



KOMMENTARE

für das Studium im

Wintersemester 2017/18

Geschäftsführung:

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Sekretariat:

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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
Brato, Buschfeld
Boehm, Decker
Boehm, Decker
Gessner
Trotzke
Gessner
N.N.
N.N.
Kohen, Uppendahl, Waller

Sprechstunden Wintersemester 2017/18

| Name | Sprechzeit | Raum PT | Tel.: 943- |
|------|------------|---------|------------|
|------|------------|---------|------------|

| | | | |
|-----------------------------|------------------------|---------|------|
| AUFLITSCH, Dr. Susanne | nach der Veranstaltung | | |
| BAURIDL, Dr. Birgit | Mi 12-13 Do 12-13 | 3.2.85 | 3509 |
| BIERMEIER, Dr. Thomas | nach der Veranstaltung | | |
| BOEHM, Dr. Katharina | Di 14-15 | 3.2.59 | 3499 |
| BRATO, Dr. Thorsten | Mi 10-11 | 3.2.79 | 3503 |
| BUSCHFELD, Dr. Sarah | n.V. | 3.2.81 | 3505 |
| CAVANNA, Augustus | Di 12-14 | 3.2.87 | 3511 |
| DECKER, Dr. Martin | Di 13-14 | 3.2.63 | 3870 |
| DEPKAT, Prof. Dr. Volker | Di 14-15, Do 11-12 | 3.2.71 | 3476 |
| DETMERS, Dr. Ines | Di 15-16 | 3.2.61 | 5782 |
| FARKAS, Dr. Anna | beurlaubt | 3.2.59 | 3499 |
| FISCHER, Prof. Dr. Roswitha | Di 12-13 | 3.2.68 | 3473 |
| FRITZE, Martin | nach der Veranstaltung | | |
| GASTL-PISCHETSRIEDER, Maria | Mi 14-15 | 3.3.105 | 5781 |
| GEBAUER, Dr. Amy | Mi 12-14 | 3.3.88 | 3429 |
| GERLACH, Prof. Dr. David | Mi 10:30-11:30 | 3.3.104 | 3501 |
| GESSNER, PD Dr. Ingrid | Mi 10:30-11:30 | 3.2.70 | 3475 |
| GRAEF, Sebastian | nach der Veranstaltung | | |
| GÜRTNER, 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 | t.b.a. | 3.2.50 | 3469 |
| KAUTZSCH, Dr. Alexander | Di 10-12 | 3.2.69 | 3474 |
| KOHEN, Jamie | Di 12-14 | 3.2.50 | 3469 |
| KÖNIG, Luitgard | nach der Veranstaltung | | |

| Name | Sprechzeit | Raum PT | Tel.: 943- |
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|---------------------------------|---------------------------------|--------|------|
| LEIKAM, Dr. Susanne | tba | 3.2.83 | 3507 |
| LENZ, Akad. Dir. Dr. Peter | Mo 11:15-13 | 3.2.44 | 3506 |
| MATUSCHEK, Katharina | Mo 14-16 | 3.2.70 | 3475 |
| MCINTOSH-SCHNEIDER, Julia | Mo 14-16 | 3.2.57 | 3497 |
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| MÜLLER, Prof. Dr. Timo | Di 16-17 u. n. V. | 3.2.73 | 3477 |
| NEULAND, Christina | nach der Veranstaltung | | |
| NEUMAIER, Theresa | Do 14-16 | 3.2.55 | 3046 |
| PETZOLD, Prof. Dr. Jochen | Mo 16:30-18 | 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 | Do 10-12 | 3.2.83 | 3507 |
| UPPENDAHL, Steve | Mi 15-17 | 3.2.88 | 1809 |
| WALLER, Peter | Mi 16-18 | 3.2.60 | 3500 |
| WEIG, Heide-Marie | n. V. | 3.2.43 | 3463 |
| WEINZIERL, Florian | Di 14-16 | 3.2.86 | 3510 |
| ZWIERLEIN, Prof. Dr. Anne-Julia | beurlaubt | 3.2.48 | 3467 |

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

Bitte beachten: die Informationen zur Studienplanung und zu den Pflichtleistungen wurden mit großer Sorgfalt zusammengestellt. Rechtliche Verbindlichkeit hat jedoch lediglich der Originaltext der betreffenden Prüfungs- und Studienordnungen. Das genaue Studium der Prüfungsordnungen wird im Interesse eines geordneten Studienverlaufs dringend empfohlen.
Stand der Drucklegung: 31. Juli 2017

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 |
| Fachdidaktik | Hauptseminare | 7 | 10 |
| | Einführungskurse, Seminare, Theorie & Praxis | 3 | -- |
| | Proseminare / Oberkurse | 4 | -- |
| | Zentrale Aspekte | 2 | -- |
| | Studienbegleitendes fachdidaktisches Praktikum + zugehöriger Begleitkurs (im freien Bereich) | 5 | |
| Grundwissen | Prüfung Grundwissen Fachwissenschaft | -- | 11 |

*: je nach Auflistung im Modulkatalog.

Tab. 1: Verteilung der Leistungspunkte auf die Kurstypen

1.3 Hinweis zu den Tabellen der Pflichtleistungen

Bitte beachten:

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

1.4 Bekanntmachungen & Newsletter

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

2. Wichtige Termine und Fristen

2.1 Bewerbung Master-Studiengänge

Am Institut für Anglistik und Amerikanistik werden Master-Studiengänge in den Fächern **Britische Literatur- und Kulturwissenschaft** (*British Studies*), **Englische Linguistik** (*English Linguistics*) und **Europäisch-Amerikanische Studien** (*European-American Studies*) angeboten. 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, 9.10.2017 – Do, 12.10.2017** für alle **Erstsemester**-relevanten Kurse
- GLC A - Introduction to Engl. and Am. Literary Studies
- Introduction to Engl. Linguistics
- **Mo, 17.7.2017 – Fr, 8.9.2017** für alle anderen Kurstypen
(GLC B, C; Composition, Sprachmittlung, Pronunciation Exercises, Proseminare, Seminare, Hauptseminare, Mittel-/Altenglisch, Cultural Studies, Fachdidaktik, Examenkurse)

Es gilt **Folgendes**:

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

- Wer trotz Zuteilung eines Listenplatzes zur ersten Sitzung unentschuldigst fehlt, wird aus der Teilnehmerliste gestrichen, sodass andere Interessierte nachrücken können.

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

2.3 FlexNow-Anmeldung

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

Ausgenommen davon sind lediglich Austauschstudierende.

→ **FlexNow-Anmeldefrist** für Kurse des WS 2017/18: **Mo, 6. Nov. 2017 – Fr, 26. Jan. 2018**

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, 15. Jan. – Fr, 26. Jan. 2018**
(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

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 Aushänge 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.

Englische Sprachwissenschaft (English Linguistics)

Thematische Vorlesungen (Topical Lecture in English Linguistics)

35700 American English: Evolution and Variation **Schneider**

Module: EAS-M31.4 (8), ENLI-M32.1 (4), ENG-DF-ZP (), ENLI-M25.3 (4), ENLI-M23.2 (4), ENGYM-M32C.1 (4), WB-IAA (), ELG-M32.2 (8), ENLI-M32.1 (4), ELG-M33.3 (4), EAS-M32.1 (8), AVS-M04.2 (6), ENG-UF-WB (), ENGYM-M32C.1 (4), ENLI-M23.2 (4), ENLI-M25.2 (4), ELG-M33.2 (8), EAS-M32.2 (8), EAS-M32.3 (8)

Vorlesung, SWS: 2, ECTS: 4

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gruppe | Raum | Lehrperson | Bemerkung |
|-----|--------|------|-----|------|--------|------|--------|------|------------|-----------|
| Mi | wöch. | 8:30 | 10 | s.t. | | | | H22 | Schneider | |

This lecture will familiarize participants with the historical evolution, the structural characteristics, and the major varieties of American English. Topics to be dealt with will include the following: settlement history and its linguistic consequences; the notion of "Americanisms" and differences between British and American English (the coverage of which in many stereotypical listings leaves many problems unresolved); regional variation, American dialect geography, and dialect regions in the US; Southern English (as an example of the most distinctive dialect of American English); social variation and the methods and development of sociolinguistics; immigration, bilingualism, and ethnic varieties, especially African American English; and a look at ongoing processes of sound change and prospects for the future. Tape and video samples will be played to illustrate the respective dialects and varieties. Recommended reading: Walt Wolfram and Natalie Schilling-Estes, 2015. *American English: Dialects and Variation*. 3rd ed. Malden, Oxford: Blackwell; Edgar W. Schneider, "Chapter 6: The Cycle in Hindsight: The Emergence of American English", in EWS, *Postcolonial English*. Cambridge: Cambridge University Press, 251-308. Requirements for a Schein: regular attendance, final exam; book review assignment (for M.A. students only). No registration required (except FlexNow).

Pflichtvorlesungen der Basismodule ("Core Curriculum" Lectures)

35702 The Structure of English **Schneider**

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

Vorlesung, SWS: 2, ECTS: 4

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gruppe | Raum | Lehrperson | Bemerkung |
|-----|--------|------|-----|------|--------|------|--------|------|------------|-----------|
| Di | wöch. | 8:30 | 10 | s.t. | | | | H20 | Schneider | |

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

the language (periodization and external history; lexical growth; major sound changes with present-day consequences; the history of English morphology; the emergence of modern English syntactic structures); present-day diffusion and varieties of English. Requirement for course credits: final exam. – No registration required (except in FlexNow).

35703 English in Use **Fischer**

Module: BRST-M12.3 (4), ENGYM-M12.3 (4), ENGYM-M12.3 (4), ENRS-M12.3 (4), BRST-M12.3 (4), AMST-M12.3 (4), ENGS-M12.3 (4), ENGS-M12.3 (4), ENHS-M12.3 (4), ENLI-M12.3 (4), ENRS-M12.3 (4), ENHS-M12.3 (4), AMST-M12.3 (4), ENLI-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. | | | | H20 | Fischer | |

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

Introduction to English Linguistics

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

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

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

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gruppe | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-------|------|----------|-----------|----------|------------|------------|-----------------------|
| Mi | wöch. | 14 | 16 | c.t. | | | Gruppe 1 | PT 2.0.3A* | Neumaier | |
| Do | wöch. | 10 | 11 | c.t. | | | Gruppe 1 | ZH 5 | Neumaier | |
| Mi | wöch. | 8 | 10 | c.t. | | | Gruppe 2 | PT 1.0.2 | Siebers | |
| Di | wöch. | 15 | 16 | c.t. | | | Gruppe 2 | CH 33.1.89 | Siebers | |
| Di | wöch. | 18 | 19 | s.t. | | | Gruppe 3 | ZH 4 | Schleburg | |
| Mi | wöch. | 14 | 16 | c.t. | | | Gruppe 3 | ZH 6 | Schleburg | |
| Do | wöch. | 8 | 10 | c.t. | | | Gruppe 4 | ZH 5 | Brato | |
| Mi | wöch. | 16 | 17 | c.t. | | | Gruppe 4 | VG 0.15 | Brato | |
| - | Block | 9 | 12:30 | s.t. | 5.3.2018 | 16.3.2018 | Gruppe 5 | | Neuland | Klausur: 23.3., 10-12 |

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 (Topical Seminars in Linguistics)

35717 Exploring Digital Tools for American Dialect Geography Siebers

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

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

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gruppe | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|--------|----------|------------|-----------|
| Di | wöch. | 18 | 20 | c.t. | | | | PT 1.0.2 | Siebers | |

Digital Linguistics is a fairly new and vibrant area of research within the field of Digital Humanities. While linguists have always been at the forefront of developing new technologies to enhance our understanding of language use (e.g. the work in corpus linguistics in the last decades), there is an ever growing number of new tools that could be fruitfully applied to linguistic research. The aim of this seminar is to explore these digital tools in more detail. In doing so, we will focus on regional variation. In traditional dialect geography, dialect data are visualized on some form of drawn or printed map. In the digital age, the computational mining of dialect data can be usefully combined with geo-referenced data sets to create dynamic maps. In the course of the seminar, we will try out a number of visualization tools, e.g. geo-browsers, and discuss how well they can be applied and what insights they offer in current dialect geography. After a short survey, students are encouraged to work on their own projects based on existing dialect data sets provided in the course. Our main focus will be on the American South but we will also extend our applications to other areas. Requirements: Active participation, work on individual projects and short written reports.

35718 (Historical) Sociolinguistics Brato

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

Proseminar, SWS: 2, Max. Teilnehmer: 15

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

The aim of this course is threefold: Firstly, students will learn about some of the research areas of sociolinguistics, such as regional and social variation, language attitudes and standardisation. Secondly, students will be acquainted with the some of the underlying theoretical assumptions and models, e.g. the S-curve, real- and apparent-time variation and change and the three waves of research in sociolinguistics. Thirdly, students will be acquainted with some of the methods used in sociolinguistics, such as the sociolinguistic interview, basic corpus analyses and questionnaires. We will look at examples from across the world and draw on both historical and more recent data from all linguistic levels. Requirements: In-class presentation and term paper.

