	Bauridl
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Module: AMS-M32.1 (10), AMS-M32.3 (8), AMS-M33.1 (10), AMS-M33.2 (8), AMS-M33.3 (8), AMST-M32.2 (5), AMST-M32.2 (5), AMST-M32.3 (7), AMST-M32.3 (7), EAS-M31.3 (8), EAS-M33.1 (8), EAS-M33.2 (8), EAS-M33.3 (8), EAS-M34.1 (8), EAS-M34.2 (8), EAS-M34.3 (8), EAS-M4.1 (8), EAS-M7.2 (7), EAS-M8.1 (7), EAS-M8.2 (7), ENGYM-M32A.3 (7), ENGYM-M32A.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.				ZH 6	Bauridl	

This course focuses on past and present examples of American visual culture that cross and debate national and cultural borders. It investigates the cultural, political, and social power of paintings, photographs, architecture, and exhibits as well as of audiovisual performances such as film, musical, or protest in transnational contexts. The course will pay particular attention to issues of identity, memory, and environments: How do visuals negotiate 'self' and 'other'? What are the visual dimensions of racism and white supremacy? How do mobile pictures create diverse memories of the past? What future(s) do they imagine? How do images construct or deconstruct borders? Who is 'in' and who is 'out'? How do images contribute to our approaches to the environment? How do they suggest sustainable solutions? Last but not least: What is the role of the Internet and of contemporary forms of visual production such as social media or selfies? While focusing on diverse case studies, the course will also deepen students' knowledge of concepts related to visual culture, mobility, memory, identity, and space.

Credit for: MEAS 2018ff. MEAS/MAS pre-2018, Cultural Studies Advanced, Hauptseminar (see credit requirements below).

Course requirement: oral presentation

Credit requirement LA/BA: presentation handout and/or PowerPoint presentation; advanced academic writings in English (ca. 15 pages)

Credit requirement master's program: prior to WS 2018/19: presentation and final research paper (ca. 15 pages for 8 CP or ca. 20 pages for 10 CP, depending on credit type); master's program as of WS 2018/19: presentation and proposal for a possible research paper (5 pp.). Please also check the Modulbeschreibung:

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

35844	From Disney Worlds to the Empire of the Mouse	Wiegink
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Module: AMS-M32.1 (10), AMS-M32.3 (8), AMS-M33.2 (8), AMS-M33.3 (8), AMST-M32.3 (7), AMST-M32.3 (7), EAS-M7.2 (7), EAS-M8.1 (7), EAS-M8.2 (7), ENGYM-M32A.3 (7), ENGYM-M32A.3 (7)

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

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

From Disney cartoons, animated films, and children's consumer products to theme parks and urban development projects – the 'Empire of the Mouse' seems omnipresent in the contemporary United States. This seminar will examine the complex cultural influence of the Disney corporation on American culture. In our critical readings of Disney films, we will discuss the changing roles of women (e.g. in films like *Snow White*, 1937 or *The Little Mermaid*, 1989), the image of the Orient (e.g. in the film *Aladdin*, 1992), the representation of historic figures (such as the Native American princess in *Pocahontas*, 1995) and the representation of ethnic heroes and heroines (*The Princess and the Frog*, 2009; *Moana*, 2016;

Coco, 2017). In a second step, we will broaden our inquiry and look at other ways in which the Disney corporation impacts contemporary culture. Here, we will discuss different points of critique brought up against the company, ranging from the corporation's complicity in the commodification of public space (e.g. Disney's musical theater at Times Square) and exploitative labor conditions (e.g. children producing Disney toys in sweatshops in Southeast Asia), to the critique of Disneyworld as a "hyperreality" (the term postmodern philosopher Jean Baudrillard used to describe Disney theme parks) and activist interventions into 'the Empire of the Mouse.' Credit for: MEAS 2018ff. MEAS/MAS pre-2018, Hauptseminar (see credit requirements below).

Reading: Daniels, Roger. *Coming to America: A History of Immigration and Ethnicity in American Life*. New York, NY: Perennial, 2009. Daniels, Roger. *Guarding the Golden Door: American Immigration Policy and Immigrants Since 1882*. New York: Hill and Wang, 2005. Bischof, Günter, ed. *Quiet Invaders Revisited: Biographies of Twentieth Century Immigrants to the United States*. Innsbruck: StudienVerlag, 2017. Oltmer, Jochen. *Globale Migration: Geschichte Und Gegenwart*. München: Beck, 2016.

Course requirement: oral presentation

Credit requirement: LA/BA: presentation handout and/or PowerPoint presentation; advanced academic writings in English (ca. 15 pages).

Course requirement for electives: for EAS-M7.2, EAS-M8.1 and EAS-M8.2: oral presentation and handout

Reviews (Review Courses and Thesis Preparation)

35843 Review American Literature **Dexl**

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Do	wöch.	12	13	c.t.				ZH 5	Dexl	

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 Examenkandidaten **Depkat**

Seminar, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Do	14-tägig	18	20:00	c.t.				ZH 6	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: AMST-M31.1 (3), AMST-M31.1 (3), ENLI-M31.1 (3), ENLI-M31.1 (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 6	Bauridl	

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

Course requirements: oral presentations (informal and formal).

Credit requirement: research proposal—handout (app. 5pp.).

