

# INSTITUT FÜR ANGLISTIK UND AMERIKANISTIK



# KOMMENTARE

für das Studium im

Wintersemester 2018/19

**Geschäftsführung:**

Prof. Dr. Jochen Petzold  
Zimmer PT 3.2.45

**Sekretariat:**

Linda Bley  
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**Studienberatung:**

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

Posch  
Buschfeld, Siebers  
Boehm, Decker  
Boehm, Decker  
Trotzke  
N.N.  
Trotzke  
Gruber  
Gerlach  
Kohen, Uppendahl, Waller

## Sprechstunden Wintersemester 2018/19

Name	Sprechzeit	Raum PT	Tel.: 943-
BAURIDL, Dr. Birgit	Mi 16-18	3.2.85	3509
BOEHM, Dr. Katharina	Mi 16-17	3.2.59	3499
BRATO, Dr. Thorsten	Mi 10-11	3.2.79	3503
BUSCHFELD, Dr. Sarah	n.v.	3.2.81	3505
DECKER, Dr. Martin	Di 14-15	3.2.63	3870
DEPKAT, Prof. Dr. Volker	Do 15-16	3.2.71	3476
DETMERS, Dr. Ines	nach der Veranstaltung		
FARKAS, Dr. Anna	Mi 14-15	3.2.59	3499
FISCHER, Prof. Dr. Roswitha	Forschungsfreiemsemester		
GASTL-Pischetsrieder, Maria	Mi 14-15	JH11 1.12	5781
GEBAUER, Dr. Amy	Do 14-16	3.3.88	3429
GERLACH, Prof. Dr. David	Mi 10:30-11:30	3.3.104	3501
GESSNER, PD Dr. Ingrid	t.b.a.	3.2.70	3475
GRAEF, Sebastian	Di 10-12	3.2.43	3463
GRUBER, Angelika	Di 14-16	3.3.106	3348
GUERTNER, Maria	Mi 10-11	3.2.58	3498
HANSEN, Claudia	nach der Veranstaltung		
HEBEL, Prof. Dr. Udo	siehe Homepage	3.2.73	3477
HILL, Sophie	Mi 14-16	3.2.50	3469
KOHEN, Jamie	Di 12-14	3.2.50	3469
KOENIG, Luitgard	nach der Veranstaltung		
LENZ, Akad. Dir. Dr. Peter	Mo 11:15-13	3.2.44	3506
MANGARELLA, Joseph	nach der Veranstaltung		
MATUSCHEK, Katharina	Mi 9-11	3.2.70	3475
MCINTOSH-SCHNEIDER, Julia	Mo 14-16	3.2.57	3497
NEULAND, Christina	nach der Veranstaltung		
NEUMAIER, Theresa	Do 14-16	3.2.55	3046
PESOLD, Dr. Ulrike	Fr 10-12	3.2.47	3466

Name	Sprechzeit	Raum PT	Tel.: 943-
PETZOLD, Prof. Dr. Jochen	Di 16-17:30	3.2.45	2486
POSCH, Anna	Mo-Do 10-12:30	3.2.62	3667
SCHINDLER, Peter	nach der Veranstaltung		
SCHLEBURG, Dr. Florian	Di 14-15	3.2.82	3502
SCHNEIDER, Prof. Dr. Edgar W.	Mi 10-12	3.2.65	3470
SIEBERS, Dr. Lucia	Mi 11-12	3.2.80	3504
TROTZKE, Claudia	Di 10-12	3.2.83	3507
UPPENDAHL, Steve	Mo 9-11	3.2.88	1809
WALLER, Peter	Di 11-13	3.2.60	3500
WEIG, Heide-Marie	n. V.	3.2.43	3463
ZWIERLEIN, Prof. Dr. Anne-Julia	Mi 9-10	3.2.48	3467

*i.d.R.: E-Mail-Adresse = vorname.nachname@ur.de*

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**Homepage** des Instituts für Anglistik und Amerikanistik:  
[www-deas.uni-regensburg.de](http://www-deas.uni-regensburg.de)

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

Stand der Drucklegung: 02. August 2018

# A. Allgemeines

## 1. Studienplanung

### 1.1 StudienanfängerInnen: Informationsveranstaltungen

B.A.-Studiengänge & Lehramt: Informationsveranstaltungen für Studienanfänger finden in der Woche vor Vorlesungsbeginn statt. Genaue Termine: siehe Homepage der Zentralen Studienberatung: <<http://www.uni-regensburg.de/studium/zentrale-studienberatung/>>

### 1.2 Struktur des Studiums

#### 1.2.1 Prüfungsordnungen und Pflichtleistungen

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

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

#### 1.2.2 Literaturwissenschaftliche Module (seit WS 2012/13)

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

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

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

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

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

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

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

\*: je nach Auflistung im Modulkatalog.

Tab. 1: Verteilung der Leistungspunkte auf die Kurstypen

### 1.3 Hinweis zu den Tabellen der Pflichtleistungen

Bitte beachten:

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

## 1.4 Bekanntmachungen & Newsletter

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

## 2. Wichtige Termine und Fristen

### 2.1 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 **Euro-päisch-Amerikanische Studien** (*European-American Studies*) angeboten. Weitere Informationen zur Bewerbung sowie zum Aufbau und den Inhalten der Master-Studiengänge finden Sie auf der Homepage des Instituts für Anglistik und Amerikanistik: <http://www.uni-regensburg.de/sprache-literatur-kultur/anglistik-amerikanistik/studieninteressierte/m-a-master-of-arts-/index.html>

### 2.2 Online-Kursanmeldung (LSF)

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

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

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

→ <https://lsf.uni-regensburg.de>

Anmeldefristen:

→ **Mo, 8.10.2018 – Do, 11.10.2018** für alle **Erstsemester**-relevanten Kurse  
- GLC A - *Introduction to Engl. and Am. Literary Studies*  
- *Introduction to Engl. Linguistics*

→ **Mo, 2.7.2018 – So, 23.9.2018** für alle anderen Kurstypen  
(GLC B, C; *Composition, Sprachmittlung, Pronunciation Exercises, Proseminare, Seminare, Hauptseminare, Mittel-/Altenglisch, Cultural Studies, Fachdidaktik, Examenskurse*)

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](http://www-deas.uni-r.de) >> Informationen für Studierende >> Kursanmeldung).

## 2.3 FlexNow-Anmeldung

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

Ausgenommen davon sind lediglich Austauschstudierende.

→ **FlexNow-Anmeldefrist** für Kurse des WS 2018/19: **Mo, 29. Okt. 2018 – So, 27. Jan. 2019**

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 per LSF erforderlich; Genaueres dazu erfahren Sie zu gegebener Zeit über den Newsletter).

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

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

### **Bitte beachten:**

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

Warten Sie daher keinesfalls mit der Anmeldung 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

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### **Bekanntmachungen zu Änderungen des Veranstaltungsangebotes:**

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

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

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

### **Erläuterungen zur Modulzuordnung:**

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

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

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

### **Unterrichtssprache:**

Lehrveranstaltungen mit englischsprachigem Titel werden auf Englisch durchgeführt.

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# Englische Sprachwissenschaft (English Linguistics)

## Thematische Vorlesungen (Lectures on Topics in English Linguistics)

### 35700 Lexicology

Schneider

Module: ELG-M32.2 (8), ENGYM-M32C.1 (4), WB-IAA (4), ENLI-M23.2 (4), ENLI-M25.3 (4), ENLI-M32.1 (4), ENG-DF-ZP (4), ELG-M33.2 (8), ENLI-M25.2 (4), ENLI-M23.2 (4), ENGYM-M32C.1 (4), ENG-UF-WB (4), AVS-M04.2 (6), ELG-M33.3 (4), ENLI-M32.1 (4)

Vorlesung, SWS: 2, ECTS: 4

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

Lexicology is the sub-discipline of linguistics which deals with the vocabulary as a level of language organization. More specifically, it shows that the set of words of a language, at first sight merely an enormously large number of independent items which can at best be listed alphabetically, is in fact not a chaotic accumulation but rather an ordered network of units which are connected by complex internal structures. These relationships have psycholinguistic reality and constitute part of our linguistic knowledge, so, for instance, they can also make language learning and vocabulary acquisition more effective. Conventionally, lexicology is subdivided into the two disciplines of lexical semantics and word formation, which describe systematic relationships on each of the two sides of a linguistic sign (after Saussure), i.e. *signifié* – *signifiant*, or meaning – form, respectively. Thus, after an introductory part the first half of this lecture will give a survey of the concepts and problems of lexical semantics, the description of word meanings. After addressing some basic questions of semantics in general, we will be looking at the theories of word fields, lexical features, semantic prototypes, semantic relations, metaphor and metonymy, syntagmatic semantics, polysemy and vagueness of meaning, and semantic change. The second part will then be devoted to word formation, including fundamental issues like productivity or lexicalization, as well as the types and processes of word formation in English. No registration required (except FlexNow).

Requirements for course credits: regular attendance, final exam (4 CP, BA and LA students); reading a book and writing a book review in addition to the above (8 CP, MA students).

## Pflichtvorlesungen der Basismodule ("Core Curriculum" Lectures)

### 35702 The Structure of English

Schneider

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

Vorlesung, SWS: 2, ECTS: 4

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

This lecture constitutes an obligatory component in the „Basismodul Sprachwissenschaft“, and it can only be chosen after having passed an "Introduction to English Linguistics" successfully. It is meant to provide a basic survey of the fundamental structural properties of the English language from a comparative, typological and historical perspective. As such, and together with the lecture "English in Use", it also provides systematic coverage of what the Bavarian "Kultusministerium" has established as the so-called "core curriculum" in English linguistics. The lecture will deepen and supplement some of the material you have learned in the "Introduction". In particular, the following topics will be covered: The status of English in the modern world; structural properties of modern English (also as opposed to German) on the levels of phonetics

and phonology, lexis (characteristics of the English word stock; theories systematizing word meanings); morphology (word formation, inflection); and syntax (approaches, sentence constituents, phrases, clauses, word order); the historical evolution of the language (periodization and external history; lexical growth; major sound changes with present-day consequences; the history of English morphology; the emergence of modern English syntactic structures); present-day diffusion and varieties of English.

Requirement for course credits: final exam.

No registration required (except in FlexNow).

### 35703 English in Use

Schneider

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

Vorlesung, SWS: 2, ECTS: 4

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

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

### Introduction to English Linguistics

#### 35705 Introduction to English Linguistics

Brato, Neuland, Neumaier,  
N.N., Schleburg, Siebers

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

Seminar, SWS: 3, ECTS: 4, Max. Teilnehmer: 30

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
-	BlockSa	9	12:30	s.t.	19.10.2018	20.10.2018	Gruppe 1	VG 2.45	Neumaier	
-	BlockSa	9	12:30	s.t.	26.10.2018	27.10.2018	Gruppe 1	VG 2.45	Neumaier	
-	BlockSa	9	12:30	s.t.	09.11.2018	10.11.2018	Gruppe 1	S 412	Neumaier	
-	BlockSa	9	12:30	s.t.	16.11.2018	17.11.2018	Gruppe 1	VG 2.45	Neumaier	
-	BlockSa	9	12:30	s.t.	23.11.2018	24.11.2018	Gruppe 1	S 412	Neumaier	
Fr	Einzel	9	11	s.t.	07.12.2018	07.12.2018	Gruppe 1	H17	Neumaier	Klausur!
Mo	wöch.	10	11	c.t.			Gruppe 2	ZH 4	Brato	
Di	wöch.	8	10	c.t.			Gruppe 2	PT 1.0.2	Brato	
Di	wöch.	18	20	c.t.			Gruppe 3	PT 2.0.3A*	Siebers	
Mi	wöch.	10	11	c.t.			Gruppe 3	PT 2.0.3A*	Siebers	

Di	wöch.	18	19	s.t.			Gruppe 4	ZH 4	Schleburg	
Mi	wöch.	14	16	c.t.			Gruppe 4	ZH 4	Schleburg	
Do	wöch.	12	13	c.t.			Gruppe 5	ZH 2	Neuland	
Fr	wöch.	10	12	c.t.			Gruppe 5	ZH 5	Neuland	
Mo	wöch.	14	15	c.t.			Gruppe 6	ZH 5	N.N.	
Do	wöch.	14	16	c.t.			Gruppe 6	ZH 5	N.N.	
Mo	wöch.	15	16	c.t.			Gruppe 7	ZH 5	N.N.	
Do	wöch.	16	18	c.t.			Gruppe 7	ZH 4	N.N.	

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

## Proseminare (Seminars on Topics in Linguistics)

### 35717 Grammatical Change in English

Siebers

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	8	10	c.t.				PT 2.0.3A*	Siebers	

All languages continuously change; how and why this happens is of major interest to linguists. The aim of this seminar is to discuss the phenomenon of language change with a focus on grammatical change. First, we will examine the major grammatical changes that English underwent in the last 1,500 years, e.g. word order and the development of grammatical categories such as case, grammatical gender, tense and aspect. This overview will also include a focus on more recent changes in the last decades of the 20th century concerning the use of the subjunctive, modal auxiliaries, progressive and the genitive. The linguistic and social factors that contribute to the changes will be of central concern in our discussion. In the second half of the seminar, students will have the opportunity to focus on selected grammatical changes in different time periods and learn how to analyse these changes by using some of the major English corpora. Requirements: Active participation and three short written assignments on corpus-based queries of selected grammatical changes.

**35718 World Englishes in a Diachronic Perspective****Brato**

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

Proseminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	8	10	c.t.				ZH 4	Brato	

The study of Englishes around the world is one of the thriving areas of research in the field of anglophone linguistics. In the early days, the classification of Englishes was rather static (as in Kachru's (1985) ground-breaking Three Circles Model or McArthur's (1987) Circle of World English). Since then the focus has strongly shifted to models focussing on diachronic developments (such as Schneider's (2003) Dynamic Model or Trudgill's (2004) theory of New-dialect formation and – most recently – Buschfeld & Kautzsch's (2017) Extra- and Intra-territorial Forces Model, which aims at bridging the gap between (post-)colonial and non-colonial Englishes. This goes together and in fact calls for a reorientation in the study of World Englishes, which has so far largely focussed on synchronic perspectives. This class introduces students to this recent and vibrant area in the study of World Englishes on various levels. Following a brief recap of the spread of English, we will discuss some of the theoretical models mentioned above. The focus of this class will be on illustrating the development of English selected varieties from Africa and Asia, as well as Canada. In doing so, we will use contemporary linguistic and other material whenever possible. Furthermore, students will be acquainted with the basic methods of gathering and analysing both linguistic (e.g. using YouTube and newspaper archives) and non-linguistic data (such as censuses, colonial reports or historical descriptions) to identify and illustrate key features in the development of New Englishes.

Requirements: In-class presentation, Term paper (BA and Lehramt: ~4000 words; MA: ~6000 words) submitted on or before 25/03/2019.

Recommended readings:

- Brato, Thorsten. First View. "'Outdooing' the Historical Corpus of English in Ghana". *English Today*.
- Brato, Thorsten. forthcoming. "The Historical Corpus of English in Ghana (HiCE Ghana): Methodological and theoretical considerations". In Alexandra Esimaje (ed.), *Corpus Linguistics and African Englishes*. Amsterdam: John Benjamins.
- Buschfeld, Sarah & Alexander Kautzsch. 2017. "Towards an integrated approach to postcolonial and non-postcolonial Englishes". *World Englishes* 36, 104–126.
- Collins, Peter C. (ed.). 2015. *Grammatical change in English world-wide*. Amsterdam: John Benjamins.
- Hickey, Raymond. 2017. "Analysing Early Audio Recordings". In Raymond Hickey (ed.), *Listening to the Past: Audio Records of Accents of English*. Cambridge: Cambridge University Press, 1–12.
- Schneider, Edgar W. 2003. "The dynamics of New Englishes: From identity construction to dialect birth". *Language* 79, 233–28.
- Schneider, Edgar W. 2007. *Postcolonial English: Varieties around the world*. Cambridge: Cambridge University Press.
- Schneider, Edgar W. 2011. *English Around the World: An Introduction*. Cambridge: Cambridge University Press.