35719 Pragmatics**Neumaier**

Module: ENLI-M22.1 (4), ENG-UF-WB (), ENLI-M23.1 (4), ENLI-M25.1 (4), ENGYM-M22.1 (4), ENLI-M23.1 (4), ENGYM-M22.1 (4), ENLI-M22.1 (4), IAA-BA-WB-fachintern (), ENLI-M25.3 (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. | | | | PT 2.0.3A | Neumaier | |

The field of pragmatics is concerned with the relationship between linguistic meaning and context. It investigates how we use language in all kinds of interactions, for example, to describe the world around us, to influence other people, to express our feelings, etc. Pragmatics is therefore closely related to other branches of linguistics – particularly to semantics, which could broadly be defined as the study of linguistic meaning without context, but also to branches which predominantly focus on social or cultural surroundings, such as sociolinguistics or discourse analysis. In this course, we will approach the field of pragmatics from a variety of perspectives. We will start by looking at the borderline between semantics and pragmatics, and then approach ways of dealing with implicit meanings (such as presuppositions or implicatures). After that, we will discuss major pragmatic concepts, e.g. speech act theory, the Cooperative Principle, or the maxims of conversation. The course will work with both spoken and written data, i.e. we will look into aspects of Conversation Analysis, but also analyse (literary) texts. Other notions which will be addressed include politeness, face, and pragmatics across cultures. Requirements: active participation, weekly readings, and work on individual projects (which are presented in class and handed in as a written term paper).

35720 Syntax**Neuland**

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

Proseminar, SWS: 2, Max. Teilnehmer: 15

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gruppe | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|--------|------|------------|-----------|
| Fr | wöch. | 10 | 12 | c.t. | | | | ZH 6 | Neuland | |

In this practice-oriented seminar we will revise basic topics of English syntax but will also discuss more intricate syntactic phenomena. We will use Quirk et al. and Herbst & Schüller - the two basic approaches recommended for the Bavarian state examination - as the basis of our analysis, critically applying and comparing the two methods. You need not be a syntax freak to join this course, on the contrary, those who have not really warmed to syntactic analysis so far are very welcome to join and discover the fascinating side of it. Believe it or not, syntactic analysis can be a very rewarding occupation. Course requirements: active participation, reading assignments, homework, final exam.

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

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

Seminar, SWS: 2, Max. Teilnehmer: 25

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gruppe | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|--------|----------|------------|-----------|
| Mo | wöch. | 12 | 14 | c.t. | | | | PT 1.0.2 | Schleburg | |

Trotz aller Internationalität verrät noch das Englische der Gegenwart im Grundwortschatz und in den morphologischen Strukturen seine germanische Herkunft. In den ältesten schriftlichen Zeugnissen fallen die ererbten Gemeinsamkeiten mit dem Deutschen noch weit stärker ins

Auge, und viele Unregelmäßigkeiten der neuenglischen Grammatik werden als Relikte früherer Regeln erkennbar. Dieser Kurs stellt Schreibkonventionen, Lautsystem, Morphologie, Wortschatz und Syntax des Altenglischen anhand eines tausend Jahre alten Originaltextes vor, der zugleich das Weltbild der Angelsachsen illustriert. – Anforderungen für Erwerb von Leistungspunkten: Übungsaufgaben und Klausur.

35723 Mittelenglische Sprache u. Kultur **Schleburg**

Module: IAA-BA-WB-fachintern (), ENGYM-M22.2 (4), ENLI-M22.2 (4), KMS-MA-ZP (4), ENGYM-M22.2 (4), ELG-M33.3 (4), ENG-UF-WB (), ENLI-M22.2 (4), ELG-M31.3 (8), 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 6 | 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 **Schleburg**

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

Seminar, SWS: 2, Max. Teilnehmer: 25

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gruppe | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|--------|------|------------|-----------|
| Di | wöch. | 12 | 14 | c.t. | | | | ZH 6 | 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: IAA-BA-WB-fachintern (), ELG-M32.3 (10), ENG-UF-WB (), 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 1.0.2 | 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: ELG-M33.3 (4), ENG-UF-WB (), ELG-M32.3 (10), IAA-BA-WB-fachintern ()

Seminar, SWS: 2, Max. Teilnehmer: 30

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gruppe | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|--------|----------|------------|-----------|
| Mo | wöch. | 14 | 16 | c.t. | | | | PT 1.0.2 | 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 6 | Schleburg | |

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

35730 Syntaktische Analysen (vertieft und nicht vertieft)**Kautzsch**

Seminar, SWS: 2, Max. Teilnehmer: 50

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

Dieser Kurs bietet interessierten Studierenden die Möglichkeit, ihre Fertigkeiten in der syntaktischen Beschreibung des Englischen zu erweitern bzw. zu festigen. Nach einer Grundlagenphase von etwa 8 Wochen werden im Wechsel Aufgabenstellungen aus dem vertieften und nicht vertieften Staatsexamen besprochen. Wie auch im Staatsexamen zu erwarten, dient dabei das syntaktische Modell von Quirk, Greenbaum et al. (*A Comprehensive Grammar of the English Language*, 1985; *A Student's Grammar of the English Language*, 1992) als Grundlage. Eine Anmeldung ist wünschenswert.

35732 Text Analysis (Grund-, Mittel-/Haupt-, Realschule) Fischer

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

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

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gruppe | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|--------|---------|------------|-----------|
| Di | wöch. | 14 | 16 | c.t. | | | | VG 0.04 | Fischer | |

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

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 | wöch. | 8:30 | 10 | s.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 sowie in den letzten Sitzungen auch ältere Klausuren als Ganzes durchgesprochen. Von den Teilnehmern wird die Bereitschaft erwartet, in kleinen Arbeitsgruppen einzelne thematische Aspekte und Teile der Leseliste in Form von kurzen Präsentationen und Handouts aufzubereiten bzw. 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

Fischer, Kautzsch

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

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

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gruppe | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|----------|------|------------|-----------|
| Mi | wöch. | 9 | 10 | c.t. | | | Gruppe 2 | ZH 5 | Kautzsch | |
| Do | wöch. | 16 | 17 | c.t. | | | Gruppe 1 | ZH 5 | Fischer | |

Being able to identify the meaning-distinguishing sound types (phonemes) of the language is a minimum requirement for anybody concerned with the English language. Advanced learners, however, will need a conscious knowledge of distributions, distinctive features and articulatory processes in order to better monitor their own pronunciation, assess regional and social variation and efficiently correct the inevitable Bavarianisms of future pupils. This course will, once more, introduce the set of symbols and the conventions relevant to all types of exams and practice British and American Standard transcription on authentic material of increasing complexity. Admission is restricted to owners of at least one pronunciation dictionary (e. g. Daniel Jones, *Cambridge English Pronouncing Dictionary*, Cambridge 16,2003, 17,2006, 18,2011; John C. Wells, *Longman Pronunciation Dictionary*, London 2000, 2008).

Hauptseminare (Advanced Seminars)

35739 Spoken and Written English

Fischer

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

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

This seminar is about different text varieties in English in their social and cultural contexts, including spoken interpersonal varieties, written varieties, and emerging electronic varieties. The emphasis is on how various types of text resemble or differ from each other in terms of both situational factors (participants, channel, production circumstances and communicative purposes) and linguistic factors (vocabulary, grammar, cohesion and stylistic features). Our particular focus will be on mode, or channel, or modality, e.g. speech vs. writing. After an introduction to the analytical framework employed for studying textual variation, we will move on to a more detailed description of different registers, such as conversation, newspaper writing, academic prose, and e-forum postings. Of particular interest here is electronic communication, which blurs the boundaries between speech and writing and creates new genres. Furthermore, we will approach some varieties from a historical perspective. We will

analyze linguistic and situational features of spoken and written texts and text types, discuss major differences between them, and compare the ways in which different kinds of texts are composed to create meaning and achieve certain effects. Requirements: Reading assignments & forum postings on GRIPS, oral presentation, written paper. Some introductory reads: Biber, Douglas 2011. "Speech and writing: linguistic styles enabled by the technology of literacy." In Gisle Andersen & Karin Aijmer (eds.), *Pragmatics of society*. De Gruyter. 137-151.; Chafe, Wallace & Danielewicz J. 1987. "Properties of spoken and written language." In Rosalind Horowitz & S. J. Samuels (eds.) *Comprehending oral and written language*. San Diego: Harcourt Brace Jovanovich. 83-113. (http://www.nwp.org/cs/public/download/nwp_file/142/TR05.pdf?x-r=pcfile_d); Herring, Susanne C. 2007. "A faceted classification scheme for computer-mediated discourse." *Language@Internet*, 4, article 1. (<http://www.languageatinternet.org/articles/2007/761/>); Tannen, Deborah 1982. "The oral/literate continuum in discourse." In Deborah Tannen (ed.), *Spoken and written language: Exploring orality and literacy*. Norwood, NJ: Ablex Publishing. 1-16.

35740 Accents in Popular Music **Kautzsch**

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

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

Since the United States are the cradle of rock and pop music, it does not come as a surprise that artists all around the world sound American when singing, even though they employ a different accent when speaking. As early as 1983, Peter Trudgill was the first to investigate this from a linguistic point of view, stating: "There can be no doubt that singers are modifying their linguistic behaviour for the purpose of singing. [...] An interesting question, therefore, is: why do singers modify their pronunciation in this way?" (Trudgill 1983: 143). In his analysis of several British bands and artists popular in the 1960s and 1970s, Trudgill made use of five features (later called the "USA-5 Model" by Simpson [1999]) which make songs sound American: (1) t-voicing, (2) rhoticity, (3) the vowel in words like *lot*, *body*, etc. (i.e. the LOT vowel) pronounced as [ɑ:], (4) the vowel in words like *l*, *my*, *life* etc. (i.e. the PRICE vowel) pronounced as [a:], and (5) the vowel in words like *past*, *half*, *dance* etc. (i.e. the BATH vowel) pronounced as [æ]. In this seminar, we will examine under which conditions and to what extent the "USA-5 Model" finds application or not, considering a variety of artists and genres throughout the history of popular music. We will discuss the reasons why artists take on an American accent when singing, if they do so consistently, if this happens consciously or subconsciously and what this can tell us about pop singers' assumed identities and styles, about audience design or accommodation with the intended listeners, especially when artists do not follow American norms and employ local features of their native accents (cf. Gibson and Bell 2012). Requirements: Active participation, presentation in class, written term paper. Suggested preliminary reading: Beal, J. C. 2009. 'You're Not from New York City, You're from Rotherham': Dialect and Identity in British Indie Music. *Journal of English Linguistics* 37, 3: 223-240.; Gibson, A. & A. Bell. 2012. Popular Music Singing as Referee Design. In J.M. Hernández-Campoy & J.A. Cutillas-Espinosa (eds.), *Style-Shifting in Public*, 139-164.; Simpson, P. 1999. Language, Culture and Identity: With (Another) Look at Accents in Pop and Rock Singing. *Multilingua* 18, 4: 343-367.; Trudgill, P. 1983. Acts of conflicting identity: The sociolinguistics of British pop-song performance. In P. Trudgill (ed.), *On Dialect: Social and Geographical Perspectives*, 141-160. Oxford, UK: Blackwell.

