



# KOMMENTARE

für das Studium im

Wintersemester 2016/17

**Geschäftsführung:**

Prof. Dr. Anne-Julia Zvierlein  
Zimmer PT 3.2.48

**Sekretariat:**

N.N.  
Zimmer PT 3.2.49

**Studienberatung:**

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

Mödl  
Brato, Buschfeld  
Farkas  
Farkas  
Bauridl  
Trotzke  
Trotzke  
Aßbeck  
Kirchhoff  
Kohen, Uppendahl, Waller

## Sprechstunden Wintersemester 2016/17

Name	Sprechzeit	Raum PT	Tel.: 943-
ARRINGTON, Doris	Di 12.30-14	3.3.88	3429
AßBECK, Akad. Dir. Dr. Johann	Fr 10-12	3.3.106	3488
BAURIDL, Dr. Birgit	Do 17-18:30	3.2.83	3509
BERGMANN, Birthe	n.V.	3.3.105	5781
BIERMEIER, Dr. Thomas	nach d. Veranstaltung		
BOEHM, Dr. Katharina	beurlaubt	3.2.59	3499
BRATO, Dr. Thorsten	Mi 14-15	3.2.79	3503
BUSCHFELD, Dr. Sarah	Di 10.30-12.30	3.2.81	3505
CAVANNA, Augustus	Di 12-14	3.2.87	3511
DECKER, Dr. Martin	Di 13-14	3.2.63	3870
DEPKAT, Prof. Dr. Volker	Di 14-15 + Do 12-13	3.2.71	3476
DETMERS, Dr. Ines	nach d. Veranstaltung		
FARKAS, Dr. Anna	Mi 14-15	3.2.59	3499
FISCHER, Prof. Dr. Roswitha	Di u. Mi 12-13	3.2.68	3473
FRITZE, Martin	nach d. Veranstaltung		
GALLER, Dr. Matthias	nach d. Veranstaltung		
GASTL-PISCHETSRIEDER, Maria	Mo 11-12	3.3.105	5781
GEBAUER, Dr. Amy	Mi 10:15-12:00	3.3.88	3429
GESSNER, PD Dr. Ingrid	beurlaubt	3.2.70	3475
GÜRTNER, Maria	Di 14-16	3.2.58	3498
HEBEL, Prof. Dr. Udo	siehe Homepage	3.2.73	3477
HILL, Sophie	Mo 12-13 u. 14-15	3.2.50	3469
HUBNER, Julia	Di 10-12	3.2.69	3474
KARL, Stephanie	Do 10-11	3.3.105	5781
KAUTZSCH, Dr. Alexander	beurlaubt zur Wahrnehmung einer Professur		
KIRCHHOFF, Prof. Dr. Petra	Mo 13-14	3.3.104	3501

Name	Sprechzeit	Raum PT	Tel.: 943-
KOCH, Walter	nach d. Veranstaltung		
KOHEN, Jamie	Di 12-13, Mi 11-12	3.2.50	3469
LEIKAM, Dr. Susanne	beurlaubt	3.2.83	3507
LENZ, Akad. Dir. Dr. Peter	Mo 11-13	3.2.44	3506
MALKMUS, Dr. Marie-Louise	Mi 10-12	3.2.58	3498
MATUSCHEK, Katharina	Mo 14-16	3.2.70	3475
MCINTOSH-SCHNEIDER, Julia	Mo 14-16	3.2.57	3497
MIETHANER, Dr. Ulrich	Kontakt: umiethaner@yahoo.de		
MÖDL, Gabriele	Mo-Do 10-12:30	3.2.62	3667
MÜLLER, Prof. Dr. Timo	Mi 12-13 u.n.V.	3.2.73	3477
NEULAND, Christina	nach d. Veranstaltung		
NEUMAIER, Theresa	Do 14-16	3.2.55	3046
PESOLD, Dr. Ulrike	nach d. Veranstaltung		
PETZOLD, Prof. Dr. Jochen	Di 16-17:30	3.2.45	2486
PROCK, Stefan	n.V.	3.3.105	5781
SCHLEBURG, Dr. Florian	Di 14-15	3.2.82	3502
SCHINDLER, Peter	nach d. Veranstaltung		
SCHNEIDER, Prof. Dr. Edgar W.	Mi 10-12	3.2.65	3470
SIEBERS, Dr. Lucia	Mi 11-12	3.2.80	3504
TRAUTSCH, Dr. Jasper	nach d. Veranstaltung		
TROTZKE, Claudia	Do 10-12	3.2.70	3475
UPPENDAHL, Steve	Do + Fr 10-11	3.2.88	1809
WALLER, Peter	Di 10-12	3.2.60	3500
WEIG, Heide-Marie	Di 14:30-16	3.2.43	3463
WEINZIERL, Florian	Mi 14-16	3.2.86	3510
ZWIERLEIN, Prof. Dr. Anne-Julia	Mo 12-13	3.2.48	3467

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

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URL der **Homepage** des Instituts für Anglistik und Amerikanistik:

[www-deas.uni-regensburg.de](http://www-deas.uni-regensburg.de)

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

Stand der Drucklegung: Juni 2016.

# A. Allgemeines

## 1. Studienplanung

### 1.1 StudienanfängerInnen: Informationsveranstaltungen

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

### 1.2 Struktur des Studiums

#### 1.2.1 Prüfungsordnungen u. Pflichtleistungen

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

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

#### 1.2.2 Neuerungen in der Modulordnung zum Wintersemester 2012/13

Im Sommer 2012 wurden einige Änderungen an den neuen Modulordnungen vorgenommen (B.A. und Lehramt), um die Studierbarkeit zu verbessern und die Studierfreundlichkeit zu erhöhen. Zum Wintersemester 2012/13 traten daher neue Modulordnungen in Kraft. Diese neuen Module sind für alle gültig, die **ab dem Wintersemester 2012/13 ihr Studium aufnehmen**. Betroffen sind die folgenden Module:

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

Neu sind u.a. die literaturwissenschaftlichen Pflichtveranstaltungen *British Literary History* und *American Literary History* in den Basismodulen.

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). Bitte beachten Sie unbedingt, welche Lehrveranstaltungen Sie laut der **für Sie gültigen Modulkataloge** absolvieren müssen.

### 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 (alt)*	LP (neu)*
Vorlesungen	1 SWS, mit Leistungsnachweis	3 / 4 *	1
	2 SWS, mit Leistungsnachweis	8	4 / 2*
Sprachpraxis	GLC I	2	--
	GLC A (GLC II), Übersetzung/Sprachmittlung	4	3
	GLC B (GLC III)	6	4
	Composition	3	3
	GLC C (GLC IV) / GLC V	8	4
	Writing BA, Presentation, Academic Writing (BA / Lehramt), Grammar, Language Analysis	--	3
Linguistik / Literaturwiss. / Kulturwiss.	Einführungskurse (Linguistik / Literatur)	4	4
	Proseminare	7	4
	Einführungskurse British / American Studies (3sWS)	6	4
	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	8	4
	Cultural Studies Advanced	8	5
Fachdidaktik	Hauptseminare	10	7
	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 Abdruckes 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, Informationsveranstaltungen & Newsletter

Sämtliche Bekanntmachungen werden auf der **Homepage des Instituts** veröffentlicht ([www-deas.uni-regensburg.de](http://www-deas.uni-regensburg.de)) und per Newsletter versandt. Weitere Hinweise zum **Newsletter** siehe <http://www.uni-regensburg.de/sprache-literatur-kultur/anglistik-amerikanistik/studium/links-resources/>. Wie bereits in vergangenen Semestern wird es auch im dieses Semester wieder **Informationsveranstaltungen** für die Planung des Studiums geben; beachten Sie hierzu bitte die aktuellen Aushänge und Ankündigungen per Newsletter.

## 2. Wichtige Termine und Fristen

### 2.1 BewerberInnen und StudienanfängerInnen

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

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

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

#### 2.1.2 Master-Studiengänge

Am Institut für Anglistik und Amerikanistik werden Master-Studiengänge in den Fächern **Amerikanistik** (*American Studies*), **Britische Literatur- und Kulturwissenschaft** (*British Studies*) und **Englische Linguistik** (*English Linguistics*) sowie **Europäisch-Amerikanische Studien** (*European-American Studies*) angeboten. Weitere Informationen zur Bewerbung, sowie zum Aufbau und 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/studieninteressenten/m-a-master-of-arts->

### 2.2 Online-Kursanmeldung (LSF)

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

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

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

→ <https://lsf.uni-regensburg.de>

Anmeldefristen:

- |  |
|--|
| <p>→ <b>Mo, 10.10.2016 – Do, 13.10.2016</b> für alle <b>Erstsemester</b>-relevanten Kurse<br/>- GLC A <span style="float: right;">- Introduction to Engl. and Am. Literary Studies</span><br/>- Introduction to Engl. Linguistics</p> <p>→ <b>Mo, 4.7.2016 – So, 4.9.2016</b> für alle anderen Kurstypen<br/>(GLC B, C; Composition; Sprachmittlung; Pronunciation Exercises; Proseminare, Seminare, Hauptseminare, Mittel-/Altenglisch, Cultural Studies, Fachdidaktik, Examenskurse)</p> |
|--|

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 erfordert, werden gebeten, sich bei der Geschäftsführung zu melden, da die KursleiterInnen nicht befugt sind, die festgelegten Obergrenzen für die Kursstärken eigenmächtig abzuändern. Die Geschäftsführung bestimmt dann das weitere Verfahren.
- Wer trotz Zuteilung eines Listenplatzes zur ersten Sitzung unentschuldigt fehlt, wird aus der Teilnehmerliste gestrichen, sodass andere Interessierte nachrücken können.

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

### 2.3 FlexNow-Anmeldung

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

Ausgenommen davon sind lediglich Studierende im Magisterstudiengang, sowie Lehramtstudierende nach „alter“ LPO (Studienbeginn bis einschl. SoSe 2008) im Hauptstudium. Ebenso können sich ERASMUS-Studierende nicht über FlexNow anmelden.

→ **FlexNow-Anmeldefrist** für Kurse des WS 2016/17: **Mo, 7. Nov. 2016 – Fr, 27. Jan. 2017**

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

Anmeldefrist zur **Ausspracheprüfung** (Pronunciation Exam): **Mo, 16. – Fr, 27. Januar 2017**  
(Achtung: für diese Prüfung ist zusätzlich auch eine Anmeldung per LSF-Anmeldung erforderlich; Genaueres dazu gibt es Anfang Januar in einer Rundmail).

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

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

#### **Bitte beachten:**

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

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

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## B. Lehrveranstaltungen

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### Bekanntmachungen zu Änderungen des Veranstaltungsangebotes:

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

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

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

### Erläuterungen zur Modulzuordnung:

Beispiel: *ENGYM-M12.2(4)* und *AMST-M22.w(4)*

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

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

### Unterrichtssprache:

Lehrveranstaltungen mit englischsprachigem Titel werden auf Englisch durchgeführt.

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# Englische Sprachwissenschaft / English Linguistics

## Thematische Vorlesungen

### 35700 English Around the World Schneider

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

Vorlesung, SWS: 2, ECTS: 4

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

After the end of the colonial period, the English language has been retained in many former colonies. In dozens of nations all around the globe, it is now an official language or a strong second language, widely used in everyday communication, in addition to its global role as a language of international communication, business, the media, and so on. Interestingly enough, in many of these countries for the last few decades the English language has become "nativized", i.e. it has developed local varieties used in informal situations, as identity-carriers; and in several countries in Asia and Africa it is also spreading as a mother tongue. In this lecture, this process is surveyed and described in a systematic fashion. I suggest a coherent theoretical perspective which claims that despite all apparent differences from one location to another a fundamentally uniform developmental process has motivated this spread and diversification of English all around the globe. The nature of this process, called the "Dynamic Model", and grounded in theories of language contact, accommodation, and identity, is outlined, and the roles and contributions of colonizers and the colonized in these processes are highlighted. I will then discuss the forms and functions of English in more than a dozen individual countries, paying attention to historical causes of the diffusion of the language, sociocultural ethnographies of communication, contact ecologies, and resulting consequences on all levels of language structure. Part of the lecture will be devoted specifically to linguistic aspects of this evolutionary process, focussing upon widespread features, methodological and conceptual issues, and the nature of the processes involved. Whenever possible, the general statements made will be supported by presenting and discussing language samples from the respective countries. Recommended reading: Edgar W. Schneider, *Postcolonial English: Varieties Around the World*. Cambridge: Cambridge University Press 2007; Edgar W. Schneider, *English Around the World. An Introduction*. Cambridge: Cambridge University Press 2011. Requirements for course credits: final exam. No registration required.