Seminars in American Studies and European-American Studies

33324a The Trump Presidency - A First Appraisal Bierling, Depkat

Module: AMS-M32.1 (10), AMS-M32.3 (8), AMS-M33.1 (10), AMS-M33.2 (7), AMS-M33.3 (7), AMST-M32.2 (5), AMST-M32.2 (5), AMST-M32.3 (7), AMST-M32.3 (7), EAS-M31.3 (8), EAS-M33.1 (8), EAS-M33.2 (8), EAS-M33.3 (8), EAS-M34.1 (8), EAS-M34.2 (8), EAS-M34.3 (8), EAS-M5.1 (8), EAS-M7.2 (7), EAS-M8.1 (7), EAS-M8.2 (7), ENGYM-M32A.3 (7), ENGYM-M32A.3 (7), POL-BA-24a.2 (10), POL-MA-24.2 (10), POL-MA-26.2d (10), POL-MA-27.2d (10)

Oberseminar, SWS: 2, ECTS: 10, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	8:30	10					VG 0.05	Bierling	

The course provides an in-depth analysis of the Trump presidency. It will focus on the personality of the president, his forms of political communication, the reasons for his 2016 election victory, his governing style, and on his political agenda. Topics to be discussed are his policies regarding health care, tax reform and immigration as well as the appointment of federal judges. In addition, we will look into U.S. foreign policy under Trump, and thematize the major scandals of his presidency, the Mueller investigation and the impeachment proceedings at length.

Literature: Will be announced in the individual meetings.

For more details, please see the LSF.

35831 Critical Perspectives on Whiteness and Privilege (Topics in Politics and Responsibilities, EAS-M5) Bauridl

Module: AMS-M32.1 (10), AMS-M32.3 (8), AMS-M33.1 (10), AMS-M33.2 (8), AMS-M33.3 (8), AMST-M32.2 (5), AMST-M32.2 (5), AMST-M32.3 (7), AMST-M32.3 (7), EAS-M31.3 (8), EAS-M33.1 (8), EAS-M33.2 (8), EAS-M33.3 (8), EAS-M34.1 (8), EAS-M34.2 (8), EAS-M34.3 (8), EAS-M5.1 (8), EAS-M7.2 (7), EAS-M8.1 (7), EAS-M8.2 (7), ENGYM-M32A.3 (7), ENGYM-M32A.3 (7)

Seminar, SWS: 2, Max. Teilnehmer: 20

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

Activists and cultural critics have frequently pointed out that whiteness comes with social, economic, and political advantages as well as with the privilege of not being forced to ponder one's own 'racial' affiliation. This course sheds critical light on whiteness and dismantles structures of oppression and inequality based on white privilege, white maintenance of supremacy, and systemic racism. The course will trace historical contours of whiteness and white supremacy in America and the US. It will then focus on a transnational investigation of more contemporary manifestations and discussions of white supremacy in German and American film, visual culture, stage performance, literature, politics, and everyday encounters. Topics will include, among others, migration and refugees; violence and oppression; police and the state; cultural visibility and social opportunities; protest and activism. We will base our discussion on perspectives, concepts, and methodologies rooted in Ethnic Studies, Critical Race Theory, and, predominantly, Critical Whiteness Studies. As a relatively young academic field, Critical Whiteness Studies pursues the political agenda of exposing white supremacy via a scholarly investigation of whiteness as a socially constructed norm against which other ethnicities and 'races' are judged.

Credit for: MEAS 2018ff. MEAS/MAS pre-2018, Cultural Studies Advanced, Hauptseminar (see credit requirements below).

Course requirement: oral presentation

Credit requirement LA/BA: presentation handout and/or PowerPoint presentation; advanced academic writings in English (ca. 15 pages)

Credit requirement master's program: prior to WS 2018/19: presentation and final research paper (ca. 15 pages for 8 CP or ca. 20 pages for 10 CP, depending on credit type); master's program as of WS 2018/19: presentation and proposal for a possible research paper (5 pp.). Please also check the Modulbeschreibung:

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

35833 Transnational Documentary Studies: Frameworks, Lives, Regions (Topics in Spaces, Regions, Spheres, EAS-M3) N.N.

Module: AMS-M32.1 (10), AMS-M32.3 (8), AMS-M33.1 (10), AMS-M33.2 (8), AMS-M33.3 (8), AMST-M32.2 (5), AMST-M32.2 (5), AMST-M32.3 (7), EAS-M3.1 (8), EAS-M31.1 (10), EAS-M31.4 (8), EAS-M33.1 (8), EAS-M33.2 (8), EAS-M33.3 (8), EAS-M34.1 (8), EAS-M34.2 (8), EAS-M34.3 (8), EAS-M7.2 (7), EAS-M8.1 (7), EAS-M8.2 (7), ENGYM-M32A.3 (7)

Seminar

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
-	wöch.			c.t.					N.N.	

This course—which will include practical components—will raise and address major questions of the field(s) of transnational documentary studies in a particular European-American context. The course examines traditions of documentary work seen through an interdisciplinary perspective, with an emphasis on twentieth- and twentieth-first century practices in Europe and the United States. The course will introduce students to a range of documentary idioms and voices, including the work of photographers, filmmakers, oral historians, folklorists, musicologists, radio documentarians, and writers, emphasizing place-making and the lives and stories of dominant and minority cultures. The course stresses aesthetic,

scholarly, and ethical considerations involved in representing the lives and stories of other people and cultures—and of the places and areas they inhabit and make.

Registration: Please email: american.studies@ur.de by 17 April 2020. Max. 15 course participants—course places will be awarded in order of registration.

Credit for: MEAS 2018ff. MEAS/MAS pre-2018, Cultural Studies Advanced, Hauptseminar (see credit requirements below).

Course requirement: oral presentation

Credit requirement LA/BA: presentation handout and/or PowerPoint presentation; advanced academic writings in English (ca. 15 pages)

Credit requirement master's program: prior to WS 2018/19: presentation and final research paper (ca. 15 pages for 8 CP or ca. 20 pages for 10 CP, depending on credit type); master's program as of WS 2018/19: presentation and proposal for a possible research paper (5 pp.).