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

35724 Early English

Schleburg

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

Seminar, SWS: 2, Max. Teilnehmer: 25

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

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

Schneider

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. | | | | PT 2.0.3A* | Schneider | |

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)

33120 The Victorians - britische Geschichte und Kultur 1837 - 1901 Liedtke, Petzold

Module: GES-LA-M07.2 (4), GES-BA-WB-fachintern (), BRST-M23.3 (4), GES-M03.2 (4), GES-LA-M03.2 (4), BRST-M32.1 (4), GES-LA-HSD01.2 (4), GES-M03.3 (4), ENG-UF-WB (4), GES-LA-M05.2 (4), GES-UF-WB (4), GES-LA-M15.1 (4), GES-MA-05.3 (), GES-LA-M03.2 (4), ENGYM-M32B.1 (4), GES-LA-M14.2 (4), GES-M03.2 (4), BRST-M23.3 (4), GEN-M01.2 (5), ENGYM-M32B.1 (4), ENG-DF-ZP (4), GEN-M01.3 (5), GES-M03.3 (4), GES-LA-M07.2 (4), GES-M10.2 (4), GBS-FKN-ZP (4), BLK-M33.1 (8), GES-M10.2 (4), GES-M06.2 (4), BRST-M23.3 (4), BRST-M32.1 (4), GES-LA-M15.2 (4), GBS-M01.4 (3), GES-BF-ZP (4), GES-LA-M06.1 (4), GES-LA-M05.2 (4), GES-LA-M06.1 (4), GES-LA-M15.2 (4), GES-GYM-FW-ZP (4), GES-LA-M15.1 (4), GES-M06.2 (4), WB-IAA (4), GES-LA-M23.2 (4), GES-MA-12.3 (), GES-MA-05.1 (), GES-MA-12.2 ()

Vorlesung, SWS: 2, ECTS: 4

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gruppe | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|--------|------|------------------|-----------|
| Mo | wöch. | 14 | 16 | c.t. | | | | H 2 | Liedtke, Petzold | |

Die Regierungszeit Königin Viktorias sah den Aufstieg Großbritanniens zur scheinbar unangefochtenen wirtschaftlichen, politischen und militärischen Weltmacht. Unser Verständnis "der Viktorianer" ist noch immer prägend für unser Großbritannienbild. Die interdisziplinäre Vorlesung nähert sich dem Phänomen der Viktorianer aus zwei Blickwinkeln: dem der Geschichtswissenschaft sowie dem der Kulturwissenschaft. Jede Sitzung wird ein abgeschlossenes Thema sowohl in seiner historischen Entwicklung als auch in seiner kulturellen Bedeutung analysieren, sodass sich in der Gesamtschau ein vielschichtiges, differenziertes Bild der Epoche ergibt. Behandelt werden Themen wie soziale Ungleichheit, industrielle Entwicklung, imperiale Macht und Konflikte, Geschlechterverhältnisse, politische Partizipationsrechte, das Bildungssystem, religiöse Gemeinschaften u.a.m. Die in deutscher Sprache gehaltene Vorlesung wendet sich gleichermaßen an HistorikerInnen und AnglistInnen; die jeweilige Fachzugehörigkeit wird in der Abschlussklausur berücksichtigt. Doris Feldmann & Christian Krug (Hg.), *Viktorianismus: Eine literatur- und kulturwissenschaftliche Einführung* (Berlin: Erich Schmidt, 2013); Colin Matthew, *The Nineteenth Century: The British Isles, 1815-1901*, Oxford 2000; „Romantik und viktorianische Zeit“ in Hans Ulrich Seeber (Hg.), *Englische Literaturgeschichte* (Stuttgart: Metzler, 2004; A. N. Wilson, *The Victorians*, London 2003.

Bitte beachten: Die Vorlesung beginnt wegen Umzug des Lehrstuhls erst am 23.10.2017!

35752 British Literary History Petzold

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

Vorlesung, SWS: 2, ECTS: 4

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gruppe | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|--------|------|------------|-----------|
| Do | wöch. | 10 | 12 | c.t. | | | | H15 | 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. NB: For the time being, this course will only be offered in the winter term! 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: ENHS-M16.1a (2), ENG-DF-ZP (), AMST-M14.1 (2), ENRS-M14.1 (2), BRST-M14.1 (2), ENG-UF-WB (), ENGYM-M14.1 (2), ENLI-M14.1 (2), WB-IAA ()

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

Vorlesung, SWS: 2, ECTS: 4

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gruppe | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|--------|------|------------|-----------|
| Do | wöch. | 10 | 12 | c.t. | | | | H15 | 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. NB: For the time being, this course will only be offered in the winter term! 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: ENHS-M16.1a (2), ENG-DF-ZP (), AMST-M14.1 (2), ENRS-M14.1 (2), BRST-M14.1 (2), ENG-UF-WB (), ENGYM-M14.1 (2), ENLI-M14.1 (2), WB-IAA ()

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 2 | 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. 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****Bauridl, Boehm, Decker, Gürtner, N.N.**

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

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

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gruppe | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|----------|----------|------------|-----------|
| Di | wöch. | 10 | 13 | c.t. | | | Gruppe 1 | ZH 3 | Boehm | |
| Do | wöch. | 9 | 12 | c.t. | | | Gruppe 2 | PT 1.0.2 | N.N. | |
| Mi | wöch. | 14 | 17 | c.t. | | | Gruppe 3 | ZH 4 | Bauridl | |
| Mo | wöch. | 8 | 11 | c.t. | | | Gruppe 4 | PT 1.0.2 | Decker | |
| Mi | wöch. | 13 | 16 | c.t. | | | Gruppe 5 | VG 0.14 | Gürtner | |

The course will familiarize students with fundamental knowledge and skills necessary for the study of English and American literatures. Participants will be introduced to critical concepts such as 'literature,' 'culture,' and 'text.' Influential theoretical approaches, critical methods, and the basics and problems of literary history, canonization, and periodization will be discussed. By covering representative examples of all major literary forms, we will explore a broad variety of literary representations and apply important technical terms and concepts to the analysis of specific texts. Practical problems of research and writing (e.g. how to find and quote secondary literature) will also be addressed. Credit requirements for groups 2, 3 (taught by American Studies faculty): final (multiple-choice) exam on 27 January 2018 (90mins., H 10, 9-10:30). Credit requirements for groups 1, 4, 5 (taught by British Studies faculty): midterm exam on 10.12.2017, 10-12; final exam on 13 February 2018, 9-10. – Required textbooks: Meyer, Michael. *English and American Literatures*. 4th rev. ed. Tübingen: Francke, 2011. Print; Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. 3rd ed. Manchester: Manchester UP, 2009. Print. Further course materials, mandatory readings, and course requirements will be announced in the first meetings. All introductory seminars of this "Introduction to English and American Literary Studies" offered by the *Institut für Anglistik und*

Amerikanistik introduce to the same basic contours of English and American Literary Studies [siehe Parallelangebot der Anglistik/Amerikanistik!].

British and Irish Cultures

35767 British and Irish Cultures **McIntosh-Schneider, Waller**

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

Seminar, SWS: 2, Max. Teilnehmer: 20

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gruppe | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-------|------|--------|------|----------|------------|--------------------|-----------|
| Mo | wöch. | 18 | 20 | c.t. | | | Gruppe 1 | ZH 4 | McIntosh-Schneider | |
| Di | wöch. | 12 | 14 | c.t. | | | Gruppe 2 | ZH 4 | McIntosh-Schneider | |
| Mo | wöch. | 16 | 18 | c.t. | | | Gruppe 3 | ZH 5 | Waller | |
| Mi | wöch. | 12 | 13:30 | s.t. | | | Gruppe 4 | PHY 7.1.21 | Waller | |
| Do | wöch. | 16 | 18 | c.t. | | | Gruppe 5 | PT 1.0.2 | 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 20-minute overview exams on what will have been covered in the semester up to that point; and finally 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: Staging Islam in Early Modern Drama **Detmers**

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

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

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

In early modern times England began its long drive for imperial power. What followed was a complex transition process: England changed from a trading country to an imperial nation. As part of this development, the founding of the East Levant and Turkey Company in 1580

consolidated both the Elizabethan commercial interests in the so-called Islamic Mediterranean (i.e. Northern Africa and Barbary) and the nation's ambition to militarily dominate the region. As it turns out, hardly any other non-Christian 'contact zone' (Mary Louise Pratt) has wielded such a direct and strong influence on the English literary imagination. Both informing as well as reforming the whole range of genres, from poetry over prose fiction to memoirs and travelogues, this new Islamic influence had a particularly strong effect on early modern drama. During the 1580s the 'Moor' and the 'Turk' became major figures on the early modern stage. By looking at four plays, Robert Wilson's *The Three Ladies of London* (1581), Thomas Kyd's *The Spanish Tragedy* (ca. 1585-87), Christopher Marlowe's *Tamburlaine* (1587) and George Peele's *The Battle of Alcazar* (1589), this course sets out to explore the poetical as well as the political profiles of these dramatic figures. To gain a better understanding of the profound impact that these Muslim figures had on the 'making of' of a new English national identity, we will concentrate on the question how and to what extent representations of such figures were used both to produce and project new cultural meanings in order to challenge defining narratives of the 'English Self' and its (contested) 'Other(s)'. Requirements: active participation, an oral presentation / guided discussion, and a term paper (c. 8-10 pages; due date: t.b.a.). Texts: Thomas Kyd: *The Spanish Tragedy* (Norton Critical Edition), Christopher Marlowe: *The Complete Plays* (Penguin Classics). Please note: a **Reader** containing copies of Robert Wilson: *The Three Ladies of London* and George Peele: *The Battle of Alcazar* will be ready for you by the start of the semester at the Copy Shop.

35775 English Literature 2: Nineteenth-Century Leisure Culture **Graef**

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

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

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

Whilst the 19th century today is often associated with the industrialization, the technical revolutions that reshaped daily life, and the precarious living conditions for workers in the fast-growing urban slums and factory settlements, it also saw the emergence of a new, more pleasant aspect of Victorian life – leisure time. As a counterpoint to an ever more strictly organised professional working life, spare time became an increasingly important aspect of cultural life during the Victorian era, bringing forth a huge variety of entertainments and diversions, which allowed the middle classes (and parts of the working class) to recuperate from the strain of their daytime occupations. In the course of this seminar we will take a closer look at different aspects of this emerging leisure culture, examining the ways in which various groups of people sought to amuse themselves, covering early Victorian country parties just as much as metropolitan museums, or the frivolities of 19th century London nightlife, with its opium dens and bathhouses. We will see how life could seem for some a never-ending funfair, whilst for others the mere concept of free time remained elusive. In our sessions we will cover a variety of different media, including newspaper articles, periodical short stories, cartoons and illustrations, and novels. Prescribed Reading: Austen, Jane. *Pride and Prejudice*. Penguin, 2003. (ISBN: 0141439513) // Dickens, Charles. *Hard Times*. Oxford World's Classics, 2008. (ISBN: 0199536279) // Forster, E.M. *A Room with a View*. Signet Classics, 2014. (ISBN: 0451531388) // Wilde, Oscar. *The Importance of Being Earnest*. Oxford World's Classics, 2008. (ISBN: 0199535973) // Wilde, Oscar. *The Picture of Dorian Gray*. Oxford World's Classics, 2008. (ISBN: 0199535981) Requirements: active (!) participation in the course sessions, oral presentation, group presentation, term paper (8-10 pp.).

35776 English Literature 2: Key Periods of English Cultural History: Literary Representation of Neoclassicism, Romanticism, and Victorianism

Lenz

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

In the broader context of Enlightenment some of the most notable thinkers in England were John Locke, Isaac Newton, George Berkeley, the 3rd Earl of Shaftesbury, and David Hume. In literary culture, enlightenment thought permeated the works of writers such as, for instance, Jonathan Swift, Alexander Pope, Daniel Defoe, and Henry Fielding. As they all shared a great admiration for classical authors and the clarity of thought and form in their works, they are generally subsumed under the term "Writers of Neoclassicism." Fuelled by enlightenment ideas, there thus evolved a literature which presented a general view of nature and mankind, a general vision of man's position and function in the universe, his relationship to the natural order, and his relationship to God. English Romanticism is traditionally defined as the period between the year 1798, the publication of the 2nd edition of the *Lyrical Ballads* by William Wordsworth and Samuel T. Coleridge, and 1832, the year Sir Walter Scott died. But the shift from neoclassical sobriety towards sensibility and feeling was already foreshadowed by pre-romantic writers such as, for instance, William Blake and Thomas Gray. The Romantics were sceptical about the messianic expectations put in man's reason and considered the destruction of the environment caused by industrialization the proof of their scepticism. Besides new modes of feeling and sentiment, some other aspects of Romanticism are an increasing interest in Nature, and in the natural, primitive, and uncivilized way of life, a growing interest in untamed manifestations of scenery, emphasis on spontaneity, natural genius, and the power of the imagination. 19th-century England is most commonly referred to as the Victorian Age. The reign of Queen Victoria was not only one of the longest of a monarch in England, it was also one of the greatest periods of English history and literary glory. The Second Empire, which had begun after the defection of the American colonies, extended English political and economic power to the remotest corners of the world. The Age of Industrialisation, which started in the 18th century, transformed England from an agricultural to an industrial country. All this brought in a national prosperity that England had never seen before. But it was accompanied of such evil conditions of work in factories that the first decades of the 19th century became a time of social problems and troubles which found expression in literature, too. This seminar will explore how and to what extent enlightenment thought and critical reactions to it reverberated in neoclassical and romantic literature of all genres. Subsequently, Victorianism thought and literature will be scrutinized for the impact of these previous periods upon them. Questions relating to philosophy and religion, gender, politics, and state will be discussed against the backdrop of selective literary works and critical essays of each period. Apart from Daniel Defoe's *Robinson Crusoe* (Oxford World's Classics) and Bram Stoker's *Dracula* (Oxford World's Classics), most of the texts to be dealt with are contained in *The Norton Anthology of English Literature*, 8th rev. ed. vols. 1 and 2, ed. Stephen Greenblatt (New York: Norton, 2006). Additional texts will be made available electronically. Course requirements: active participation, an oral presentation/ guided discussion, and a term-paper (10-12 pp.).