## Pflichtvorlesungen der Basismodule

### 35702 The Structure of English Schneider

Module: ENGYM-M12.2 (4), ENHS-M12.2 (4), AMST-M12.2 (4), BRST-M12.2 (4), ENRS-M12.2 (4), ENLI-M12.2 (4), ENLI-M12.2 (4), ENGS-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. Requirements for course credits: regular attendance, final exam. – No registration required (except in FlexNow).

### 35703 English in Use

Fischer

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

Vorlesung, SWS: 2, ECTS: 4

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	10	12	c.t.				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), first and second language acquisition, translation theory and English-German contrasts. Requirements: Final exam. Regular attendance is taken for granted. No LSF-registration.

### Einführungskurse

#### 35705 Introduction to English Linguistics Brato, Hubner, Neuland, Neumaier, Schleburg, Siebers

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	14	16	c.t.			Gr. 1	ZH 6	Hubner	
Mi	wöch.	9	10	c.t.			Gr. 1	VG 0.14	Hubner	
Di	wöch.	18	20	c.t.			Gr. 2	PT 1.0.2	Siebers	
Mi	wöch.	15	16	c.t.			Gr. 2	ZH 6	Siebers	
Di	wöch.	18	19	s.t.			Gr. 3	ZH 4	Schleburg	
Mi	wöch.	12	14	c.t.			Gr. 3	ZH 4	Schleburg	
Mi	wöch.	8	10	c.t.			Gr. 4	ZH 4	Brato	
Do	wöch.	12	13	c.t.			Gr. 4	PHY 5.1.03	Brato	
Mi	wöch.	8	10	c.t.			Gr. 5	PT 1.0.2	Neuland	
Fr	wöch.	10	11	c.t.			Gr. 5	ZH 5	Neuland	

-	Block	9	12:30	s.t.	20.3.2017	31.3.17	Gr. 6	PT 1.0.2	Neumaier	Klausur am Freitag, 7. April, 10-12 Uhr.
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This course is an introduction to the study of the English language. After an initial discussion of the main properties of human languages that set them apart from animal communication, the first part of the course offers an overview of the main structural properties of the English language. These will include a description of the following linguistic levels: 1. Phonetics and phonology: i.e. the human speech sound inventory as well as the specific sounds used by the English language; 2. Morphology and word-formation: the analysis of meaningful units below the word level (such as plural *-s* in *cats*, *dogs* or *horses*) and the various ways of creating new words (e.g. the verb *to google* deriving from the name of the search engine Google); 3. Syntax: the structure of English sentences; and 4. Semantics and pragmatics: both dealing with different types of linguistic meaning. Finally, the course explores the effects of the main linguistic changes on all linguistic levels that have affected the English language since its "birth" in the 5th century (History of the English language). - Requirements: regular attendance, final exam (the exact date will be announced in the first session).

## Proseminare

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

### 35717 Contrastive Linguistics Siebers

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	16	18	c.t.				VG 2.39	Siebers	

This seminar sets out to compare the structure of English and German. We will concentrate on these two languages but also consider general principles of contrastive linguistics. We will look at all linguistic levels and highlight the structural differences and similarities between English and German with a focus on syntax. In addition, we will discuss how insights into contrastive linguistics can raise the student's awareness of possible difficulties for learners of both languages and how this knowledge can be applied to the foreign language classroom. Requirements: regular and active participation, final exam. Recommended reading: König, Ekkehard and Volker Gast. 2012. *Understanding English-German Contrasts*, 3rd edition. Berlin: Schmidt.

### 35718 Morphology and Word Formation Brato

Proseminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Do	wöch.	8	10	c.t.				VG_1.36	Brato	

Morphology is the study of the internal structure of words. Therefore, as competent speakers of English we find very easy to break down a word like *headteachers* into its individual elements, i.e. *head*, *teach*, *-er* and *-s*. Looking into this example in greater detail we may find that the first two elements can stand on their own, while the latter cannot. Furthermore, the first three elements can be used to create new words (*teach* + *-er* = someone who teaches; *head* + *teacher* = head of a group of people who teach) whereas the latter only provides grammatical information (there is more than one headteacher). In the first and larger theoretical part of this course we will take a more in-depth look at the morphology of English

both regards to inflectional and derivational morphology as well as a range of word-formation processes. The second part is more hands-on. We will focus on the study of morphological variation and word-formation processes using basic corpus-linguistic tools. Requirements: Active participation an in-class presentation on one of the topics as well as a written exam. The course book will be Schmid, Hans-Jörg. 2016. *English morphology and word-formation: An introduction* (3rd edn.). Berlin: Schmidt, Erich. Additional material will be made available in a 'Semesterapparat'.

### 35719 Language Contact

Neumaier

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

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

Language contact is a phenomenon which is probably as old as mankind and which is particularly relevant in our globalised world, where situations involving speakers from different linguistic backgrounds have become part of our everyday lives – e.g., when conversationalists use English as a lingua franca because they do not share a first language or when children grow up in bi- or multilingual surroundings. In this course, we will discuss reasons for language contact and analyse different contact scenarios. That is, we will focus on mechanisms, results, and degrees of contact-induced language change, which starts from the borrowing of words (resulting, for example, in the high number of loanwords in present-day English) and ends in cases of extreme language mixing, as can be seen in the emergence of contact languages (such as pidgins and creoles) or new varieties of English. Finally, we will also address notions such as language shift, i.e. large parts of the population abandoning their original language (as, for example, in the case of Ireland), language endangerment, and language death. Requirements: regular and active participation, weekly readings, a presentation, and a term paper.

### 35720 Language Change in the History of English

Buschfeld

Proseminar, SWS: 2, Max. Teilnehmer: 15

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

Languages are constantly changing. To understand the present manifestations of a language, it is important to look into the diachronic developments and earlier forms of this language. This course investigates the nature of language change focusing on English as a case in point. We will look into its language history and its relationship to other languages as well as changes at various linguistic levels, i.e. sound change, lexical change, syntactic and morphological changes as well as grammaticalization in the different periods in the development of the English language (Old English, Middle English, Early Modern English, and Modern English). Especially the last two periods have proven extremely interesting and seminal in terms of language variation and change as they span the era in which English has undergone massive spread and entrenchment around the world due to British colonization and, more recently, forces of globalization. We will also investigate the changes arising from such processes, especially sociolinguistic realities and linguistic manifestations in postcolonial and other varieties of English. In general, the class attempts to explain language change and seeks to acquaint students with some of the major theories and models. Requirements: active participation in class, oral presentation, seminar paper.

## Seminare

### 35722 Altenglische Sprache u. Kultur Schleburg

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

Seminar, SWS: 2, Max. Teilnehmer: 25

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

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

### 35723 Mittelenglische Sprache u. Kultur Hubner

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

Seminar, SWS: 2, Max. Teilnehmer: 25

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	10	12	c.t.				R 009	Hubner	

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

### 35724 Early English Schleburg

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

Seminar, SWS: 2, Max. Teilnehmer: 25

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

“Early English” is the English-classroom alternative to our German introductions to Old English and Middle English. As such, it is particularly recommended to international students who do not yet sufficiently trust their German for the purpose 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 a number of weird words, orthographic oddities and erratic inflections. — Online registration. Regular homework and final exam.

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

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

Seminar, SWS: 2, Max. Teilnehmer: 30

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

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

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

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

Seminar, SWS: 2, Max. Teilnehmer: 30

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

Die Fortsetzung unserer Einführung in das Mittelenglische ergänzt den lautlichen und grammatischen Befund der Sprache Geoffrey Chaucers um seine germanische und altenglische Vorgeschichte. Die Auswahl der Stoffgebiete orientiert sich, ebenso wie die Wahl eines 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
Mo	wöch.	16	18	c.t.				PT 2.0.3A*	Schleburg	

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

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

Seminar, SWS: 2, Max. Teilnehmer: 50

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	14	16	c.t.				PT 3.0.77*	Hubner	

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)

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.				H 7	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: 20

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 2017 oder 2018 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** **Hubner, Schleburg**

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	11	12	c.t.			Gr. 1	W 115	Schleburg	
Di	wöch.	14	15	c.t.			Gr. 2	CH 33.0.90	Hubner	
Di	wöch.	15	16	c.t.			Gr. 3	CH 33.0.87	Hubner	
Mi	wöch.	16	17	c.t.			Gr. 4	S 024 *	Schleburg	

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 conventions relevant to all types of exams and practise British and American Standard transcription on authentic material of increasing complexity. Admission is restricted to owners of at least one pronunciation dictionary (e. g. D. Jones, *English Pronouncing Dictionary*, Cambridge <sup>16</sup>2003, <sup>17</sup>2006; J. C. Wells, *Longman Pronunciation Dictionary*, London <sup>2</sup>2000, <sup>3</sup>2008).

**Hauptseminare**

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

**35738 Corpus Linguistics: Principles, Procedures, Practice** **Schneider**

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

With the advent of powerful personal computers since roughly the 1980s, "Corpus Linguistics" has emerged as a new, highly productive and insightful sub-discipline of English linguistics, offering radically new opportunities for a systematic investigation of principles of linguistic usage in all kinds of texts and varieties, predominantly on a quantitative basis. Corpora are



large-scale electronic text collections, ranging initially from "megaword" corpora of one million words in size, representing written British and American English, via modern corpora comprising hundreds of millions of words from a wide range of different varieties and historical periods, to the billion-words Google Books collection. Corpora have turned out to be particularly useful for diachronic investigations (like the Helsinki Corpus of Historical English Texts, or the Corpus of Historical American English) and for comparing properties of different varieties of English (the components of the "International Corpus of English", or the "Global Web-based English" corpus). Special software has been written to facilitate systematic investigations of such monumental sources (such as the freeware program Antconc, for which video tutorials are also available on YouTube). During the first part of the term, we will get familiarized with the principles and procedures of Corpus Linguistics – its theoretical foundations and its character as "just a new tool" or a fundamentally new approach to language study; the principles behind corpus compilation, corpus annotation, and corpus analysis; the most important corpora of English available and their characteristic properties; and the software tools and techniques of corpus analysis, with examples focusing on specific levels of language analysis. This will essentially be based on an obligatory reading list of selections from textbooks and published articles (which will be communicated to registered participants) as well as classroom lecturing and discussions, and it will end in a written exam. Participants will then have to select a single corpus and a structural topic for analysis and will have to work out a small-scale project of their own for presentation in class during the second half of term, which will then also have to be developed into a seminar paper. Background reading: Charles F. Meyer, *English Corpus Linguistics. An Introduction*. Cambridge: Cambridge University Press 2002; Hans Lindquist, *Corpus Linguistics and the Description of English*. Edinburgh: Edinburgh University Press 2009; Toni McEnery and Andrew Hardie, *Corpus Linguistics: Method, Theory and Practice*. Cambridge: Cambridge University Press 2012. Requirements for course credits: active participation; intermediate exam; oral presentation and written paper. Electronic registration.

### 35739 English Names

Fischer

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	

In this course you will learn what proper names mean, how long they have been in existence, in what ways they have been used, and what they can tell us about society in the past and present. Apart from learning about names and name-giving, we will apply our newly acquired knowledge by analyzing names ourselves (form, meaning, and historical, social and cultural aspects). Requirements: reading assignments, oral presentation, two written assignments (assuming independent study of relevant research and empirical data collection). The first, shorter assignment will consist of a study of origin and meaning of your own forename and surname, including related English forms and meanings. The second assignment – of your own choice – may consist, for instance, of an analysis of some surnames in a certain village, town or area; the study of the surnames of the town Waldboro (Maine, USA) is a case in point, with a significant group of German immigrants in the 18th century. Further topics are, for instance: mountain and hill names, internet personal naming practices, names of fictional characters, changing naming patterns, English names in the context of international communication. Introductory reading: Carole Hough (ed.) 2016. *The Oxford handbook of names and naming*. OUP. Articles: Langendonck, Wily van, and Mark van de Velde, "Names and grammar", pp. 17-38; Nyström, Staffan, "Names and meaning", pp. 39-51; De Stefani, Elwys, "Names and discourse"; pp. 52-66; Leibring, Katharina, "Given names in European systems", pp. 199-213; Hanks, Patrick, and Harry Parking, "Family names", pp. 214-236.