**35719 Proseminar English Linguistics** **N.N.**

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

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

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

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

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

Seminar, SWS: 2, Max. Teilnehmer: 25

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

Trotz aller Internationalität verrät noch das Englische der Gegenwart im Grundwortschatz und in den morphologischen Strukturen seine germanische Herkunft. In den ältesten schriftlichen Zeugnissen fallen die ererbten Gemeinsamkeiten mit dem Deutschen noch weit stärker ins Auge, und viele Unregelmäßigkeiten der neuenglischen Grammatik werden als Relikte früherer Regeln erkennbar. Dieser Kurs stellt Schreibkonventionen, Lautsystem, Morphologie, Wortschatz und Syntax des Alt-englischen anhand tausend Jahre alter Originaltexte vor, die zugleich das Weltbild der Angelsachsen illustrieren. — Anforderungen für Erwerb von Leistungspunkten: Übungsaufgaben und Klausur.

**35723 Mittelenglische Sprache und Kultur** **Schleburg**

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

Seminar, SWS: 2, Max. Teilnehmer: 25

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	12	14	c.t.				ZH 4	Schleburg	

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

**35724 Early English: Case Studies in Linguistic Evolution** **Schleburg**

Module: ELG-M33.3 (4), ENGYM-M22.2 (4), ENG-UF-WB (4), ENGYM-M22.2 (4), ENLI-M22.2 (4), IAA-BA-WB-fachintern (4), KMS-MA-ZP (4), ELG-M31.3 (8), ENLI-M22.2 (4), KMS-MA-WB (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 1.0.2	Schleburg	

»Early English« is the English-classroom alternative to our German introductions to Old English and Middle English. As such, it is particularly recommended to international students who do not yet sufficiently trust their German for the purposes of scholarly discourse and translation. Of course local *Lehramt* students will also be able to acquire the historical qualification needed for their state exam. — Synchronic linguistics in the Saussurean tradition has been admirably successful in describing what a language system is like at any given point in time. As soon, however, as we start asking the eminently human question »why?«, only a diachronic approach will satisfy our curiosity (as in fact nobody knew better than de Saussure, who made lasting contributions to Comparative Historical Linguistics himself). Present Day English certainly has its full share of the variation, incongruities and linguistic fossils that provoke a quest for reasons. So we will be digging into the past of the language, a few hundred to 5000 years deep, to unearth explanations for all sorts of weird words, orthographic oddities and erratic inflections. — Regular homework and final exam.

**35725 Altenglisch für Fortgeschrittene** **Schleburg**

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

Seminar, SWS: 2, Max. Teilnehmer: 30

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

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

**35726 Mittelenglisch für Fortgeschrittene** **Schleburg**

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

Seminar, SWS: 2, Max. Teilnehmer: 30

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

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

**35727 Mittelenglisch für Examenskandidaten****Schleburg**

Seminar, SWS: 2, Max. Teilnehmer: 30

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	16	18	c.t.				ZH 4	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. — Freiwilliger Vertiefungskurs, keine Anmeldung erforderlich.

**35733 Sprachwissenschaft im Staatsexamen (LA Gymnasien)****Schneider**

Seminar, SWS: 2, Max. Teilnehmer: 25

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

Die Veranstaltung richtet sich an Studierende, die 2018 oder 2019 die schriftliche fachwissenschaftliche Klausur im vertieften Staatsexamen (Lehramt an Gymnasien) im Fach Englische Sprachwissenschaft ablegen werden, und soll Ihnen die gezielte Vorbereitung auf diese Prüfung erleichtern. (Dies gilt allerdings nicht für die sprachhistorischen Klausuren; für diese verweise ich auf die speziellen Vorbereitungskurse). Die Anmeldung erfolgt in der ersten Sitzung. Dort wird ein genauer Themen- und Terminplan vereinbart Entsprechend den Regelungen der LPO I vom 13. März 2008 (siehe dazu die „Orientierungshilfe Staatsexamen Englische Sprachwissenschaft“, herunterzuladen von der Homepage des Instituts) werden zu jedem Prüfungstermin zwei neuenglische Textaufgaben mit obligatorischen und frei zu wählenden Teilen zur Auswahl angeboten. Ausgehend von einem Text, auf den sich die Fragen mehrheitlich beziehen, bestehen diese jeweils aus einem Teil A mit 4 Aufgaben zu den Teilbereichen Phonetik und Phonologie, Syntax, Text- und Stilanalyse sowie Lexikologie, Wortbildung und Phraseologie, die alle zu bearbeiten sind, und aus einem Teil B mit ebenfalls 4 etwas stärker gewichteten, essayartig zu beantwortenden Fragen, von denen jedoch nur eine zu wählen ist (zu den Themenbereichen Variation und Wandel, Spracherwerb, Lexikografie und Korpuslinguistik, sowie Pragmatik und Diskurs). In thematisch festgelegten Sitzungen werden die zentralen Inhalte der jeweiligen Themenbereiche (die in der „Orientierungshilfe“ als „Anforderungsprofil“ umrissen werden) und die Eigenarten der Titel der landeseinheitlich vorgegebenen Sekundärliteratur-Leseliste in Grundzügen charakterisiert und ältere Aufgabenstellungen aus den jeweiligen Bereichen vorgestellt und exemplarisch diskutiert. Von den Teilnehmern wird die Bereitschaft erwartet, ältere Aufgabenstellungen modellhaft auszuarbeiten und zur Diskussion zu stellen.

Lektürehintergrund: siehe die entsprechenden „Orientierungshilfen“ (Aushang oder Webseite des Instituts).

Anmeldung in der ersten Sitzung (keine Zugangsbeschränkung); kein Erwerb von Leistungspunkten möglich.

**35735 Phonemic Transcription****Buschfeld, N.N.**

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

Seminar, SWS: 1, ECTS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	11	12	c.t.			Gruppe 1	ZH 4	N.N.	
Do	14-tägig	10	12	c.t.			Gruppe 2	PT 2.0.3A*	Buschfeld	Die erste Sitzung findet in der <b>zweiten</b> Vorlesungswoche statt!

The ability to identify the meaning-distinguishing sound types (phonemes) of the language is a minimum requirement for anyone concerned with English. Advanced learners, however, will need a conscious knowledge of distributions, distinctive features and articulatory processes in order to better monitor their own pronunciation, assess regional and social variation and efficiently correct the inevitable Bavarianisms of future pupils. This course will, once more, introduce the set of symbols and the conventions relevant to all types of linguistic exams and practise British and American Standard transcription on authentic material of increasing complexity. Admission is restricted to owners of at least one pronunciation dictionary (e. g. D. Jones, *English Pronouncing Dictionary*, Cambridge <sup>1</sup>62003, <sup>17</sup>2006; J. C. Wells, *Longman Pronunciation Dictionary*, London <sup>2</sup>2000, <sup>3</sup>2008).

**Hauptseminare (Advanced Seminars)****35739 Lexicography****Schneider**

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

Dictionaries are an important tool for any student of language, so it is important to understand how and why they are compiled as well as what kind of information they provide. The character of some English dictionaries has changed quite radically over the last decades – for example, they provide extensive grammatical information (such as *LDOCE*), they are more strictly corpus-based (such as *COBUILD*), or they are specialized to cover specific properties of lexical items that traditional dictionaries have tended to ignore (such as the *BBI Dictionary of Collocations*). Increasingly, dictionaries are available as electronic resources: as CD-ROMs or websites which accompany conventional dictionaries (and offer new modes of accessing and using the data), as smartphone apps (such as "Leo"), or online (such as the "Urban Dictionary"). In this seminar we will get familiarized with the historical, methodological and conceptual basics of lexicography and with a range of different dictionaries. Topics will include a historical overview (from the beginnings of English lexicography as lists of "hard words" via Dr. Johnson's dictionary to the *OED*, including its continuously updated electronic version), the procedure of dictionary-making as well as types and properties of dictionaries, and characteristic features, advantages and drawbacks of various modern dictionaries of English. Some of this material will be introduced and covered by me, including some exercises; other parts will be worked out by obligatory reading, class discussion, and student presentations. Students will have to read a textbook on the subject, and they will have to prepare a presentation in which one particular dictionary is introduced, characterized, assessed, and applied for specific tasks or exercises. As far as possible, emphasis will be placed on practical tasks for which the dictionaries under discussion will have to be employed.

Obligatory reading: Michael Klotz and Thomas Herbst, 2016. *English Dictionaries. A Linguistic In-*



roduction. Berlin: Erich Schmidt Verlag.

Requirements: Active participation, oral presentation, short exam and seminar paper of approx. 10-15 pages.

**35740 Multilingualism: Sociolinguistic and Acquisitional Perspectives Buschfeld**

Module: ELG-M33.1 (10), ENLI-M32.2 (7), ELG-M33.3 (4), ENG-UF-WB (7), ENLI-M32.2 (7), ENGYM-M32C.3 (7), ENLI-M32.3 (7), ELG-M32.3 (10), ENLI-M32.3 (7), ENGYM-M32C.2 (7), ELG-M32.1 (10), ENGYM-M32C.2 (7), ENGYM-M32C.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.				ZH 6	Buschfeld	

The world has increasingly turned into a multilingual place. Formerly monolingual countries have become multilingual and estimates suggest that nowadays far more than half of the world's population grow up bi- or even multilingually. The English language and especially its turbulent history of colonization has had a great share in these developments; English is involved as one of the languages in most multilingual scenarios today. We will inquire into a variety of sociolinguistic as well as psycholinguistic aspects of the phenomenon of multilingualism. We will look into different multilingual communities and usage contexts, ranging from multilingual countries such as Singapore to multilingual practices in online and computer-mediated communication. We will inquire into questions such as "Who can be considered a bi-/multilingual speaker?" and "What makes a society multilingual?". To that end, we will not only look into the historico-political backgrounds and sociolinguistic setups of such speech communities but also introduce and consider concepts and theories of language acquisition relating to multilingualism. The class will shed light on how bi-/multilingual language acquisition proceeds and what makes it similar to and different from the monolingual acquisition of a language.

Requirements: Active participation, oral presentation, short exam and seminar paper of approx. 10-15 pages.

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

**35724 Early English: Case Studies in Linguistic Evolution Schleburg**

Module: ELG-M33.3 (4), ENGYM-M22.2 (4), ENG-UF-WB (4), ENGYM-M22.2 (4), ENLI-M22.2 (4), IAA-BA-WB-fachintern (4), KMS-MA-ZP (4), ELG-M31.3 (8), ENLI-M22.2 (4), KMS-MA-WB (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 1.0.2	Schleburg	

»Early English« is the English-classroom alternative to our German introductions to Old English and Middle English. As such, it is particularly recommended to international students who do not yet sufficiently trust their German for the purposes of scholarly discourse and translation. Of course local *Lehramt* students will also be able to acquire the historical qualification needed for their state exam. — Synchronic linguistics in the Saussurean tradition has been admirably successful in describing what a language system is like at any given point in time. As soon, however, as we start asking the eminently human question »why?«, only a diachronic approach will satisfy our curiosity (as in fact nobody knew better than de Saussure, who made lasting contri-

butions to Comparative Historical Linguistics himself). Present Day English certainly has its full share of the variation, incongruities and linguistic fossils that provoke a quest for reasons. So we will be digging into the past of the language, a few hundred to 5000 years deep, to unearth explanations for all sorts of weird words, orthographic oddities and erratic inflections. — Regular homework and final exam.

**35749 Academic Writing for Linguists (M.A. course)**

**Buschfeld**

Module: ELG-M31.2 (4)

Seminar, SWS: 2

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

This course is designed to deepen MA students' knowledge and skills in academic writing, i.e. in conducting and organizing advanced linguistic research, in identifying and evaluating sources as well as in summarizing and discussing research positions. The focus of this class will be on composing (MA) theses and the individual steps involved in this form of academic writing, from getting started to the final product. We will zoom in on different writing techniques, including stylistic question as well as formal aspects. By the end of this course, students should be able to approach a linguistic topic in an analytical way, to select appropriate literature and information, to discuss opposing views, and to master text cohesion and academic style in their own writing. Course requirements: active participation in class, short writing samples, short oral presentations on the individual writing processes, seminar paper (approx. 10 pages), review of a recent linguistic monograph or edited volume of one's own choice.

# Anglistik (British Studies)

## Vorlesungen (Lectures)

### 35750 Dissolving Worlds: Literature and Politics in the Early Modern Period Boehm

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

Vorlesung, SWS: 2, Max. Teilnehmer: 150

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	14	16	c.t.				H10	Boehm	

This lecture course surveys the rise of English literature and it traces how literature became a powerful medium for the expression of political and cultural ideas in the early modern period. The period between Henry VIII's accession to the throne and the Restoration of 1660 witnessed historical developments – the Reformation, the cultural dissemination of Renaissance humanism, the scientific revolution, the growth of print culture, and increased global mobility – that laid the groundwork for many structures of Western culture that are still with us today. These developments also acted as a motor for energetic textual production and remarkable literary achievement: authors captured the manner in which old certainties and hierarchies were dissolving before their eyes, and they daringly imagined the new worlds – artistic, social, cultural, religious, and political – that were coming into being. We will explore how early modern literature reflects on the mechanisms of political power, functions as a battleground for competing ideas and values, and sometimes lends its rhetorical powers to propagandistic ends. We will discuss a wide range of literary, historical, and visual sources. Genres to which we will pay particular attention include: history plays; Elizabethan revenge tragedies; city comedies; domestic tragedies; Jacobean drama; utopian writing; travel literature; scientific writing; philosophical essays; sermons; satires; epic romance; sonnets; pastoral poetry; and metaphysical poetry.

Requirements: Final written exam.

Texts: *The Norton Anthology of English Literature*. Ed. Stephen Greenblatt. 9th rev edn (New York: Norton, 2012), Vol 1.

### 35752 British Literary History Petzold

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

Vorlesung, SWS: 2, ECTS: 4

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Do	wöch.	10	12	c.t.				H17	Petzold	

This course will offer 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 placed on 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: WB-IAA (2), ENLI-M14.1 (2), ENGYM-M14.1 (2), ENG-UF-WB (2), BRST-M14.1 (2), ENRS-M14.1 (2), AMST-M14.1 (2), ENG-DF-ZP (2), ENHS-M16.1a (2), GBS-M01.3 (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.				H 4	Lenz, Waller	

This course is our introduction to the study of the British Isles. It will focus on selected issues in British and Irish history and institutions, élite and popular culture, social and ethnic diversity, and the struggle for national identity. We will look at the theory and methodology of cultural studies. Guests from all faculties are welcome in the lecture. The principal course material will be our own reader, *Sceptred Isles*, and you should read the introduction to it before the first lecture. This course is designed to take you from school level on into university study. We do assume a good *Oberstufe*-level of general awareness of British affairs. If you are not sure of this, read Rainer Jacob, *Abiturwissen Englisch: Landeskunde Großbritannien* and make sure you are thoroughly conversant with it BEFORE the semester begins. Final exam: Tue., 12 Feb. 2019. 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****Petzold**

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

Vorlesung, SWS: 2, ECTS: 4

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Do	wöch.	10	12	c.t.				H17	Petzold	

This course will offer 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 placed on 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: WB-IAA (2), ENLI-M14.1 (2), ENGYM-M14.1 (2), ENG-UF-WB (2), BRST-M14.1 (2), ENRS-M14.1 (2), AMST-M14.1 (2), ENG-DF-ZP (2), ENHS-M16.1a (2), GBS-M01.3 (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.				H 4	Lenz, Waller	

This course is our introduction to the study of the British Isles. It will focus on selected issues in British and Irish history and institutions, élite and popular culture, social and ethnic diversity, and the

struggle for national identity. We will look at the theory and methodology of cultural studies. Guests from all faculties are welcome in the lecture. The principal course material will be our own reader, *Sceptred Isles*, and you should read the introduction to it before the first lecture. This course is designed to take you from school level on into university study. We do assume a good *Oberstufe*-level of general awareness of British affairs. If you are not sure of this, read Rainer Jacob, *Abiturwissen Englisch: Landeskunde Großbritannien* and make sure you are thoroughly conversant with it BEFORE the semester begins. Final exam: Tue., 12 Feb. 2019. Hinweis: Diese Introduction-Vorlesung ist nicht verpflichtend für LA GS/MS, ein Besuch wird als Vorbereitung auf das Seminar 'British and Irish Cultural Studies' jedoch empfohlen.