35779 English Literature 3: Experimental Writing by British Women in the 20th & 21st Centuries

Waller

Module: BRST-M13.2 (4), BRST-M16.2 (4), GEN-M01.2 (5), ENHS-M13.2 (4), ENHS-M22.2a (4), GEN-M01.3 (5), ENHS-M22.2 (4), ENGS-M13.2 (4), ENLI-M13.2 (4), BRST-M23.1 (4), BRST-M16.3 (4), ENGYM-M13.2 (4), ENRS-M13.2 (4), ENLI-M13.2 (4), ENGS-M22.2a (4), ENGS-M22.2a (4), BRST-M13.2 (4), BRST-M16.2

(4), BRST-M23.2 (4), ENG-UF-WB (), BRST-M23.2 (4), AMST-M13.2 (4), ENGS-M13.2a (4), ENGYM-M23.1 (4), ENHS-M13.2a (4), ENRS-M13.2 (4), BRST-M23.2 (4), ENGYM-M13.2 (4), AMST-M13.2 (4)

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

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

"In future, granted time and books and a little space in the house for herself, literature will become for women, as for men, an art to be studied. Women's gift will be trained and strengthened. The novel will [...] become, more than at present, a work of art like any other, and its resources and its limitations will be explored." This quote from "Women and Fiction" was read by Woolf herself to female university students at Cambridge in 1928 – the year that women got equal voting rights to men in the UK. Since that time, the freedom and opportunity for women to write has grown to levels never before experienced. This course will look at how some female Britons have taken literature and moved it into previously unrealized forms. Starting with Woolf's work from that period and then focussing on late 20th/early 21st Century writing, we shall look at what was written, how and what the given authors were trying to say to us that they felt we had not encountered before. How are they looking to change our understanding of the given areas? We shall cover the works' relations to and influences upon Modernism, Postmodernism, Postcolonialism and Feminism, whilst keeping in mind social developments and approaches to the expression of identity shown by these writers. The aim of the course is to understand why and how these women have played such a prominent role in the development of UK literary art (and beyond) over the last 80-90 years. Assessment: one presentation, regular willing and enthusiastic participation, and an essay of 4500-5000 words. Texts list: Virginia Woolf, Orlando (1928). Oxford University Press, 2000.; Carter, Angela. The Bloody Chamber and Other Stories (1979). London: Vintage, 1995.; Winterson, Jeanette. Sexing the Cherry (1987). London: Vintage, 1990.; Kane, Sarah. Blasted (1995). In: Modern Drama: Plays of the 80s and 90s.; Caryl Churchill – "Top Girls", Terry Johnson – "Hysteria", Sarah Kane – "Blasted", Mark Ravenhill – "Shopping and Fucking" and Martin McDonagh – "The Beauty Queen of Leenane". Introduced by Graham Whybrow. London: Methuen, 2001. 207-270. – To be provided on GRIPS.; Smith, Ali. The Accidental. London: Penguin, 2006.; Lewis, Gwyneth – A selection of poems will be provided on GRIPS.

Cultural Studies Advanced Seminars

35786 The British Film Industry

McIntosh-Schneider

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

Seminar, SWS: 2, Max. Teilnehmer: 16

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

In this course we will be studying a selection of British films. We will take a closer look at directors and others who were 'behind the scenes'; look at the technological advances that led to the sound and colour films as we know them today; re-discover the actors of British film; and, discuss the cultural issues that the films 'reproduce'. A bibliography and filmography will be made available at the beginning of the course. Course requirements: active participation in class discussion, oral presentation, and a 15-page research paper.

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

Lenz

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

Seminar, SWS: 2, Max. Teilnehmer: 14

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

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, 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 Zwischenstoppin *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* (Dokumentierung des ersten *Transatlantic Cable*) und von *singing pubs* (*traditional Irish music/Irish dance*), sowie (*weather permitting!*) eine vierstündige Bootsfahrt auf dem Atlantik zum Weltkulturerbe *Skellig Michael* und ggf. ein Theaterbesuch in Cork. Die kulturwissenschaftliche Rahmensetzung für die Exkursion erfolgt mittels Sitzungen an der Universität vor und nach der Exkursion und wird durch Vorträge zur Geschichte, Kultur und Literatur Irlands vor Ort ergänzt. Der Erwerb von *Cultural Studies Advanced*-Leistungspunkten ist möglich, jedoch nicht Pflicht für die Teilnahme an der Exkursion. Für den Erwerb der Leistungspunkte gelten die üblichen Bedingungen (*oral presentation* und *term paper* (12-15 pp., in English)). Voraussichtliche Kosten (Erfahrungswert): ca. 890 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 Nineteenth-Century Visuals**McIntosh-Schneider**

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

Seminar, Max. Teilnehmer: 15

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gruppe | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|--------|----------|--------------------|-----------|
| Do | wöch. | 12 | 14 | c.t. | | | | PT 1.0.2 | McIntosh-Schneider | |

In this course we will be looking at different types of visuals and their connections to cultural shifts in the nineteenth century. The types of material we shall be considering include paintings, engravings, satirical prints, illustrated periodicals/newspapers, cards, photography and early moving pictures. A bibliography and collection of visuals will be made available at the beginning of the course. Course requirements: active participation in class discussion, oral presentation, and a 15-page research paper.

Review Courses**35790 Review English Literature****Decker**

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

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

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gruppe | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|--------|----------|------------|-----------|
| Mo | wöch. | 11 | 12 | c.t. | | | | PT 1.0.2 | 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.

Hauptseminare (Advanced Seminars)**35792 Blood Ties: Family Relations on the Early Modern Stage****Boehm**

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

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

This seminar explores family relations on the early modern stage. Many of the most famous and arresting early-modern plays portray families in turmoil: Hamlet seeking to avenge his father's murder at the hands of his uncle; the bloody power struggle between the Duchess of Malfi and her brothers; Marlowe's Edward II torn between a politically powerful marriage and his male lover. Dramatists used these familial tensions not only to explore shifting cultural ideas about generational relations, marriage, sexuality, childhood, intimacy, and the home. They also often seized on the powerful symbolic valences of the family in order to comment on the constitution of the state, on sovereignty, and citizenship. We will discuss the family's place in social, cultural, and political discourses of the time and study six plays: Shakespeare's *Hamlet*, *Richard III*, and *King Lear*; John Webster's *The Duchess of Malfi*; Christopher Marlowe's *Edward II*; and Thomas Heywood, *A Woman Killed With Kindness*. In order to historicize these plays, we will read them alongside a range of contemporary sources including philosophical essays, conduct books and household manuals, legal texts, sermons, and visual material. Requirements: oral presentation or participation in expert team; term paper (15-20 pages). Texts: please buy the following editions only: Shakespeare's *Hamlet*, *King Lear*, and *Richard III* (Oxford World's Classics editions);

Marlowe's *Edward II* (Bloomsbury Methuen Drama, New Mermaids Series); Webster's *The Duchess of Malfi* (Oxford World's Classics edition); and Heywood's *A Woman Killed with Kindness* (Oxford World's Classics edition). All other texts will be made available electronically.

35794 Englishness vs. Irishness: Literary and Cultural Concepts of Otherness across the Centuries **Lenz**

Module: 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. | 12 | 14 | c.t. | | | | PT 2.0.3A* | Lenz | |

Literary critic Declan Kiberd states in his study *Inventing Ireland. The Literature of the Modern Nation* that the image of the Irishman was essentially shaped by the English and their perception of their neighbours across the Irish Sea. Kiberd discerns it as fundamental in English national self-awareness that, from the later sixteenth century, the English as colonisers "have presented themselves to the world as controlled, refined and rooted; and so it suited them to find the Irish hot-headed, rude and nomadic, the perfect foil to set off their own virtues." Consequently, the English poet John Milton classified the Irish as "indocile and averse from all civility and amendment," taking the same line as his compatriot Edmund Spenser, who had urged "a thorough reformation in Ireland, both religious and civil, [...] necessarily a reformation by the sword." As a logical reaction to the British having attributed to them the blemish of representing a civilisation inferior to their own, the Irish cultivated their own concept of otherness. Hence, the Irish Renaissance, a literary movement of the late 19th and early 20th centuries aimed at Ireland's liberation from the British by means of reorientation towards Gaelic culture. Also, the nation-building that characterised the newly independent Irish state of the 1920s and 1930s was largely predicated on notions of a Catholic, white, settled, Gaelic/Celtic unitary and authentic Irish identity to which Englishness was foreign. While this 'official' unitary identity has been somewhat deconstructed in recent decades, the extent to which Irishness is still defined in opposition to Englishness should not be underestimated. In considering Irish identities in England, it has been much remarked upon that there is no 'national' equivalent to the high-profile hyphenated Irish-American identity that is relatively readily available to members of the diaspora living in the United States. This seminar seeks to explore how both the British and the Irish have dealt with their self-perception of superiority and inferiority respectively in terms of ethnicity, religion, and culture. In addition to selective texts from various literary epochs, which will be made available by means of a course reader, participants are expected to provide themselves with copies of Pete McCarthy, *McCarthy's Bar. A Journey of Discovery in Ireland* (London: Hodder & Stoughton, 2000) and John Stewart Collis, *An Irishman's England* (Looe: House of Stratus, 2001). Course requirements: active participation, an oral presentation/ guided discussion, and a term-paper (~15-20 pp.)

35797 Reading and Discussion: Readings in Postcolonial Literature and Theory **Petzold**

Module: ENGYM-M32B.3 (7), BRST-M32.3 (7), BRST-M32.3 (7), BLK-M31.1 (6), ENGYM-M32B.3 (7)

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

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

In this seminar we will read and discuss a selection of key texts from the realm of postcolonial literature in English, as well as some important contributions to postcolonial theory. We will start with Chinua Achebe's seminal novel *Things Fall Apart* (1958), the first text to appear in Heineman's African Writers Series which (from a European perspective) put African literature 'on the cultural map'. We'll continue with an instance of "writing back" to a canonical text of

English literature (i.e., Charlotte Brontë's *Jane Eyre*), Jean Rhys's *Wide Sargasso Sea* (1966) before turning to a novel examining the violent struggle against apartheid in South Africa, Mongane Wally Serote's *To Every Birth its Blood* (1981). The last book to be discussed, also published in 1981, is the novel that re-shaped and influenced the Indian novel in English for years to come, Salman Rushdie's *Midnight's Children*. Requirements: Regular attendance, participation in an 'expert group'; if you want credit for a Hauptseminar, you will need to write a term paper (c. 15-20 pages); if you want credit for the Reading & Discussion Course (MA programme), you will need to write an essay (c. 5-7 pages). Texts: Please get copies of Chinua Achebe, *Things Fall Apart*; Jean Rhys, *Wide Sargasso Sea*; Mongane Wally Serote, *To Every Birth its Blood*; Salmaon Rushdie, *Midnight's Children* (any edition is fine, the texts are also widely available second hand). All other texts will be placed on GRIPS.

Übungen

35795 Übung für Examenkandidaten: Drama der Renaissance

Petzold

Module: ENG-UF-WB (2)

Übung, SWS: 2, Max. Teilnehmer: 30

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gruppe | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|--------|------------|------------|-----------|
| Mo | wöch. | 10 | 12 | c.t. | | | | PT 2.0.3A* | 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; Examensaufgaben werden auf GRIPS bereitgestellt. 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: Readings in Postcolonial Literature and Theory

Petzold

Module: ENGYM-M32B.3 (7), BRST-M32.3 (7), BRST-M32.3 (7), BLK-M31.1 (6), ENGYM-M32B.3 (7)

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

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

In this seminar we will read and discuss a selection of key texts from the realm of postcolonial literature in English, as well as some important contributions to postcolonial theory. We will start with Chinua Achebe's seminal novel *Things Fall Apart* (1958), the first text to appear in Heineman's African Writers Series which (from a European perspective) put African literature 'on the cultural map'. We'll continue with an instance of "writing back" to a canonical text of English literature (i.e., Charlotte Brontë's *Jane Eyre*), Jean Rhys's *Wide Sargasso Sea* (1966) before turning to a novel examining the violent struggle against apartheid in South Africa, Mongane Wally Serote's *To Every Birth its Blood* (1981). The last book to be discussed, also published in 1981, is the novel that re-shaped and influenced the Indian novel in English for years to come, Salman Rushdie's *Midnight's Children*. Requirements: Regular attendance,

participation in an 'expert group'; if you want credit for a Hauptseminar, you will need to write a term paper (c. 15-20 pages); if you want credit for the Reading & Discussion Course (MA programme), you will need to write an essay (c. 5-7 pages). Texts: Please get copies of Chinua Achebe, *Things Fall Apart*; Jean Rhys, *Wide Sargasso Sea*; Mongane Wally Serote, *To Every Birth its Blood*; Salmaon Rushdie, *Midnight's Children* (any edition is fine, the texts are also widely available second hand). All other texts will be placed on GRIPS.