## Kurse in der Eingangsphase der MA-Programme

### 35724 Early English

Schleburg

Module: ELG-M33.3 (4), ELG-M31.3 (8), ENG-UF-WB (4)

Seminar, SWS: 2, Max. Teilnehmer: 25

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

Course description: see "Seminare".

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

Buschfeld

Module: ELG-M31.2 (4)

Seminar, SWS: 2

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

This course is designed to deepen MA students' knowledge and skills in academic writing, i.e. in conducting and organizing advanced linguistic research, in identifying and evaluating sources as well as in summarizing and discussing research positions. The focus of this class will be on composing (MA) theses and the individual steps involved in this form of academic writing, from getting started to the final product. We will zoom in on different writing techniques, stylistic questions 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 oral presentations on the individual writing processes, seminar paper (approx. 15 pages), review of a recent linguistic monograph or edited volume of one's own choice.

# Anglistik / British Studies

## Vorlesungen

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

### 35750 Liberties before Liberalism: Seventeenth-Century Republican Cultures Zwierlein

Vorlesung, SWS: 2

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

In his famous essay *Liberty before Liberalism* (1998), Quentin Skinner analyses the impact of Roman law concepts of civil liberty on the newly formed English republic ("the Commonwealth") between 1649 and 1660. Following upon a period of revolutionary upheaval, civil war, and the execution of Charles I, republican philosophers' ideas about the relationship between the power of the state and the liberty of its subjects were, of course, always already implicated in scenes of bloodshed and the curbing of rights in other directions. In the fields of pamphleteering, prose, and poetry, writers were engaged both in "writing the English republic" (David Norbrook) and in mourning the past days of the monarchy. This lecture course will analyse a number of central literary texts in terms of their cultural and political interventions. It will be shown that the notion of 'free will', as theological and legal concept, is of paramount concern for many seventeenth-century writers. We will examine poems by Andrew Marvell; essays and prose writings by Francis Bacon; Aemilia Lanyer's passion poem *Salve Deus Rex Judaeorum* (1611); Rachel Speght's religious dream vision *Mortalities Memorandum* (1621); Mary Wroth's romance *Urania* (1621); excerpts from Thomas Browne's *Religio Medici* (1643); Margaret Cavendish's utopia *The New Blazing World* (1666); John Milton's shorter poems, his political prose and his epics *Paradise Lost* (1667) and *Paradise Regained* (1671); John Dryden's long poems *Astraea Redux* (1660) and *Annus Mirabilis* (1667); Henry Neville's utopia *The Isle of Pines* (1668); Lucy Hutchinson's epic *Order and Disorder* (1679); and Aphra Behn's novel *Oronooko* (1688). The focus on the political context, including reactions to the restoration of the monarchy in 1660, will be supplemented by our discussion of publication forms, questions of genre, narrative stance, and paratexts like dedications or authorial introductions. Recurring points of interest will be seventeenth-century writers' depictions of divine creation and their concerns about the legitimacy of human intervention in a seemingly 'natural' political order. Requirements: regular attendance and written final exam. Texts: *The Norton Anthology of English Literature*, 9th rev. ed., vol. 1, ed. Stephen Greenblatt: *The Middle Ages through the Restoration and the Eighteenth Century* (New York: W.W. Norton, 2012). In addition, you might consider purchasing: *The Poems of Andrew Marvell*, ed. Nigel Smith (London: Longman, 2003); Margaret Cavendish, *The Blazing World and Other Writings*, ed. Kate Lilley (London: Penguin, 1994); John Milton, *Paradise Lost*, ed. Alastair Fowler, 2nd ed. (London: Longman, 1998); John Dryden, *The Major Works*, ed. Keith Walker (Oxford: Oxford University Press, 2003); Aemilia Lanyer, *The Poems of Aemilia Lanyer: Salve Deus Rex Judaeorum*, ed. Susanne Woods (New York: Oxford University Press, 1993).

Vorlesung, SWS: 2

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	12	14	c.t.				H 11	Detmers	

The poet Stephen Spender once described the Bloomsbury Group as “the most constructive and creative influence on English taste”; Virginia Woolf characterized it as a “Society of Outsiders”. In fact, the Bloomsbury Group – also ironically referred to as the ‘Bloomsberries’ – was an intellectual and social coterie of British writers, painters, critics and one economist, namely: Clive and Vanessa Bell, E. M. Forster, Roger Fry, Duncan Grant, Maynard Keynes, Lytton Strachey, Leonard and Virginia Woolf, to mention only its most prominent members. In recent years, scholarly investigations of the Bloomsbury Group have seen a paradigm change. The focus shifted away from looking inward at the group’s personal relationships to examining the collective’s complex influence on both contemporary as well as future generations of artists and writers. Arguing from the perspective of literary history, this lecture seeks to further broaden the view of the Bloomsbury Group. Looking at texts written by them and about them rather than on the lives of its members, makes it possible to see Bloomsbury’s legacy in three major phases, mapped out as follows: from the first ‘Bloom’ in the 1920s, through a transitional period of ‘Doom’, a derogative campaign initiated in the 1930s by opponents of the group, among them D. H. Lawrence, Wyndham Lewis and Roy Campbell, whose satires *Apes of God* (1930) and “The Georgiad” (1931) provide its polemic manifestos, to the final ‘New Boom’ of the 1990s. At the heart of this Bloomsbury revival are, for example, Michael Cunningham’s novel *The Hours* (1998) or Priya Parmar’s most recently published book *Vanessa and Her Sister* (2015). To (re)-construct the narratives underlying the cultural phenomenon known as ‘Bloomsbury’, the works considered include fiction, criticism, essays, and polemics as well as journalism written between 1910 and the present. Requirements: Final exam. Texts: The principal course material will be a reader containing all necessary texts, available for you by the start of the semester at the Copy Shop (Digital Print, Ludwig-Thoma-Str.).

## Pflichtvorlesungen der Basismodule

### 35752 British Literary History

Petzold

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

Seminar, SWS: 2, ECTS: 4

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

This course will offer an overview of British literary (and cultural) history, from Old English epic to the ‘internationalisation’ of ‘English literature’ in the twentieth and twenty-first centuries. It will put literary developments into a broader historical framework that includes political events and their cultural ramifications. The course is an obligatory part of the “Basismodul Literaturwissenschaft” and hence it is aimed at beginners. Course materials (including a small reader) will be made available via GRIPS. A final exam will be held in the last week of classes. NB: For the time being, this course will only be offered in the winter term! Requirements: final exam (in-class). 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: ENG-UF-WB (2), BRST-M14.1 (2), WB-IAA (2), ENLI-M14.1 (2), ENGYM-M14.1 (2), ENHS-M16.1a (2), ENRS-M14.1 (2), AMST-M14.1 (2), ENG-DF-ZP (2)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Do	wöch.	12	14	c.t.				H 3	Lenz, Waller	

This course is our introduction to the study of the British Isles. It will focus on selected issues in British and Irish history and institutions, élite and popular culture, social and ethnic diversity, and the struggle for national identity. We will look at the theory and methodology of cultural studies. Guests from all faculties are welcome in the lecture. The principal course material will be our own reader, *Sceptred Isles*, and you should read the introduction to it before the first lecture. This course is designed to take you from school level on into university study. We do assume a good *Oberstufe*-level of general awareness of British affairs. If you are not sure of this, read Rainer Jacob, *Abiturwissen Englisch: Landeskunde Großbritannien* and make sure you are thoroughly conversant with it BEFORE the semester begins. Final exam: Wed, 15.2.2017. 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.

**Einführungskurse Literaturwissenschaft****35755 Introduction to English and American Literary Studies****Decker, Farkas, Gürtner**

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	10	13	c.t.			Gr. 1	PT 1.0.2	Farkas	
Fr	wöch.	8	11	c.t.			Gr. 4	ZH 6	Decker	
Fr	wöch.	11	14	c.t.			Gr. 5	ZH 6	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: Final exam Part I (10 Dec 2016) and Part II (14 Feb 2017). – 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 offered by the Institut für Anglistik and American Literary cover the same basics of English and American literary studies [siehe Parallelangebot der Amerikanistik!].

## Seminare British and Irish Cultures

### 35767 British and Irish Cultures Malkmus, McIntosh-Schneider, Waller

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

Seminar, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	12	14	c.t.			Gr. 1	PT 1.0.2	Malkmus	
Mo	wöch.	18	20	c.t.			Gr. 2	PT 1.0.2	McIntosh-Schneider	
Di	wöch.	10	12	c.t.			Gr. 3	ZH 6	McIntosh-Schneider	
Di	wöch.	12	14	c.t.			Gr. 4	PHY 5.1.01	Malkmus	
Do	wöch.	16	18	c.t.			Gr. 5	ZH 5	Waller	
Do	wöch.	18	20	c.t.			Gr. 6	ZH 5	Waller	

This course builds on the Introduction to British and Irish Studies and seeks to consolidate what was learned there by detailed study of selected topics from historical and contemporary cultures. A central desideratum will be the development of skills in the critical and informed reading of cultural texts. For primary texts, the principal course material will be our own reader, *Sceptred Isles*, which you should already have browsed in conjunction with the lecture; now you will read it in detail. Please read the introduction to it before coming to the first meeting of class. You are expected to read all the texts contained in the reader in the course of the semester, but will do detailed study only on the sections your class teacher chooses. Other primary materials will vary from group to group, but will include video material which is available in the library on DVD, as well as current news reports, as your class teacher directs. The course discussions and level will assume knowledge of the contents of the Introduction to British and Irish Studies lecture series from the start, even if this particular course was not attended. Please ask a peer for the notes from the lecture series if you did not attend. Assessment will be based on a presentation given in the course and on 5 short essays 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

### 35771 English Literature 1: Milton and Marvell Zwierlein

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

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

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

This course will start out by concentrating on John Milton's shorter poems, his political prose and his famous epics *Paradise Lost* (1667) and *Paradise Regained* (1671). Discussing Milton's historical situation as a staunch republican and ardent though freethinking religious believer, we will inquire into his famous representation of Satan, who is such a persuasive character that the Romantic poet William Blake wrote that Milton "was of the devil's party without knowing it". As Milton also wrote the first early modern justification of divorce, we will be concerned with his representation of gender relations throughout his writings, and his famous pamphlet defending the liberty of the press, *Areopagitica* (1644), will prompt some investigations of early modern censorship. These readings will be supplemented by our attending to Milton's slightly younger colleague – and successor to the post of *Secretary of Foreign Languages* under Oliver

Cromwell –, Andrew Marvell, who also shares with Milton a deep interest in the expanding horizons of an increasingly maritime and colonialist nation. Marvell's political as well as his more playful, 'metaphysical', poetry will offer striking examples of what intricate 'ways of worldmaking' (Nelson Goodman) were open to mid- to late-seventeenth-century writers. Requirements: active participation, an oral presentation / guided discussion, and a term paper (c. 8-10 pages; due date: 31 March). Texts: John Milton, *Complete Shorter Poems*, ed. John Carey (London: Longman, 1997); John Milton, *Paradise Lost*, ed. Alastair Fowler, 2nd ed. (London: Longman, 1998); *The Poems of Andrew Marvell*, ed. Nigel Smith (London: Longman, 2003).

**35772 English Literature 1: Sixteenth-Century Poetry** **Pesold**

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Fr	wöch.	8	10	c.t.				VG 1.37	Pesold	

"Poetry, a speaking picture... to teach and delight." (Sir Philip Sidney). The Renaissance is one of the most fertile epochs in English literary history. It witnesses the development of modern drama, poetry and prose. This course will provide an overview of the poetry of the 16<sup>th</sup> century. Among the texts we will deal with are works of John Skelton, Sir Philip Sidney, Edmund Spenser, Christopher Marlowe and, of course, William Shakespeare, but also women writers, such as Queen Elizabeth I, Mary Herbert, Isabella Whitney and Anne Askew. We will also trace lines of development and place the texts into their literary as well as cultural contexts. Course requirements are: active participation, oral presentation and a written term paper. Topics for presentations will be distributed in the first session. All texts will be made available via GRIPS.