## Introduction to English and American Literary Studies

**35755 Introduction to English and American Literary Studies**

**Boehm, Decker, Farkas,  
Graef, Gürtner**

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

Seminar, SWS: 3, ECTS: 4, Max. Teilnehmer: 25

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	14	16	c.t.			Gruppe 1	H 2	Boehm	
Di	wöch.	16	17	c.t.			Gruppe 1	CH 12.17	Boehm	
Di	wöch.	14	16	c.t.			Gruppe 2	H 2	Boehm	
Mi	wöch.	10	11	c.t.			Gruppe 2	ZH 4	Decker	
Di	wöch.	14	16	c.t.			Gruppe 3	H 2	Boehm	
Mi	wöch.	11	12	c.t.			Gruppe 3	PT 2.0.3A*	Farkas	
Di	wöch.	14	16	c.t.			Gruppe 4	H 2	Boehm	
Mi	wöch.	11	12	c.t.			Gruppe 4	ZH 6	Graef	
Di	wöch.	14	16	c.t.			Gruppe 5	H 2	Boehm	
Do	wöch.	10	11	c.t.			Gruppe 5	ZH 6	Gürtner	
Di	wöch.	14	16	c.t.			Gruppe 6	H 2	Boehm	
Do	wöch.	11	12	c.t.			Gruppe 6	ZH 6	Gürtner	

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 the American Literary Studies Lecturer. Students taking a Lehramt-degree or a BA in English Linguistics can register for either of these two lecture courses.

The final exam takes place on 5 February 2019, 2-4pm.

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

McIntosh-Schneider, Waller

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

Seminar, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	16	18	c.t.			Gruppe 1	ZH 5	Waller	
Mo	wöch.	18	20	c.t.			Gruppe 2	ZH 6	McIntosh-Schneider	
Di	wöch.	12	14	c.t.			Gruppe 3	ZH 4	McIntosh-Schneider	
Di	wöch.	16	18	c.t.			Gruppe 4	VG 2.38 *	Waller	
Do	wöch.	12	14	c.t.			Gruppe 5	PT 2.0.3A*	McIntosh-Schneider	
Do	wöch.	18	20	c.t.			Gruppe 6	PT 2.0.3A*	Waller	

This course builds on the Introduction to British and Irish Studies and seeks to consolidate what was learned there by detailed study of selected topics from historical and contemporary cultures. A central desideratum will be the development of skills in the critical and informed reading of cultural texts. For primary texts, the principal course material will be our own reader, *Sceptred Isles*, which you should already have browsed in conjunction with the lecture; now you will read it in detail. Please go through the introduction to it before coming to the first meeting of class. You are expected to read all the texts contained in the reader in the course of the semester, but will do detailed study only on the sections your class teacher chooses. Other primary materials will vary from group to group, but will include video material which is available in the library on DVD, as well as current news reports, as your class teacher directs. The course discussions and level will assume knowledge of the contents of the Introduction to British and Irish Studies lecture series from the start, even if this particular course was not attended. Please ask a peer for the notes from the lecture series if you did not go to it. Assessment will be based on five tasks: a presentation given in the course; on two 15-minute overview exams on what will have been covered in the semester up to that point; and finally a 1200-word essay written at home must be completed – 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)

### 35771 English Literature 1: Versions of Pastoral

Zwierlein

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

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	

From William Empson's *Some Versions of Pastoral* (1935) onwards, literary critics have been fascinated by the political dynamics of pastoral texts, which were popular between the 16th and 18th centuries but have never entirely disappeared. Offering much more than idyllic landscapes and love-sick shepherds, pastoral texts construct experimental scenarios probing social power structures, and questioning concepts of home, exile and displacement. They stage social roles and disguises, and routinely showcase symbolical 'rites of passage' which question identities (age, class, gender) on many levels. From the very beginnings of pastoral writing, i.e., the eclogues by Theocritus and Virgil, pastoral-specific settings and characters had been self-conscious literary devices, which made pastoral the ideal testing ground for metafictional in-

vestigations of authorial creativity, fact and fiction, point of view, and transformation/metamorphosis. New Historicist critic Louis Montrose even claimed that "modern theories of pastoral have a way of turning into theories of literature". The greater part of our reading matter will be poetry and epic – by Christopher Marlowe, Walter Raleigh, Ben Jonson, John Donne, Edmund Spenser, Philip Sidney, Andrew Marvell, John Milton, James Thomson, and Alexander Pope. We will also read (parts of) Philip Sidney's pastoral novel *The Old Arcadia* (1580) and William Shakespeare's pastoral play *As You Like It* (1598). In the later stages of this course we will discuss more recent deployments of the pastoral mode in poems by Dylan Thomas, Norman MacCaig, Charles Tomlinson, and Seamus Heaney, and inquire into postcolonial versions of pastoral and the abiding importance of the pastoral myth for ideologies of Englishness (English countryside, heritage culture), together with its implications for the ongoing Brexit phenomenon. Requirements: active participation, an oral presentation / a team-teaching session, and a term paper (c. 8-10 pages; deadline: 29 March 2019).

Texts: Philip Sidney, *The Old Arcadia*, ed. Katherine Duncan-Jones (Oxford University Press, 1994); Ben Jonson, *The Oxford Poetry Library: Ben Jonson*, ed. Ian Donaldson (Oxford University Press, 1995); William Shakespeare, *As You Like It*, ed. Juliet Dusinberre, The Arden Shakespeare, 3rd Series (Thomson Learning, 2006); Andrew Marvell, *The Complete Poems*, ed. Elizabeth Story Donno (Penguin, 2005); John Milton, *Complete Shorter Poems*, ed. John Carey, 2nd ed. (Longman, 1997).

### 35772 English Literature 1: Christopher Marlowe Pesold

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

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

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

Born the same year as Shakespeare, the son of a Canterbury shoemaker ended up taking academic degrees at Cambridge, but appears to have worked as a spy as well. He was famous for his "mighty line" (Ben Jonson) and infamous for being in trouble with the authorities (he was arrested under suspicion of murder in 1589), for being an atheist and a blasphemer. In 1593, Christopher Marlowe was stabbed in a pub brawl. It's not surprising, then, that his works appear more contradictory than those of most of his Renaissance colleagues. As an introduction, this seminar will deal with examples of Marlowe's poetry and then analyse the structure and contexts of his plays (*Tamburlaine*, *The Jew of Malta*, *Doctor Faustus*, *Edward the Second* and *The Massacre at Paris*), including the concepts of the overreacher, Machiavelianism and religion.

Compulsory purchase: Christopher Marlowe, *The Complete Plays*, ed. F. Romany and R. Lindsay (London: Penguin 2003).— Poetry will be made available on the K-Drive before the start of the semester.

Course requirements: active participation, oral presentation / guided discussion, term paper.

### 35775 English Literature 2: Religion, Science, and the Subaltern: Concepts of Humanity in 18th- and 19th-Century English Literature Lenz

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

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

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

One of the central topics of 18<sup>th</sup>-century English literature was the inexorable belief in progress, which was based on the conviction that civilised man's advance would be boundless if it was led by reason and empiricism. Consequently, the sciences were more and more considered to be the sole means to guarantee mankind's progress and enlightenment. Objective truth became the key-term for this, and those questions which are not confined to the empirically accessible sphere of existence, as, for instance, "Does God exist?", "Is there a sense to life?" etc. were considered unanswerable and hence left to (private) speculation or religion. The application of this mechanical approach to the world found its most striking expression in industrialisation, which began in the 1760s and culminated in the Industrial Revolution of the 1830s and beyond. The pollution of the environment and enormous social problems came in the wake of it. Hence, many British developed a longing for an alternative, for a more integral, mystical, and warmer view upon reality. This paradigmatic change resulted in the gradual emergence of a new literary tradition—Romanticism. 19<sup>th</sup>-century English literature saw both the continuation of those two literary traits and their combination, i.e. scientific and technical progress was considered desirable while, at the same time, the possibility of its negative side-effects was critically evaluated. Also, as an outcome of Britain's unchallenged imperial status, 18<sup>th</sup>- and 19<sup>th</sup>-century English literature dealt with and critically reflected upon the claim of the civilised Englishman's superiority over other peoples or races and the question whether Britain's ethnic purity could be endangered by immigration or reverse colonisation.

Course requirements: active participation, an oral presentation/ guided discussion, and a term-paper (10-12 pp.).

Texts: Daniel Defoe, *Robinson Crusoe*. Oxford World's Classics (2008); Mary Shelley, *Frankenstein*. Second Norton Critical Edition (2011); R.L. Stevenson, *The Strange Case of Dr Jekyll and Mr Hyde and Other Stories*. Alma Classics (2015); Bram Stoker, *Dracula*. Oxford World's Classics (2008). Further texts can be accessed electronically or will be made available via GRIPS.

### **35776 English Literature 2: Irish Short Narratives: From Fairy and Folk Tales to the Modern Short Story** **Lenz**

Module: BRST-M16.3 (4), AMST-M22.1 (4), ENGYM-M23.1 (4), BRST-M23.2 (4), ENGYM-M23.1 (4), ENGYM-M23.1 (4), GBS-M01.4 (3), ENG-UF-WB (4), BRST-M22.1 (4), BRST-M22.1 (4), BRST-M16.3 (4), BRST-M23.2 (4), AMST-M22.1 (4), GBS-FKN-ZP (4), BRST-M16.3 (4), BRST-M22.2 (4), BRST-M23.2 (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.				PT 2.0.3A*	Lenz	

Since ancient Celtic times, storytelling has played an important part in Irish social life and literature. As Celtic culture was a purely oral one, the *seanchaí* (anglicized: shanachee, the Gaelic word for storyteller) was one of the three most important persons in a tribe, together with the druid and the lawyer. His or her task was to preserve the history of the tribe, as well as ethical and social norms, in the form of stories. Storytelling therefore had a didactic function within a community, and as the Christian monks in the 8<sup>th</sup> to the 10<sup>th</sup> centuries were also fascinated with the moral depth such stories often represented, they started collecting oral tales and wrote them down, with us present-day readership to benefit from their zeal. Many Irish short story authors have drawn from this tradition, and in some, such as, for instance, those by George Moore, Frank O'Connor, Liam O'Flaherty, or Daniel Corkery, the tone of a *seanchaí* seems to give the running text its indigenous character. This seminar will first look at the Celtic tradition and analyse some tales against the backdrop of their historical context. Subsequently, the genesis of the modern Irish short story will be dealt with and various representatives and traits of



this literary genre will be discussed and analytically approached respectively. The focus will be put on the Irish short story after 1923 and its socio-critical character.

Course requirements: active participation, an oral presentation/ guided discussion, and a term-paper (10-12 pp.).

Anthology: *The Oxford Book of Irish Short Stories*. Ed. William Trevor. Oxford/New York: OUP, reissued 2010); W.B. Yeats, *Fairy and Folk Tales of the Irish Peasantry*. Create Space Independent Publishing Platform (2016). Further texts can be accessed electronically or will be made available via GRIPS.

### 35778 English Literature 3: Early-Twentieth-Century English Travel Narratives Graef

Module: BRST-M16.3 (4), GBS-FKN-ZP (4), BRST-M23.1 (4), ENLI-M13.2 (4), ENGS-M13.2 (4), ENHS-M22.2 (4), ENHS-M13.2 (4), ENHS-M22.2a (4), BRST-M16.2 (4), BRST-M13.2 (4), ENGYM-M23.1 (4), ENGS-M13.2a (4), GBS-M01.4 (3), BRST-M23.2 (4), ENGS-M22.2a (4), AMST-M13.2 (4), ENGS-M22.2a (4), BRST-M13.2 (4), BRST-M16.2 (4), ENRS-M13.2 (4), ENLI-M13.2 (4), ENGYM-M13.2 (4), ENGYM-M13.2 (4), BRST-M23.2 (4), ENHS-M13.2a (4), ENRS-M13.2 (4), AMST-M13.2 (4), BRST-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
Mo	wöch.	14	16	c.t.				PT 1.0.2	Graef	

In the course of this seminar we will look at how travel in Britain at the beginning of the 20<sup>th</sup> century reshaped our modern understanding of culture, geography and mobility, how it challenged long-established notions of selfhood and otherness, and how a series of technological and social advancements lead to an increasingly cosmopolitan and globalised conception of the world. Whilst the limits of people's experiences and common knowledge were pushed by ever more widely available possibilities of travel, the increasing contact with foreign peoples and cultures at the same time created a number of psychological, ideological and political conflict zones, which people had to navigate through. Eventually, it prompted a reassessment of Britain's sense of identity and its self-positioning on the global map. During the first weeks of the seminar, which will consist of regular weekly meetings, we will trace all these developments by looking at a selection of early 20<sup>th</sup> century travel narratives, including novels, short stories, and first-hand reports, thus covering a range of different eras, countries, and social classes. The second part of the seminar will feature two full-day events: a thematic study day and workshop on "Objects of Wonder and Curiosity: Museums, Collections and the Global Lives of Things" at the *Bayerische Akademie der Wissenschaften* in Munich, where we will see how travel narratives and global encounters can be retraced, narrated, and revived through objects and the stories they tell, as well as a presentation day at Regensburg, where course participants will be required to give in-depth expert group presentations on some of the aspects already covered at the *Akademie* in Munich. Requirements: active (!) participation in class; participation in both study days; oral presentation at the study day in Regensburg (20 min); term paper (8-10 pp.).

Required Reading: Joseph Conrad. *Lord Jim*. Ed. Jacques Berthoud. Oxford: Oxford UP, 2008 (*Oxford World's Classics Edition*) (ISBN: 9780199536023)// Rudyard Kipling. *Kim*. Ed. Alan Sandison. Oxford: Oxford UP, 2008 (*Oxford World's Classics Edition*) (ISBN: 9780199536467)// E.M. Forster. *A Room with a View*. *With a New Introduction by David Leavitt*. New York: Signet Classics, 2009 (ISBN: 0451531388)// Virginia Woolf. *The Voyage Out*. Ed. Lorna Sage. Oxford: Oxford UP, 2009 (*Oxford World's Classics Edition*) (ISBN: 9780199539307)// E.M. Forster. *A Passage to India*. Ed. Pankaj Mishra. London: Penguin Books, 2005 (*Penguin Classics Edition*) (014144116X).

Note: The books above are listed in the order in which the texts will be discussed in class; please make sure you've read at least the first two novels by our first session!

**35779 English Literature 3: Uses of Working Class Settings in Post-WWII UK  
Drama and Fiction**

**Waller**

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	14	16	c.t.				CH 33.90	Waller	

It is a hundred years this year since all working class men were finally entitled to vote if they were aged over 21 and all women if they were over 30 (it was another ten years until they were given equal rights to the men). The Labour Party was born in 1900 as part of this inevitable movement towards this in UK society. However, it was not until after WWII had ended that Labour was strong enough to become an independent government. One of the first things it did once coming into power was to expand the Welfare System and give birth to the national institution, the NHS. At this, a new era was heralded. This course will start at this new era and ask how some UK authors from three separate generations and countries interpreted and used these working class communities in their art to bring out core ideas and what these works show about the perceived status of these people within UK life. We shall look at the sixties, by which time the children of the new era were turning into adults and parents and a wave of change was being felt across the nations. Then we shall look at the eighties with the period of Thatcherism and her perceived impact on the working classes. And, finally, we shall look at more recent developments, especially with regard to multiculturalism and identity within the working class environment. The aim of the course is to understand why and how working class communities have been represented and the role they have been seen to play or been left out of playing in the development of UK identity since WWII. Assessment: one presentation, regular willing and enthusiastic participation, and an essay of 4500-5000 words.

Text list: A full reading list will be available from early September on, for those who are interested.