Please also check the Modulbeschreibung:

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

35835 Local, National, and Global Cityscapes of New York City (Topics in Spaces, Regions, Spheres, EAS-M3) Wiegink

Module: AMS-M32.1 (10), AMS-M32.3 (8), AMS-M33.2 (8), AMS-M33.3 (8), AMST-M32.2 (5), AMST-M32.2 (5), EAS-M3.1 (8), EAS-M31.3 (8), EAS-M31.4 (8), EAS-M33.1 (8), EAS-M33.2 (8), EAS-M33.3 (8), EAS-M34.1 (8), EAS-M34.2 (8), EAS-M34.3 (8), EAS-M7.2 (7), EAS-M8.1 (7), EAS-M8.2 (7)

Seminar, SWS: 2, Max. Teilnehmer: 15

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

"The city seen from the Queensboro Bridge is always the city seen for the first time, in its first wild promise of all the mystery and the beauty in the world" (Fitzgerald, *The Great Gatsby*).

This seminar will take a closer look at the rich (multi)cultural history of New York City, a city often referred to as the cultural capital of the world. This seminar will invite students to walk geographically, historically, and culturally through this most populous city of the United States. Geographically, we will explore the 'body' of the city, both by looking at its architectural 'texture' and by approaching NYC as intercultural contact zone that brings diverse people together. Historically, we will explore the rich history of the city from the Lenape "island of many hills" and Dutch colonization to European immigrants' gateway to America and the most wasteful megacity of the world. Culturally, we will trace the diverse and rich cultures of The Big Apple ranging from Walt Whitman's poetic praise of NYC's democratic spirit and the muckraking journalism of Jacob Riis to Andy Warhol's POPism and the literature of 9/11, from African American art of the Harlem Renaissance to Spike Lee's *Do the Right Thing*, from *West Side Story* to Nicholasa Mohr's *In Nueva York*, and from Emma Lazarus's "mother of exiles" to Woody Allen's both humorous and neurotic perspective on this extraordinary and most-un-American of American cities. Credit for: MEAS 2018ff. MEAS/MAS pre-2018, Cultural Studies Advanced, Hauptseminar (see credit requirements below).

Reading: Daniels, Roger. *Coming to America: A History of Immigration and Ethnicity in American Life*. New York, NY: Perennial, 2009. Daniels, Roger. *Guarding the Golden Door: American Immigration Policy and Immigrants Since 1882*. New York: Hill and Wang, 2005. Bischof, Günter, ed. *Quiet Invaders Revisited: Biographies of Twentieth Century Immigrants to the United States*. Innsbruck: StudienVerlag, 2017. Oltmer, Jochen. *Globale Migration: Geschichte Und Gegenwart*. München: Beck, 2016.

Course requirement: oral presentation

Credit requirement: LA/BA: presentation handout and/or PowerPoint presentation; advanced academic writings in English (ca. 15 pages).

Credit requirement master's program: prior to WS 2018/19: presentation and final research paper (ca. 15 pages for 8 CP or ca. 20 pages for 10 CP, depending on credit type); master's program as of WS 2018/19: presentation and proposal for a possible research paper (5 pp.). Please also check the Modulbeschreibung.

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

35841 Pictures in Motion: Identities, Memories, Environments (Topics in Mobilities and Cultural Transfers, EAS-M4) Bauridl

Module: AMS-M32.1 (10), AMS-M32.3 (8), AMS-M33.1 (10), AMS-M33.2 (8), AMS-M33.3 (8), AMST-M32.2 (5), AMST-M32.2 (5), AMST-M32.3 (7), AMST-M32.3 (7), EAS-M31.3 (8), EAS-M33.1 (8), EAS-M33.2 (8), EAS-M33.3 (8), EAS-M34.1 (8), EAS-M34.2 (8), EAS-M34.3 (8), EAS-M4.1 (8), EAS-M7.2 (7), EAS-M8.1 (7), EAS-M8.2 (7), ENGYM-M32A.3 (7), ENGYM-M32A.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.				ZH 6	Bauridl	

This course focuses on past and present examples of American visual culture that cross and debate national and cultural borders. It investigates the cultural, political, and social power of paintings, photographs, architecture, and exhibits as well as of audiovisual performances such as film, musical, or protest in transnational contexts. The course will pay particular attention to issues of identity, memory, and environments: How do visuals negotiate 'self' and 'other'? What are the visual dimensions of racism and white supremacy? How do mobile pictures create diverse

memories of the past? What future(s) do they imagine? How do images construct or deconstruct borders? Who is 'in' and who is 'out'? How do images contribute to our approaches to the environment? How do they suggest sustainable solutions? Last but not least: What is the role of the Internet and of contemporary forms of visual production such as social media or selfies? While focusing on diverse case studies, the course will also deepen students' knowledge of concepts related to visual culture, mobility, memory, identity, and space.

Credit for: MEAS 2018ff. MEAS/MAS pre-2018, Cultural Studies Advanced, Hauptseminar (see credit requirements below).

Course requirement: oral presentation

Credit requirement LA/BA: presentation handout and/or PowerPoint presentation; advanced academic writings in English (ca. 15 pages)

Credit requirement master's program: prior to WS 2018/19: presentation and final research paper (ca. 15 pages for 8 CP or ca. 20 pages for 10 CP, depending on credit type); master's program as of WS 2018/19: presentation and proposal for a possible research paper (5 pp.). Please also check the Modulbeschreibung:

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

Sprachpraxis (Language)