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 |
|-----|--------|-----|-----|------|--------|------|--------|------------|------------|-----------|
| Do | wöch. | 16 | 18 | c.t. | | | | PT 2.0.3A* | 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

Müller

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

Vorlesung, SWS: 1, ECTS: 1

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gruppe | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|--------|------|------------|-----------|
| Di | wöch. | 12 | 13 | c.t. | | | | H 2 | Müller | |

The lecture course surveys the academic discipline of American Studies and provides an overview of materials, resources, issues, areas of study, and theories in the interdisciplinary field of American Studies. Individual sessions will give introductory accounts of North American geography, demographic developments and U.S. immigration history, major issues and coordinates of North American and U.S. history, the political system of the U.S., American ideologies and identity constructions, the religious landscape of the U.S., multilingualism and language politics in North America. Credit requirement: final exam. Course 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: ENRS-M13.3 (4), BRST-M13.3 (4), ENGYM-M13.3 (4), AMST-M16.2 (4), ENG-UF-WB (), ENGS-M13.2b (4), ENG-DF-ZP (), ENGS-M22.2b (4), AMST-M13.3 (4), ENHS-M22.2b (4), ENHS-M13.2b (4), ENLI-M13.3 (4)

Seminar, SWS: 2, ECTS: 4

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

Following a modular structure, this lecture course surveys the history of American literature: from pre-contact oral traditions via European explorations, colonialism, Indian-white relations, slavery and abolitionism, the American Revolution, the Early Republic and cultural nationalism, the so-called American Renaissance, women's movements, Realism and Naturalism, Modernism / the Lost Generation / the Harlem Renaissance, the postmodern era / Beat Generation / suburbia / cultural pluralism / Civil Rights to 9/11 to the present. Embedding literary history in larger dynamics of cultural and political developments, the lecture course discusses verbal texts alongside further forms of cultural expression such as images, performances, or spaces. It offers a historicized perspective on the canonization of previously marginalized artists such as women and so-called 'ethnic' writers; considers past and present politically, socially, culturally, literary reformatory impulses; and takes into account recent developments in literary and cultural theory in general and in American Studies in particular. Credit requirement: final exam (7 Feb. 2018, 10-12 c.t.). Course text: Baym, Nina, et al., eds. *The Norton Anthology of American Literature*. 8th ed. 5 vols. New York: Norton, 2012. Print. This lecture course is also recommended as a review for Staatsexamen candidates.

35803 American Exceptionalism – Part III**Depkat**

Module: GES-MA-05.3 (), GES-MA-05.1 (), EAS-M34.1 (8), GES-MA-12.2 (), GES-LA-M23.2 (4), EAS-M33.2 (8), GES-MA-12.3 (), ENGYM-M32A.1 (4), GES-LA-M15.1 (4), GES-M06.2 (4), WB-IAA (), GES-LA-M06.1 (4), GES-LA-M15.2 (4), GES-GYM-FW-ZP (), GES-LA-M05.2 (4), EAS-M31.4 (8), EAS-M33.3 (8), GES-LA-M15.2 (4), GES-M10.2 (4), GES-M06.2 (4), AMST-M32.1 (4), GES-M03.3 (4), AMS-M32.2 (8), GES-LA-M07.2 (4), GES-M10.2 (4), AMST-M23.3 (4), AMS-M33.2 (7), ENG-DF-ZP (), GES-LA-M14.2 (4), GES-M03.2 (4), GES-LA-M15.1 (4), GES-UF-WB (), GES-LA-M03.2 (4), GES-M03.3 (4), AMS-M33.3 (7), ENG-UF-WB (), GES-LA-M05.2 (4), ENGYM-M32A.1 (4), GES-LA-HSD01.2 (4), EAS-M34.2 (8), AMST-M23.3 (4), AMST-M23.3 (4), GES-LA-M03.2 (4), GES-M03.2 (4), EAS-M33.1 (8), GES-LA-M07.2 (4), GES-BA-WB-fachintern (), EAS-M34.3 (8), AMST-M32.1 (4), GES-LA-M06.1 (4)

Vorlesung, SWS: 2

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gruppe | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|--------|------|------------|-----------|
| Di | wöch. | 10 | 12 | c.t. | | | | H10 | Depkat | |

Narratives of exceptionalism – characterized by a belief in America's highly distinctive features or unusual trajectory, based on the abundance of its natural resources, its revolutionary origins and its Protestant religious culture that anticipated God's blessing of the nation – have been crucial for the intellectual construction of America from its colonial beginnings to the present. However, narratives of exceptionalism were never a purely American affair, as Europeans, Africans, and Asians, projecting their own dreams and nightmares onto the American screen, also contributed to the intellectual construction of America. Therefore, narratives of American exceptionalism were just as much the result of American self-descriptions as they were interpretations from abroad. Against this backdrop, the lecture will not elaborate on the question of whether or not America is exceptional but rather analyze narratives of exceptionalism that made Americans and Europeans reflect on America as being exceptional. This lecture continues where last term's lecture ended – but it stands on its own and can be followed by everyone interested. In this part of the lecture, we will primarily discuss exceptionalism and the traditions of American foreign policy going through the history of U.S.

foreign policy from the Early Republic to the 'War on Terror.' From there we will begin venturing into the question of exceptionalism and the struggle for civil rights. Credit for: Lehramt, Magister, B.A., M.A. Requirements: midterm (take-home exam) and final. Readings: Donald E. Pease, *The New American Exceptionalism* (Minneapolis: U of Minnesota P, 2009). Godfrey Hodgson, *The Myth of American Exceptionalism* (New Haven and London: Yale UP, 2009). Deborah L. Madsen, *American Exceptionalism* (Jackson: UP of Mississippi, 1998). Byron E. Shafer, *Is America Different? A New Look at American Exceptionalism* (Oxford: Clarendon P; and New York: Oxford UP, 1991). Seymour Martin Lipset, *American Exceptionalism: A Double-Edged Sword* (New York: Norton, 1996).

American Cultural History

35810 American Cultural History

Cavanna, Uppendahl

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

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

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gruppe | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|----------|------|------------|-----------|
| Di | wöch. | 14 | 16 | c.t. | | | Gruppe 1 | ZH 4 | Cavanna | |
| Do | wöch. | 14 | 15 | c.t. | | | Gruppe 1 | ZH 6 | Cavanna | |
| Di | wöch. | 14 | 16 | c.t. | | | Gruppe 2 | ZH 5 | Uppendahl | |
| Do | wöch. | 14 | 15 | c.t. | | | Gruppe 2 | ZH 5 | Uppendahl | |
| Di | wöch. | 16 | 18 | c.t. | | | Gruppe 3 | ZH 6 | Cavanna | |
| Do | wöch. | 15 | 16 | c.t. | | | Gruppe 3 | ZH 6 | Cavanna | |
| Di | wöch. | 16 | 18 | c.t. | | | Gruppe 4 | ZH 5 | Uppendahl | |
| Do | wöch. | 15 | 16 | c.t. | | | Gruppe 4 | ZH 5 | Uppendahl | |

The course focuses on textual, visual, and audiovisual materials that are central to a critical understanding of North American cultural, social, and political history from the earliest European encounters with the 'New World' to contemporary interpretations of what 'America' might mean for different groups inside and outside of the U.S. We will cover a broad range of cultural and historical issues including ideological interpretations of American landscapes and spaces, attitudes toward demographic developments and immigration, controversies about the U.S.-American political-economic system and foreign policy, the plurality of the American religious landscape, and multilingualism and the diversity of cultural traditions in North America. The course is to familiarize students with materials, areas of study, and theoretical approaches in the interdisciplinary field of American Studies and their significance for the study of American cultural history. Credit requirement: final exam for participants of all sections of this class on Thursday, 15 February 2018, 9-12. — 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. Boyer, Paul S., et al. *The Enduring Vision: A History of the American People*. 8th ed. Boston: Wadsworth, 2014. Print.

Introduction to English and American Literary Studies

35755 Introduction to English and American Literary Studies

Bauridl, Boehm, Decker, Gürtner

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

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

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gruppe | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|----------|----------|------------|-----------|
| Di | wöch. | 10 | 13 | c.t. | | | Gruppe 1 | ZH 3 | Boehm | |
| Do | wöch. | 9 | 12 | c.t. | | | Gruppe 2 | PT 1.0.2 | N.N. | |
| Mi | wöch. | 14 | 17 | c.t. | | | Gruppe 3 | ZH 4 | Bauridl | |
| Mo | wöch. | 8 | 11 | c.t. | | | Gruppe 4 | PT 1.0.2 | Decker | |
| Mi | wöch. | 13 | 16 | c.t. | | | Gruppe 5 | VG 0.14 | Gürtner | |

The course will familiarize students with fundamental knowledge and skills necessary for the study of English and American literatures. Participants will be introduced to critical concepts such as 'literature,' 'culture,' and 'text.' Influential theoretical approaches, critical methods, and the basics and problems of literary history, canonization, and periodization will be discussed. By covering representative examples of all major literary forms, we will explore a broad variety of literary representations and apply important technical terms and concepts to the analysis of specific texts. Practical problems of research and writing (e.g. how to find and quote secondary literature) will also be addressed. Credit requirements for groups 2, 3 (taught by American Studies faculty): final (multiple-choice) exam on 27 January 2018 (90mins., H 10, 9-10:30). Credit requirements for groups 1, 4, 5 (taught by British Studies faculty): midterm exam on 10.12.2017, 10-12; final exam on 13 February 2018, 9-10. – Required textbooks: Meyer, Michael. *English and American Literatures*. 4th rev. ed. Tübingen: Francke, 2011. Print; Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. 3rd ed. Manchester: Manchester UP, 2009. Print. Further course materials, mandatory readings, and course requirements will be announced in the first meetings. All introductory seminars of this "Introduction to English and American Literary Studies" offered by the *Institut für Anglistik und Amerikanistik* introduce to the same basic contours of English and American Literary Studies [siehe *Parallelangebot der Anglistik/Amerikanistik!*].

Proseminare (Undergraduate Seminars in American Studies)

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

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

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

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

The course explores 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, it studies literary texts in their respective historical and cultural contexts. The course investigates, among others, early exploration narratives and selected texts from colonial America, samples of nineteenth-century short fiction, Nathaniel Hawthorne's *The Scarlet Letter*, and selected poems by Walt Whitman and Emily Dickinson. Course requirements: oral presentation, midterm paper. 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**Matuschek, Weinzierl**

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

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

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gruppe | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|----------|------|------------|-----------|
| Mo | wöch. | 12 | 14 | c.t. | | | Gruppe 1 | ZH 6 | Matuschek | |
| Di | wöch. | 10 | 12 | c.t. | | | Gruppe 2 | ZH 4 | Weinzierl | |

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, midterm paper. 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 Nature's Nation? American Environments from the Romantics to Hollywood**Müller**

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

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

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

The vastness and grandeur of the country shaped national consciousness in the United States from the beginning. The idea that America was "nature's nation" was endorsed by commentators from Ralph Waldo Emerson to American Studies scholar Perry Miller, who popularized the term in academic debate. In recent decades this idea has been questioned by scholars and environmentalists alike. The course addresses these ongoing discussions by examining representations of the natural environment in American culture from the early nineteenth century to the present. It draws on a range of cultural texts (paintings, poems, speeches, nature writing, stories, photographs, films) to gain insight into historical and cultural developments such as transcendentalism, industrialization, regionalism, modernism, and postmodernism. Credit requirements: two mid-term papers (500-800 words), final research paper (3,000-3,500 words). Participants must acquire the following books: Henry David Thoreau, *Walden*; Ernest Hemingway, *In Our Time* (Scribner) or *The First Forty-Nine Stories* (Arrow). *Walden* is included in the *Norton Anthology of American Literature*, vol. B. If you get a separate copy make sure it is from a reliable publisher such as Bantam, Oxford, Penguin, Vintage, or Wordsworth. Other editions are often incomplete or full of typos.