**Cultural Studies Advanced Seminars**

**35786 Bonnie Prince Charlie and the Jacobite Rebellion in Scottish Culture  
(with field trip to Scotland in February 2019)**

**Petzold**

Module: ENG-UF-WB (5), BLK-M33.2 (10), GBS-M01.4 (3), BRST-M32.2 (5), ENGYM-M32B.3 (7), BLK-M32.3 (8), BLK-M32.2 (10), BLK-M33.3 (10), GBS-FKN-ZP (5), ENGYM-M32B.2 (5), BRST-M32.2 (5), BRST-M32.3 (7), BRST-M32.3 (7), ENGYM-M32B.3 (7), ENG-DF-ZP (5), ENGYM-M32B.2 (5)

Seminar, SWS: 2, Max. Teilnehmer: 8

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

In 1745, Charles Edward Stuart tried to win back the British throne for his father James. The charismatic figure of "Bonnie Prince Charlie" and the spectacular rise and fall of his highland army have fascinated people for more than 200 years: the story has been told and re-told many times, from Scott's *Waverley* (1814) to the *Outlander* TV-series (2016). In the seminar, we will examine the representation of the prince and his rebellion in a number of sources (narratives, poetry, pictures, films), from the 18<sup>th</sup> century to the 21<sup>st</sup>. The excursion in February 2019 will take us to Edinburgh, Glasgow, Aberdeen, Stirling and Inverness. We will visit sights connected to the Jacobite Rebellion and examine cultural artefacts from the period. We will also meet experts and students at the universities of Glasgow and Aberdeen to discuss the ongoing relevance of

Bonnie Prince Charlie for Scottish culture.

Texts: Walter Scott, *Waverley* (Oxford World Classics); all other texts will be placed on GRIPS.

Requirements: Participation in both seminar and field trip, term paper (12-15 pages).

NOTE: Registration for this seminar took place in June 2018.

**35787 Blockseminar: Irish History and Culture (Irland-Exkursion) Lenz**

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

Seminar, SWS: 2, Max. Teilnehmer: 8

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

**! ACHTUNG: LETZTMALIGE DURCHFÜHRUNG IM SOMMERSEMESTER 2018 ! (ANMELDUNG BEREITS JETZT MÖGLICH)**

Die Teilnahme an der achttägigen Exkursion, die bei Bedarf zweimal im Jahr (Juni und September) durchgeführt wird, steht allen Studierenden der Anglistik/ Amerikanistik offen, die sich für die Geschichte, Kultur und Literatur Irlands und die daraus resultierenden Beziehungen zwischen der "Grünen Insel" und Großbritannien bzw. den USA interessieren und die – wegen der nötigen *walking tours* in wilder Landschaft – eine sportliche Grundeinstellung aufweisen. Der vorausgehende Besuch von "An Introduction to British and Irish Studies" oder eines Seminars zur irischen Literatur oder Kultur (Grund- oder Hauptstudium) wird empfohlen, ist aber nicht Bedingung für die Teilnahme. Aus organisatorischen Gründen ist die **Teilnehmerzahl auf 8 begrenzt**. Interessenten/Innen wird empfohlen, sich baldmöglichst persönlich oder bei der elektronischen Kursanmeldung (immer sowohl im Herbst als auch im Frühjahr möglich) anzumelden. Auf dem Programm stehen u.a. jeweils zweitägige Aufenthalte in der "Rebel City" Cork bzw. in der Hauptstadt Dublin sowie der Besuch des beeindruckenden *Cobh Heritage Centre* zur Geschichte der Emigration und der *Great Famine*. Reiseziel ist der vor *Valentia Island*, direkt am weltberühmten *Ring of Kerry* gelegene Atlantik-Hafenort *Portmagee*. Von unserem Stützpunkt aus unternehmen wir während der fünf Tage unseres Aufenthalts dort Touren zu prähistorischen, frühchristlichen und neuzeitlichen Stätten, die für die Bedeutung Irlands für die europäische Kultur exemplarisch sind. Geplant sind die Fahrt durch Gaeltacht-Gebiete in den Südwesten mit Zwischenstopp in *Blarney Castle*, Wanderungen entlang der Steilküste zu prähistorischen *wedge tombs*, *dolmens*, *alignments*, *Ogham Stones*, zu frühchristlichen *beehive-dwellings* und *St Brendan's Well*, zu einer Burgruine der anglo-normannischen Eroberer und zum gewaltigen *Leacanabuaile Stone Fort*, ein Abstecher in den *Killarney National Park* (*Muckross House*, *Muckross Abbey*) und in den *Derrynane National Park* (Besichtigung der *Church Island* und des Hauses von Daniel O'Connell incl. Filmvorführung über die Bedeutung O'Connells innerhalb der irischen Geschichte), die Fahrt entlang des *Skellig Ring* nach *Ballinskelligs* (Gaeltacht) zum *Pre-Famine Village Cill Rialaig*, der Besuch des *Skellig Heritage Centre* (Diashow und Ausstellung zur Geschichte von *Skellig Michael*), des *Valentia Heritage Centre* (Darstellung der Geschichte des ersten *Transatlantic Telegraph Cable*) und von *singing pubs* (*traditional Irish music/Irish dance*), sowie (weather permitting!) eine vierstündige Bootsfahrt auf dem Atlantik zum Weltkulturerbe *Skellig Michael* (mit Vortrag und Führung) und ggf. ein Theaterbesuch in Cork bzw. Dublin. Die kulturwissenschaftliche Rahmensetzung für die Exkursion erfolgt mittels Sitzungen an der Universität vor und nach der Exkursion und wird durch Vorträge zur Geschichte, Kultur und Literatur Irlands vor Ort ergänzt. Der Erwerb von *Cultural Studies Advanced*-Leistungspunkten ist möglich, jedoch nicht Pflicht für die Teilnahme. Für den Erwerb der Leistungspunkte gelten die üblichen Bedingungen (*oral presentation* und *term paper* (12-15 pp., in English)). Voraussichtliche Kosten (Erfahrungswert): ca. 750 Euro (incl. Linienflüge mit *Aer Lingus*, Leihbus, B&, alle Ausflüge und Eintrittsgelder). **Eine Bezuschussung ist eventuell möglich**. Weitere Details sind beim Vortreffen zu erfahren, zu dem die vorangemeldeten Interessentinnen und Interessenten (per E-Mail an den Exkursionsleiter

oder bei der regulären elektronischen Kursanmeldung) eingeladen werden. **Da die Exkursion in der Regel sehr schnell ausgebucht ist, empfiehlt sich im Falle des Interesses an der Teilnahme die baldige Anmeldung.**

### 35789 London: History, Culture, Politics McIntosh-Schneider

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

Seminar, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	16	18	c.t.				ZH 6	McIntosh-Schneider	

London is a constantly changing space and place with many faces and many names. It has frequently been compared to a body: for some healthy and well-formed, for others a sick monster. In this course we will explore these many facets of the city by tracing its progress from a group of settlements on the Thames to one of the largest cities in the world. We shall examine its institutions and politics, and study the effects these had, and still have, on the population.

Course requirements: active participation, in class discussion, oral presentation, and a 15-page research paper.

Recommended reading: Peter Ackroyd, *London. The Biography*, any edition, Roy Porter, *London. A Social History*, any edition.

## Review Courses

### 35790 Review English Literature Decker

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	11	12	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: participation in class discussion, final exam.

Text: A reader will be made available online via GRIPS.

Course requirements: active participation, final exam

## Hauptseminare (Advanced Seminars)

### 35786 Bonnie Prince Charlie and the Jacobite Rebellion in Scottish Culture Petzold (with field trip to Scotland in February 2019)

Module: ENG-UF-WB (5), BLK-M33.2 (10), GBS-M01.4 (3), BRST-M32.2 (5), ENGYM-M32B.3 (7), BLK-M32.3 (8), BLK-M32.2 (10), BLK-M33.3 (10), GBS-FKN-ZP (5), ENGYM-M32B.2 (5), BRST-M32.2 (5), BRST-M32.3 (7), BRST-M32.3 (7), ENGYM-M32B.3 (7), ENG-DF-ZP (5), ENGYM-M32B.2 (5)

Seminar, SWS: 2, Max. Teilnehmer: 8

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

In 1745, Charles Edward Stuart tried to win back the British throne for his father James. The charismatic figure of "Bonnie Prince Charlie" and the spectacular rise and fall of his highland army have fascinated people for more than 200 years: the story has been told and re-told many

times, from Scott's *Waverley* (1814) to the *Outlander* TV-series (2016). In the seminar, we will examine the representation of the prince and his rebellion in a number of sources (narratives, poetry, pictures, films), from the 18<sup>th</sup> century to the 21<sup>st</sup>. The excursion in February 2019 will take us to Edinburgh, Glasgow, Aberdeen, Stirling and Inverness. We will visit sights connected to the Jacobite Rebellion and examine cultural artefacts from the period. We will also meet experts and students at the universities of Glasgow and Aberdeen to discuss the ongoing relevance of Bonnie Prince Charlie for Scottish culture.

Texts: Walter Scott, *Waverley* (Oxford World Classics); all other texts will be placed on GRIPS.

Requirements: Participation in both seminar and field trip, term paper (12-15 pages).

NOTE: Registration for this seminar took place in June 2018.

**35792 Objects of Wonder: Orientalism and the Global Lives of Things in the Literature of the Long Nineteenth Century Boehm**

Module: IKE-PR-M01.1 (8), ENGYM-M32B.3 (7), BLK-M33.3 (10), BLK-M33.2 (10), BLK-M32.2 (10), ENGYM-M32B.3 (7), BRST-M32.3 (7), BRST-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	Boehm	

This seminar consists of two parts: first, a string of weekly seminar meetings in which we will lay theoretical and literary-historical foundations; and, second, a Study Day at the Bayerische Akademie der Wissenschaften, where we will run a poster exhibition – prepared by course participants! – and take part in a workshop with a museum curator. The seminar focuses on the representation of foreign objects – artefacts, commodities, looted treasures, etc. – in British literature of the long nineteenth century. This period saw a steep increase in the global mobility of goods and people, and nineteenth-century literary texts, visual representations, and journalistic writings were powerfully shaped by a fascination with the material culture of Britain's colonial possessions and Eastern civilizations. We will explore how writers used narratives about displaced "oriental" objects and their global itineraries in order to ask pressing questions about empire, identity, cultural contact and heritage, luxury and consumption, and (national) health and disease. We will also examine how authors used the incongruity between foreign artefacts and the local contexts into which they were inserted to dramatize the collision of different temporalities – past and present, metropolitan and colonial, stagnation and progress etc. – that many Victorians understood as a key feature of their own historical moment. Authors to be covered include the following: Thomas de Quincey, Wilkie Collins, Bram Stoker, Charles Dickens, Elizabeth Gaskell, Christina Rossetti, Dante Gabriel Rossetti, Alfred Lord Tennyson, Arthur Conan Doyle, Rudyard Kipling, Oscar Wilde, and Joseph Conrad.

Requirements: Active participation; exhibition poster; term paper; participation in Study Day. It's important that you read Wilkie Collins's *The Moonstone* before term starts!

Texts: Wilkie Collins, *The Moonstone*, ed. John Sutherland (Oxford: Oxford World's Classics, 2008); Bram Stoker, *Dracula*, ed. Roger Luckhurst (Oxford: Oxford World's Classics, 2008); Arthur Conan Doyle, *The Sign of Four*, ed. Ed Glinert (London: Penguin Classics, 2001). All other texts and materials will be made available electronically.

**35793 Seascapes: British and Irish Maritime Writing****Zwierlein**

Module: IKE-PR-M01.1 (8), ENGYM-M32B.3 (7), BLK-M33.3 (10), BLK-M33.2 (10), BLK-M32.2 (10), ENGYM-M32B.3 (7), BRST-M32.3 (7), BRST-M32.3 (7)

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	

"We are a seafaring nation", Hyacinth Bucket maintains in the BBC series *Keeping Up Appearances*; and indeed, throughout British and Irish literary and cultural history, maritime and nautical themes have been prominent, tied as much to mystical experiences and existentialist crises (of, e.g., religious faith, or masculinity) as to imperial politics. The first part of the seminar will offer a survey of seafaring poetry and prose mainly from the early 19th century onwards, attending to the beginnings of British seaside tourism and holiday-making in the nineteenth century, and discussing practices such as 'wrecking' and 'beachcombing'. We will look at S.T. Coleridge's "The Rime of the Ancient Mariner" (1798), Mary Robinson's "The Haunted Beach" (1800), Felicia Hemans' "Casabianca" (1826), Tennyson's "Ulysses" (1833/42) and "Enoch Arden" (1864), and Matthew Arnold's "Dover Beach" (1867), rounding this part off by examining the 1820s setting of Daphne Du Maurier's novel *Jamaica Inn* (1936). The second part will assess rewritings of the seaside theme in some selected late 20th/21st century novels that stage their discussions of individual, national and social identity at or near the seaside. As a liminal space, the shifting margin between land and sea here becomes a symbolic catalyst for existentialist situations involving birth and death, or the probing and unravelling of personal and family relations. Our core texts will be: Margaret Drabble, *The Witch of Exmoor* (1996); Colm Tóibín, *The Blackwater Lightship* (1999); Jeanette Winterson, *Lighthousekeeping* (2004); John Banville, *The Sea* (2005); Graham Swift, *Tomorrow* (2007); Ian McEwan, *On Chesil Beach* (2007). Apart from analysing (post-)postmodern narrative techniques, we will be concerned with the novels' negotiations of Britain's imperial past as a 'ruler of the seas', and examine how they stage the land-sea interface as an ecosystem studied by scientists and environmentalists.

Requirements: active participation, an oral presentation / a team-teaching session, and a term paper (c. 15-20 pages; deadline: 29 March 2019).

Texts: Daphne Du Maurier, *Jamaica Inn* (Virago Modern Classics, 1995); Margaret Drabble, *The Witch of Exmoor* (London: Penguin, 1996); Colm Tóibín, *The Blackwater Lightship* (London: Picador, 1999); John Banville, *The Sea* (London: Picador, 2005); Jeanette Winterson, *Lighthousekeeping* (repr. Fort Washington: Harvest Books, 2006); Graham Swift, *Tomorrow* (London: Picador, 2007); Ian McEwan, *On Chesil Beach* (London: Vintage Books, 2007).

**35794 Literatures of Brexit Britain****Zwierlein**

Module: IKE-PR-M01.1 (8), BLK-M33.3 (10), ENGYM-M32B.3 (7), BLK-M32.2 (10), BLK-M33.2 (10), ENGYM-M32B.3 (7), BRST-M32.3 (7), BRST-M32.3 (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	

'Brexit means Brexit': Britain's tight vote to leave the European Union has been seen as a manifestation of deep divisions across the country. 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 brought into focus by the referendum are indeed manifold: 52% versus 48%; England versus Scotland versus Wales versus Northern Ireland; city versus countryside; liberal versus con-servative; old versus young; high ver-

sus 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, inter-sectional, and far from neatly binary, 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 social, political, and cultural 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 represent and give voices to people across the divides: Carol Ann Duffy's play *My Country: A Work in Progress* (2017), partly based on responses to 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*, and a cluster of novels concerned with Brexit to varying degrees: Amanda Craig's *The Lie of the Land* (2017); Douglas Board's *Time of Lies* (2017); Ali Smith's *Autumn* (2016) and *Winter* (2017); Kenneth Steven's *2020* (2017); Anthony Cartwright's *The Cut* (2017); Ian McEwan's *Nutshell* (2016). We will also glance at a few 'Brexit literary adaptations': Lucien Young/'Leavis Carroll's' *Alice in Brexitland* (2017), and Bruno Vincent/'Enid Blyton for Grownup's' *Five on Brexit Island* (2016) and *Five Escape Brexit Island* (2017). 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 / a team-teaching session, and a term paper (c. 15-20 pages; deadline: 29 March 2019).

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); Ali Smith, *Autumn* (Hamish Hamilton, 2016); *Winter* (Hamish Hamilton, 2017); Amanda Craig, *The Lie of the Land* (Abacus, 2017); Douglas Board, *Time of Lies* (Lightning Books, 2017); Lucien Young, *Alice in Brexitland* (Ebury Press, 2017).

## Übungen

### 35795 Übung für Examenskandidaten: Drama der Renaissance

Petzold

Module: ENG-UF-WB (2)

Übung, SWS: 2, Max. Teilnehmer: 50

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

Dieser Kurs richtet sich an Studierende im vertieften Lehramtsstudiengang (LA Gymnasium), die sich gezielt auf das Thema „Drama der Renaissance“ vorbereiten möchten. Da die Themenstellung nach Auslaufen der Prüfungen nach der „alten“ LPO nicht auf Shakespeare beschränkt ist, werden wir uns auch mit seinen Zeitgenossen beschäftigen. Geplant ist, im Kurs eine Reihe von Stücken ganz zu lesen und ausgewählte Szenen zu analysieren, und daneben ältere Examensaufgaben exemplarisch zu besprechen.