Basismodul

35860 General Language Course A **Bradley, Gebauer, Hill, Kohen, Richter, Stetler**

Module: AMST-M11.1 (3), AMST-M11.1 (3), BRST-M11.1 (3), BRST-M11.1 (3), ENGS-M11.1 (3), ENGS-M11.1 (3), ENGS-M15.1 (3), ENGYM-M11.1 (3), ENGYM-M11.1 (3), ENHS-M11.1 (3), ENHS-M11.1 (3), ENHS-M15.1 (3), ENHS-M15.1 (3), ENLI-M11.1 (3), ENLI-M11.1 (3), ENRS-M11.1 (3), ENRS-M11.1 (3), GBS-M01.1 (3), NAS-M01.4 (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	ZH 5	Richter	
Di	wöch.	10	12	c.t.			Gruppe 2	H21	Bradley	
Di	wöch.	12	14	c.t.			Gruppe 3	PT 1.0.2	Bradley	
Mi	wöch.	8	10	c.t.			Gruppe 4	ZH 5	Richter	
Mi	wöch.	10	12	c.t.			Gruppe 5	ZH 5	Richter	
Do	wöch.	10	12	c.t.			Gruppe 6	PT 1.0.2	Richter	
Mo	wöch.	8	10	c.t.			Gruppe 7	PT 1.0.2	Kohen	
Mo	wöch.	10	12	c.t.			Gruppe 8	VG 2.45	Kohen	
Mo	wöch.	12	14	c.t.			Gruppe 9	W 116	Kohen	
Di	wöch.	10	12	c.t.			Gruppe 10	S 119 *	Kohen	
Mi	wöch.	14	16	c.t.			Gruppe 11	PT 1.0.2	Hill	
Mi	wöch.	16	18	c.t.			Gruppe 12	ZH 5	Hill	
Mi	wöch.	8:30	10	s.t.			Gruppe 13	PT 2.0.3A*	Gebauer	
Mi	wöch.	12	14	s.t.			Gruppe 14	PT 2.0.3A*	Gebauer	
Di	wöch.	8	10	c.t.			Gruppe 15	W 115	Stetler	
Di	wöch.	10	12	c.t.			Gruppe 16	DE_1.113*	Stetler	
Di	wöch.	12	14	c.t.			Gruppe 17	DE_1.129*	Stetler	

Gruppen 13, 14 und 15 auch für Nordamerikastudien (FKN).

GLC A focuses on advanced level grammar and translation, as well as the acquisition of vocabulary. Grammar is contextualized, and while certain aspects of grammar will receive attention, students are expected to have an advanced command of the grammar before they enroll in GLC A. Translation will be approached from the aspect of contrastive analysis with German and will serve to improve fluency in English as well as give students practice in dealing with syntax, lexis, and grammar.

It is recommended that students take GLC A in their first or second semesters, as the course helps to lay the groundwork for other courses and is intended to prepare students to excel in the kinds of work they will be doing in their first few semesters at an academic institution.

Course requirements: in-class participation and final exam as laid out in course pack. The exam will take place on Saturday, July 25, 2020 at 3 p.m.-Materials: GLC A course pack, available at Der Neue Kopierer, Carl-Maria-von-Weber-Str. 6; Carleton-Gertsch, Louise. *Words in Context. Thematischer Oberstufenwortschatz Englisch.* Stuttgart: Ernst Klett Sprachen; Sammon, Geoff. *Exploring English Grammar: Anglistik-Amerikanistik.* Berlin: Cornelsen, 2002; Swan, Michael. *Practical English Usage.* 3rd ed. Oxford: OUP, 2005.

Registration in LSF.

35880 Composition (Introduction to Academic Writing) **Bradley, Gebauer, Hill, Kohen, McIntosh-Schneider, Stetler, Uppendahl**

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	14	16	c.t.			Gruppe 1	ZH 4	Bradley	
Do	wöch.	14	16	c.t.			Gruppe 2	ZH 4	McIntosh-Schneider	
Di	wöch.	8	10	c.t.			Gruppe 3	PT 1.0.2	Kohen	
Mi	wöch.	16	18	c.t.			Gruppe 4	PT 1.0.2	Kohen	
Mi	wöch.	18	20:00	c.t.			Gruppe 5	PT 1.0.2	Kohen	
Fr	wöch.	8	10	c.t.			Gruppe 6	ZH 5	Hill	
Do	wöch.	18	20:00	c.t.			Gruppe 7	ZH 5	Uppendahl	
Mo	wöch.	8:30	10	s.t.			Gruppe 8	ZH 6	Gebauer	
Mo	wöch.	10	12	c.t.			Gruppe 9	ZH 5	Gebauer	
Mi	wöch.	12	14	c.t.			Gruppe 10	DE_1.127*	Stetler	
Mi	wöch.	14	16	c.t.			Gruppe 11	PT 3.0.77*	Stetler	

Gruppen 7, 8 und 10 auch für Nordamerikastudien (FKN).

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

Registration in LSF.

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

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Do	wöch.	16	17	s.t.			Gruppe 1	H 7	Gebauer	
Do	wöch.	17	18	s.t.			Gruppe 2	ZH 2	Gebauer	
Mi	wöch.	18	19	c.t.			Gruppe 3	ZH 5	Hill	
Mi	wöch.	19	20:00	c.t.			Gruppe 4	ZH 5	Hill	
Do	wöch.	12	13	c.t.			Gruppe 5	S 411	Stetler	
Do	wöch.	13	14	c.t.			Gruppe 6	S 411	Stetler	

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 Gebauer, Hill, McIntosh-Schneider, Stetler

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	12	14	c.t.			Gruppe 1	ZH 5	McIntosh-Schneider	
Do	wöch.	12	14	c.t.			Gruppe 2	ZH 4	McIntosh-Schneider	
Do	wöch.	8	10	c.t.			Gruppe 3	ZH 5	Hill	
Do	wöch.	10	12	c.t.			Gruppe 4	W 113	Hill	
Do	wöch.	16	18	c.t.			Gruppe 5	ZH 5	Hill	
Fr	wöch.	8:30	10	s.t.			Gruppe 6	ZH 4	Gebauer	
Fr	wöch.	10	12	c.t.			Gruppe 7	ZH 4	Gebauer	
Fr	wöch.	12	14	s.t.			Gruppe 8	ZH 4	Gebauer	
Mi	wöch.	10	12	c.t.			Gruppe 9	DE_1.127*	Stetler	
Do	wöch.	10	12	c.t.			Gruppe 10	DE_1.129*	Stetler	
Do	wöch.	14	16	c.t.			Gruppe 11	S 411	Stetler	

The prerequisite for GLC B is the successful completion of GLC A. Moreover, it is highly recommended that students who earned a mark of 3 or less in GLC A do some supplemental work in order to improve before advancing to GLC B. GLC B combines work in the skill areas of vocabulary, grammar, and translation, all at an advanced level. Vocabulary acquisition and pronunciation are to be worked on outside of class, and in-class time will be spent on grammar and translation work. An even more sophisticated approach to the analysis of grammatical functions than in GLC A will be expected. Translation will be approached from the aspect of contrastive analysis. It is recommended that students take GLC B in their third semester. – Course requirements: in-class participation and final exam as laid out in the course pack. – The final exam will be held on Saturday, July 25, 2020. – Registration via LSF.