35832 Political Institutions of the USA**Cavanna**

Module: ENG-UF-WB (), AMST-M23.1 (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. | 8:30 | 10 | s.t. | | | | ZH 3 | Cavanna | |

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

Cultural Studies Advanced Seminars**35836 American Material Cultures****Gessner**

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

Seminar, SWS: 2, Max. Teilnehmer: 15

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

The Smithsonian Institution recently set out to tell *The History of America in 101 Objects* (2013). Things are all over the place: they figure in narration, in human relations, and in political activism. Things have multiple, fluid identities that affect interpretations of culture change among migrant, indigenous and other ethnic groups. They travel across borders and connect nations and attain transnational cultural value, such as the Hope Diamond, one of the objects chosen by the Smithsonian Institution to tell America's history. The diamond originated in India, was sold to France, then England and eventually to the United States, where it became an object of cultural diplomacy being temporarily loaned to France (1962) and South Africa

(1965). The study of material culture is elemental for museum studies, art history, anthropology, and memory studies, which have understood artifacts as register, legacy and archive of human activity. Culture-semiotic approaches have explored the symbolic dimension of objects, and sites of memory have been taken as bridges between past and present. Beyond established readings of material culture as commodity (Appadurai 1986), as narrative, as memory, or as repository of public feeling (Doss 2010), it is their semiotic polyvalence and categorial openness which makes 'things' a fertile ground to study transnational American cultural processes. In conjunction with an approach rooted in transnationalism and diaspora this course acknowledges the potential for objects from one culture to be indigenized into another. Taking seriously the core business of our discipline, i.e. understanding and explaining the processes of cultural expression of quotidian experience, we will explore the ways in which things exert themselves in the building of knowledge about ourselves and others. By using a wide historical scope and a variety of case studies we will investigate, analyze and critically assess the processes by which things become objects that are considered meaningful for cultural practice. Course material: will be announced and partially available on GRIPS. Course requirement: oral presentation. Credit requirement: presentation handout and PowerPoint presentation; 10-15-page research paper in English. [Credit for: BA, MAS, MEAS, Lehramt]

35837 Topical Issues in Contemporary American Culture Uppendahl

Module: ENGYM-M32A.2 (5), AMST-M32.2 (5), ENGYM-M32A.2 (5), AMS-M34.1 (20.0), AMST-M32.2 (5)

Seminar, SWS: 2, Max. Teilnehmer: 15

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

35840 America on the Road: Walt Whitman to David Lynch Müller

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

The American way of life has often been associated with the road, from which it draws not only the metaphor of life as a journey but also the promise of freedom and adventure that many continue to associate with the United States. The cultural imagination of the road has played a powerful yet ambivalent role in shaping Americans' sense of themselves and their country, of agency and mobility, and of the natural environment. The course draws on approaches from spatial and environmental studies to examine the American imagination of the road and its social, geographical, and ecological consequences. It examines a range of cultural texts, especially the popular genres of the road novel and the road movie, to offer fresh insights into American cultural history from the American Renaissance to the twenty-first century. Many of these texts open up a transnational perspective on the American road by thematizing issues of nationalism, national identity, and border-crossing. This transnational dimension will be a particular focus of the course. Credit requirements: two mid-term papers (1-2 pp.), final research paper (12-15 pp.). Participants must acquire the following books: John Steinbeck, *The Grapes of Wrath* (Penguin); Jack Kerouac, *On the Road* (Penguin). Further material will be provided on Grips.

35841 Biopolitics and Security Narratives in Transnational American Cultures Gessner

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

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gruppe | Raum | Lehrperson | Bemerkung |
|-----|--------|------|-----|------|--------|------|--------|------------|------------|-----------|
| Mi | wöch. | 8:30 | 10 | s.t. | | | | PT 2.0.3A* | Gessner | |

The notion of biopolitics, Michel Foucault's term that describes the collective and individual administration of human life, has seen a resurgence of critical attention in recent years. At the beginning of his 1978 lecture series on "Security, Territory, Population" Foucault used the concept of biopolitics to explain how human biological features have become subjected to political strategy. In the post-industrial, postmodern age the strategy is not so much grounded in a threat to end life but in the control of life. Giorgio Agamben used Foucault's concept to explain that biopower and sovereign power come together to form—what he has famously diagnosed as—the permanent "state of exception" as "one of the essential practices of contemporary states" (Agamben 2005: 2). Also, as never before in history, images (film, video, photography, mixed media and augmented art) influence the way we perceive the world. Therefore, this seminar explores various ways in which representations and narratives of transnational environmental and health disasters (e.g. the 1984 Bhopal gas leak disaster; the 2010 Deepwater Horizon oil spill; the 2014-2015 Ebola and 2015/16 Zika outbreaks) feed into a double helix of risk (of infection and pollution) and security (sheltering the healthy body and 'pristine' landscape). We will critically discuss and analyze how American cultural representations and performances capitalize on the "culture of fear" (Barry Glassner) for specific political purposes and how they support or resist the ideological embeddings of biopolitical surveillance. Course material: will be announced and partially available on GRIPS. Course requirement: oral presentation. Credit requirement: presentation handout and PowerPoint presentation; 15-20-page research paper in English. [Credit for: BA, MAS, MEAS, Lehramt]

Reviews (Review Courses and Thesis Preparation)

35843 Review American Literature

Weinzierl

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

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

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gruppe | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|--------|------|------------|-----------|
| Di | wöch. | 9 | 10 | c.t. | | | | ZH 4 | Weinzierl | |

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.

35849 Seminar für Examenskandidaten

Depkat

Seminar, SWS: 2, Max. Teilnehmer: 30

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

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

35958 Presentation B.A. (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 |
|-----|--------|-----|-----|------|------------|------------|--------|------------|------------|-----------|
| Do | wöch. | 14 | 18 | c.t. | 19.10.2017 | 2.11.2017 | | ZH 8 | Bauridl | |
| Do | Einzel | 14 | 18 | c.t. | 16.11.2017 | 16.11.2017 | | ZH 8 | Bauridl | |
| Do | Einzel | 14 | 18 | c.t. | 11.1.2018 | 11.1.2018 | | ZH 8 | Bauridl | |
| Do | Einzel | 9 | 16 | c.t. | 15.2.2018 | 15.2.2018 | | PT 2.0.3A* | Bauridl | |
| Fr | Einzel | 9 | 12 | c.t. | 16.2.2018 | 16.2.2018 | | PT 2.0.3A* | Bauridl | |

This course focuses on methodological, structural, and strategic issues of academic research. In this context, it provides students in the BA programs with the opportunity to present the current, work-in-progress state of their BA theses, to debate their own questions, and to receive constructive feedback in a scholarly, safe environment among peers. Course Phase 1 introduces students to techniques of scholarly research presentations and Q&As as well as to strategies to use both to improve their B.A. research. In this context, this course phase also discusses major elements of academic research such as 'agenda,' 'corpus,' 'method,' 'theory' etc. as well as the writing process itself. Course Phase 2 will be dedicated to discussing students' individual current stage in their research and writing process and individual strategies of using the upcoming presentation in this course to improve their research and writing. In Course Phase

3, students will actually present the current stage of their projects in thematically organized workshops. This course focuses on American Studies; it is open to students in the BA programs American Studies and English Linguistics. Course begins 9 October 2017. Phases 1 and 2 will take place during the semester; Course Phase 3 will be taught in block format after the end of the semester. Course requirements: oral presentation (informal and formal). Credit requirement: research proposal—handout (app. 5pp.). Students writing their *Zulassungsarbeit* in American Studies may be admitted to the course after prior consultation with Dr. Bauridl.

35959 Academic Writing B.A. (AmE)

Cavanna

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

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

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

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

Kurse in der Eingangsphase der MA-Programme (Introductory MA Courses in American Studies)

35846 Fundamentals: Approaches, Concepts, Theories

Müller

Module: AMS-M31.1 (8), EAS-M30.2 (8)

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

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gruppe | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|--------|------|------------|-----------|
| Do | wöch. | 14 | 16 | c.t. | | | | ZH 4 | Müller | |

The course traces methods and theoretical perspectives within the field of American Studies from its beginnings to the historical, political, visual, performative, spatial, and transnational turns of New American Studies and European American Studies. The course provides an introduction to graduate work in American Studies and European American Studies and offers a broad understanding of theoretical concepts defining both fields. We will trace the development of the discipline by looking at the kinds of scholarly works that have made up the corpus of American Studies over time, including texts by European Americanists and programmatic *American Quarterly* articles. Course requirement: oral presentation. Credit requirements: a critical essay, a presentation handout/ppt, and one annotated bibliography defining a subset of works in American Studies methods, theories, or topics. Required readings: will be available on GRIPS. Recommended background reading: Maddox, Lucy, ed. *Locating American Studies: The Evolution of a Discipline*. Baltimore, MD: Johns Hopkins UP, 1999. Print; Pease, Donald E., and Robyn Wiegman, eds. *The Futures of American Studies*. Durham, NC: Duke UP, 2002. Print; Rowe, John Carlos, ed. *Post-Nationalist American Studies*. Berkeley: U of California P, 2000. Print; Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. 3rd ed. Manchester: Manchester UP, 2009. Print. Credit for: MAS, MEAS.

35848 Readings in European-American Cultural Relations

Depkat

Module: EAS-M30.1 (8)

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. | | | | PT 2.0.3A* | 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 over the 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, American capitalism and notions of modernity, the 'Americanization' of Europe, and the role of the U.S. in postmodern mindsets. Requirements: presentation and final exam. Reading: All course materials will be available on GRIPS. Credit for: MEAS

35850 Academic Writing (MA course)

Bauridl

Module: EAS-M30.3 (4), AMS-M31.3 (4)

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

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gruppe | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|--------|------------|------------|-----------|
| Do | wöch. | 10 | 12 | c.t. | | | | PT 2.0.3A* | Bauridl | |

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 ranging from reviews to annotated bibliographies to academic opinion pieces to scholarly articles to theses; 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: oral presentations, writing assignments. Course and credit requirement: an app. 10-12-page collection of various pieces of academic writing. Readings will be announced and/or made available in class.

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)

33324a Die Trump-Präsidentschaft: Eine erste Einschätzung

Bierling

Module: EAS-M31.2 (8), POL-MA-24.2 (10), POL-MA-30.1 (), EAS-M34.1 (8), POL-MA-27.2d (10), EAS-M31.4 (8), POL-MA-30.2 (), EAS-M34.2 (8), POL-MA-26.2d (10), EAS-M34.3 (8)

Oberseminar, SWS: 2, ECTS: 10, Max. Teilnehmer: 15

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gruppe | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|--------|-----------|------------|--|
| Di | wöch. | 10 | 12 | c.t. | | | | PT 1.0.4* | Bierling | Nach erfolgreichem Platzerhalt ist zusätzlich die Prüfungsanmeldung im Flexnow erforderlich! |

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

35700 American English: Evolution and Variation **Schneider**

Module: EAS-M31.4 (8), ENLI-M32.1 (4), ENG-DF-ZP (), ENLI-M25.3 (4), ENLI-M23.2 (4), ENGYM-M32C.1 (4), WB-IAA (), ELG-M32.2 (8), ENLI-M32.1 (4), ELG-M33.3 (4), EAS-M32.1 (8), AVS-M04.2 (6), ENG-UF-WB (), ENGYM-M32C.1 (4), ENLI-M23.2 (4), ENLI-M25.2 (4), ELG-M33.2 (8), EAS-M32.2 (8), EAS-M32.3 (8)

Vorlesung, SWS: 2, ECTS: 4

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gruppe | Raum | Lehrperson | Bemerkung |
|-----|--------|------|-----|------|--------|------|--------|------|------------|-----------|
| Mi | wöch. | 8:30 | 10 | s.t. | | | | H22 | Schneider | |

Course description: See "Englische Sprachwissenschaft: Thematische Vorlesungen".

35717 Exploring Digital Tools for American Dialect Geography **Siebers**

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

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

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gruppe | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|--------|----------|------------|-----------|
| Di | wöch. | 18 | 20 | c.t. | | | | PT 1.0.2 | Siebers | |

Course description: See "Englische Sprachwissenschaft: Proseminare".

Oberseminare (Recent Research)**35844 Recent Research in American Studies** **Müller**

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

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

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

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

Nicht gestufte Übungen (open for all students)

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

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

Seminar, SWS: 2, Max. Teilnehmer: 14

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

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

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, Di 13-14 und Mi 11-12 in PT 3.2.50, or by email: jamiyekohen@hotmail.com, or check out the RUPs, too Facebook page.

Sprachpraxis (Language)

Basismodul

35860 General Language Course A Gebauer, Kohen, Hill

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

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

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gruppe | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|----------|----------|------------|-----------|
| Mo | wöch. | 8 | 11 | c.t. | | | Gruppe 1 | ZH 4 | Kohen | |
| Mi | wöch. | 12 | 15 | c.t. | | | Gruppe 2 | PT 1.0.2 | Kohen | |
| Do | wöch. | 8 | 11 | c.t. | | | Gruppe 3 | ZH 4 | Gebauer | |
| Do | wöch. | 11 | 14 | c.t. | | | Gruppe 4 | ZH 4 | Gebauer | |
| Fr | wöch. | 8 | 11 | c.t. | | | Gruppe 5 | ZH 4 | Hill | |
| Fr | wöch. | 11 | 14 | c.t. | | | Gruppe 6 | ZH 4 | Hill | |

The prerequisite for GLC A is the successful completion of the *EFV*, i.e. formal admittance to the program. GLC A combines work in the skill areas of vocabulary, grammar, reading, and translation, all at an advanced level, and is intended to prepare students for the kinds of work they should be doing in their first few semesters at an academic institution. Vocabulary acquisition and pronunciation are to be worked on outside of class, and the majority of the in-class time will be spent on units of readings that give students insight into various English-speaking cultures, which will then stand them in good stead in their literature, linguistic and cultural studies courses. Work on grammar will be contextualized, and while certain problems in English grammar will receive attention, students are expected to have an advanced command of the grammar before they enrol in GLC A. The writing component of the course is intended to bolster the range of expression the students have and to reinforce concepts of writing at the university level. Translation will be approached from the aspect of contrastive analysis with German and will serve to improve fluency in English as well as give students practice in dealing with syntax, lexis and grammar. It is recommended that students take GLC A in their first or second semesters, as the course helps to lay the groundwork for other courses. At the end of GLC A or B there will be an oral exam that tests pronunciation, flow and intonation. Those who do not pass the exam will be sent to the language lab to practice and improve before they are re-tested. - Course requirements: in-class participation, oral reports, written assignments and final exam as laid out in course pack. - Materials: GLC A course pack -- available at *Digital-Print* in the *Ludwig-Thoma-Str.*; Carleton-Gertsch, Louise. *Words in Context. Thematischer Oberstufenwortschatz Englisch*. 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 for the regular semester-courses will be held on Sat., 30.1.2016. There will be no alternate exam date.