Texte: Die Stückauswahl besprechen wir in der ersten Sitzung

Requirements: Die Übung ist nicht Teil der Pflicht- oder Wahlpflichtveranstaltungen; bei regelmäßiger Teilnahme können 2 LP für den freien Wahlbereich verbucht werden.

Die Übung eignet sich i.d.R. nicht für Austauschstudierende (Erasmus etc.).

## Kurse in der Eingangsphase der MA-Programme (courses for first semester M.A. students)

### 35797 Reading and Discussion (MA British Studies)

Zwierlein

Module: BLK-M31.1 (6)

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

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

This reading class in the MA British Studies will revisit the late-Victorian and Edwardian 'New Woman' debate, focusing on its major political issues, such as social and legal reform, female education, and the question of women's suffrage. We will study an innovative genre produced for and fostered by the mass periodical market of the period: the short story, and examine how it was adapted to the new requirements of late-nineteenth-century gender politics and democratisation. Our selected 'New Woman' short stories, with their philosophical paradoxes, surprise reversals, and intricate symbolisms will be approached from the perspectives of diverse critical positions that reflect current debates in the field of Victorian Studies and literary and cultural studies more generally.

Requirements: active participation, an oral presentation / a lecture transcript.

Text: *Women Who Did: Stories by Men and Women 1890-1914*, ed. Angeliqe Richardson, London: Penguin, 2005.

### 35799 Academic Writing MA (British Studies)

Decker

Module: BLK-M31.2 (4)

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

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

This course is designed to deepen MA students' knowledge and skills in conducting and organizing advanced academic research. Topics will include: source identification and evaluation; different forms of advanced academic writing; different stages of advanced academic writing from drafting to revision; different questions of advanced academic writing ranging from corpus to approach to bibliography; as well as scholarly formats of oral discourse. By the end of this course, students should be able to approach a topic in an analytical way adequate to graduate studies, select appropriate information, discuss contrary views, and master text cohesion and academic style in their own writing. Course requirement: regular attendance, oral presentations, writing assignments. Course and credit requirement: a collection of various pieces of academic writing on topics relevant to your discipline.



# Amerikanistik (American Studies)

## Vorlesungen (Lectures)

### 35800 Introduction to American Studies N.N.

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

Vorlesung, SWS: 1, ECTS: 1

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	9	10	c.t.				H16	N.N.	

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 (Wed., 6 Feb. 2019, 9-10). 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.

### 35801 American Literary History Bauridl

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

Seminar, SWS: 2, ECTS: 4

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

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., 6 Feb. 2019, 10:30-11:30 s.t., 60 mins).

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.

**35803 Lecture in American Studies****N.N.**

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

Vorlesung, SWS: 2

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Do	wöch.	10	12	c.t.				H11	N.N.	

**American Cultural History****35810 American Cultural History****Depkat, N. N., Uppendahl**

Module: ENGS-M14.2 (4), NAS-M01.2 (4), ENHS-M14.2 (4), ENRS-M14.4 (4), BRST-M14.4 (4), ENLI-M14.4 (4), AMST-M14.4 (4), ENGYM-M14.4 (4), ENHS-M16.2b (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	H23	Depkat	Auch für Nordamerikastudien (FKN)
Mi	wöch.	12	13	c.t.			Gruppe 1	ZH 5	N. N.	Auch für Nordamerikastudien (FKN)
Di	wöch.	10	12	c.t.			Gruppe 2	H23	Depkat	
Mi	wöch.	13	14	c.t.			Gruppe 2	ZH 5	N. N.	
Di	wöch.	10	12	c.t.			Gruppe 3	H23	Depkat	Auch für Nordamerikastudien (FKN)
Di	wöch.	16	17	c.t.			Gruppe 3	ZH 5	Uppendahl	Auch für Nordamerikastudien (FKN)
Di	wöch.	10	12	c.t.			Gruppe 4	H23	Depkat	
Di	wöch.	17	18	c.t.			Gruppe 4	ZH 5	Uppendahl	

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 Thur., 14 Feb. 2019, 9:30-11:30 s.t.; 120 mins. — 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**

**Gessner,  
Matuschek, N.N.**

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	16	18	c.t.			Gruppe 1	H18	N.N.	
Mi	wöch.	12	13	c.t.			Gruppe 1	PT 1.0.2	Matuschek	
Di	wöch.	16	18	c.t.			Gruppe 2	H18	N.N.	
Mi	wöch.	13	14	c.t.			Gruppe 2	PT 1.0.2	Matuschek	
Di	wöch.	16	18	c.t.			Gruppe 3	H18	N.N.	
Do	wöch.	12	13	c.t.			Gruppe 3	ZH 6	Gessner	
Di	wöch.	16	18	c.t.			Gruppe 4	H18	N.N.	
Do	wöch.	13	14	c.t.			Gruppe 4	ZH 6	Gessner	

This course meets twice a week: once on Tuesday, once on Wednesday or Thursday, depending on the group in which you are enrolled. 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. Credit requirement: final exam on Tue., Feb. 5, 2019, 16-18, s.t.; ('90 mins.) in the last Tuesday session of the semester. Required reading: Peter Barry, *Beginning Theory: An Introduction to Literary and Cultural Theory* (Manchester UP); Tennessee Williams, *A Streetcar Named Desire* (Reclam or Penguin Modern Classics). Further readings and materials will be available on GRIPS.

**IMPORTANT:** Students of the BA Amerikanistik must register for the lecture run by the American Literary studies lecturer. 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**

**Gessner**

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

The course examines selected examples of American literature from pre-Columbian Native American documents through nineteenth-century realist and naturalist writings. 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, Na-

thaniel Hawthorne's *The Scarlet Letter*, and selected poems by Walt Whitman and Emily Dickinson. Course requirements: oral presentation. Credit requirement: an 8 to 10-page (3,500 to 4,500-word) research paper in English.

Required Texts: Baym, Nina et al., eds. *The Norton Anthology of American Literature*. 8th ed. Vols. A, B, and C. New York: Norton, 2012. Print.

**35825 American Literature II: The 20th and 21st Centuries** **N.N.**

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Do	wöch.	8:30	10	c.t.				ZH 6	N.N.	

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. Course requirement: oral presentation. Credit requirement: an 8- to 10-page research paper (3,500-4,500 words) in English. — Required Texts: Baym, Nina, et al., eds. *The Norton Anthology of American Literature*. 8th ed. Vols. C, D, and E. New York: Norton, 2012. Print. Additional required texts will be announced in the first course session.

**35831 N.N. (Proseminar in American Studies)** **N.N.**

Module: AMST-M23.2 (4), AMST-M23.2 (4), AMST-M22.3 (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
Mi	wöch.	14	16	s.t.				VG 2.45	N.N.	

**35832 Political Institutions of the USA** **Uppendahl**

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	14	16	c.t.				ZH 5	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. All students will be required to give an oral presentation (course requirement). Those who wish to receive credit will also be asked to submit an eight- to ten-page research paper (credit requirement). Further details about these points will be posted on Kurssoft and/or on GRIPS.

Principal texts (available in the library): O'Connor, Karen, Larry J. Sabato, and Alixandra B. Yanus. *American Government: Roots and Reform*. 12th ed. Boston: Pearson, 2016. Print. Hall, Kermit L., ed. *Major Problems in American Constitutional History: Documents and Essays*. 2 vols. Lexington, Mass.: Heath, 1992. Print. Hall, Kermit L, and Timothy S. Huebner, eds. *Major Problems in American Constitutional History: Documents and Essays*. 2nd ed. Boston: Wadsworth, 2010. Print. Credit for BA.

## Cultural Studies Advanced Seminars

### 35835 N.N. (Cultural Studies Advanced Seminar in American Studies) (BA / MA) N.N.

Module: AMS-M33.3 (7), AMST-M32.2 (5), EAS-M34.1 (8), NAS-FKN-ZP (5), NAS-M01.3 (4), AMS-M32.3 (8), EAS-M31.3 (8), EAS-M33.2 (8), EAS-M34.2 (8), AMST-M32.2 (5), EAS-M33.1 (8), EAS-M33.3 (8), EAS-M34.3 (8), AMS-M33.2 (7), EAS-M31.4 (8)

Seminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	8	10	c.t.				ZH 4	N.N.	

The course is open to students in the MA programs American Studies and European American Studies. Further information will be made available in due time.

### 35836 Humor and Comedy in American Culture (Lehramt) 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
Mo	wöch.	16	18	c.t.				W 112	Uppendahl	

Humor and comedy have always held a special place in American cultural life. In the 1830's, blackface minstrelsy became America's most popular theater entertainment. From the 1880's on, Vaudeville took over. With the development of film, radio and television the comedic form had to adapt creating the variety shows of the 1960's and 70's and the television sitcom. Today, we have the influence of comedy in the reporting of the state of the nation with Late Night television. Drawing on a broad selection of sources ranging from written texts to visual and audiovisual material, the seminar will trace how these entertainment forms developed and how they have affected and reflected America's social and cultural thinking. We will explore how comedians have used this platform to negotiate and perform experience, express distinctness and identity, and finally, to propel social change. Course requirement: oral presentation.

Credit requirements: presentation handout and power point presentation; term paper (8-10 pages).

Readings and bibliography will be available at the beginning of the semester.

**35837 Topical Issues in Contemporary American Culture****Uppendahl**

Module: ENGYM-M32A.2 (5), ENGYM-M32A.2 (5), NAS-M01.3 (4), NAS-FKN-ZP (5)

Seminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Do	wöch.	14	16	c.t.				ZH 4	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.**Hauptseminare (Graduate Seminars in American Studies)****35841 Memory and Identity: Post-WWII Europe and America****Bauridl**

Module: EAS-M34.1 (8), AMS-M33.3 (7), EAS-M34.2 (8), EAS-M33.2 (8), AMS-M33.1 (10), EAS-M31.1 (10), AMST-M32.3 (7), ENGYM-M32A.3 (7), AMST-M32.3 (7), EAS-M31.4 (8), AMS-M32.1 (10), AMS-M33.2 (7), EAS-M34.3 (8), EAS-M33.3 (8), ENGYM-M32A.3 (7), EAS-M33.1 (8), EAS-M3-1 (8), EAS-M3-2 (8), EAS-M4-1 (8), EAS-M4-2 (8), EAS-M7-2 (7), EAS-M8-1 (7), EAS-M8-2 (7)

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Do	wöch.	10	12	c.t.				S 411	Bauridl	

This course investigates the impact of the post-WWII American presence in Europe on the negotiation and potential transnationalization of (cultural) memory in both Europe and America. Based on recent theories of critical regionalism and transnational memory studies, it debates the interdependencies and politics of space/community, memory, and identity. The course focuses on German-American encounters within the frameworks of larger European-American dynamics and traces European-American memories in the contexts of the arrival of the US troops in 1945, liberation, occupation via the Cold War until today. Aware of the power dynamics of cultural contact, it investigates memory and identity via an array of cultural phenomena and case studies such as: re-education, *Amerikahäuser*, occupation and gender and race (film *Toxi*); transnational Holocaust memorials (Flossenbürg/Berlin), literature (Jenna Blum), and interviews (Boder project); Elvis and the Cold War in museums (Burglengenfeld) and autobiography (Mansfield and Mansfield); contemporary (transnational) cultural memory in the Grafenwöhr (US) training area (on-base ghost towns; festivities and holidays) and in Regensburg (diners, baseball). To these examples, the course poses critical questions such as: Whose memory is it— is memory strategically national(istic) or does it become transnationally entangled? What is the

impact—on constructions of self and other and on constructions of region, nation, or globality?  
Course requirement: oral presentation.  
Credit requirement: presentation handout and/or PowerPoint presentation; advanced academic writings in English (of a total of 15-20 pages).

**35842 HS American Studies** **N.N.**

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

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

**Reviews (Review Courses and Thesis Preparation)**

**35843 Review American Literature** **N.N.**

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	18	19	c.t.				ZH 5	N.N.	

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.

**35850 Seminar für Examenskandidaten** **Depkat**

Seminar, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Do	14-tägig	18	20	c.t.				PT 1.0.2	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. (American Studies)****Bauridl**

Module: AMST-M31.1 (3), ENLI-M31.1 (3), AMST-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	Einzel	9	16	s.t.	26.10.2018	26.10.2018		VG 0.04	Bauridl	
Fr	Einzel	9	14:30	s.t.	07.12.2018	07.12.2018		VG 2.45	Bauridl	
Fr	Einzel	9	16	s.t.	25.01.2019	25.01.2019		VG 0.24	Bauridl	
Fr	Einzel	9	16	s.t.	01.02.2019	01.02.2019		VG 0.04	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.).

**Kurse in der Eingangsphase der MA-Programme (Introductory MA Courses in American Studies)****35846 Fundamentals and Frames of Transnational American Studies****Bauridl**

Module: EAS-M1-1 (7)

Seminar, SWS: 2, ECTS: 8, Max. Teilnehmer: 20

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

The course introduces students to key methods and theories of the interdisciplinary field of American Studies on graduate level. It discusses perspectives that are central for an understanding of both core agendas of the discipline and its development toward *Transnational American Studies*. First, it critically reflects on central concepts and issues such as nation, globalization, identity, ethnicity, gender, memory, or neoliberalism, settler colonialism, and racial grammar. Second, it traces approaches to American Studies as a discipline from its beginnings to the so-called New American Studies and recent frameworks of Post-Exceptionalist and Transnational American Studies. Third, it engages in a critical discussion of recent theoretical and methodological trends shaped by the visual, performative, spatial, and transnational turns in American Studies. This course is based on central theoretical and methodological texts, which will be available on GRIPS. Course requirement: oral presentation. Credit requirements: *Modulprüfung* (module exam: Theories, Approaches, Methods; 120 mins.; Friday, 8 Feb. 2019, 9:30-11:30/ Vielberth Gebäude H26). Credit for: MEAS.



**35847 Theories and Concepts in European-American Studies****Bauridl**

Module: EAS-M1-2 (7)

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

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

Approaching European-American Studies within the frameworks of Transnational American Studies and Critical Area Studies, this course introduces students to scholarly theories that are central for a critical understanding of past and present European-American relations, negotiations, trajectories, exchanges, and entanglements as well as their impact on other areas in the world. First, the course discusses key concepts of American Studies and related interdisciplinary fields that are at the core of European-American Studies, e.g. space, mobility, and region as well as Americanization or Westernization. Second, it debates transnational approaches to American Studies that specifically inform the project of European-American Studies, e.g. circumatlantic and transatlantic studies as well as critical (transnational) regionalism and new/critical area studies. Third, it traces transnational dimensions of concepts of American Studies that allow for a particularly apt investigation of topics from the field of European-American Studies, e.g. contact zones, cultural transfer, transnational / European-American memory, transnational intertextuality, etc. This course is based on central theoretical and conceptual texts, which will be available on Grips. Course requirement: oral presentation. Credit requirements: *Modulprüfung* (module exam: Theories, Approaches, Methods; 120 mins.; Friday, 8 Feb. 2019, 9:30-11:30/ Vielberth Gebäude H26). Credit for: MEAS.

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

Module: EAS-M2-1 (7)

Seminar, SWS: 2, ECTS: 8, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	16	18	c.t.	16.10.2018	27.11.2018		ZH 6	Depkat	
Do	wöch.	16	18	c.t.	18.10.2018	22.11.2018		ZH 6	Depkat	

On the basis of key texts and visual documents, we will discuss mutual perceptions, political interaction, social ties, and cultural exchange between Europe and the United States from the fifteenth to the nineteenth centuries. Among the topics covered in this course are Europe's colonial expansion into the New World, eighteenth-century debates about progress and decline, European-American relations in the "Age of Atlantic Revolutions," migration history, and American capitalism and notions of modernity. Course requirement: oral presentation. Credit requirements: *Modulprüfung* (module exam: Readings I and Readings II; 120 mins.; Tue., 5 Feb. 2019, 16:30-18:30 s.t./ZH 6, Credit for: MEAS.