Materials:

GLC B course pack, available at Der Neue Kopierer, Carl-Maria-von-Weber-Str. 6

Carleton-Gertsch, Louise. *Words in Context: Thematischer Oberstufenwortschatz Englisch*. Stuttgart: Ernst Klett Sprachen

Sammon, Geoff. *Exploring English Grammar: Anglistik – Amerikanistik*. Berlin: Cornelsen, 2002

Swan, Michael. *Practical English Usage*. 4th ed. Oxford: OUP, 2016.

Vertiefungsmodul

35915 General Language Course C

Uppendahl, Waller

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	10	12	c.t.			Gruppe 1	ZH 6	Waller	
Mo	wöch.	18	20:00	c.t.			Gruppe 2	ZH 6	Uppendahl	
Di	wöch.	10	12	c.t.			Gruppe 3	ZH 4	Waller	
Fr	wöch.	10	12	c.t.			Gruppe 4	ZH 6	Uppendahl	

The prerequisite for GLC C is the successful completion of GLC B, which also includes the completion of the pronunciation requirement (see GLC A). As is the case for GLC B, it is highly recommended that students who receive a mark of 3 or less obtain help in the form of supplemental practice in order to improve their level. GLC C is the forum in which students are required to demonstrate the language, knowledge and practical skills they acquired in the Basismodul. Unlike in GLC A and B, GLC C focusses on writing task types, medium-length translation skills and units of various readings; therefore, the onus will be even more on the students in terms of active participation and commitment to the assigned tasks. In keeping with the advanced level of the course, the writing and translations will be longer texts which require sophisticated language and analysis. The readings will consist of thematic units building upon the knowledge of culture and language acquired in previous semesters. Moreover, oral components such as debates and extended presentations will be added to the course requirements, so that not only what you say but how you say it becomes a measure of success. It is recommended that students take GLC C in about their fifth semester (before moving on to "Grammar!").- Course requirements: in-class participation, completion of written texts, presentation project assignment, and the final exam as laid out in course pack.

Materials: Carleton-Gertsch, Louise. *Words in Context. Thematischer Oberstufenwortschatz Englisch*. Stuttgart: Ernst Klett Sprachen.

Note: The final exam will be held on Saturday, July 25, 2020.

Literature: Carleton-Gertsch, Louise. *Words in context. Thematischer Oberstufenwortschatz Englisch*. Klett: 2013.
Sammon, Geoff. *Exploring English Grammar: Anglistik - Amerikanistik*. Berlin: Cornelsen, 2002.
Swan, Michael. *Practical English Usage*. 3rd ed. Oxford: OUP, 2005.

35923 Writing B.A. (AmE)

Gebauer

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Do	wöch.	18	20:00	s.t.				ZH 4	Gebauer	

In this course students will be introduced to a variety of text types. Students will be expected to analyze and evaluate the texts, and comment on register, structures, and stylistic devices. Students will also be introduced to a variety of structures on the sentence level in order to improve their communication skills. There will be a writing task for each type of text discussed. Three of these will be evaluated during the semester. These assignments, together with corrected revisions, must be included in the final portfolio at the end of the semester. From the remaining four assignments, students may choose two to include in the portfolio for evaluation. A final essay will also be due at the end of the semester.

Requirements for credit: regular attendance, active participation, a complete portfolio, four graded writing assignments.

Course materials: Fowler, H. Ramsey and Jane E. Aaron. *The Little, Brown Handbook*. 13th global ed. Boston: Pearson, 2016. Print. Additional materials will be made available by the instructor.

35924 Writing B.A. (BrE)

McIntosh-Schneider

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	16	18	c.t.				PT 2.0.3A*	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) Decker

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	10	12	c.t.			Gruppe 1	DE_1.129*	Decker	
Do	wöch.	14	16	c.t.			Gruppe 2	PT 1.0.2	Decker	
Fr	Einzel	12	14	s.t.	05.06.2020	05.06.2020		H17	Decker	
Fr	Einzel	12	14	s.t.	24.07.2020	24.07.2020		H17	Decker	

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

Seminar, SWS: 2, ECTS: 3, Max. Teilnehmer: 32

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Do	wöch.	14	16	c.t.				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&arts, Ungerer) and terminologies will be made in addition to it. Registration in FLEXNOW is only possible for the complete course *Grammar/Language Analysis*, not for the individual parts.

35938 Language Analysis Lenz

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Do	wöch.	16	18	c.t.				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&arts, Ungerer) and terminologies will be made in addition to it. Registration in FLEXNOW is only possible for the complete course *Grammar/Language Analysis*, not for the individual parts.

Weitere Sprachpraktische Kurse**35940 Sprachmittlung (LA vertieft) Decker**

Module: ENGYM-M31.1 (3), ENGYM-M31.1 (3), IAA-BA-WB-fachintern (3), IKE-ZSP-M04.2 (4), IKE-ZSP-M04.3 (4)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	14	16	c.t.			Gruppe 1	DE_1.129*	Decker	
Fr	wöch.	8:30	10	c.t.			Gruppe 2	PT 1.0.2	Decker	

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

Module: ENGYM-M31.2 (3), 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.	12	14	c.t.				ZH 5	Kohen	

In Academic Writing L.A., a required course for all *Lehramt Gymnasium* students, the opportunity to practice writing the various task types appearing in the Text Production Exam (a part of the *Staatsexamen*) will be offered. In order for the future exam candidates to be able to provide more incisive content, it will also offer in-depth treatment of advanced cultural studies topics as part of the in-class assignments. Requirements for the course include the completion of a portfolio of assigned tasks and participation in course discussions. Please note that Ac. Writing LA can only be taken after GLC C has been completed. Registration in LSF.