**35773 English Literature 1: Metaphysical Poetry** **Galler**

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
-	Block			c.t.	27.02.2017	03.03.2017		tba	Galler	Blockkurs

'The most heterogeneous ideas are yoked by violence together; nature and art are ransacked for illustrations, comparisons, and allusions; their learning instructs, and their subtlety surprises' (Samuel Johnson). At the beginning of the 17<sup>th</sup> century, John Donne's songs, sonnets, satires, elegies and epigrams circulated in manuscript among a coterie of friends: His poems broke with the smoothness of conventional Elizabethan poetry, using new verse forms, abrupt openings, a vibrant language, paradoxes, and, most importantly, a striking new imagery that delved into contemporary areas of knowledge such as theology, astrophysics, alchemy, law, travel and discovery in order to express new concepts of love and, later in his life, the mysteries of faith. John Dryden's condescending remark that Donne 'affects the metaphysics' stuck as a label for poetry written in this style, but we should not assume that Donne and contemporaries who imitated his style saw themselves as a group or formed a 'school'. In this seminar we will first read and discuss some of Donne's poems, analyse Thomas Carew's 'Elegy upon the Death of John Donne', read the religious verse of George Herbert and his imitators Richard Crashaw and Henry Vaughan, and finally have a look at the poems of the 'Cavaliers' John Suckling and Richard Lovelace, who use a similar diction, albeit for different purposes. For this course you need to buy a copy of Colin Burrow's anthology of *Metaphysical Poetry* (Penguin Classics,

2006) and study the introduction and some poems in preparation for our first session. You will be asked to present a poem in class and hand in an 8- to 10-page research paper for credits.

**35775 English Literature 2: The Nineteenth-Century Social Problem Novel** **Weig**

Module: BRST-M22.2 (4), BRST-M23.2 (4), BRST-M16.3 (4), ENGYM-M23.1 (4), ENG-UF-WB (4), ENGYM-M23.1 (4), BRST-M23.2 (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.	8	10	c.t.				PT 2.0.3A*	Weig	

Poverty, social injustice and social ills have been a concern of British literature since the Early Modern Period, but it is against the backdrop of the economic, political, and societal shifts that took place in the course of the industrial revolution, that a distinct genre emerges in the first half of the nineteenth century: the social problem novel. Industrialisation, urbanisation, and their effects—crowded and unsanitary living conditions, gruelling and dangerous factory work, a widening gulf between the middle and working classes—resulted in a hitherto unknown capacity for social explosiveness. Beginning with Harriet Martineau’s 1832 *A Manchester Strike* and Thomas Carlyle’s 1839 *Chartism* as two of the earliest texts to take the consequences of the industrial revolution, and the life of the industrial working classes, for their central subject matter, we will examine the “Condition of England” through the works of different authors writing across roughly a quarter of a century, and enquire into the solutions they propose for the new configuration of social misery created by the rise of modern industry in Britain. Credit requirements: Presentation and term paper. Please acquire and read the following texts: Benjamin Disraeli, *Sybil* (Oxford World’s Classics, 2008), Charles Dickens, *Hard Times* (Oxford World’s Classics, 2008), Elizabeth Gaskell, *North and South* (Oxford World’s Classics, 2008). Martineau’s *A Manchester Strike* and Carlyle’s *Chartism* will be made available electronically prior to the start of the semester.

**35776 English Literature 2: Female Authorship in the Nineteenth Century** **Gürtner**

Module: BRST-M22.2 (4), BRST-M23.2 (4), BRST-M16.3 (4), ENGYM-M23.1 (4), ENG-UF-WB (4), ENGYM-M23.1 (4), BRST-M23.2 (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.	18	20	c.t.				ZH 5	Gürtner	

Female authors of the nineteenth century are commonly referred to as “professional” in their literary lives – supporting themselves solely by their pen, negotiating the publication terms of their novels as well as the material conditions of authorship. These ‘women of letters’ were professional in a modern sense: they showed an interest in dealing with publishers in a business-like way, actively pursued a literary career, and achieved both profit and popularity in the literary market place. In this seminar, we will be looking at texts by female authors like Jane Austen, the sisters Charlotte and Emily Brontë, George Eliot, Elizabeth Gaskell, Elizabeth Barrett Browning, Christina Rossetti and George Egerton, whose careers reveal new possibilities for the professional woman author and whose commentaries on their literary life reveal the obstacles they faced and the strategies by which they succeeded. We will examine how these women took different approaches to authorship – approaches determined in part by their historical moment, in part thrust upon them by the demands of the marketplace, and in part adopted as expressions of highly personal values and contingencies – and in what way their literary innovations and public self-constructions were pivotal in the history of authorship. Please acquire a copy of Jane Austen’s *Northanger Abbey* (Penguin Classics, 2003), Charlotte Brontë’s



*Jane Eyre* (Penguin Classics, 2006), Emily Brontë's *Wuthering Heights* (Penguin Classics, 2003) and George Eliot's *The Mill on the Floss* (Oxford World's Classics, 2015). All other course texts and materials will be made available electronically. Course requirements: active participation, an oral presentation, and a term paper (8-10 pages).

**35778 English Literature 3: (De-)Constructing Nationhood in Modern and Post-Modern Irish Literature** **Lenz**

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

As can best be seen in Irish literature, Irish culture is undeniably hybrid – both rooted in Celtic and Anglo-Irish tradition, but at the same time essentially characterised by English, the language of the former colonial power across the Irish Sea. Sad and painful as the almost eight centuries of colonial oppression may have been, they were also a hothouse for the development of a rich and multi-faceted literary and cultural awareness in which ethnic and national stereotypes both clashed and were transformed respectively to gradually shape the concept of nationhood based upon Anglo-Saxon, Norman-French, and Celtic traditions. In 19th century Irish literature, the follies and the dismal situation of the oppressed Catholic population group and their hope of a national renewal were of central importance in all genres. The first quarter of the 20th century saw Ireland gradually develop from a relatively quiescent colony to an emerging nation engaged in finally shaking off the shackles of English dominion. The literature written in the time between the foundation of the Irish Free State (1922) and the Celtic Tiger boom of the 1980s was marked by an often merciless and sarcastic analysis of the status quo of the Irish nation and her society. In the wake of the Celtic Tiger Ireland developed from a backward nation to a postmodern one, a fact which is mirrored in the shockingly straight-in-your-face works of present-day writers such as Martin McDonagh and Marina Carr or the shock-to-the-system TV-serial *Father Ted*. Centring on the question of how nationhood is (de-)constructed, this seminar will critically analyse a variety of Irish literature of the 19th and 20th centuries against the backdrop of history, politics, culture and gender theory. Anthology (available at *Pustet's*): Stephen Regan. *Irish Writing: An Anthology of Irish Literature in English 1789-1939*. Oxford World's Classics. Oxford University Press, 2008. Further texts will be made available electronically and by means of a *Reader*. Course requirements: active participation, oral presentation, term-paper (10-12 pp.)

**35779 English Literature 3: Experimental Women's Writing in 20th/21st Century UK Fiction** **Waller**

Module: AMST-M13.2 (4), BRST-M23.2 (4), ENG-UF-WB (4), ENGYM-M13.2 (4), ENHS-M13.2a (4), ENHS-M22.2 (4), ENRS-M13.2 (4), ENHS-M13.2 (4), ENHS-M22.2a (4), BRST-M16.2 (4), BRST-M13.2 (4), ENGYM-M23.1 (4), ENGS-M13.2a (4), ENGS-M22.2a (4), ENLI-M13.2 (4), BRST-M16.3 (4), BRST-M23.1 (4), ENGS-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 1.0.2	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 20<sup>th</sup>/early 21<sup>st</sup> 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: Virginia Woolf, *To the Lighthouse* (1927). Oxford University Press, 2006. Carter, Angela. *The Bloody Chamber and Other Stories* (1979). London: Vintage, 1995. Winterson, Jeanette. *Oranges Are Not the Only Fruit*. (1985) London: Vintage, 2001. (Recommended purchase: Jeanette Winterson. *Oranges Are Not the Only Fruit: The Script*. London: Pandora, 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

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

### 35786 The Jacobite Rebellion in Scottish Culture (mit Exkursion) Petzold

Seminar, SWS: 2, Max. Teilnehmer: 16

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

The so-called "glorious revolution" of 1688 ousted the last Stuart king, James II of England (VII of Scotland), but many people remained loyal to James; supporters of the Stuart claim to the throne were known as Jacobites (from Jacobus, Latin for James). Jacobitism was of huge political and cultural importance in the eighteenth century, and led to a series of unsuccessful rebellions (most notably in 1689, 1715 and 1745). Particularly the aftermath of the failed rebellion in 1745/46 shaped Anglo-Scottish relations for years to come – amongst other things, it led to the dismantling of the clan structures in the Scottish highlands and to the banning of tartan. In this seminar, we want to examine cultural representations of Jacobitism and the Jacobite rebellions (particularly "the '45") in English and Scottish culture, from the eighteenth century to the present day, both in the class-room and in Scotland. In the class-room (10 sessions), we will discuss a range of 'texts' (pamphlets, fiction, poetry, prints, paintings, film); in Scotland we will visit sites and exhibitions (at least partly) concerned with Jacobitism (Edinburgh Castle, Stirling Castle, National Portrait Gallery, National Museum of Scotland, Holyrood Palace, Inverness/Culloden). The excursion is part of the seminar, it will take place during term break (c. 8 days in the second half of February or early March 2017); the cost for the excursion will probably be between € 400 and € 500; due to the excursion, the seminar will be limited to 16 participants. Texts: Walter Scott, *Waverley* (recommended: Penguin Classics); D.K. Broster, *Flight*

of the Heron (widely available second hand, either independently or as part of the "Jacobite Trilogy"); other texts will be made available via GRIPS. Requirements: regular attendance (including the excursion); possibly a short presentation or participation in an 'expert group'; term paper (c. 15 pages).

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

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 16 begrenzt. Interessenten/Innen wird empfohlen sich baldmöglichst persönlich oder bei der elektronischen Kursanmeldung (immer sowohl im Herbst als auch im Frühjahr möglich) anzumelden. Auf dem Programm stehen u.a. jeweils eintägige Aufenthalte in der Hauptstadt Dublin und in der "Rebel City" Cork, sowie der Besuch des beeindruckenden Cobh Heritage Centre zur Geschichte der Emigration und der *Great Famine*. Reiseziel ist der vor *Valentia Island*, direkt am weltberühmten *Ring of Kerry* gelegene Atlantik-Hafenort *Portmagee*. Von unserem Stützpunkt aus unternehmen wir während der fünf Tage unseres Aufenthalts dort Touren zu prähistorischen, frühchristlichen und neuzeitlichen Stätten, die für die Bedeutung Irlands für die europäische Kultur exemplarisch sind. Geplant sind die Fahrt durch Gaeltacht-Gebiete in den Südwesten mit Zwischenstopp in *Blarney Castle*, Wanderungen entlang der Steilküste zu prähistorischen *wedge tombs, dolmens, alignments, Ogham Stones*, zu frühchristlichen *beehive-dwellings* und *St Brendan's Well*, zu einer Burgruine der anglo-normannischen Eroberer und zum gewaltigen *Leacanabuaile Stone Fort*, ein Abstecher in den *Killarney National Park (Muckross House, Muckross Abbey)* und in den *Derrynane National Park* (Besichtigung der *Church Island* und des Hauses von Daniel O'Connell 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* (15-20 pp., in English)). Voraussichtliche Kosten (Erfahrungswert): ca. 690 Euro (incl. Linienflüge mit *Aer Lingus*, Leihbus, B&, alle Ausflüge und Eintrittsgelder). Eine Bezuschussung ist eventuell möglich. Weitere Details sind beim Vortreffen zu erfahren. Die beiden Termine für 2016 sind bereits ausgebucht, jedoch ist die Voranmeldung für die Fahrten 2017 bereits möglich. Die genaue Festlegung der Termine für 2017 erfolgt bei einem Vortreffen zu Beginn der Vorlesungszeit des WS 2016/17, zu dem die vorangemeldeten Teilnehmer/Innen per E-Mail eingeladen werden.

**35789 Sensational Strategies in Nineteenth- and Twenty-First-Century Fiction, Journalism, and Entertainment Culture**

Farkas

Seminar, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	10	12	c.t.				VG_1.30	Farkas	

"Clickbait," the practice of employing attention-grabbing headlines to attract readers of web-based media and thus generate advertising revenue, has become equally ubiquitous and controversial in the new media landscape of the 21<sup>st</sup> century. Sensationalism is hardly a new phenomenon, however. In the second half of the nineteenth century similar strategies were already lucratively employed in popular fiction, in the theatre, and in the press. We will consider the sensation novel's penchant for cliff-hangers and its gripping plots of conspiracy, scandal, and crime, the spectacular staging of Dion Boucicault's melodramas, and the revelations of the investigative "New Journalism" to assess the cross-media realization and economic, political and cultural impact of sensation in the nineteenth century. These insights will provide us with a basis for an analysis of continuities and differences of the role of sensation in media cultures that have been transformed by the digital revolution. We will pursue this through a series of case studies on fan-fiction, reality television, and the intersections between social media and news media in multi-platform outlets like BuzzFeed and The Huffington Post. Please acquire a copy of the Oxford World Classics Edition of Wilkie Collins's *The Woman in White* (1859) and read it before the beginning of term. All other materials will be provided electronically. Course requirements: participation in an expert group, a midterm exam, and a final essay (2500 words).