Reading: All course materials will be available on GRIPS. Credit for: MEAS

**35849 Readings and Sources in European-American Cultural Relations II: The 20th and 21st Centuries****Depkat**

Module: EAS-M2-2 (7)

Seminar, SWS: 2, ECTS: 8, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	16	18	c.t.	04.12.2018	05.02.2019		ZH 6	Depkat	
Do	wöch.	16	18	c.t.	06.12.2018	31.01.2019		ZH 6	Depkat	

On the basis of key texts and visual documents, we will discuss mutual perceptions, political interaction, social ties, and cultural exchange between Europe and the United States in the twentieth and twenty-first centuries. Among the topics covered in this course are the World Wars, the Cold War and the "War on Terror", the Americanization of Europe, the formation of consumer societies, twentieth-century Euro-American pop culture, and the current state of European-American relations. Course requirement: oral presentation. Credit requirements: Modulprüfung (module exam: Readings I and Readings II; 120 mins.; Tue., 5 Feb. 2019, 16:30-18:30 s.t./ZH 6, Credit for: MEAS.

Reading: All course materials will be available on GRIPS. Credit for: MEAS

## Kurse anderer Lehrstühle und Institute in den Master-Programmen MAS und MEAS (Courses Offered by Other Departments for Our M.A. Programs MAS and MEAS)

### 33334 Current Issues in International Affairs Groitl

Module: POL-BA-26.3d (5), EAS-M34.1 (8), POL-BA-26.2d (5), EAS-M34.2 (8), POL-BA-24b.2 (5), EAS-M31.4 (8), EAS-M34.3 (8), EAS-M5-1 (8), EAS-M5-2 (8), EAS-M7-2 (7), EAS-M8-1 (7), EAS-M8-2 (7)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	14	16	c.t.				VG 1.37	Groitl	

Course description: Please see online course catalog (LSF).

### 35546 Amerika in der deutschen Literatur des 20. Jahrhunderts Martinec

Module: EAS-M33.2 (8), DEU-M170.2 (2), GER-M35.2 (4), DEU-BA-M51.1 (2), DEU-M170.1 (2), DEU-M160.2 (2), GER-M35.2 (7), DEU-LA-M16.1 (2), GER-M35.3 (4), EAS-M33.3 (8), DEU-M160.1 (2), EAS-M33.1 (8), GER-M35.3 (5), EAS-M4-1 (8), EAS-M4-2 (8), EAS-M7-2 (7), EAS-M8-1 (7), EAS-M8-2 (7)

Hauptseminar, SWS: 2

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Do	wöch.	10	12	c.t.				ZH 7	Martinec	

Kursbeschreibung: siehe elektronisches Vorlesungsverzeichnis (LSF).

### 36045 Das Französische in Nordamerika Neumann-Holzschuh

Module: EAS-M32.1 (8), FRA-LA-M12.2 (10), IKE-SWP-M02.1 (8), EAS-M32.2 (8), ROM-SW-M04.2 (8), ROM-SW-M01.2 (8), FRA-SW-M02.2 (8), EAS-M32.3 (8), EAS-M4-1 (8), EAS-M4-2 (8), EAS-M7-2 (7), EAS-M8-1 (7), EAS-M8-2 (7)

Hauptseminar, SWS: 2, Max. Teilnehmer: 24

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	14	16	c.t.				VG 1.37	Neumann-Holzschuh	

Kursbeschreibung: siehe elektronisches Vorlesungsverzeichnis (LSF).

### 36047 Sprachdynamiken in Metropolen der Hispanophonie Neumann-Holzschuh

Module: ROM-SW-M03.2 (8), IKE-SWP-M02.1 (8), EAS-M32.1 (8), SPA-LA-M12.2 (10), EAS-M32.3 (8), SPA-SW-M02.2 (8), SPA-LA-M12.1 ( ), DSS-M02.3 (8), EAS-M32.2 (8), ROM-SW-M04.2 (8), EAS-M4-1 (8), EAS-M4-2 (8), EAS-M7-2 (7), EAS-M8-1 (7), EAS-M8-2 (7)

Hauptseminar, SWS: 2, Max. Teilnehmer: 24

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Do	wöch.	14	16	c.t.				W 112	Neumann-Holzschuh	

Kursbeschreibung: siehe elektronisches Vorlesungsverzeichnis (LSF).

**CITAS Ringvorlesung: Jenseits der Nation? Internationale und transnationale Ordnungen und Identitäten**

**Brunnbauer, Groitl, Mecke, Vickers**

Module: DPS-M12.2 (6), DPS-M03.3 ( ), IKE-SWP-M03.1 (6), IKE-PR-M03.2 (4), EAS-M31.4 (8), IKE-SWP-M03.2 (6), EAS-M33.1 (8), EAS-M34.3 (8), EAS-M33.3 (8), DPS-M03.2 ( ), EAS-M34.1 (8), SLA-BA-WB-fachintern ( ), EAS-M34.2 (8), EAS-M33.2 (8), WB-SLA ( )

Vorlesung, SWS: 2

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	18	20	c.t.	15.10.2018	04.02.2019		H 4		

Kursbeschreibung: siehe elektronisches Vorlesungsverzeichnis (LSF).

# Sprachpraxis (Language)

## Basismodul

### 35860 General Language Course A

Gebauer, Kohen, Mangarella, N. N.

Module: ENRS-M11.1 (3), ENLI-M11.1 (3), ENHS-M11.1 (3), ENGS-M11.1 (3), BRST-M11.1 (3), AMST-M11.1 (3), ENGYM-M11.1 (3), ENGYM-M11.1 (3), ENHS-M15.1 (3), ENGS-M11.1 (3), NAS-M01.4 (3), GBS-M01.1 (3), BRST-M11.1 (3), ENHS-M11.1 (3), ENGS-M15.1 (3), ENLI-M11.1 (3), AMST-M11.1 (3), ENRS-M11.1 (3), ENHS-M15.1 (3)

Seminar, SWS: 3, ECTS: 3, Max. Teilnehmer: 30

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	8	11	c.t.			Gruppe 1	ZH 5	Kohen	Auch für Nordamerikastudien (FKN) Auch für Großbritannienstudien (FKN)
Mo	wöch.	11	14	c.t.			Gruppe 2	ZH 5	Kohen	Auch für Großbritannienstudien (FKN)
Do	wöch.	8	11	c.t.			Gruppe 3	PT 1.0.2	Gebauer	Auch für Nordamerikastudien (FKN)
Do	wöch.	11	14	c.t.			Gruppe 4	PT 1.0.2	Gebauer	Auch für Nordamerikastudien (FKN)
-	wöch.			c.t.			Gruppe 5		Mangarella	Blockkurs
-	wöch.			c.t.			Gruppe 6		Mangarella	Blockkurs
-	wöch.			c.t.			Gruppe 7		N. N.	
-	wöch.			c.t.			Gruppe 8		N. N.	
-	wöch.			c.t.			Gruppe 9		N. N.	

GLC A combines work in the skill areas of vocabulary, grammar, reading, and translation, all at an advanced level, and is intended to prepare students for the kinds of work they should be doing in their first few semesters at an academic institution. Vocabulary acquisition and pronunciation are to be worked on outside of class, and the majority of the in-class time will be spent on units of readings that give students insight into various English-speaking cultures, which will then stand them in good stead in their literature, linguistic and cultural studies courses. Work on grammar will be contextualized, and while certain problems in English grammar will receive attention, students are expected to have an advanced command of the grammar before they enrol in GLC A. The writing component of the course is intended to bolster the range of expression the students have and to reinforce concepts of writing at the university level. Translation will be approached from the aspect of contrastive analysis with German and will serve to improve fluency in English as well as give students practice in dealing with syntax, lexis and grammar. It is recommended that students take GLC A in their first or second semesters, as the course helps to lay the groundwork for other courses. At the end of GLC A or B there will be an oral exam that tests pronunciation, flow and intonation. Those who do not pass the exam will be sent to the language lab to practice and improve before they are re-tested. - Course requirements: in-class participation, oral reports, written assignments and final exam as laid out in course pack. - Materials: GLC A course pack -- available at *Digital-Print* in the *Ludwig-Thoma-Str.*; Carleton-Gertsch, Louise. *Words in Context. Thematischer Oberstufenswortschatz 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.

**35880 Composition (Introduction to Academic Writing)****Hill, Kohen, McIntosh-Schneider, N. N.**

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	8	10	c.t.			Gruppe 1	ZH 5	Kohen	
Di	wöch.	18	20	c.t.			Gruppe 2	PT 1.0.2	Kohen	Auch für Nordamerikastudien (FKN)
Do	wöch.	14	16	c.t.			Gruppe 3	PT 1.0.2	McIntosh-Schneider	
Fr	wöch.	10	12	c.t.			Gruppe 4	PT 1.0.2	Hill	Auch für Nordamerikastudien (FKN)
Fr	wöch.	12	14	c.t.			Gruppe 5	PT 1.0.2	Hill	Auch für Nordamerikastudien (FKN)
-	wöch.			c.t.			Gruppe 6		N. N.	

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

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

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	8	9	c.t.			Gruppe 1	ZH 5	Gebauer	AmE
Mi	wöch.	9	10	c.t.			Gruppe 2	ZH 5	Gebauer	AmE
Fr	wöch.	8	9	c.t.			Gruppe 3	PT 1.0.2	Hill	BrE
Fr	wöch.	9	10	c.t.			Gruppe 4	PT 1.0.2	Hill	BrE

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, N. N.**

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

Seminar, SWS: 3, ECTS: 4, Max. Teilnehmer: 30

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	8	11	c.t.			Gruppe 1	PT 1.0.2	Hill	

Mo	wöch.	11	14	c.t.			Gruppe 2	PT 1.0.2	Hill	
Mi	wöch.	12	15	c.t.			Gruppe 3	ZH 6	McIntosh-Schneider	
Fr	wöch.	8	11	c.t.			Gruppe 4	ZH 4	Gebauer	
Fr	wöch.	11	14	c.t.			Gruppe 5	ZH 4	Gebauer	
-	wöch.			c.t.			Gruppe 6		N. N.	
-	wöch.			c.t.			Gruppe 7		N. N.	

The prerequisite for GLC B is the successful completion of GLC A. Moreover, it is highly recommended that students who earned a mark of 3 or less in GLC A do some supplemental work in order to improve before advancing to GLC B. GLC B combines work in the skill areas of vocabulary, grammar, reading, writing, 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 units of readings that explore aspects of language and society in Great Britain and the USA, as well as on grammar and translation work. Students will be expected to have a solid background in the area of cultural studies and this course will build upon that. Grammar will be contextualized as in GLC A, although an even more sophisticated approach to the analysis of grammatical functions will be expected. The goal of the writing component of the course is to have students producing texts of near-native fluency and correctness. Translation will also be approached from the aspect of contrastive analysis. It is recommended that students take GLC B in their second (B.A.) or third (*Lehramt*) semesters. – Course requirements: in-class participation, written assignments and final exam as laid out in the course pack. – The final exam will be held on Saturday, February 2, 2019. There will be no alternate exam date. – Registration via LSF.

#### Materials:

GLC B course pack, availability TBA

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

Hill, Kohen, Uppendahl, Waller

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

Seminar, SWS: 3, ECTS: 4, Max. Teilnehmer: 25

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	11	14	c.t.			Gruppe 1	ZH 6	Waller	BrE
Mi	wöch.	15	18	c.t.			Gruppe 2	ZH 6	Kohen	AmE
Mi	wöch.	16	19	c.t.			Gruppe 3	ZH 5	Hill	BrE
Do	wöch.	11	14	c.t.			Gruppe 4	ZH 4	Uppendahl	AmE
Fr	wöch.	10	13	c.t.			Gruppe 5	ZH 6	Uppendahl	AmE

The prerequisite for GLC C is the successful completion of GLC B, which also includes the completion of the pronunciation requirement (see GLC A). As is the case for GLC B, it is highly recommended that students who receive a mark of 3 or less obtain help in the form of supplemental practice in order to improve their level. GLC C is the forum in which students are required to demonstrate the language, knowledge and practical skills they acquired in the Basismodul. As in GLC A and B, GLC C has structured components such as vocabulary requirements and units of readings; however, the onus will be even more on the students in terms of

active participation and commitment to the assigned tasks. Applied grammar is the focus of the course, and this will mainly evidence itself in the form of various writing tasks and translations; however, there will still remain a few areas of grammar to be covered in the course and these will be tested in the final exam. In keeping with the advanced level of the course, the writing and translations will be longer texts which require sophisticated language and analysis. The readings will consist of thematic units building upon the knowledge of culture and language acquired in previous semesters. Moreover, oral components such as debates and extended presentations will be added to the course requirements, so that not only what you say but how you say it becomes a measure of success. It is recommended that students take GLC C in about their fifth semester (before moving on to "Grammar"!)- Course requirements: in-class participation, presentations, a project assignment, an in-class exam and the final exam as laid out in course pack. - Materials: 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. Note: The final exam will be held on Sat., 2.2.2019. There will be no alternate exam date.

### 35923 Writing B.A. (BrE)

McIntosh-Schneider

Module: BRST-M21.1 (3), ENG-UF-WB (3), ENLI-M21.1 (3), BRST-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 1.0.2	McIntosh-Schneider	

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 seven writing assignments during the semester, one for each text type discussed. Three of these will be evaluated for the final course grade. These assignments, together with corrected revisions, must be included in a 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. Course materials will be made available in the form of a course pack or as resources on GRIPS. Requirements for credit: regular attendance, active participation, a complete portfolio, four graded writing assignments.

### 35924 Writing B.A. (AmE)

Gebauer

Module: ENG-UF-WB (3), AMST-M21.1 (3), ENLI-M21.1 (3), AMST-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.	10	12	c.t.				ZH 5	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 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. – Registration via LSF.

Materials:

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

### 35925 Sprachmittlung (LA nicht vertieft: LA Grund-, Mittel-, Realschule) Decker

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Do	wöch.	10	12	c.t.			Gruppe 1	ZH 5	Decker	
Fr	wöch.	10	12	c.t.			Gruppe 2	PT 2.0.3A*	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), ENGYM-M21.1 (3), ENHS-M21.1 (3), ENGYM-M21.1 (3), ENRS-M21.1 (3), ENGS-M21.1 (3), ENRS-M21.1 (3), ENHS-M21.1 (3)

Seminar, SWS: 2, ECTS: 3

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

*Grammar/Language Analysis* consists of two subsequent parts, (1) the lecture Grammar (theory and analysis) and (2) the seminar Language Analysis (analysis and discussion). A component of *Vertiefungsmodul Sprachpraxis, Grammar/ Language Analysis* is compulsory for students of all *Lehramtsstudiengänge* who commenced their studies in WS 2008/09 and later (New LPO I, 133.2008). 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 for 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 skills taught and practised in the seminar. The lecture is essentially with the focus on Douglas Biber/Susan Conrad/Geoffrey Leech, *Longman Student Grammar of Spoken and Written English* (Harlow: Pearson Education Limited, 2002; 8th impression 2009) and:: *ibid. Workbook*, but references to other grammars (Quirk, Aarts &Aarts, Ungerer) and terminologies will be made in addition to it. Registration in FLEXNOW is only possible for the complete course Grammar/Language Analysis, not for the individual parts.



**35938 Language Analysis****Lenz**

Module: ENRS-M21.3 (3), ENHS-M21.3 (3), ENGS-M21.3 (3), ENGYM-M21.3 (3), ENHS-M21.3 (3), ENGYM-M21.3 (3), ENGS-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
Di	wöch.	16	18	c.t.			Gruppe 1	PT 2.0.3A*	Lenz	
Mi	wöch.	14	16	c.t.			Gruppe 2	PT 2.0.3A*	Lenz	

Grammar/Language Analysis consists of two subsequent parts, (1) the lecture Grammar (theory and analysis) and (2) the seminar Language Analysis (analysis and discussion). A component of *Vertiefungsmodul Sprachpraxis, Grammar/ Language Analysis* is compulsory for students of all *Lehramtsstudiengänge* who commenced their studies in WS 2008/09 and later (New LPO I, 133.2008). 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 for 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 skills taught and practised in the seminar. The lecture is essentially with the focus on Douglas Biber/Susan Conrad/Geoffrey Leech, *Longman Student Grammar of Spoken and Written English* (Harlow: Pearson Education Limited, 2002; 8th impression 2009) and:: *ibid. Workbook*, but references to other grammars (Quirk, Aarts &Aarts, Ungerer) and terminologies will be made in addition to it. Registration in FLEXNOW is only possible for the complete course Grammar/Language Analysis, not for the individual parts.