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	20:00	c.t.				PT 2.0.3A*	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) Hill

Übung, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Do	wöch.	14	16	c.t.				R 009	Hill	

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

35954 Sprachmittlung Examensrepetitorium (ED-Übersetzung) Schleburg

Übung, SWS: 2, Max. Teilnehmer: 35

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

Das Ziel ist die Quadratur des Kreises. Der Weg ist gemeinsames kritisches Nachdenken über Fremd- und Muttersprache. Das eine ist unmöglich, das andere ist anstrengend und unglaublich ergiebig – nicht nur für das Staatsexamen.

35956 Academic Writing B.A. AmE **Uppendahl**

Module: AMST-M31.2 (3), AMST-M31.2 (3), ENG-UF-WB (3), ENLI-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
Fr	wöch.	8	10	c.t.				ZH 6	Uppendahl	

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 **Waller**

Module: BRST-M31.2 (3), BRST-M31.2 (3), ENG-UF-WB (3), ENLI-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.	18	20:00	c.t.				ZH 5	Waller	

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: AMST-M31.1 (3), AMST-M31.1 (3), ENLI-M31.1 (3), ENLI-M31.1 (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 6	Bauridl	

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

Course requirements: oral presentations (informal and formal).

Credit requirement: research proposal—handout (app. 5pp.).

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

Module: BRST-M31.1 (3), BRST-M31.1 (3), ENG-UF-WB (3), ENLI-M31.1 (3), ENLI-M31.1 (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.				ZH 5	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 a British Studies or an English Linguistics B.A. programme.

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

Einführungskurs (Introduction to English Language Teaching)

35975 Introduction to the Teaching of English N.N.

Module: ENFDGYM-M11.1 (3), ENFDGYM-M11.1 (3), ENFDNV-M11.1 (3), ENFDNV-M11.1 (3), ENFDNV-M11.1 (3), ENFDNV-M12.1 (3), ENFDNV-M12.1 (3), ENFDNV-M13.1 (3), ENFDNV-M13.1 (3)

Vorlesung, SWS: 2, ECTS: 3

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	12	14	c.t.				H15	N.N.	

This lecture provides an overview of key concepts and principles of Teaching English as a Foreign Language (TEFL). It will introduce students (a) to the general framework of English Language Teaching (ELT), (b) to the foreign language skills and competences learners of English are expected to acquire and master and (c) to basic methodological aspects within the larger context of Communicative Language Teaching and its didactic principles.

Compulsory and additional reading material as well as a topic overview and schedule will be announced in the first lecture.

Credit requirements: regular attendance (strongly recommended!), passing the final exam (last session).

Proseminare

35967 Shorties in English Language Teaching N.N.

Module: ENFDGYM-M11.2 (3), ENFDGYM-M11.2 (3), ENFDNV-M11.3 (4), ENFDNV-M11.3 (4), ENFDNV-M11.3 (4), ENG-UF-WB (3)

Proseminar, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	16	18	c.t.				ZH 6	N.N.	

In this course, we will explore the didactic potential of so-called 'shorties', i.e. short texts of various genres and modes. We will look at different forms (such as film trailers, TV commercials, DVD covers/film posters, mini sagas, twitter fiction, songs, music videos, poems or short short stories), explore their genre features and discuss ways of implementing them in the EFL classroom to foster not only students' foreign language competence and media literacy but also to enhance intercultural and literary learning. A course plan and reading list will be provided in the first session.

Course requirements: regular attendance, active participation, thorough preparation of individual sessions (reading assignments).

Credit requirements: interactive presentation and term paper.

35968 Culture in ELT - Intercultural and Transcultural Learning Knittl

Module: ENFDGYM-M11.2 (3), ENFDGYM-M11.2 (3), ENFDNV-M11.3 (4), ENFDNV-M11.3 (4), ENFDNV-M11.3 (4), ENG-UF-WB (3)

Proseminar, SWS: 2, Max. Teilnehmer: 20

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

This course will explore what it means to teach culture in the 21st century EFL classroom. We will discuss theoretical concepts such as ICC (intercultural communicative competence) and examine the shift from intercultural to transcultural learning. Based on these reflections, we will then analyze how different media and methods can be used to put these theories into practice. Compulsory and additional reading material as well as a topic overview and schedule will be announced in the first session.

Credit Requirements:

Regular attendance, active and critical participation in group work, portfolio

Prerequisites:

LA Gymnasium (vertieft): Introduction to ELT (lecture)

LA GS, RS, MS mit Unterrichtsfach (nicht vertieft): Introduction to ELT and TEFL: Theory and Practice

35979 Teaching Culture, Literature and Media in ELT Prenninger

Module: ENFDGYM-M11.2 (3), ENFDGYM-M11.2 (3), ENFDNV-M11.3 (4), ENFDNV-M11.3 (4), ENFDNV-M11.3 (4), ENG-UF-WB (3)

Proseminar, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	14	16	c.t.				DE_1.127*	Prenninger	

Dieser praxisorientierte Kurs thematisiert interkulturelles Lernen, die Arbeit mit verschiedensten Texten und den sinnvollen Einsatz von Medien im modernen und kompetenzorientierten Englischunterricht. Ein weiterer Schwerpunkt liegt dabei auf der Auseinandersetzung mit geeigneten Unterrichtsmethoden. Aufgabe der Teilnehmerinnen und Teilnehmer wird es sein, die Theorie von *Teaching Culture, Literature and Media* in die Praxis des modernen Fremdsprachenunterrichts umzusetzen und entsprechende Unterrichtseinheiten zu analysieren und selbst zu erarbeiten.