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

Decker

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	13	14	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**

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

**35791 Sensation and Detection: Nineteenth Century and Beyond**

Zwierlein

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

The mid- to late-nineteenth century was the era of sensation(alism) in various fields of cultural production. Journalism, a relatively new professional occupation, carried over the focus on 'sex and crime' from eighteenth-century broadsheet beginnings to reinvent itself as the late-nineteenth-century 'New Journalism' which emphasized (illusory) immediacy and presence,

and discarded notions of privacy in its ever more sophisticated hawking of celebrity. Briefly examining critical reactions to this new kind of intrusive journalism by George Gissing and Henry James, we will next turn to examples of the famous 1860s' 'Sensation Novel' (Wilkie Collins, Mary Elizabeth Braddon) as well as Charles Dickens's 'middle to late' novels which likewise operate with the mode of sensation and sensationalism. Importing melodrama from the repertoire of the theatre, and acting out many of the sensational (murder) scenes from his novels in the context of his own acclaimed reading tours, Dickens also arguably offered one of the first detective characters in English literary history. Investigating the nexus between 'sensation' and 'detection', we will next trace the genesis of detective fiction from European sources and through its English incarnations in sensation fiction and texts by Edgar Allan Poe, Robert Louis Stevenson, and Arthur Conan Doyle. A brief look at 'Neo-Victorian' reinventions of nineteenth-century crime and detective fiction will serve to highlight how cultural concepts (and clichés) travel diachronically. Time allowing, some of the recent filmic 'Sherlock [Holmes]' versions will round out our inquiries. A presentation by a distinguished guest lecturer from the University of Huddersfield, UK, will form an integral part of this course. Requirements: active participation, an oral presentation / guided discussion, and a term paper (c. 15-20 pages; due date: 31 March). Texts: Edgar Allan Poe, "The Purloined Letter" (1845), in: *Edgar Allan Poe: Tales of Mystery and Imagination*, ed. Graham Clarke (London: Everyman, 1993); Charles Dickens, *Bleak House* (1852-53), ed. Stephen Gill (Oxford: OUP, 1999); Mary E. Braddon, *Lady Audley's Secret* (1862), ed. David Skilton (Oxford: OUP, 2008); Wilkie Collins, *The Woman in White* (1860), ed. John Sutherland (Oxford: OUP, 1998); Robert Louis Stevenson, *Dr Jekyll and Mr Hyde* (1886), in: *The Strange Case of Dr Jekyll and Mr Hyde and Other Tales of Terror*, ed. Robert Mighall (London: Penguin, 2002); Arthur Conan Doyle, "The Voice of Science" (*The Strand*, 1891) and *The Hound of the Baskervilles* (*The Strand*, 1901-02); George Gissing, *New Grub Street* (1891), ed. John Goode (Oxford: OUP, 1999 – excerpts); Anon., "Interviewing Extraordinary" and "Interviewers and Interviewing" (*All the Year Round*, 1892); Henry James, "The Papers", in: *The Better Sort* (1903).

### 35792 Victorian Popular Culture: Juvenile Magazines

Petzold

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

According to Sheila Egoff, "children's magazines of the nineteenth century were institutions as those of today can never hope [...] to be" (1951: 26), and they are a particularly interesting object for investigation, since their appeal to a mass-market and their high frequency of publication makes them "particularly sensitive seismographs of taste", as Kirsten Drotner put it (1988: 4). And since the University of Regensburg is (almost?) the only University in Germany to have access to the database "19<sup>th</sup> Century UK Periodicals", we are in a unique position to examine those treasure troves of Victorian popular culture. In this seminar we will examine a selection of magazines (including *Boy's Own Magazine*, *Boys of England*, *Boy's Own Paper*, *Girl's Own Paper*, *Atalanta*) aimed at young readers, published between the 1850s and the 1890s. We will explore how they cater to the tastes of their readership, and we will examine how they 'construct' or 'define' their readership, particularly with regard to age, gender and class. Texts: all texts will be made available on GRIPS or through the database 19<sup>th</sup> Century UK Periodicals. Requirements: regular attendance, participation in an 'expert group', term paper (15-20 pages)

**35793 Fictions of War: From the Spanish Civil War to the 'War on Terror'**

Detmers

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

"Each conflict", Kate McLoughlin states in her introduction to the *Cambridge Companion to War Writing* (2009), "has its own poesis". Using that idea as a starting point, this course will open up the discussion of 'fictions of war' by looking at Philip Larkin's poem "I Remember, I Remember" (1954), on the one hand, to gain a better understanding of the profound impact that war has on the writer's imagination and, on the other hand, how the aesthetic framing of literary texts is shaped by imaginary representations of war. By concentrating on four major armed conflicts, the course aims to show that war not only provides the subject matter for a broad range of texts, but also helps to engender new forms of writing. (1) Dealing with the Spanish Civil War (1936-39), apart from W.H. Auden's poem "Spain" (1937), we will study excerpts from Arthur Koestler's prison diary *Dialogue with Death* (1946) and C. J. Sansom's little known historical novel *Winter in Madrid* (2004). Works about World War II (1939-45) will include excerpts from Virginia Woolf's *Three Guineas* (1938), Evelyn Waugh's satirical novel *Put Out More Flags* (1942) and the opening play of Julia Pascal's so called 'Holocaust Trilogy', entitled *Theresa* (1990). (3) Then Joe Sacco's graphic documentary *Palestine* (2001) and the first novel of Matt Rees's 'Palestine Quartet' (2007-2010), *The Bethlehem Murders* (2007), shall be explored to come to terms with the 'Palestine Issue'. (4) Finally, we will study the re-imaginings of 9/11 in Ian McEwan's novel *Saturday* (2005) and Martin Amis's text collection *The Second Plane* (2008) with reference to the so called 'War on Terror'. To further develop the dialogue between literature on war and the broader cultural discourse on power and violence, our readings will be based on critical texts by, for example, Hannah Arendt, Walter Benjamin or Primo Levi. Requirements: active participation, an oral presentation / guided discussion, and a term paper (c. 15-20 pages). Texts: C. J. Sansom: *Winter in Madrid* (2004), Evelyn Waugh's satirical novel *Put Out More Flags* (1942), Matt Rees: *The Bethlehem Murders* (2007) and Ian McEwan: *Saturday* (2005). Please note: a Reader with additional material will be ready for you by the start of the semester at the Copy Shop (Digital Print, Ludwig-Thoma-Str.).

**35794 From 1798 to the Present: Cultural Ecology in Selected British and Irish Literary Texts** Lenz

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

Presently, so-called nature-writing has become pretty popular (again). It emerges from the re-detection of a literary tradition which, in the British-Irish context, was launched at the end of the 18<sup>th</sup> century when Romanticism replaced Neo-Classicism as the dominant literary fashion. In this seminar, we will critically analyse and discuss lyrical and prose texts of the time between 1798 and the present against the backdrop of the political, social, religious, and aesthetic context of the periods in which they were written. Additionally, we will integrate central aspects of literary ecology and the ethics of texts in our approaches. According to Hubert Zapf, "[b]oth of them deal not only with facts but with values, that is, with a critical attitude to a given state of things and with the necessity to think beyond it and imagine possible alternatives. [Also,] for both of them, the relationship between culture and nature and thus between the natural sciences and the humanities seems to have special significance, even if they approach this relationship from different angles." (*Literary Ecology and the Ethics of Texts*, 2008). Texts will be made available electronically and by means of a *Reader* by the beginning of the lecture period. Course requirements: active participation, an oral presentation, and a term paper (ca. 10-15 pp.).

## Übungen

### 35795 Übung für Examenskandidaten (Staatsexamen, neue Prüfungsordnung): Petzold Drama der Renaissance

Übung, SWS: 1, Max. Teilnehmer: 30

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	14	16	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 und es sind ihr keine Leistungspunkte zugeordnet. Die Übung eignet sich nicht für Austauschstudierende (Erasmus etc.).

## Kurse in der Eingangsphase der MA-Programme

### 35797 Reading and Discussion Zwierlein

Module: BLK-M31.1 (6)

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

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

This reading class in the MA British Studies will revisit the late-Victorian and Edwardian ‘New Woman’ debate and its accompanying issues, such as social and legal reform, female education, and the question of suffrage. We will study examples of an innovative nineteenth-century genre produced for and fostered by the mass periodical market of the period: the short story. Our selected ‘New Woman’ short stories, with their philosophical paradoxes, surprise reversals, and intricate symbolism will be approached from a diverse set of critical positions that reflect current debates in the field of Victorian Studies. A presentation by a distinguished guest lecturer from the University of Huddersfield, UK, will form an integral part of this course. Requirements: active participation, an oral presentation / a lecture transcript. Text: *Women Who Did: Stories by Men and Women 1890-1914*, ed. Angelique Richardson, London: Penguin, 2005.

### 35850 Academic Writing (MA course) Bauridl

Module: AMS-M31.3 (4), BLK-M31.2 (4), EAS-M30.3 (4)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi		14	18	c.t.	19.10.2016	8.2.2017		ZH 5	Bauridl	

Exact dates and course description: see "Amerikanistik / American Studies: Kurse in der Eingangsphase der MA-Programme".

# Amerikanistik / American Studies

## Vorlesungen

### 35800 Introduction to American Studies Müller

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

Vorlesung, SWS: 1, ECTS: 1

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

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

### 35801 American Literary History Bauridl

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

Seminar, SWS: 2, ECTS: 4

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	10	12	c.t.				H10	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. 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 I****Depkat**

Module: ENG-DF-ZP (4), AMST-M23.3 (4), ENGYM-M32A.1 (4), EAS-M34.2 (8), EAS-M33.2 (8), EAS-M34.1 (8), GES-LA-M05.2 (4), ENG-UF-WB (4), AMS-M33.3 (7), EAS-M34.3 (8), EAS-M33.3 (8), EAS-M33.1 (8), EAS-M31.4 (8), WB-IAA (4), AMST-M32.1 (4), AMS-M33.2 (7), AMS-M32.2 (8)

Vorlesung, SWS: 2

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	10	12	c.t.				H11	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. Topics to be discussed are the landscapes and natural environments of the North American continent as the spatial foundations of exceptionalist narratives, the exceptionalism of certain regions (the West, the South), the colonial origins of American exceptionalism, and the revolutionary transformations of exceptionalist narratives. Credit for: Lehramt, Magister, B.A., M.A. Credit requirements: midterm (take-home exam) and final exam. Readings: Godfrey Hodgson, *The Myth of American Exceptionalism* (New Haven and London: Yale UP 2009). Deborah L. Madsen, *American Exceptionalism* (Jackson: UP of Mississippi, 1998). Jack P. Greene, *The Intellectual Construction of America: Exceptionalism and Identity from 1492 to 1800* (Chapel Hill: U of North Carolina P, 1993). Byron E. Shafer, *Is America Different? A New Look at American Exceptionalism* (Oxford: Clarendon, 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: BRST-M14.4 (4), ENLI-M14.4 (4), AMST-M14.4 (4), ENGYM-M14.4 (4), ENHS-M14.2 (4), ENRS-M14.4 (4), ENGS-M14.2 (4), ENHS-M16.2b (4)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	14	16	c.t.			Gr. 1	ZH 6	Cavanna	
Do	wöch.	14	15	c.t.			Gr. 1	ZH 6	Cavanna	
Di	wöch.	14	16	c.t.			Gr. 2	ZH 5	Uppendahl	
Do	wöch.	14	15	c.t.			Gr. 2	ZH 5	Uppendahl	
Di	wöch.	16	18	c.t.			Gr. 3	ZH 6	Cavanna	
Do	wöch.	15	16	c.t.			Gr. 3	ZH 6	Cavanna	
Di	wöch.	16	18	c.t.			Gr. 4	ZH 5	Uppendahl	
Do	wöch.	15	16	c.t.			Gr. 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, 16 February 2017, 9-12. — Course materials: Course Reader (available at local copy shop); 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.