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

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	8	10	c.t.			Gruppe 1	ZH 6	Decker	
Do	wöch.	16	18	c.t.			Gruppe 2	ZH 5	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, Waller**

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
Mo	wöch.	18	20	c.t.			Gruppe 1	ZH 5	Waller	
Di	wöch.	10	12	c.t.			Gruppe 2	ZH 5	Kohen	
Do	wöch.	16	18	c.t.			Gruppe 3	PT 2.0.3A*	Waller	

This is a required course for all *Lehramt Gymnasium* students who began their studies in WS 08/09 or later. It is intended to provide in-depth treatment of advanced cultural studies topics in combination with practice writing various task types which occur on the Text Production exam. Requirements for the course include the completion of a portfolio of assigned tasks and participation in course discussions. Please note that Ac. Writing LA can only be taken after GLC C.

**35949 Text Production (nicht vertieft)****McIntosh-Schneider**

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

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

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

**35950 Text Production (vertieft)****Gebauer, Hill**

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	14	16	c.t.			Gruppe 1	ZH 4	Hill	
Do	wöch.	16	18	s.t.			Gruppe 2	PT 1.0.2	Gebauer	

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. We advise students who took Academic Writing LA in a previous semester to take Text Production with a different course instructor.

**35954 Sprachmittlung Examensrepetitorium (ED-Übersetzung)****Schleburg**

Übung, SWS: 2, Max. Teilnehmer: 35

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

**35956 Academic Writing B.A. (BrE)****Decker**

Module: BRST-M31.2 (3), ENLI-M31.2 (3), ENG-UF-WB (3), ENLI-M31.2 (3), BRST-M31.2 (3)

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

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

Building on Composition (Introduction to Academic Writing) and Writing B.A., this course gives B.A. students the opportunity to polish their analytical and stylistic skills at a more advanced level. Course requirements: successful completion of a portfolio comprising four graded writing assignments plus a four-page research paper at the end of term. Course readings will be provided in class. Primary reference books will be those used in the earlier writing courses: Fowler, Ramsey H., and Jane E. Aaron. *The Little, Brown Handbook*. 12th international ed. Boston: Pearson, 2012.

**35957 Presentation B.A. (BrE)****Hill**

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

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

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

**35958 Presentation B.A. (American Studies)****Bauridl**

Module: AMST-M31.1 (3), ENLI-M31.1 (3), AMST-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	Einzel	9	16	s.t.	26.10.2018	26.10.2018		VG 0.04	Bauridl	
Fr	Einzel	9	14:30	s.t.	07.12.2018	07.12.2018		VG 2.45	Bauridl	
Fr	Einzel	9	16	s.t.	25.01.2019	25.01.2019		VG 0.24	Bauridl	
Fr	Einzel	9	16	s.t.	01.02.2019	01.02.2019		VG 0.04	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 Academic Writing B.A. (AmE)**

**Uppendahl**

Module: AMST-M31.2 (3), ENLI-M31.2 (3), AMST-M31.2 (3), ENLI-M31.2 (3)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Fr	wöch.	13	15	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.

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

## Einführungskurse

### 35975 Introduction to English Language Teaching Gerlach

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

Vorlesung, SWS: 2, ECTS: 3

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	16	18	c.t.				H16	Gerlach	

This lecture provides an overview of key concepts and current debates in the field of teaching English as a foreign language. Among these concepts and debates are aspects such as language learning theories, language skills, language teaching methodology, the teaching and learning of literature/culture/media, teaching language domains (vocabulary, grammar, pronunciation) as well as issues concerning evaluating learners' language proficiency in classrooms.

Credit requirements: Regular attendance strongly recommended, final exam in last session.

## Proseminare

### 35967 Teaching Films in English Language Classrooms Gerlach

Module: ENG-DF-ZP (4), ENFDNV-M11.3 (4), ENG-UF-WB (4), ENFDNV-M11.3 (4), ENFDNV-M11.3 (4)

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

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

In a highly mediatized world, the reception of movies and film serves as a means to foster both (critical) literacy as well as literature skills. This seminar will discuss the possibilities of using different types of film in English language classrooms to teach not only film literacy but also language skills. Among other aspects, the seminar will cover film techniques, different genres, teaching literature through film, and aspects of film production.

Credit requirements: Active participation, short presentation, short exemplary lesson plan ("Unterrichtsentwurf").

Required and recommended reading will be discussed and presented at the beginning of the course.

### 35985 Zertifikatskurs: "LRS-Coaching in Fremdsprachen" Gruber

Module: ENFDNV-M11.3 (4), ENFDGYM-M11.3 (4), ENG-DF-ZP (4), ENFDNV-M11.3 (4), ENG-UF-WB (4), ENFDNV-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
Di	wöch.	10	12	c.t.				ZH 4	Gruber	

Dieser Kurs richtet sich an Studierende aller Schularten mit Unterrichtsfach Englisch. Der Kurs vermittelt grundlegende Kenntnisse zu den Hintergründen von und dem gezielten Umgang mit Lese-Rechtschreib-Schwierigkeiten in Fremdsprachen allgemein und im Englischen im Spezial-

len. Es werden basale Konzepte des Schriftspracherwerbs dargestellt und gemeinsam Methoden zur Förderung der Lese- und Rechtschreibkompetenzen im Englischunterricht erarbeitet. Ziel ist es, die Studierenden zu befähigen – nach dem erfolgreichen Abschluss dieses Kurses – als Coaches für leserechtschreib-schwache Englischlerner an Schulen eingesetzt werden zu können. Das Zertifikat „LRS Coach in Fremdsprachen“ wird nach erfolgreicher Praxisphase (Durchführung von Coachings an Schulen) ausgestellt. Studierende können diesen Kurs nur dann besuchen, wenn sie bereits die „Introduction to English Language Teaching“ erfolgreich absolviert haben. Der Leistungsnachweis besteht aus regelmäßiger, aktiver Teilnahme sowie einem Portfolio.

**35986 Materials Development and Evaluation for English Language Classrooms Gerlach**

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

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

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

English language teaching relies heavily on working material, worksheets, textbooks, and (digital) media. However, the quality of these materials is sometimes questionable. This seminar will establish quality criteria for the evaluation of learning/teaching materials for English language classrooms. Students will develop new material based on these criteria in continuous discussions and working sessions during the semester. This will help (future) English language teachers in terms of their professional development and choosing and creating good material for their learners.

Credit requirements: Active participation, development of different materials (texts and tasks for different learner stages) and the discussion thereof during the seminar.

Required and recommended reading will be discussed and presented at the beginning of the course.

**Proseminare (Didaktikfach Englisch)**

**35963 Theorie und Praxis des Englischunterrichts an der Mittelschule Schindler**

Module: ENFDNV-M13.2 (3), ENFDNV-M13.2 (3)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	17	18:30	s.t.				PHY 7.1.21	Schindler	

Dieser Kurs ist speziell für Studierende konzipiert, die Englisch als Didaktikfach der Mittelschule studieren, er ist aber auch offen für andere Studierende, die ihr fachdidaktisches Wissen und ihre unterrichtlichen Kompetenzen erweitern wollen. Die wichtigsten Aspekte des Englischunterrichts an Mittelschulen (z.B. effektive Wortschatzvermittlung, anwendungsorientierter Grammatikunterricht, Förderung von Sprechkompetenz etc.) sollen vor dem Hintergrund des neuen Lehrplans bzw. der Kompetenzorientierung erörtert und behandelt werden. Infolgedessen wird der Kurs Theorie und Praxis eng miteinander verknüpfen und Unterrichtsbesuche sowie eigene Lehrversuche in Mittelschulklassen in das Semesterprogramm integrieren. Leistungsnachweis: aktive Teilnahme an allen Kursaktivitäten, schriftliche Ausarbeitung und Durchführung einer Unterrichtsstunde.

Bemerkung: nur im WiSe; 3 SWS (2 SWS Seminar und 1 SWS Unterrichtshospitation n.V.)

## Proseminare (praktikumsbegleitend)

### 35964 TEFL: Theory and Practice of ELT (Grundschule)

König

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.	12:30	14	s.t.					König	Ort: St.-Nikola-Grundschule Regensburg Reinhausen 40/42 93059 Regensburg

This course is obligatory for all those students who will be doing their „fach-didaktisches 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, playfull 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)

Hansen

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.	14	16	c.t.				VG 1.36	Hansen	

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.

## Praktikum

### 35970 Durchführung und Analyse von Unterricht (in Ausbildungsklassen)

Gruber

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

Praktikum, SWS: 4, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	n. V.	8	12	s.t.					Gruber	vor Ort an der jeweiligen Praktikumsschule

Das studienbegleitende Praktikum soll möglichst nicht vor dem dritten Semester und nicht nach dem fünften Semester stattfinden. Es ist innerhalb eines Semesters abzuleisten, umfasst 4 Stunden Unterricht einschließlich Besprechung und findet wöchentlich statt. Parallel zum Praktikum soll das Begleitseminar „Theory and Practice of ELT“ belegt werden, sodass sich Lehrveranstaltung und Praktikum gegenseitig ergänzen und vertiefen können. Das Praktikumsmodul beinhaltet neben dem Praktikum (=„Durchführung und Analyse von Unterricht“) auch das Seminar „Planung und Analyse von Englischunterricht“. Auch hierfür ist eine Anmeldung gleichzeitig zum Praktikum erforderlich.

**35971 Planung und Analyse von Englischunterricht (Begleitveranstaltung zum studienbegleitenden fachdidaktischen Praktikum) Hansen, König**

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

Praktikum, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
-	n. V.						Gruppe 1		König	<b>Lehramt Grundschule</b> Unterrichtsbesuch + Besprechung nach individueller Absprache
-	n. V.						Gruppe 2		Hansen	<b>Lehramt Mittel- und Realschule</b> Unterrichtsbesuch + Besprechung nach individueller Absprache

**Examensvorbereitung**

**35969 Zentrale Aspekte und Fragestellungen des Englischunterrichts (Examensvorbereitung) Gerlach**

Module: ENFDNV-M11.4 (2), ENFDNV-M11.4 (2), ENG-UF-WB (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.	18	20	c.t.				PT 1.0.2	Gerlach	

Dieses Seminar dient zur Vorbereitung auf die Klausur „Fachdidaktik“ im Staatsexamen und als allgemeines Repetitorium, um das Grundlagenwissen für die Examensprüfung aufzufrischen. Anhand von Prüfungsaufgaben der letzten Jahre sowie ergänzender Literatur und weiterer Aspekte des Englischlehrens und -lernens werden die wichtigsten fremdsprachendidaktischen Themen diskutiert, analysiert und hinsichtlich ihrer Relevanz hinterfragt. Jede/r Teilnehmer/in sollte im Interesse einer fruchtbaren Diskussion bereit sein, die zu jedem Thema vorgeschlagenen Publikationen vor der jeweiligen Sitzung zu lesen. Leistungsnachweis: Ausarbeitung eines Examens-themas (Handout) und Vorstellung/Diskussion im Rahmen einer Seminarsitzung. Literatur wird zu Beginn des Seminars vorgestellt.



# Fachdidaktik für Lehramt Gymnasium (English Language Teaching)

## Einführungskurse (Introduction to English Language Teaching)

### 35975 Introduction to English Language Teaching

Gerlach

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

Vorlesung, SWS: 2, ECTS: 3

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	16	18	c.t.				H16	Gerlach	

This lecture provides an overview of key concepts and current debates in the field of teaching English as a foreign language. Among these concepts and debates are aspects such as language learning theories, language skills, language teaching methodology, the teaching and learning of literature/culture/media, teaching language domains (vocabulary, grammar, pronunciation) as well as issues concerning evaluating learners' language proficiency in classrooms. Credit requirements: Regular attendance strongly recommended, final exam in last session.

## Seminar Kulturdidaktik (Teaching British and North American Culture)

### 35979 Teaching Critical Thinking

Gerlach

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

An important goal of education is to prepare learners for participation in society as responsible citizens. Part of this is fostering critical thinking to help learners to achieve a deeper understanding of contexts and questions of life and the state of society in the 21st century. This seminar will focus on means of enabling critical thinking skills in English language teaching through exemplary approaches, methods, texts, and tasks. This will also involve creating your own ideas of how to foster critical thinking skills in different grades and for different learners.

Credit requirements: Active participation, short presentation, short exemplary lesson plan ("Unterrichtsentwurf").

Required and recommended reading will be discussed and presented at the beginning of the course.

## Seminar (praktikumsbegleitend)

### 35983 TEFL: Theory and Practice of ELT (Gymnasium)

Gruber

Module: ENFDGYM-fdPra-M11.2 (3)

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

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

This seminar gives you the opportunity to reflect on your experiences as an observer and novice teacher of English at a Gymnasium during your internship. It also aims at bridging the gap between theory and practice of foreign language teaching. We will focus on topics like: lesson

planning, content and methods of language teaching, teaching the four skills, assessing language proficiency and giving feedback as well as classroom management. This seminar should accompany and complement the "studienbegleitendes fachdidaktisches Praktikum". Students who have been abroad as assistant teachers also need to pass this course. Requirements: Regular attendance, active participation and portfolio work. Make sure you have also applied through the "Praktikumsamt der MB-Dienststelle Oberpfalz" before you register in FlexNow. Note: Students can only take part after they have successfully passed the introduction to ELT. nur im WiSe

## Oberkurse (Sprach- und Literaturdidaktik)

### 35985 Zertifikatskurs: "LRS-Coaching in Fremdsprachen" Gruber

Module: ENFDNV-M11.3 (4), ENFDGYM-M11.3 (4), ENG-DF-ZP (4), ENFDNV-M11.3 (4), ENG-UF-WB (4), ENFDNV-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
Di	wöch.	10	12	c.t.				ZH 4	Gruber	

Dieser Kurs richtet sich an Studierende aller Schularten mit Unterrichtsfach Englisch. Der Kurs vermittelt grundlegende Kenntnisse zu den Hintergründen von und dem gezielten Umgang mit Lese-Rechtschreib-Schwierigkeiten in Fremdsprachen allgemein und im Englischen im Speziellen. Es werden basale Konzepte des Schriftspracherwerbs dargestellt und gemeinsam Methoden zur Förderung der Lese- und Rechtschreibkompetenzen im Englischunterricht erarbeitet. Ziel ist es, die Studierenden zu befähigen – nach dem erfolgreichen Abschluss dieses Kurses – als Coaches für leserechtschreib-schwache Englischlerner an Schulen eingesetzt werden zu können. Das Zertifikat „LRS Coach in Fremdsprachen“ wird nach erfolgreicher Praxisphase (Durchführung von Coachings an Schulen) ausgestellt. Studierende können diesen Kurs nur dann besuchen, wenn sie bereits die „Introduction to English Language Teaching“ erfolgreich absolviert haben. Der Leistungsnachweis besteht aus regelmäßiger, aktiver Teilnahme sowie einem Portfolio.

### 35986 Materials Development and Evaluation for English Language Classrooms Gerlach

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

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

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

English language teaching relies heavily on working material, worksheets, textbooks, and (digital) media. However, the quality of these materials is sometimes questionable. This seminar will establish quality criteria for the evaluation of learning/teaching materials for English language classrooms. Students will develop new material based on these criteria in continuous discussions and working sessions during the semester. This will help (future) English language teachers in terms of their professional development and choosing and creating good material for their learners.

Credit requirements: Active participation, development of different materials (texts and tasks for different learner stages) and the discussion thereof during the seminar.

Required and recommended reading will be discussed and presented at the beginning of the course.