Verpflichtende Vorleistungen für die Kursteilnahme: LA Gymnasium (vertieft): Vorlesung „Introduction to ELT“; LA GS, RS, MS mit Unterrichtsfach (nicht vertieft): Vorlesung "Introduction to ELT" und Proseminar "TEFL: Theory and Practice"

Voraussetzungen für Erhalt von Leistungspunkten: Aktive Beteiligung, kurze Präsentation, Unterrichtsentwurf.

Proseminare (Didaktikfach Englisch)

35963 Teaching English in the Primary Classroom **Veith**

Module: ENFDNV-M12.2 (3), ENFDNV-M12.2 (3), ENG-DF-ZP (3)

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

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

Achtung: Dieser Kurs ist unter dem Titel "TEFL: Theory and Practice" in der Modulbeschreibung für ENFDNV- M12 gelistet. Er heißt jetzt anders, kann aber für die Modulposition M12-2 eingebracht werden.

This course builds on the introduction to TEFL ("Einführung in die Didaktik der englischen Sprache und Literatur") and offers a combination of theoretical knowledge and classroom practice to those students who have opted for "Englisch als Didaktikfach der Grundschule".

The course is meant to develop both language competence and teaching skills and will therefore focus on classroom language, language learning games, communicative activities, storytelling, songs, intercultural learning, 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 at the "Montessori Grundschule Regensburg" (Prüfeninger Schloßstrasse 73c).

Course requirements: presentation, practice lesson, term paper including exemplary lesson plan ("Unterrichtsentwurf").

Please note: The course consists of 4 SWS in total. The seminar by Ms. Veith makes up 2 SWS and 2 SWS are supervised in form of a practice lesson/ hospitation visit at the primary school. Please make an appointment for your practice lesson/ hospitation visit.

Proseminare (praktikumsbegleitend)

35964 TEFL: Theory and Practice of ELT (Grundschule) **Knittl**

Module: ENFDNV-M11.2 (3), ENFDNV-M11.2 (3), ENFDNV-M11.2 (3)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	17	19	c.t.				ZH 4	Knittl	

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.

35965 TEFL: Theory and Practice of ELT (Mittel-/ Realschule) **Werkmann**

Module: ENFDNV-M11.2 (3), ENFDNV-M11.2 (3), ENFDNV-M11.2 (3)

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

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

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

Examensvorbereitung

35969 Zentrale Aspekte und Fragestellungen des Englischunterrichts (Examensvorbereitung)

N.N.

Module: ENFDNV-M11.4 (2), ENFDNV-M11.4 (2), ENFDNV-M11.4 (2), ENG-DF-ZP (2)

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

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

Dieses Repetitorium bereitet Studierende des nicht-vertieften Lehramts Englisch auf die schriftliche Staatsexamensprüfung in Fachdidaktik Englisch vor. Es verfolgt im Wesentlichen zwei Zielstellungen: Schwerpunkt 1: Zum einen wird der Stoff der Englischdidaktik in seiner Komplexität und Breite gründlich wiederholt, indem wir uns den vier „Prüfungskörben“ intensiv zuwenden. Hierbei besteht die Gelegenheit zur Klärung evtl. noch offener inhaltlicher Fragen. Schwerpunkt 2: Zum anderen sind die angehenden Examenskandidaten/innen gefordert, ihr fachdidaktisches Wissen zu aktivieren und in der Bearbeitung früherer Examensaufgaben zur Anwendung zu bringen. Letzteres zielt auf den Aufbau prüfungsstrategischer Kompetenzen und auf die Weiterentwicklung der Fähigkeit zum vernetzenden Denken ab. Bei der Diskussion früherer Examensaufgaben stehen beispielsweise folgende Fragen im Mittelpunkt: Wie gehe ich bei der Bearbeitung eines konkreten Prüfungsthemas vor? Wie sieht eine gute Gliederung meines Prüfungstextes für eine bestimmte Aufgabe aus? Welche inhaltlichen Aspekte sind bei der jeweiligen Aufgabe relevant, welche nicht? Wie lauten die Qualitätskriterien einer gelungenen Klausur? u.ä.m.

Für die Teilnahme an diesem Kurs gelten deshalb folgende Voraussetzungen:

- vorbereitende Lektüre relevanter Grundagentexte VOR JEDER SITZUNG
- Bereitschaft zur aktiven Teilnahme an den Diskussionen / an der Besprechung von früheren Examensaufgaben
- Erstellung eines Erwartungshorizontes
- Bereitschaft zur Erstellung von Lernmaterialien, die von allen Kursteilnehmern gleichermaßen genutzt werden können.

Leistungsnachweis: Ausarbeitung eines Examensthemas und Erstellung eines Erwartungshorizontes.

Praktikum

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

Hansen, Veith

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

Seminar, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
-	wöch.			c.t.					Hansen, Veith	

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

Fachdidaktik für Lehramt Gymnasium (English Language Teaching)

Einführungskurs (Introduction to English Language Teaching)

35975 Introduction to the Teaching of English N.N.

Module: ENFDGYM-M11.1 (3), ENFDGYM-M11.1 (3), ENFDNV-M11.1 (3), ENFDNV-M11.1 (3), ENFDNV-M11.1 (3), ENFDNV-M12.1 (3), ENFDNV-M12.1 (3), ENFDNV-M13.1 (3), ENFDNV-M13.1 (3)

Vorlesung, SWS: 2, ECTS: 3

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	12	14	c.t.				H15	N.N.	

This lecture provides an overview of key concepts and principles of Teaching English as a Foreign Language (TEFL). It will introduce students (a) to the general framework of English Language Teaching (ELT), (b) to the foreign language skills and competences learners of English are expected to acquire and master and (c) to basic methodological aspects within the larger context of Communicative Language Teaching and its didactic principles.

Compulsory and additional reading material as well as a topic overview and schedule will be announced in the first lecture.

Credit requirements: regular attendance (strongly recommended!), passing the final exam (last session).