## Einführungskurse Literaturwissenschaft

### 35755 Introduction to English and American Literary Studies Bauridl

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Do	wöch.	10	13	c.t.			Gr. 2	ZH 4	Bauridl	
Do	wöch.	14	17	c.t.			Gr. 3	ZH 4	Bauridl	

The course will familiarize students with fundamental knowledge and skills necessary for the study of English and American literatures. Participants will be introduced to critical concepts such as 'literature,' 'culture,' and 'text.' Influential theoretical approaches, critical methods, and the basics and problems of literary history, canonization, and periodization will be discussed. By covering representative examples of all major literary forms, we will explore a broad variety of literary representations and apply important technical terms and concepts to the analysis of specific texts. Practical problems of research and writing (e.g. how to find and quote secondary literature) will also be addressed. Credit requirements: take-home midterm exam; final exam on Tuesday, 14 February 2017, 9-10. – Required textbooks: Meyer, Michael. *English and American Literatures*. 4th rev. ed. Tübingen: Francke, 2011. Print; Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*, 3rd ed., Manchester: Manchester UP, 2009. Print. Further course materials, mandatory readings, and course requirements will be announced in the first meetings. All introductory seminars of this "Introduction to English and American Literary Studies" offered by the Institut für Anglistik und Amerikanistik introduce to the same basic contours of English and American Literary Studies [siehe Parallelangebot der Anglistik!].

## Proseminare

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

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	8:30	10	s.t.			Gr. 1	PT 2.0.3A*	Trotzke	
Do	wöch.	8:30	10	s.t.			Gr. 2	ZH 6	Trotzke	

The course explores American literature from pre-Columbian Native American documents through nineteenth-century realist writings. Taught in seminar format and based on reading,

discussion, and active participation, it studies literary texts in their respective historical and cultural contexts. The course investigates, among others, early exploration narratives and selected texts from colonial America (such as a captivity narrative and early American poetry). It also discusses samples of nineteenth-century short fiction (e.g., Washington Irving, Charlotte Perkins Gilman), a slave narrative by Frederick Douglass, Nathaniel Hawthorne's *The Scarlet Letter*, and selected poems by Walt Whitman and Emily Dickinson. Course requirement: oral presentation. Credit requirement: an 8- to 10-page 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. Additional required texts will be announced in the first course session.

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

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	10	12	c.t.			Gr. 1	PT 1.0.2	Matuschek	
Mi	wöch.	12	14	c.t.			Gr. 2	PT 2.0.4	Weinzierl	

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

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

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

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

"I Am What I Am!" – "Out and Proud!" – "Born This Way!": These slogans have become embedded in the cultural imaginary of the United States as emblems of a so-called Gay Liberation Movement that had its watershed moment with the Stonewall Riots of June 1969. In the almost five decades since this protest, a new generation of scholars, artists, and activists have looked at this "liberation" critically and questioned the actuality, efficacy, and sensibility of a politics rooted in a core gay/lesbian identity. By examining a wide array of performative genres (drama, musical, film, historical documentaries) from 1969 onwards, this course aims to familiarize its participants with these anti-identitarian developments and will touch upon central cultural and theoretical concepts in queer theory at the example of performative 'texts' such as, e.g., Tony Kushner's play *Angels in America*, or Stephen Trask and John Cameron Mitchell's musical *Hedwig and the Angry Inch*. In this vein, topics like the AIDS crisis, government policies

and legal decisions on the decriminalization of homosexuality and same-sex marriage will be covered. Course requirements: active participation, oral presentation, GRIPS responses. Credit requirement: 8-10 page research paper in English. – Required texts will be announced in the first session.

### 35832 Political Institutions of the USA

Cavanna

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

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

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

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

## Cultural Studies Advanced

### 35836 Globalizing the American Revolution

Trautsch

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

Seminar, SWS: 2, Max. Teilnehmer: 15

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

This course interprets the American Revolution as a global event, tracing its complex international and imperial origins and analyzing the War of Independence as a world-wide

conflict, in which Great Britain, France, the Dutch Republic, and Spain as well as their empires were involved. It also examines the role and fate of Native Americans, African Americans, and Loyalists in the struggle and investigates how influences from abroad shaped the federal constitution and early American political culture. Finally, it scrutinizes how the American Revolution was received outside North America assessing its impact on the French Revolution, the Haitian Revolution, and the Latin American Revolutions of the early 19<sup>th</sup> century. The course hence covers not only the years of the actual rebellion in Britain's North American colonies, but takes a long-range perspective on the global political, social, economic, and cultural preconditions and repercussions of the American declaration of independence. Course requirement: oral presentation. Credit requirements: presentation handout and power point presentation; term paper (10-15 pages). Readings: David Armitage, *The Declaration of Independence: A Global History* (Cambridge: Harvard UP, 2007). David Armitage and Sanjay Subrahmanyam (eds.), *The Age of Revolutions in Global Context, c. 1760-1840* (Basingstoke: Palgrave Macmillan, 2010). Seth Cotlar, *Tom Paine's America: The Rise and Fall of Transatlantic Radicalism in the Early Republic* (Charlottesville: University of Virginia Press, 2011). Eliga H. Gould, *Among the Powers of the Earth: The American Revolution and the Making of a New World Empire* (Cambridge: Harvard UP, 2012). Credit for: BA, MAS, MEAS, Lehramt.

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

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

Seminar, SWS: 2, Max. Teilnehmer: 15

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

This class will explore major developments in recent American culture. Attention will be paid to important trends and crucial events since the 1990s and their historical and cultural significance. Issues to be discussed will include landmark U.S. Supreme Court cases; trends in American foreign policy and relations; demographical changes; major social and political controversies involving race and ethnicity; Native Americans; issues in education (e.g., admission policies, bilingual education, home schooling, creationism); American self-definitions and collective memory after 9/11; religion in America; American culture and violence; U.S. economy and business values; expressions of popular culture; recent election campaigns and results. – Participants from the old *Lehramt-Studiengang* are strongly advised to have completed "Introduction to American Studies"; all participants are expected to already have or to acquire a firm footing in American history and culture. Students in the MA program American Studies who wish to attend this course for credit for AMS-M34 (*Projekt-/Praxismodul Amerikanistik*) are strictly required to discuss and clear their participation in this course with one of the Professors at the American Studies Dpt. prior to registration. – Course materials will encompass textual as well as visual materials which allow for a discussion of America's many tensions, paradoxes, and promises. Course requirement: oral presentation. — Credit requirement: 8- to 10-page research paper.

## Hauptseminare

### 35840 Cultures of the American Renaissance Müller

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

The American Renaissance (c. 1830-1860) has long been regarded as the formative period of American literature and culture. In recent years, scholars have explored a number of new perspectives on this period. The canon has expanded to include not only the classic representatives around Emerson, Whitman, and Hawthorne, but also the voices of women, African Americans, and the genteel tradition. At the same time, developments in cultural theory have created various lenses through which the period can be understood, including materialist, environmental, postcolonial, and transnational approaches. The course will acquaint students with key texts from and about the American Renaissance, ranging from canonic to neglected writers and from classic to avant-garde scholarship. Participants must acquire the following books: Nathaniel Hawthorne, *The Scarlet Letter*; Henry David Thoreau, *Walden*. Make sure to get them from a reliable publisher (e.g. Oxford, Penguin, Princeton, or Signet) since other editions are usually pirated and full of typos. Another option is to buy volume B of the *Norton Anthology of American Literature*, 8th ed., which contains both of these books and several other texts we will read. Credit requirements: two mid-term papers (1-2 pp.), a final research paper (10-15 pp.). Credit for: BA, MAS, MEAS, Lehramt.

### 35841 American Cultural Nationalism, 1776-1900 Müller

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

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	18	20	c.t.				ZH 6	Müller	

It is a commonplace of American history that the United States emerged as a nation state before there was an American national identity. Building on influential theories of cultural nationalism, the seminar traces the various conceptions of an American national culture explored by writers, artists, and intellectuals from the Revolution to the end of the nineteenth century. Thematic units include the American Adam, the American Renaissance, the genteel tradition, Americans abroad, and the frontier. The seminar reflects the recent turn toward transnational approaches in American studies in that it examines how the idea of a national identity is formed by broad, dynamic, and often contradictory cultural debates. Participants must acquire the following books: Ralph Waldo Emerson, *Selected Essays, Lectures, and Poems* (Bantam); Henry James, *Daisy Miller* (Penguin or Dover Thrift). Another option is to buy volumes B and C of the *Norton Anthology of American Literature*, 8th ed., which contains all of these texts as well. Credit requirements: two mid-term papers (1-2 pp.), a final research paper (10-15 pp.). Credit for: BA, MAS, MEAS, Lehramt.

## Reviews

### 35843 Review American Literature

Matuschek

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	9	10	c.t.				S 008 *	Matuschek	

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

### 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. (AmE)

Bauridl

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	Einzel	14	18	c.t.	23.11.2016	23.11.2016		ZH 5	Bauridl	
Mi	Einzel	14	18	c.t.	07.12.2016	07.12.2016		ZH 5	Bauridl	
Mi	Einzel	14	18	c.t.	14.12.2016	14.12.2016		ZH 5	Bauridl	
Mi	Einzel	14	18	c.t.	11.01.2017	11.01.2017		ZH 5	Bauridl	
Do	Einzel	9	16	c.t.	16.02.2017	16.02.2017		ZH 5	Bauridl	
Fr	Einzel	9	16	c.t.	17.02.2017	17.02.2017		ZH 5	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 it is open to students in the BA programs American Studies and English Linguistics. Course begins 23 November 2016. Phases 1 and 2 will take place during the semester (23 Nov., 7 Dec., 14 Dec. 2016, 11 Jan. 2017). Course Phase 3 will be taught in block format after the end of the semester (16 Feb., 17 Feb. 2017, 9:00-12 & 13-16). Course requirements: oral presentation (informal and formal). Credit requirement: research proposal—handout (app. 5pp.).

**35959 Academic Writing B.A. (AmE)****Cavanna**

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	8	10	c.t.				PT 2.0.3A*	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****35846 Fundamentals: Approaches, Concepts, Theories****Müller**

Module: EAS-M30.2 (8), AMS-M31.1 (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.				PT 1.0.2	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 as well as 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 readings: 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; *American Literary History*. Spec. issue *Twenty Years of American Literary History: The Anniversary Volume* 20.1-2 (2008). Print. Credit for: MAS, MEAS.

**35847 Reading and Discussion: American Cultural and Literary History****Müller**

Module: AMS-M31.2 (8)

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

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

The course is designed as both an introductory reading course and an advanced review course for incoming students in the M.A. program in American Studies. The course is designed to deepen students' familiarity with major forces and developments in American cultural history from the early colonial period until the immediate present. In-class discussions will be based on representative selections of primary materials from different fields of cultural



production, including in particular e.g. major literary works, seminal political documents, and representative visualizations of 'America.' Reviews of influential works of cultural criticism and literary history as well as of master narratives of American cultural and political history will be also incorporated into the chronological review of American cultural history. Students enrolled in the 'old' LPO I Lehramt Gymnasium may participate if they have written their *Zulassungsarbeit* in American Studies (and after prior consultation with Prof. Dr. Müller). Requirements: presentation (course requirement), academic opinion writing (in sum app. 5 pp.; course and credit requirement), final paper (5-6 pp.; credit requirement). Credit for: MAS.

### 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 1.0.2	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. Course requirement: presentation. Credit requirements: presentation handout/ppt. and final exam. Readings: A reader containing all course materials will be ready for pick-up at the beginning of the term.

### 35850 Academic Writing (MA course)

Bauridl

Module: AMS-M31.3 (4), BLK-M31.2 (4), EAS-M30.3 (4)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	Einzel	14	18	c.t.	19.10.2016	19.10.2016		ZH 5	Bauridl	
Mi	Einzel	14	18	c.t.	02.11.2016	02.11.2016		ZH 5	Bauridl	
Mi	Einzel	14	18	c.t.	09.11.2016	09.11.2016		ZH 5	Bauridl	
Mi	Einzel	14	18	c.t.	16.11.2016	16.11.2016		ZH 5	Bauridl	
Mi	Einzel	14	18	c.t.	18.01.2017	18.01.2017		ZH 5	Bauridl	
Mi	Einzel	14	18	c.t.	25.01.2017	25.01.2017		ZH 5	Bauridl	
Mi	Einzel	14	18	c.t.	01.02.2017	01.02.2017		ZH 5	Bauridl	
Mi	Einzel	14	18	c.t.	08.02.2017	08.02.2017		ZH 5	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 on topics relevant to your discipline. Readings will be announced and/or made available in class.