35880 Composition (Introduction to Academic Writing) Cavanna, Gebauer, Hill, McIntosh-Schneider, Uppendahl

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

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 | Gebauer | |
| Di | wöch. | 12 | 14 | c.t. | | | Gruppe 2 | ZH 5 | Uppendahl | |
| Fr | wöch. | 8:30 | 10 | s.t. | | | Gruppe 3 | ZH 6 | Cavanna | |
| Do | wöch. | 10 | 12 | c.t. | | | Gruppe 4 | ZH 6 | Cavanna | |
| - | Block | 9 | 12:30 | s.t. | 19.2.2018 | 2.3.2018 | Gruppe 5 | PT 1.0.2 | McIntosh-Schneider | |
| - | Block | 8:30 | 12 | s.t. | 19.2.2018 | 2.3.2018 | Gruppe 6 | PT 2.0.3A* | Hill | |
| - | Block | 13 | 16:30 | s.t. | 19.2.2018 | 2.3.2018 | Gruppe 7 | PT 2.0.3A* | Hill | |

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

35894 Exercises in English Pronunciation (BrE/AmE)**Cavanna, Hill, McIntosh-Schneider**

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

Seminar, SWS: 1, ECTS: 1, Max. Teilnehmer: 10

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gruppe | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|----------|------|--------------------|-----------|
| Mo | wöch. | 11 | 12 | c.t. | | | Gruppe 1 | ZH 6 | Hill | BrE |
| Mi | wöch. | 15 | 16 | c.t. | | | Gruppe 2 | ZH 5 | McIntosh-Schneider | BrE |
| Do | wöch. | 8 | 9 | c.t. | | | Gruppe 3 | ZH 6 | Cavanna | AmE |
| Do | wöch. | 9 | 10 | c.t. | | | Gruppe 4 | ZH 6 | Cavanna | AmE |

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, Kohen**

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

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

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gruppe | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|----------|----------|--------------------|-----------|
| Mo | wöch. | 8 | 11 | c.t. | | | Gruppe 1 | ZH 6 | Hill | |
| Mo | wöch. | 11 | 14 | c.t. | | | Gruppe 2 | ZH 4 | Kohen | |
| Mi | wöch. | 12 | 15 | c.t. | | | Gruppe 3 | ZH 5 | McIntosh-Schneider | |
| Fr | wöch. | 8 | 11 | c.t. | | | Gruppe 4 | PT 1.0.2 | Gebauer | |
| Fr | wöch. | 11 | 14 | c.t. | | | Gruppe 5 | PT 1.0.2 | Gebauer | |

The prerequisite for GLC B is the successful completion of GLC A. Moreover, it is highly recommended that students who earned a mark of 3 or less in GLC A do some supplemental work in order to improve before advancing to GLC B. GLC B combines work in the skill areas of vocabulary, grammar, reading, and translation, all at an advanced level. Vocabulary acquisition and pronunciation are to be worked on outside of class, and the bulk of the in-class time will be spent on units of readings that explore aspects of language and society in Great Britain and the USA. Students will be expected to have a solid background in the area of cultural studies and this course will build upon that. Grammar will be contextualized as in GLC A, although an even more sophisticated approach to the analysis of grammatical functions will be expected. The goal of the writing component of the course is to have students producing texts of near-native fluency and correctness. Translation will also be approached from the aspect of contrastive analysis, although the focus will be on longer texts for the purposes of increasing cohesion and idiomatic quality and refining style. It is recommended that students take GLC B in their second (B.A.) or third (Lehramt) semesters. - Course requirements: in-class participation, oral reports, written assignments and final exam as laid out in course pack. - Materials: GLC B course pack, available from *Digital-Print* in the *Ludwig-Thoma-Str.*; 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. Note: The final exam will be held on Sat., 3.2.2018. There will be no alternate exam date.

Vertiefungsmodul

35915 General Language Course C

Kohen, Uppendahl, Waller

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

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

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gruppe | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|----------|------------|------------|-----------|
| Mo | wöch. | 11 | 14 | c.t. | | | Gruppe 1 | ZH 5 | Waller | BrE |
| Mi | wöch. | 15 | 18 | c.t. | | | Gruppe 2 | PT 1.0.2 | Kohen | AmE |
| Do | wöch. | 11 | 14 | c.t. | | | Gruppe 3 | ZH 5 | Uppendahl | AmE |
| Fr | wöch. | 12 | 15 | c.t. | | | Gruppe 4 | PT 2.0.3A* | 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., 3.2.2018. There will be no alternate exam date.

35923 Writing B.A. (BrE)

McIntosh-Schneider

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

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

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gruppe | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|--------|------|--------------------|-----------|
| Mi | wöch. | 18 | 20 | c.t. | | | | ZH 5 | 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: ENLI-M21.1 (3), AMST-M21.1 (3), ENLI-M21.1 (3), AMST-M21.1 (3), ENG-UF-WB ()

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 6 | 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 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.

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

Decker

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

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

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gruppe | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|----------|------|------------|-----------|
| Di | wöch. | 8 | 10 | c.t. | | | Gruppe 1 | ZH 5 | Decker | |
| Fr | wöch. | 10 | 12 | 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.

35934 Grammar**Lenz**

Module: ENGS-M21.1 (3), ENHS-M21.1 (3), ENRS-M21.1 (3), ENRS-M21.1 (3), ENHS-M21.1 (3), ENGYM-M21.1 (3), ENGYM-M21.1 (3), ENGS-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 | H 4 | 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 lecture (1) before attending the seminar (2) as the former are prerequisites to successfully preparing the tasks to be analysed and discussed in the seminar. At the end of the seminar (2) there will be a written test based on the thorough knowledge of grammatical theory and terminology as conveyed in the lecture and on the analytical and discursive skills taught and practised in the seminar. The lecture is essentially with the focus on Douglas Biber/Susan Conrad/Geoffrey Leech, *Longman Student Grammar of Spoken and Written English* (Harlow: Pearson Education Limited, 2002; 8th impression 2009) and: *ibid. Workbook*, but references to other grammars (Quirk/Aarts &Aarts, Ungerer) and terminologies will be made in addition to it. Registration in FLEXNOW is only possible for the complete course *Grammar/Language Analysis*, not for the individual parts.

35938 Language Analysis**Lenz**

Module: ENGS-M21.3 (3), ENHS-M21.3 (3), ENRS-M21.3 (3), ENRS-M21.3 (3), ENGS-M21.3 (3), ENGYM-M21.3 (3), ENHS-M21.3 (3), ENGYM-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 | H18 | Lenz | |
| Mi | wöch. | 14 | 16 | c.t. | | | Gruppe 2 | H 5 | 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 lecture (1) before attending the seminar (2) as the former are prerequisites to successfully preparing the tasks to be analysed and discussed in the seminar. At the end of the seminar (2) there will be a written test based on the thorough knowledge of grammatical theory and terminology as conveyed in the lecture and on the analytical and discursive skills taught and practised in the seminar. The lecture is essentially with the focus on Douglas Biber/Susan Conrad/Geoffrey Leech, *Longman Student Grammar of Spoken and Written English* (Harlow: Pearson Education Limited, 2002; 8th impression 2009) and: *ibid. Workbook*, but references to other grammars (Quirk/Aarts &Aarts, Ungerer) and terminologies will be made in addition to it. Registration in FLEXNOW is only possible for the complete course *Grammar/Language Analysis*, not for the individual parts.

Weitere Sprachpraktische Kurse

35940 Sprachmittlung (LA vertieft: LA Gymnasium)

Decker, Kautzsch

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

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

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gruppe | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|----------|------------|------------|-----------|
| Di | wöch. | 8 | 10 | c.t. | | | Gruppe 1 | PT 2.0.3A* | Kautzsch | |
| Mo | wöch. | 16 | 18 | c.t. | | | Gruppe 2 | ZH 6 | Decker | |
| Do | wöch. | 14 | 16 | c.t. | | | Gruppe 3 | VG 2.38 * | 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. | 8 | 10 | c.t. | | | Gruppe 2 | PT 1.0.2 | Kohen | |
| Di | wöch. | 10 | 12 | c.t. | | | Gruppe 3 | PT 1.0.2 | Kohen | |

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. | 16 | 18 | c.t. | | | | ZH 5 | 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 (alte LPO)**Gebauer, Hill, Waller**

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 | PT 2.0.3A* | Hill | |
| Do | wöch. | 16 | 18 | s.t. | | | Gruppe 3 | ZH 4 | Gebauer | |
| Do | wöch. | 18 | 20 | c.t. | | | Gruppe 2 | PT 1.0.2 | Waller | |

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)**Kautzsch, Schleburg**

Übung, SWS: 2, Max. Teilnehmer: 35

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gruppe | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|----------|------|------------|-----------|
| Di | wöch. | 16 | 18 | c.t. | | | Gruppe 1 | ZH 4 | Schleburg | |
| Mo | wöch. | 14 | 16 | c.t. | | | Gruppe 2 | ZH 4 | Kautzsch | |

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

Module: ENG-UF-WB (), ENLI-M31.2 (3), BRST-M31.2 (3), BRST-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 |
|-----|--------|-----|-----|------|--------|------|--------|------|------------|-----------|
| Di | wöch. | 10 | 12 | 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), BRST-M31.1 (3), ENLI-M31.1 (3), ENLI-M31.1 (3), ENG-UF-WB ()

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

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gruppe | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|--------|------------|------------|-----------|
| Mo | wöch. | 12 | 14 | c.t. | | | | PT 2.0.3A* | 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 |
|-----|--------|-----|-----|------|------------|------------|--------|------------|------------|-----------|
| Do | wöch. | 14 | 18 | c.t. | 19.10.2017 | 02.11.2017 | | ZH 8 | Bauridl | |
| Do | Einzel | 14 | 18 | c.t. | 16.11.2017 | 16.11.2017 | | ZH 8 | Bauridl | |
| Do | Einzel | 14 | 18 | c.t. | 11.1.2018 | 11.1.2018 | | ZH 8 | Bauridl | |
| Do | Einzel | 9 | 16 | c.t. | 15.2.2018 | 15.2.2018 | | PT 2.0.3A* | Bauridl | |
| Fr | Einzel | 9 | 12 | c.t. | 16.2.2018 | 16.2.2018 | | PT 2.0.3A* | Bauridl | |

This course focuses on methodological, structural, and strategic issues of academic research. In this context, it provides students in the BA programs with the opportunity to present the current, work-in-progress state of their BA theses, to debate their own questions, and to receive constructive feedback in a scholarly, safe environment among peers. Course Phase 1 introduces students to techniques of scholarly research presentations and Q&As as well as to strategies to use both to improve their B.A. research. In this context, this course phase also discusses major elements of academic research such as 'agenda,' 'corpus,' 'method,' 'theory' etc. as well as the writing process itself. Course Phase 2 will be dedicated to discussing students' individual current stage in their research and writing process and individual strategies of using the upcoming presentation in this course to improve their research and writing. In Course Phase 3, students will actually present the current stage of their projects in thematically organized workshops. This course focuses on American Studies; it is open to students in the BA programs American Studies and English Linguistics. Course begins 9 October 2017. Phases 1 and 2 will take place during the semester; Course Phase 3 will be taught in block format after the end of the semester. Course requirements: oral presentation (informal and formal). Credit requirement: research proposal—handout (app. 5pp.). Students writing their *Zulassungsarbeit* in American Studies may be admitted to the course after prior consultation with Dr. Bauridl.

35959 Academic Writing B.A. (AmE)

Cavanna

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

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

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

Building on Composition (Introduction to Academic Writing) and Writing B.A., this course gives B.A. students the opportunity to polish their analytical and stylistic skills at a more advanced level. Course and credit requirements: successful completion of a portfolio comprising four

graded writing assignments plus a four-page research paper at the end of term. Course readings will be provided in class. Primary reference books will be those used in the earlier writing courses: Fowler, H. Ramsey, and Jane E. Aaron. *The Little, Brown Handbook*. 13th global ed. Boston: Pearson, 2016. Print. *MLA Handbook for Writers of Research Papers*. 8th ed. New York: Modern Language Association, 2016. Print.