Seminar Kulturdidaktik

35967 Shorties in English Language Teaching N.N.

Module: ENFDGYM-M11.2 (3), ENFDGYM-M11.2 (3), ENFDNV-M11.3 (4), ENFDNV-M11.3 (4), ENFDNV-M11.3 (4), ENG-UF-WB (3)

Proseminar, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	16	18	c.t.				ZH 6	N.N.	

In this course, we will explore the didactic potential of so-called 'shorties', i.e. short texts of various genres and modes. We will look at different forms (such as film trailers, TV commercials, DVD covers/film posters, mini sagas, twitter fiction, songs, music videos, poems or short short stories), explore their genre features and discuss ways of implementing them in the EFL classroom to foster not only students' foreign language competence and media literacy but also to enhance intercultural and literary learning. A course plan and reading list will be provided in the first session.

Course requirements: regular attendance, active participation, thorough preparation of individual sessions (reading assignments).

Credit requirements: interactive presentation and term paper.

35968 Culture in ELT - Intercultural and Transcultural Learning Knittl

Module: ENFDGYM-M11.2 (3), ENFDGYM-M11.2 (3), ENFDNV-M11.3 (4), ENFDNV-M11.3 (4), ENFDNV-M11.3 (4), ENG-UF-WB (3)

Proseminar, SWS: 2, Max. Teilnehmer: 20

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

This course will explore what it means to teach culture in the 21st century EFL classroom. We will discuss theoretical concepts such as ICC (intercultural communicative competence) and examine the shift from intercultural to transcultural learning. Based on these reflections, we will then analyze how different media and methods can be used to put these theories into practice. Compulsory and additional reading material as well as a topic overview and schedule will be announced in the first session.

Credit Requirements:

Regular attendance, active and critical participation in group work, portfolio

Prerequisites:

LA Gymnasium (vertieft): Introduction to ELT (lecture)

LA GS, RS, MS mit Unterrichtsfach (nicht vertieft): Introduction to ELT and TEFL: Theory and Practice

35979 Teaching Culture, Literature and Media in ELT Prenninger

Module: ENFDGYM-M11.2 (3), ENFDGYM-M11.2 (3), ENFDNV-M11.3 (4), ENFDNV-M11.3 (4), ENFDNV-M11.3 (4), ENG-UF-WB (3)

Proseminar, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	14	16	c.t.				DE_1.127*	Prenninger	

Dieser praxisorientierte Kurs thematisiert interkulturelles Lernen, die Arbeit mit verschiedensten Texten und den sinnvollen Einsatz von Medien im modernen und kompetenzorientierten Englischunterricht. Ein weiterer Schwerpunkt liegt dabei auf der Auseinandersetzung mit geeigneten Unterrichtsmethoden. Aufgabe der Teilnehmerinnen und Teilnehmer wird es sein, die Theorie von *Teaching Culture, Literature and Media* in die Praxis des modernen Fremdsprachenunterrichts umzusetzen und entsprechende Unterrichtseinheiten zu analysieren und selbst zu erarbeiten.

Verpflichtende Vorleistungen für die Kursteilnahme: LA Gymnasium (vertieft): Vorlesung „Introduction to ELT“; LA GS, RS, MS mit Unterrichtsfach (nicht vertieft): Vorlesung "Introduction to ELT" und Proseminar "TEFL: Theory and Practice"

Voraussetzungen für Erhalt von Leistungspunkten: Aktive Beteiligung, kurze Präsentation, Unterrichtsentwurf.

Oberkurs (Sprach- und Literaturdidaktik)

35986 Optimizing Classroom Interaction and Teacher Talk N.N.

Module: ENFDGYM-M11.3 (4), 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.	12	14	c.t.				CH 33.1.89	N.N.	

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

A course plan and reading list will be provided in the first session.

Course requirements: regular attendance, active participation in discussions and cooperative work (pair work, group work), thorough preparation of individual session (reading assignments).

Credit requirement: term paper.

Examensvorbereitung

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

Module: ENFDNV-M11.4 (2), ENFDNV-M11.4 (2), ENFDNV-M11.4 (2), ENG-DF-ZP (2)

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

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

Dieses Repetitorium bereitet Studierende des nicht-vertieften Lehramts Englisch auf die schriftliche Staatsexamensprüfung in Fachdidaktik Englisch vor. Es verfolgt im Wesentlichen zwei Zielstellungen: Schwerpunkt 1: Zum einen wird der Stoff der Englischdidaktik in seiner Komplexität und Breite gründlich wiederholt, indem wir uns den vier „Prüfungskörben“ intensiv zuwenden. Hierbei besteht die Gelegenheit zur Klärung evtl. noch offener inhaltlicher Fragen. Schwerpunkt 2: Zum anderen sind die angehenden Examenskandidaten/innen gefordert, ihr fachdidaktisches Wissen zu aktivieren und in der Bearbeitung früherer Examensaufgaben zur Anwendung zu bringen. Letzteres zielt auf den Aufbau prüfungsstrategischer Kompetenzen und auf die Weiterentwicklung der Fähigkeit zum vernetzenden Denken ab. Bei der Diskussion früherer Examensaufgaben stehen beispielsweise folgende Fragen im Mittelpunkt: Wie gehe ich bei der Bearbeitung eines konkreten Prüfungsthemas vor? Wie sieht eine gute Gliederung meines Prüfungstextes für eine bestimmte Aufgabe aus? Welche inhaltlichen Aspekte sind bei der jeweiligen Aufgabe relevant, welche nicht? Wie lauten die Qualitätskriterien einer gelungenen Klausur? u.ä.m.

Für die Teilnahme an diesem Kurs gelten deshalb folgende Voraussetzungen:

- vorbereitende Lektüre relevanter Grundlagentexte VOR JEDER SITZUNG
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- Bereitschaft zur Erstellung von Lernmaterialien, die von allen Kursteilnehmern gleichermaßen genutzt werden können.

Leistungsnachweis: Ausarbeitung eines Examensthemas und Erstellung eines Erwartungshorizontes.