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

### 35700 English Around the World Schneider

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

Vorlesung, SWS: 2, ECTS: 4

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

Course description: please see "Englische Sprachwissenschaft: Vorlesungen".

### 33304 Decision 2016: Der Präsidentschaftswahlkampf in den USA Bierling

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

Vorlesung, SWS: 2, Max. Teilnehmer: 250

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	16	18	c.t.				H 2	Bierling	

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

### 33334d World Order: Concepts and Policies Groitl

Module: EAS-M 31.4 (8), EAS-M 34.1/2/3 (8)

Übung, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	14	16	c.t.				PT 1.0.4	Groitl	

To obtain credit for this course, participants are required to prepare for each meeting, participate regularly, contribute actively to in-class discussions, give a short presentation and write two essays (5 pages each). Please note: The exact work load depends upon your CP-requirement.

## Nicht gestufte Übungen

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

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

Seminar, SWS: 2, Max. Teilnehmer: 14

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

Course description: please 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

# Sprachpraxis

## Basismodul

### 35860 General Language Course A Arrington, Gebauer, Kohen

Module: BRST-M11.1 (3), ENHS-M11.1 (3), ENGS-M15.1 (3), ENGS-M11.1 (3), ENLI-M11.1 (3), ENHS-M15.1 (3), ENHS-M11.1 (3), ENGS-M11.1 (3), AMST-M11.1 (3), ENRS-M11.1 (3), ENRS-M11.1 (3), ENLI-M11.1 (3), ENGYM-M11.1 (3), ENHS-M15.1 (3), BRST-M11.1 (3), AMST-M11.1 (3), ENGYM-M11.1 (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.			Gr. 1	ZH 4	Kohen	
Mo	wöch.	14	17	c.t.			Gr. 2	ZH 4	Arrington	
Mo	wöch.	14	17	c.t.			Gr. 3	ZH 5	Gebauer	
Mo	wöch.	17	20	c.t.			Gr. 4	ZH 4	Arrington	
Mo	wöch.	17	20	c.t.			Gr. 5	ZH 5	Gebauer	
Mi	wöch.	12	15	c.t.			Gr. 6	PT 2.0.3A*	Kohen	
-	Block	9:15	14:15	c.t.	20.03.2017	4.04.2017	Gr. 7	PT 2.0.3A*	Arrington	

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

Module: AMST-M11.3 (3), ENGYM-M11.3 (3), BRST-M11.3 (3), ENRS-M11.3 (3), ENGYM-M11.3 (3), AMST-M11.3 (3), ENLI-M11.3 (3), ENHS-M11.3 (3), ENLI-M11.3 (3), BRST-M11.3 (3), ENHS-M11.3 (3), ENGS-M11.3 (3), ENRS-M11.3 (3), ENG-DF-ZP (3), ENGS-M11.3 (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.			Gr. 1	S 008 *	Waller	
Di	wöch.	12	14	c.t.			Gr. 2	ZH 6	McIntosh-Schneider	
Di	wöch.	18	20	c.t.			Gr. 3	PT 2.0.3A*	Uppendahl	
Fr	wöch.	8	10	c.t.			Gr. 4	ZH 5	Cavanna	
Fr	wöch.	12	14	c.t.			Gr. 5	PT 1.0.2	Cavanna	
-	-			c.t.			Gr. 6	tba	McIntosh-Schneider	Blockkurs
-	-			c.t.			Gr. 7	tba	Hill	Blockkurs

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, Gebauer, Hill, McIntosh-Schneider**

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	8	9	c.t.			Gr. 1	ZH 5	Hill	BrE
Mi	wöch.	8	9	c.t.			Gr. 2	ZH 6	Gebauer	AmE
Mi	wöch.	9	10	c.t.			Gr. 3	ZH 5	Hill	BrE
Mi	wöch.	9	10	c.t.			Gr. 4	ZH 6	Gebauer	AmE
Mi	wöch.	15	16	c.t.			Gr. 5	S 119 *	McIntosh-Schneider	BrE
Do	wöch.	8	9	c.t.			Gr. 6	R 005	Cavanna	AmE
Do	wöch.	9	10	c.t.			Gr. 7	R 005	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****Arrington, Gebauer, Hill, McIntosh-Schneider**

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	12	15	c.t.			Gr. 1	ZH 6	McIntosh-Schneider	
Mi	wöch.	12	15	c.t.			Gr. 2	R 009	Arrington	
Do	wöch.	8	11	c.t.			Gr. 3	PT 1.0.2	Arrington	
Fr	wöch.	8	11	c.t.			Gr. 4	PT 2.0.3A*	Hill	
Fr	wöch.	8	11	c.t.			Gr. 5	ZH 4	Gebauer	
Fr	wöch.	11	14	c.t.			Gr. 6	ZH 4	Gebauer	
Fr	wöch.	11	14	c.t.			Gr. 7	PT 2.0.3A*	Hill	

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*. 3rd ed. Oxford: OUP, 2005. Note: The final exam will be held on Sat., 30.1.2016. There will be no alternate exam date.

**35911 Focus on Grammar Practice****Arrington**

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

Seminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Do	wöch.	12	14	c.t.			Gr. 1	ZH 5	Arrington	
-	Block	9:15	14:15	s.t.	6.03.2017	14.3.2017	Gr. 2	PT 1.0.2	Arrington	Blockkurs

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

## Vertiefungsmodul

### 35915 General Language Course C

Hill, Kohen, Uppendahl, Waller

Module: ENLI-M21.2 (4), AMST-M21.2 (4), ENHS-M21.2 (4), ENG-DF-ZP (4), ENGYM-M21.2 (4), ENRS-M21.2 (4), AMST-M21.2 (4), BRST-M24.1 (4), BRST-M21.2 (4), ENRS-M21.2 (4), AMST-M24.1 (4), ENGYM-M21.2 (4), AMST-M24.1 (4), ENLI-M21.2 (4), ENGS-M21.2 (4), ENLI-M24.1 (4), ENHS-M21.2 (4), BRST-M21.2 (4), ENGS-M21.2 (4), ENLI-M24.1 (4), BRST-M24.1 (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.			Gr. 1	ZH 6	Hill	
Mo	wöch.	11	14	c.t.			Gr. 2	ZH 4	Kohen	
Mo	wöch.	11	14	c.t.			Gr. 3	ZH 6	Waller	
Mi	wöch.	15	18	c.t.			Gr. 4	PT 2.0.3A*	Kohen	
Do	wöch.	11	14	c.t.			Gr. 5	PT 1.0.2	Uppendahl	
Fr	wöch.	11	14	c.t.			Gr. 6	ZH 5	Uppendahl	

The prerequisite for GLC C is the successful completion of GLC B, which also includes the completion of the pronunciation requirement (see GLC A). As is the case for GLC B, it is highly recommended that students who receive a mark of 3 or less obtain help in the form of supplemental practice in order to improve their level. GLC C is the forum in which students are required to demonstrate the language, knowledge and practical skills they acquired in the Basismodul. 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., 30.1.2016. There will be no alternate exam date.

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

McIntosh-Schneider

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

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

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

In this course students will be introduced to a variety of text types. Students will be expected to analyze and evaluate the texts, and comment on register, structures, and stylistic devices. Students will also be introduced to a variety of structures on the sentence level in order to improve their communication skills. There will be seven writing assignments during the semester, one for each text type discussed. Three of these will be evaluated for the final course grade.

These assignments, together with corrected revisions, must be included in a final portfolio at the end of the semester. From the remaining four assignments, students may choose two to include in the portfolio for evaluation. A final essay will also be due at the end of the semester. Course materials will be made available in the form of a course pack or as resources on GRIPS. Requirements for credit: regular attendance, active participation, a complete portfolio, four graded writing assignments.

**35924 Writing B.A. (AmE) Gebauer**

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	16	18	s.t.				ZH 4	Gebauer	

In this course students will be introduced to a variety of text types. Students will be expected to analyze and evaluate the texts, and comment on register, structures, and stylistic devices. Students will also be introduced to a variety of structures on the sentence level in order to improve their communication skills. There will be 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) Biermeier, Malkmus**

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	10	12	c.t.			Gr. 1	PHY 5.1.03	Malkmus	
Fr	wöch.	14	16	c.t.			Gr. 2	PT 1.0.2	Biermeier	

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

**35934 Grammar****Lenz**

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	14	16	c.t.			Gr. 1	H11	Lenz	
Do	wöch.	14	16	c.t.			Gr. 2	PT 2.0.3A*	Lenz	

*Grammar/Language Analysis* consists of two subsequent parts, (1) the lecture *Grammar* (theory and analysis) and (2) the seminar *Language Analysis* (analysis and discussion). A component of *Vertiefungsmodul Sprachpraxis, Grammar/ Language Analysis* is compulsory for students of all *Lehramtsstudiengänge* who commenced their studies in WS 2008/09 and later (New LPO I, 13.03.2008). Students wishing to acquire the 6 credit points for *Grammar/Language Analysis* are expected to have completed GLC C and the 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), ENRS-M21.3 (3), ENGYM-M21.3 (3), ENHS-M21.3 (3), ENGYM-M21.3 (3), ENGS-M21.3 (3), ENHS-M21.3 (3), ENRS-M21.3 (3)

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

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

*Grammar/Language Analysis* consists of two subsequent parts, (1) the lecture *Grammar* (theory and analysis) and (2) the seminar *Language Analysis* (analysis and discussion). A component of *Vertiefungsmodul Sprachpraxis, Grammar/ Language Analysis* is compulsory for students of all *Lehramtsstudiengänge* who commenced their studies in WS 2008/09 and later (New LPO I, 13.03.2008). Students wishing to acquire the 6 credit points for *Grammar/Language Analysis* are expected to have completed GLC C and the 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)

Hubner, Miethaner

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	8	10	c.t.			Gr. 1	PT 1.0.2	Hubner	
Mo	wöch.	18	20	c.t.			Gr. 2	PT 2.0.3A*	Miethaner	
Di	wöch.	8	10	c.t.			Gr. 3	PT 1.0.2	Hubner	

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.	8	10	c.t.			Gr. 1	VG 0.24	Waller	
Di	wöch.	8	10	c.t.			Gr. 2	ZH 4	Kohen	
Di	wöch.	12	14	c.t.			Gr. 3	W 116	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, Max. Teilnehmer: 15

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

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

**35950 Text Production, vertieft (alte LPO)****Gebauer, Hill, McIntosh-Schneider, Waller**

Übung, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	14	16	c.t.			Gr. 1	S 119 *	Hill	
Di	wöch.	8	10	c.t.			Gr. 2	S 024 *	Waller	
Do	wöch.	12	14	c.t.			Gr. 3	ZH 6	McIntosh-Schneider	
Do	wöch.	16	18	s.t.			Gr. 4	ZH 6	Gebauer	

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

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

Übung, SWS: 2, Max. Teilnehmer: 35

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	16	18	c.t.			Gr. 1	ZH 4	Schleburg	
Mi	wöch.	10	12	c.t.			Gr. 2	ZH 4	Hubner	

**35956 Academic Writing B.A. (BrE)****Malkmus***Module: ENLI-M31.2 (3), ENLI-M31.2 (3), ENG-UF-WB (3), BRST-M31.2 (3), BRST-M31.2 (3)*

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	10	12	c.t.				VG 2.39	Malkmus	

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

**35957 Presentation B.A. (BrE)****Hill***Module: ENG-UF-WB (3), ENLI-M31.1 (3), BRST-M31.1 (3), BRST-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
Mo	wöch.	12	14	c.t.				W 115	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. (AmE)

Bauridl

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	Einzel	14	18	c.t.	23.11.2016	23.11.2016	Gr. 1	ZH 5	Bauridl	
Mi	Einzel	14	18	c.t.	07.12.2016	07.12.2016	Gr. 1	ZH 5	Bauridl	
Mi	Einzel	14	18	c.t.	14.12.2016	14.12.2016	Gr. 1	ZH 5	Bauridl	
Mi	Einzel	14	18	c.t.	11.01.2017	11.01.2017	Gr. 1	ZH 5	Bauridl	
Do	Einzel	9	16	c.t.	16.02.2017	16.02.2017	Gr. 1	ZH 5	Bauridl	
Fr	Einzel	9	16	c.t.	17.02.2017	17.02.2017	Gr. 1	ZH 5	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 it is open to students in the BA programs American Studies and English Linguistics. Course begins 23 November 2016. Phases 1 and 2 will take place during the semester (23 Nov., 7 Dec., 14 Dec. 2016, 11 Jan. 2017). Course Phase 3 will be taught in block format after the end of the semester (16 Feb., 17 Feb. 2017, 9:00-12 & 13-16). Course requirements: oral presentation (informal and formal). Credit requirement: research proposal—handout (app. 5pp.).