**35987 Explaining in ELT: Theory & Practice****Gastl-Pischetsrieder, Lägell**

Module: ENFDGYM-M11.3 (4), ENG-UF-WB (4), ENG-DF-ZP (4), ENFDGYM-M11.3 (4)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
-	Block	9	16	c.t.	10.10.2018	12.10.2018		VG 1.37	Gastl-Pischetsrieder, Lägell	
Fr	Einzel	9	16	c.t.	19.10.2018	19.10.2018		VG 0.24	Gastl-Pischetsrieder, Lägell	

This seminar will focus on explaining as a core teacher competence in theory and practice. We will look at recent publications on the theory of explaining. Students have the opportunity to deepen their competence in explaining by watching video-taped explanations and by practicing how to give explanations themselves. Additionally, a speech trainer will give a short rhetorical training and provide individualised feedback. Please note that students are asked to prepare a presentation before the course starts. Requirements for course credits: active participation, oral presentations, portfolio. Recommended reading: Keßler, Jörg-U. "Englischdidaktik in Erklärungsnot. Implizites und explizites Wissen und die Rolle der Bewusstmachung im schulischen Englischunterricht." Erklären – Gesprächsanalytische und fachdidaktische Perspektiven. Ed. Rüdiger Vogt. Tübingen: Stauffenburg Verlag, 2009. 93-108. Print. Registration via LSF.

Note: Students can only take part in the Oberkurs after they have successfully passed the introduction to ELT.

**Übung****35989 Examensvorbereitung, Englisch Lehramt vertieft****Gruber**

Module: ENG-UF-WB (2)

Seminar, SWS: 2, Max. Teilnehmer: 50

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

**Nicht gestufte Übungen (open for all students)****35787 Blockseminar: Irish History and Culture (Irland-Exkursion)****Lenz**

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

Seminar, SWS: 2, Max. Teilnehmer: 8

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

**! ACHTUNG: LETZTMALIGE DURCHFÜHRUNG IM SOMMERSEMESTER 2018 ! (ANMELDUNG BEREITS JETZT MÖGLICH)**

Die Teilnahme an der achttägigen Exkursion, die bei Bedarf zweimal im Jahr (Juni und September) durchgeführt wird, steht allen Studierenden der Anglistik/ Amerikanistik offen, die sich für die Geschichte, Kultur und Literatur Irlands und die daraus resultierenden Beziehungen zwischen der "Grünen Insel" und Großbritannien bzw. den USA interessieren und die – wegen der nötigen *walking tours* in wilder Landschaft – eine sportliche Grundeinstellung aufweisen. Der vorausgehende Besuch von "An Introduction to British and Irish Studies" oder eines Seminars zur irischen Literatur oder Kultur (Grund- oder Hauptstudium) wird empfohlen, ist aber nicht Bedingung für die Teilnahme. Aus organisatorischen Gründen ist die **Teilnehmerzahl auf 8 begrenzt**. Interessenten/Innen wird empfohlen, sich baldmöglichst persönlich oder bei der elektronischen Kursanmeldung (immer sowohl im Herbst als auch im Frühjahr möglich) anzumelden. Auf dem Programm stehen u.a. jeweils zweitägige Aufenthalte in der "Rebel City" Cork bzw. in der Haupt-

stadt Dublin sowie der Besuch des beeindruckenden *Cobh Heritage Centre* zur Geschichte der Emigration und der *Great Famine*. Reiseziel ist der vor *Valentia Island*, direkt am weltberühmten *Ring of Kerry* gelegene Atlantik-Hafenort *Portmagee*. Von unserem Stützpunkt aus unternehmen wir während der fünf Tage unseres Aufenthalts dort Touren zu prähistorischen, frühchristlichen und neuzeitlichen Stätten, die für die Bedeutung Irlands für die europäische Kultur exemplarisch sind. Geplant sind die Fahrt durch Gaeltacht-Gebiete in den Südwesten mit Zwischenstopp in *Blarney Castle*, Wanderungen entlang der Steilküste zu prähistorischen *wedge tombs*, *dolmens*, *alignments*, *Ogham Stones*, zu frühchristlichen *beehive-dwellings* und *St Brendan's Well*, zu einer Burgruine der anglo-normannischen Eroberer und zum gewaltigen *Leacanabuaile Stone Fort*, ein Abstecher in den *Killarney National Park* (*Muckross House*, *Muckross Abbey*) und in den *Derrynane National Park* (Besichtigung der *Church Island* und des Hauses von Daniel O'Connell incl. Filmvorführung über die Bedeutung O'Connells innerhalb der irischen Geschichte), die Fahrt entlang des *Skellig Ring* nach *Ballinskelligs* (Gaeltacht) zum *Pre-Famine Village Cill Rialaig*, der Besuch des *Skellig Heritage Centre* (Diashow und Ausstellung zur Geschichte von *Skellig Michael*), des *Valentia Heritage Centre* (Darstellung der Geschichte des ersten *Transatlantic Telegraph Cable*) und von *singing pubs* (*traditional Irish music/Irish dance*), sowie (*weather permitting!*) eine vierstündige Bootsfahrt auf dem Atlantik zum Weltkulturerbe *Skellig Michael* (mit Vortrag und Führung) und ggf. ein Theaterbesuch in Cork bzw. Dublin. Die kulturwissenschaftliche Rahmensetzung für die Exkursion erfolgt mittels Sitzungen an der Universität vor und nach der Exkursion und wird durch Vorträge zur Geschichte, Kultur und Literatur Irlands vor Ort ergänzt. Der Erwerb von *Cultural Studies Advanced*-Leistungspunkten ist möglich, jedoch nicht Pflicht für die Teilnahme. Für den Erwerb der Leistungspunkte gelten die üblichen Bedingungen (*oral presentation* und *term paper* (12-15 pp., in English)). Voraussichtliche Kosten (Erfahrungswert): ca. 750 Euro (incl. Linienflüge mit *Aer Lingus*, Leihbus, B&, alle Ausflüge und Eintrittsgelder). **Eine Bezuschussung ist eventuell möglich.** Weitere Details sind beim Vortreffen zu erfahren, zu dem die vorangemeldeten Interessentinnen und Interessenten (per E-Mail an den Exkursionsleiter oder bei der regulären elektronischen Kursanmeldung) eingeladen werden. **Da die Exkursion in der Regel sehr schnell ausgebucht ist, empfiehlt sich im Falle des Interesses an der Teilnahme die baldige Anmeldung.**

### 35854 Tandem Mentoring

Uppendahl

Übung, SWS: 2

### 35855 DAAD / TA Großbritannien (Beratung, Informationsveranstaltung)

Waller

Übung, SWS: 2

### 35856 RUPs, too

Kohen

Übung

The RUPs have been a part of the University of Regensburg for over 40 years now, and they are still going strong. The main goals of the acting troupe are to provide quality entertainment in English and a medium for interested students to improve their own proficiency in the language. Any students who are interested in joining the group, whether as backstage crew or on stage, are welcome to join us. Auditions for roles are held at the beginning of every semester, but acting experience is not necessary. Not every person can act every semester, but we always have a place for people who are interested in team work and enjoy a nice group atmosphere. For more information please contact Jamie Kohen in her office hours or by email: [jamiakohen@hotmail.com](mailto:jamiakohen@hotmail.com), or check out the RUPs, too Facebook page.

# Akademische Schreibberatung, Bibliotheksführungen und weitere Veranstaltungen (Academic English Writing Support, Library Tours, and More)

## 60514 Fit fürs Studium - Grundlagen der Medien- und Methodenkompetenz für das Recherchieren, Präsentieren, Schreiben, Zitieren (Onlinekurs) Bachmaier

Module: RZ-M06 (3), MEI-BF-WB-fachintern (2), WB-SLA (3), MEI-BF-WB-fachintern (2), RZ-M51.1 ( )

Kurs, SWS: 2

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	-			c.t.	24.10.2018	13.12.2018			Bachmaier	

Onlinekurs vom 24.10.2018.2019 - 13.12.2018; Anmeldung direkt im G.R.I.P.S.-Kurs (ab 24.09.2018 möglich!) Kursbeschreibung: siehe elektronisches Vorlesungsverzeichnis (LSF).

## 37450 Die Seminar-Bachelor-Arbeit für Geistes- und Sozialwissenschaften Braun

Seminar, SWS: 1, ECTS: 1

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	16	19	c.t.	22.10.2018	05.11.2018		PT 3.75*		

Kursbeschreibung: siehe elektronisches Vorlesungsverzeichnis (LSF).

**Im Wintersemester 2018/19: drei Montagstermine, 22.10., 29.10., 5.11.2018 von 16-19 Uhr**

**ECTS Punkte:** Benotete Scheine sind mit entsprechendem Leistungsnachweis möglich. Bei aktiver Teilnahme an 80% der Veranstaltung erhalten Sie einen Teilnahmechein für 2 ECTS Punkte.

**Anmeldung:** Die Anmeldung findet nur über die E-Learning Plattform GRIPS (nicht über FlexNow) ab dem 1.10.2018 statt.

## 37453 Schreibwoche Braun

Blockveranstaltung, SWS: 2

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
-	Block	10	16	c.t.	25.03.2019	29.03.2019		PT 1.4*		
-	Block	10	16	c.t.	25.03.2019	29.03.2019		PT 2.0.3A*		
-	Block	10	16	c.t.	25.03.2019	29.03.2019		PT 2.9		
-	Block	10	16	c.t.	25.03.2019	29.03.2019		PT 1.0.2		

### Schreibwoche in der vorlesungsfreien Zeit (3 ECTS möglich)

Semesterferien! Endlich Zeit zum Schreiben! Die Schreibberatung des ZSK lädt im WS2018/19 zu einer Schreibwoche ein:

**Daten: Schreibwoche: 25.3.-29.3.2019, Mo - Fr, 10 - 16 Uhr**

**Anmeldung** ab dem 7.01.2019

Details: siehe elektronisches Vorlesungsverzeichnis (LSF).

## 37451 7 Kurzworkshops zum wissenschaftlichen Schreiben

Workshop

**Für den Besuch von drei Kurzworkshops wird 1 ECTS-Punkt vergeben.** Es können jedoch nur unbenotete Teilnahme-Scheine ausgestellt werden.

**Anmeldung:** Die Anmeldung findet über die E-Learning Plattform GRIPS ab Montag, den 1.10.2018 statt. Der Link zur Anmeldung für jeden Workshop ist für Sie ab dann freigeschaltet.

**Die 7 Kurzworkshops wissenschaftliches Schreiben finden im Wintersemester 2018/19 immer montags 16 Uhr bis 19 Uhr an den unter 37451 a-g angegebenen Terminen in Raum PT 3.77 statt.**

**37454 Winterschreibwerkstatt Braun**

Seminar, ECTS: 6 ECTS

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Fr	wöch.	14	16	c.t.				PT 3.76*		

Es geht darum, einen eigenen akademischen Text kontinuierlich zu entwickeln und dabei ebenfalls kontinuierlich Feedback zu erhalten! Bringen Sie Ihre Schreibprojekte mit und setzen Sie sie Schritt für Schritt um. Im Kurs lernen sie den Schreibprozess einer Seminararbeit in einem Fach Ihrer Wahl systematisch kennen, indem Sie Ihre eigene Arbeit entwickeln. Sie erhalten in allen Etappen Feedback durch interessierte Leser (von zwei Kollegen in Ihrer Kleingruppe und von der Schreibberaterin, Frau Dr. Braun). In den Präsenzblöcken, die jeden zweiten Donnerstag stattfinden, werden Sie Methoden und Strategien zur Themenfindung und -planung, zur Entwicklung einer wissenschaftlichen Fragestellung, zur Arbeit mit Literatur und der Erstellung eines Kurzexposés mit einer Grobgliederung, Schreibtechniken für das Verfassen und Überarbeiten von Roh-texten kennenlernen und anhand Ihrer eigenen Arbeit erproben. In den E-Learning-Segmenten des Kurses können Sie das Gelernte in Ihren Projekten vertiefen und weiterentwickeln. Als Studienleistung verfassen Sie ein reflektierendes Portfolio während der E-Learning-Phase.

**37461 5 Academic English Writing Workshops Aguirre**

Workshop, SWS: 2, ECTS: 1

Learn about and apply strategies to make working with academic English less stressful and more enjoyable.

37461a Reading Strategies

37461b Writing Strategies

37461c Editing Strategies

37461d Paraphrasing and Citation

37461e Email Communication

**You'll get 1 ECTS for participating three workshops.**

**Enroll:** GRIPS

**Bibliothekseinführung Anglistik/Amerikanistik**

**Schulungsteam der  
Universitätsbibliothek**

Schulung, Max. Teilnehmer: 50

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	Einzel	16:15	17:15		09.10.2018	09.10.2018	Gruppe 1		Schulungsteam	
Mi	Einzel	10	11		10.10.2018	10.10.2018	Gruppe 2		Schulungsteam	

Raum: Infozentrum in der Zentralbibliothek

Online-Anmeldung unter: [https://www.uni-regensburg.de/bibliothek/schulungen/studierende/bibliothekseinfuehrung/#content\\_toggle\\_3](https://www.uni-regensburg.de/bibliothek/schulungen/studierende/bibliothekseinfuehrung/#content_toggle_3)

Sie erfahren, wie Sie im Regensburger Katalog plus Literatur für Ihr Studienfach finden und nutzen können, und lernen zudem auch den Fachlesesaal kennen.

**Bibliothekseinführung für alle Fächer****Schulungsteam der  
Universitätsbibliothek**

Schulung, Max. Teilnehmer: 30

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	Einzel	12	13	s.t.	15.10.2018	15.10.2018			Schulungsteam	
Mo	Einzel	11	12	s.t.	22.10.2018	22.10.2018			Schulungsteam	
Mo	Einzel	15	16	s.t.	22.10.2018	22.10.2018			Schulungsteam	
Di	Einzel	15	16	s.t.	09.10.2018	09.10.2018			Schulungsteam	
Di	Einzel	12	13	s.t.	16.10.2018	16.10.2018			Schulungsteam	
Di	Einzel	14	15	s.t.	16.10.2018	16.10.2018			Schulungsteam	
Di	Einzel	12	13	s.t.	23.10.2018	23.10.2018			Schulungsteam	
Di	Einzel	14	15	s.t.	23.10.2018	23.10.2018			Schulungsteam	
Mi	Einzel	11	12	s.t.	17.10.2018	17.10.2018			Schulungsteam	
Mi	Einzel	14	15	s.t.	17.10.2018	17.10.2018			Schulungsteam	
Mi	Einzel	11	12	s.t.	24.10.2018	24.10.2018			Schulungsteam	
Mi	Einzel	14	15	s.t.	24.10.2018	24.10.2018			Schulungsteam	
Mi	Einzel	14	15	s.t.	14.11.2018	14.11.2018			Schulungsteam	
Do	Einzel	14	15	s.t.	11.10.2018	11.10.2018			Schulungsteam	
Do	Einzel	10	11	s.t.	18.10.2018	18.10.2018			Schulungsteam	
Do	Einzel	14	15	s.t.	18.10.2018	18.10.2018			Schulungsteam	
Do	Einzel	10	11	s.t.	25.10.2018	25.10.2018			Schulungsteam	
Do	Einzel	12	13	s.t.	25.10.2018	25.10.2018			Schulungsteam	
Fr	Einzel	12	13	s.t.	19.10.2018	19.10.2018			Schulungsteam	
Fr	Einzel	11	12	s.t.	26.10.2018	26.10.2018			Schulungsteam	

Raum: Infozentrum in der Zentralbibliothek

Online-Anmeldung

Sie lernen die Literatursuche im Regensburger Katalog kennen, die Ausleihe, die Fernleihe und erfahren alle Basics rund um die Bibliothek.

**Graduate Writer's Group****Aguirre**

Tutorium, SWS: 2, ECTS: 2

Writers meet at designated time and place to discuss writing projects to be written in English. This offer allows writers to maintain sustained support from a group of writing peers, hear new ideas, think "outside the box," and learn about reader-centered writing approaches. While the writing group is controlled by the writers, the staff member may contribute and help with the planning of each meeting time as needed as well as clarify English language issues. The regular meetings help writers to develop time management skills and increase academic productivity. N.B. Writers do not have to be in the same field, although genre styles should be communicated in advance. Regular attendance and participation is expected.

The writers decide on the day and time. Contact: [aurora.aguirre@ur.de](mailto:aurora.aguirre@ur.de)

## **C. Für Interessierte**

### **RUPs, too**

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

### **Universitätsbibliothek**

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

### **Exkursion nach Irland**

Wegen der begrenzten Teilnehmerzahl (8) werden InteressentInnen gebeten, sich baldmöglichst mit Herrn Dr. Lenz (PT 3.2.44) in Verbindung zu setzen. Termin und Beschreibung: siehe Rubrik "Anglistik: Cultural Studies Advanced".