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

Einführungskurse

35975 Introduction to English Language Teaching **N.N.**

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

Vorlesung, SWS: 2, ECTS: 3

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

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 Task Design for Primary English Teaching **N.N.**

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

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

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gruppe | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|--------|------------|------------|-----------|
| Mo | wöch. | 16 | 18 | c.t. | | | | PHY 7.1.21 | N.N. | |

Learning languages through (complex) tasks is the dominant methodical approach in language teaching today. However, the creation and implementation of tasks in language teaching often involve highly complex requirements on the side of the learners. A question that sometimes arises relates to the extent to which (complex) tasks can be created for and used in primary English lessons. The course will address this issue among others, and offer insights into task design for primary school English using both exemplary tasks and creating (new) tasks in the course of the seminar. Credit requirements: Active participation, short presentation, short exemplary lesson plan ("Unterrichtsentwurf"). Recommended reading will be discussed and presented at the beginning of the course.

35985 Digitale Medien im Fremdsprachenunterricht Englisch (Oberkurs Gy und PS Realschule)**Fritze**

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

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. | | | | PT 1.0.2 | Fritze | |

Das Proseminar beschäftigt sich mit Fragen rund um das Thema Gestaltung von Lernprozessen und Kompetenzerwerb im Fremdsprachenunterricht Englisch. Der Schwerpunkt liegt auf Lernszenarios, die explizit die vielfältigen Möglichkeiten digitaler Medien mit einschließen. Schlagworte wie Individualisierung, Flipped Learning oder Learners as Producers werden mit unterrichtlichem Leben gefüllt. Themenvergabe für die Seminararbeit erfolgt in der ersten Seminarsitzung. Das Verfassen einer Seminararbeit, aktive Teilnahme, sowie die Bearbeitung von Aufgaben zur Vorbereitung der jeweiligen Sitzung werden für eine erfolgreiche Teilnahme vorausgesetzt.

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. | 16 | 18 | c.t. | | | | PT 2.0.3A* | 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 in Verbindung mit sinnvollen Lernstrategien, anwendungsorientierter Grammatikunterricht, Entwicklung von Sprechkompetenz und Sprechmotivation etc.) sollen vor allem unter Berücksichtigung der zwei wichtigsten schulartspezifischen Grundprinzipien behandelt werden: Differenzierung und Lernerautonomie. Der Kurs wird Theorie und Praxis eng miteinander verknüpfen und Unterrichtsbesuche sowie eigene Lehrversuche in Mittelschulklassen in das Semesterprogramm integrieren. Leistungsnachweis: aktive Teilnahme an allen Kursaktivitäten, schriftliche Ausarbeitung eines Unterrichtskonzepts.

35968 Teaching English in the Primary Classroom**N.N.**

Module: ENFDNV-M12.2 (3)

Proseminar, SWS: 4

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

This course builds on the introduction to TEFL ("Einführung in die Didaktik der englischen Sprache und Literatur") and offers a combination of theoretical knowledge and classroom practice to those students who have opted for "Englisch als Didaktikfach der Grundschule". The course is meant to develop both language competence and teaching skills and will therefore focus on classroom language, language learning games, playful communicative activities, storytelling, songs, intercultural learning, using CLIL in the primary classroom, and many other aspects of

teaching English to very young learners. Participants should be aware that classroom observation and teaching will occasionally take place in the morning! Course requirements: term paper, active participation in all course activities.

Proseminare (praktikumsbegleitend)

35964 TEFL: Theory and Practice (in Verbindung mit dem studienbegleitenden Praktikum Lehramt an Grundschulen) 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. | 13:30 | 15 | s.t. | | | | | König | St.-Nikola-Grundschule Regensburg Reinhausen 40/42 93059 Regensburg |

This course is obligatory for all those students who will be doing their "fachdidaktisches Begleitpraktikum" this coming semester. Students should be aware that teaching English to very young learners requires a specific methodology which is mainly based on authentic materials, playful activities and a lot of L2 input. We will first analyze and discuss the methodological principles and then apply them to the planning of lessons, tasks and adequate forms of evaluation. Practical work and theoretical reflection will go hand in hand. In particular, we will deal with: rhymes and songs, games and activities, storytelling / picture books, cultural events, coursebooks and other materials. 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 (in Verbindung mit dem fachdidaktischen Begleitpraktikum Lehramt an Mittelschulen und Realschulen) 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 1.30 | 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.

Examenskolloquium

35969 Zentrale Aspekte und Fragestellungen des Englischunterrichts (Examensvorbereitung)

N.N.

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

Dieses Kolloquium dient zur Vorbereitung auf die Klausur „Fachdidaktik“ im Staatsexamen und als allgemeines Repetitorium, um das Grundlagenwissen für die mündliche Examensprüfung aufzufrischen. Anhand von Prüfungsaufgaben der letzten Jahre sowie darüber hinausgehender Literatur und weiterer Aspekte des Englischlehrens und -lernens werden die wichtigsten fremdsprachendidaktischen Themen diskutiert, analysiert und hinsichtlich ihrer Relevanz hinterfragt. Jeder Teilnehmer sollte im Interesse einer fruchtbaren Diskussion bereit sein, die zu jedem Thema vorgeschlagenen Publikationen vor der jeweiligen Sitzung zu lesen. Leistungsnachweis: Ausarbeitung eines Klausurthemas oder Handout als Informationsgrundlage zu einem Examensthema.

Fachdidaktik für Lehramt Gymnasium (English Language Teaching)

Einführungskurse (Introduction to English Language Teaching)

35975 Introduction to English Language Teaching

N.N.

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

Vorlesung, SWS: 2, ECTS: 3

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

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 Culture, Literature and Media in ELT

Auflitsch

Module: ENFDGYM-M11.2 (3), ENFDGYM-M11.2 (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. | | | | PHY 5.1.03 | Auflitsch | |

„Learning a foreign language is more than a simple task of assembling lexical items in

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

Seminar (praktikumsbegleitend)

35983 Theory and Practice of ELT (in Verbindung mit dem studienbegleitenden Praktikum)

N.N.

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 |
|-----|--------|-----|-----|------|--------|------|--------|------|------------|----------------------|
| - | wöch. | | | c.t. | | | | | N.N. | Raum und Uhrzeit tba |

This seminar gives you the opportunity to reflect on your experiences as an observer and a novice teacher of English at a Gymnasium. 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 method of language teaching, teaching the four skills, assessing language proficiency and giving feedback as well as classroom management and working with the board. This seminar is offered in connection with the "studienbegleitendes fachdidaktisches Praktikum". Students who have been abroad as assistant teachers also need to pass this course. A transfer of the points to the "freier Wahlbereich" is possible. 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.

35985 Digitale Medien im Fremdsprachenunterricht Englisch (Oberkurs Gy und PS Realschule)

Fritze

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

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. | | | | PT 1.0.2 | Fritze | |

Das Proseminar beschäftigt sich mit Fragen rund um das Thema Gestaltung von Lernprozessen und Kompetenzerwerb im Fremdsprachenunterricht Englisch. Der Schwerpunkt liegt auf Lernszenarios, die explizit die vielfältigen Möglichkeiten digitaler Medien mit einschließen. Schlagworte wie Individualisierung, Flipped Learning oder Learners as Producers werden mit unterrichtlichem Leben gefüllt. Themenvergabe für die Seminararbeit erfolgt in der ersten Seminarsitzung. Das Verfassen einer Seminararbeit, aktive Teilnahme, sowie die Bearbeitung von Aufgaben zur Vorbereitung der jeweiligen Sitzung werden für eine erfolgreiche Teilnahme vorausgesetzt.

35986 Teaching Films in English Language Classrooms**N.N.**

Module: ENFDGYM-M11.3 (4), ENFDGYM-M11.3 (4)

Seminar, SWS: 2, ECTS: 4, Max. Teilnehmer: 13

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

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 Oberkurs 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") Recommended reading will be discussed and presented at the beginning of the course.

35987 Explanations in English Language Teaching**Gastl-Pischetsrieder**

Module: ENFDGYM-M11.3 (4), ENFDGYM-M11.3 (4)

Seminar, SWS: 2, ECTS: 4, Max. Teilnehmer: 13

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gruppe | Raum | Lehrperson | Bemerkung |
|-----|--------|-------|-----|------|-----------|-----------|--------|------|----------------------|-----------|
| - | Block | 09:30 | 16 | s.t. | 12.2.2018 | 16.2.2018 | | | Gastl-Pischetsrieder | |

This seminar, which is a joint cooperation between ELT and German Linguistics, will focus on explanations. We will look at recent publications on the theory of explaining and at research works on explanations in ELT. Additionally, students have the opportunity to deepen their competence in explaining. You will experience and reflect on your understanding of less familiar topics by watching video-taped explanations. Additionally, we will practice how to give explanations with respect on your future work as an English teacher. This seminar will take place with the respective seminar in German Linguistics. 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.

35988 Vocabulary in ELT: Theoretical Background and Implications for the Teaching Practice**Biermeier**

Module: ENFDGYM-M11.3 (4), ENFDGYM-M11.3 (4)

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

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gruppe | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|--------|------|--------|------|------------|-----------|
| Do | wöch. | 16 | 18 | c.t. | | | | ZH 6 | Biermeier | |

There is much more to vocabulary teaching than just teaching words and there is no doubt that vocabulary learning needs to take place within a well-planned programme. In this seminar we will study different aspects of vocabulary learning and teaching. We will also consider the question of how pupils' vocabulary can be sensibly and sustainably expanded through learning and coping strategies. Based on fundamental articles, we will explore the statistical and etymological nature of English vocabulary. Of course, we will work with the vocabulary sections provided by various coursebooks. In addition, the question of testing vocabulary will be addressed. Finally, we will explore the implications of vocabulary teaching for exam methods

such as mediation or composition. Requirements for course credits: active participation, oral presentations, exam. Recommended reading: Nation, I.S. Paul (2007). *Learning Vocabulary in another Language*. Cambridge: University Press.

Übung

35989 Seminar für Examenskandidaten, Fachdidaktik Englisch vertieft, mündl. und schriftl. Examen **N.N.**

Seminar, SWS: 2, Max. Teilnehmer: 50

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

Die Veranstaltung richtet sich an Studierende des Lehramts an Gymnasien, die das mündliche Staatsexamen (nach „alter LPO“) oder das schriftliche Staatsexamen (nach „neuer LPO“) in Fachdidaktik Englisch ablegen werden. Die Grundlagen des Fachs werden in diesem Kurs wiederholt und beide Prüfungsformen in gezielten Übungen vorbereitet. Die Anmeldung und die Erstellung eines genauen Themenplans erfolgt in der ersten Sitzung auf der Basis der Bedürfnisse der anwesenden Teilnehmer. Kein Erwerb von Leistungspunkten möglich. Anmeldung über LSF.

Veranstaltungen der Universitätsbibliothek und weitere Veranstaltungen

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

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

Kurs, SWS: 2

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gruppe | Raum | Lehrperson | Bemerkung |
|-----|--------|-----|-----|------|------------|------------|--------|------|------------|-----------|
| Mi | wöch. | | | | 25.10.2017 | 13.12.2017 | | | Bachmaier | |

Onlinekurs vom 25.10.2017 - 13.12.2017; Anmeldung direkt im G.R.I.P.S.-Kurs Seminararbeiten und Referate meistern: Lernen Sie in dem 6-wöchigen Online-Kurs alle wichtigen Tools zum Recherchieren, Lernen, Präsentieren, Schreiben und Zitieren von Rechenzentrum und Bibliothek kennen. Entscheiden Sie dabei selbst, wann und wo Sie lernen möchten! Sie können sich in den Kurs selbst einschreiben: <https://elearning.uni-regensburg.de/course/view.php?id=19319>. Leistungsnachweis: Übungsaufgaben und Abschlussklausur. Lerninhalte: Der gemeinsame Kurs von Bibliothek und Rechenzentrum erleichtern Ihnen den Start ins Studium. Die Inhalte dieses Kurses sind in sechs Module aufgeteilt: Kennenlernen des Rechenzentrums; Kennenlernen der Bibliothek; Online-Dienste; Weitere Recherchertools; Offline-Dienste; Zitieren und Literaturverwaltung.

Bibliothekseinführung Anglistik/Amerikanistik

**Schulungsteam der
Universitätsbibliothek**

Schulung, Max. Teilnehmer: 50

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gruppe | Lehrperson |
|-----|--------|-------|-------|------|------------|------------|----------|--|
| Di | Einzel | 16:15 | 17:15 | | 10.10.2017 | 10.10.2017 | Gruppe 1 | Schulungsteam der Universitätsbibliothek |
| Mi | Einzel | 10 | 11 | | 11.10.2017 | 11.10.2017 | Gruppe 2 | Schulungsteam der Universitätsbibliothek |

Raum: Infozentrum in der Zentralbibliothek. Online-Anmeldung unter: http://www.uni-regensburg.de/bibliothek/schulungen/studierende/bibliothekseinfuehrung#content_toggle_2
Lerninhalte: Sie erfahren, wie Sie im Regensburger Katalog Literatur für Ihr Studienfach finden und nutzen können, und lernen zudem auch den Fachlesesaal kennen.

C. Für Interessierte

RUPs, too

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

Universitätsbibliothek

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

English Language Resources

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

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

Exkursion nach Irland (Vorankündigung)

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

Exkursion nach Wales im Sommersemester 2018 (Vorankündigung)

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