### 35959 Academic Writing B.A. (AmE)

Cavanna

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	8	10	c.t.				PT 2.0.3A*	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 (LA Grund-, Mittel- und Realschule)

## Einführungskurse

### 35960 Einführung in die Didaktik der englischen Sprache und Literatur Aßbeck

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	8:15	10:30	s.t.				ZH 5	Aßbeck	
Di	wöch.	8:15	10:30	s.t.				ZH 5	Aßbeck	

Der Einführungskurs bietet einen gerafften Überblick über die wichtigsten Bezugswissenschaften (z.B. Linguistik, Gedächtnispsychologie, Motivationspsychologie etc.) und ihren jeweiligen Beitrag zu einer Fremdsprachenlern/lehrtheorie sowie über die wesentlichen Teilgebiete und Problembereiche der Fremdsprachendidaktik. Es werden u.a. angesprochen: Lehrwerke und Lehrpläne, Spracherwerbtheorien, Unterrichtsanalyse und Unterrichtsplanung, methodische Ansätze in Vergangenheit und Gegenwart, Verfahrensweisen und Unterrichtstechniken in den einzelnen Fertigungsbereichen, Formen der Evaluation und Lernzielkontrolle, interkulturelles Lernen, Literaturdidaktik und Lektürebehandlung. Leistungsnachweis: schriftliche Hausaufgabe, Abschlussklausur. Der erfolgreiche Besuch des Einführungskurses ist Voraussetzung für die Teilnahme an einem fachdidaktischen Seminar sowie für die Ableistung des studienbegleitenden fachdidaktischen Praktikums.

## Proseminare

### 35967 CLIL: Content and Language Integrated Learning Aßbeck

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	10:30	12	s.t.				ZH 5	Aßbeck	

DESI provided convincing evidence: CLIL is highly effective – pupils who were taught history, geography etc. in English were two years ahead of their fellow pupils in many fields of language competence. CLIL can already look back on a long history of half a century (e.g. the Canadian Immersion Language Programs in the 1960s) and yet it seemed to gather momentum only about 15 years ago. Now CLIL is taught in many different ways: There are bilingual classes in primary schools, bilingual modules and streams in secondary schools and extensive bilingual programs in “Europaschulen” etc. A wide range of scholarly research deals with all kinds of aspects (discourse patterns, complexity of sentences used by pupils in bilingual classes etc.). Although CLIL is getting increasingly popular, it is not without problems. Should systematic language practice (focus on form) be part of CLIL lessons? How should language mistakes be handled when tests are evaluated? How can teachers make sure that pupils acquire the necessary content knowledge although some of the pupils might have language problems? Does intercultural learning play an important role in CLIL lessons? Theoretical discussions of these aspects will be accompanied by the analysis of classroom materials, of video recordings of CLIL lessons, and by a variety of practical activities. Course requirements: handout, term paper, active participation in all course activities. Students wanting to participate in this course are requested to sign up for a topic and collect course materials before (!!) the winter term starts. A list of topics will be on display at the end of the summer term.

**35985 iPads in the ELT classroom (Oberkurs Gy und PS Realschule)****Fritze**

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

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

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

Im Seminar erarbeiten wir, wie kompetenzorientierter Fremdsprachenunterricht durch den Einsatz von EduTech in seinen Möglichkeiten erweitert werden kann. Fragestellungen, die im Laufe des Seminars diskutiert werden, sind: Welche (neuen?) Möglichkeiten des gezielten Einsatzes von Technologie gibt es vor allem in den Bereichen Individualisierung und Differenzierung? Worin genau liegt der Mehrwert des Einsatzes von EduTech im Englischunterricht? In welchen Bereichen sind klassische Unterrichtsarrangements weiterhin sinnvoll? Wie helfen Modelle wie SAMR oder TPACK bei der Unterrichtsgestaltung? Das Seminar richtet sich an Lehramtsstudierende für die Realschule und für das Gymnasium. Erwartet wird aktive Mitarbeit, regelmäßige Teilnahme, das Erstellen einer umfangreicheren, unterrichtspraktisch orientierten Präsentation und deren Ausarbeitung in einer schriftlichen Seminararbeit. Die Themenvergabe erfolgt in der ersten Seminarsitzung. Einführende Literaturhinweise: Strasser, Thomas, Mind the App!, Helbling Languages, 2013. Thissen, Frank, "Tablets in der Schule", Lehren und Lernen, 39 Jahrgang, 8/9 2013: 4-10.

**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.				S 119 *	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****Hitzfelder***Module: ENFDNV-M12.2 (3)*

Seminar, SWS: 4

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	16	17:30	s.t.					Hitzfelder	Prüfeninger Schlossstr. 73c

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)****Koch***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
Di	wöch.	14:30	16	s.t.				S 119 *	Koch	

This course is obligatory for all those students who will be doing their "fachdidaktisches Begleitpraktikum" this coming semester. Students should be aware that teaching English to very young learners requires a specific methodology which is mainly based on authentic materials, playful activities and a lot of L2 input. We will first of all analyze and discuss the methodological 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)****Aßbeck***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
Do	wöch.	8:30	10	s.t.				ZH 5	Aßbeck	

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.

**35966 TEFL: Theory and Practice (in Verbindung mit dem fachdidaktischen Begleitpraktikum an Lehramt Realschulen) Aßbeck**

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
Do	wöch.	10	12	c.t.				ZH 5	Aßbeck	

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) Aßbeck**

Module: ENFDNV-M11.4 (2), ENFDNV-M11.4 (2), ENG-DF-ZP (2), 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.	10:30	12	s.t.				ZH 5	Aßbeck	

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

der jeweiligen Sitzung zu lesen. Auf Wunsch der Teilnehmer kann auch ein *reader*, der diese Publikationen enthält, in Auftrag gegeben werden. Die Verteilung der Themen für die schriftlichen Aufgaben erfolgt in der ersten Sitzung. Leistungsnachweis: Ausarbeitung eines Klausurthemas oder Handout als Informationsgrundlage zu einem Examensthema.

## Praktikum

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

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

Praktikum, SWS: 4, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	8	13	s.t.					Aßbeck	vor Ort an der jeweiligen Praktikumsschule

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

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

Praktikum, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
-	n. V.							PT 3.3.1.06	Aßbeck	

### 35972 Vorbereitende Besprechung für das pädagogisch-didaktische Blockpraktikum Aßbeck

Praktikum

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Fr	Einzel	8:30	10	s.t.	13.01.2017	13.01.2017		PT 3.3.106	Aßbeck	

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



# Fachdidaktik (LA Gymnasium)

## Einführungskurse

### 35975 Introduction to English Language Teaching Kirchhoff

Module: ENFDGYM-M11.1 (3), ENFDGYM-M11.1 (3)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	10	12	c.t.				H 6	Kirchhoff	

This interactive lecture will provide an overview of key aspects and current debates in the field of teaching and learning English as a foreign language. Participants have the opportunity to familiarize themselves with the topics: European and national language learning policies, language teacher education and teacher development, (second) language learning theories, individual differences, language teaching methodology, the teaching and learning of the language domains (pronunciation, vocabulary, grammar), the four skills (listening, speaking, reading, writing), issues of evaluating and testing language proficiency as well as literature, culture and media in the classroom. Credit Requirements: Regular attendance strongly recommended, final exam. Electronic registration required. Please take part in tutorials to this course.

## Seminar Kulturdidaktik

### 35979 Teaching British and North American Culture Bergmann

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.	12	14	c.t.			Gr. 1	VG 1.36	Bergmann	
Mo	wöch.	14	16	c.t.			Gr. 2	PT 1.0.2	Bergmann	

„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. FlexNow documentation of the successful completion of the introductory course will have to be presented in the first sessions. Requirements: Regular attendance, in-class presentation, written assessment. Note: Students can only take part after they have successfully passed the introduction to ELT.

## Seminar (praktikumsbegleitend)

**35983 Theorie und Praxis des Englischunterrichts (in Verbindung mit dem studienbegleitenden Praktikum)**

**Kirchhoff**

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
Di	wöch.	14	16	c.t.				PT 1.0.2	Kirchhoff	

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.

## Oberkurse (Sprach- und Literaturdidaktik)

**35985 iPads in the ELT classroom (Oberkurs Gy und PS Realschule)**

**Fritze**

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

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

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

Im Seminar erarbeiten wir, wie kompetenzorientierter Fremdsprachenunterricht durch den Einsatz von EduTech in seinen Möglichkeiten erweitert werden kann. Fragestellungen, die im Laufe des Seminars diskutiert werden, sind: Welche (neuen?) Möglichkeiten des gezielten Einsatzes von Technologie gibt es vor allem in den Bereichen Individualisierung und Differenzierung? Worin genau liegt der Mehrwert des Einsatzes von EduTech im Englischunterricht? In welchen Bereichen sind klassische Unterrichtsarrangements weiterhin sinnvoll? Wie helfen Modelle wie SAMR oder TPACK bei der Unterrichtsgestaltung? Das Seminar richtet sich an Lehramtsstudierende für die Realschule und für das Gymnasium. Erwartet wird aktive Mitarbeit, regelmäßige Teilnahme, das Erstellen einer umfangreicheren, unterrichtspraktisch orientierten Präsentation und deren Ausarbeitung in einer schriftlichen Seminararbeit. Die Themenvergabe erfolgt in der ersten Seminarsitzung. Einführende Literaturhinweise: Strasser, Thomas, Mind the App!, Helbling Languages, 2013. Thissen, Frank, "Tablets in der Schule", Lehren und Lernen, 39 Jahrgang, 8/9 2013: 4-10.

**35986 Researching and Teaching Speaking****Kirchhoff**

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.	8	10	s.t.				ZH 4	Kirchhoff	Raum: Classes take place at the AMG or at the UR, alternating weekly.

In this seminar we will gain insights into the nature of speaking in English as a foreign language by first looking at speaking processes and skills and then doing some hands on research in teaching and assessing speaking in English classes at the Albertus-Magnus-Gymnasium in Regensburg. Video-analysis will play a major role in achieving these goals. In the theoretical and in the practical part of the seminar, we will not only focus on how to best provide opportunities for speaking in an instructed language learning environment but we will also consider how to teach the skills, the strategies and the language to improve our students' oral communicative competence. Requirements for course credits: active participation, presentation, portfolio. Recommended reading: Goh, Christine, and Anne Burns, eds. Teaching Speaking. A Holistic Approach. Cambridge: Cambridge University Press, 2012. Print; Hughes, Rebecca. Teaching and Researching Speaking. Applied Linguistics in Action. Eds. Candlin, Christopher and David Hall. 2 ed. Harlow: Longman/Pearson, 2010. Print; Taylor, Lynda, ed. Research and Practice in Assessing Second Language Speaking. Cambridge: Cambridge University Press, 2011. Print. Registration via LSF. Note: You can only take part in the "Oberkurs" after you have successfully completed the introduction to ELT.

**35987 Teaching Grammar Effectively in the EFL Classroom****Prock**

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.	8	10	s.t.				ZH 4	Prock	Raum: im Wochenrhythmus wechselnd in der „UR-Klasse“ am AMG oder an der UR

This seminar has a dual focus on the cognitive-psychological processes behind learning and teaching grammar in the EFL classroom as well as the practical production of short "educational grammar videos" and an investigation into their effect on real EFL students. We will begin with an overview of recent findings in the field of cognitive psychology that help us understand the mechanisms behind learning a foreign language and how we can make use of these processes when teaching grammar. Afterwards, we will analyse and test different tablet apps one can use to produce short educational video clips. Finally, you will design your own educational grammar videos and present them in class. Your grammar clips are also going to be used in a video-taped EFL class, which will enable us to assess their effectiveness. Requirements for course credits: active participation, presentation, portfolio. Recommended reading: DeKeyser, Robert M. "Cognitive-Psychological Processes in Second Language Learning." *The Handbook of Language Teaching*. Eds. Catherine Doughty and Michael H. Long. Chichester, U.K., Malden, MA: Wiley-Blackwell, 2009. 119–38. Print. Registration via LSF. Note: Students can only take part in the "Oberkurs" after they have successfully completed the introduction to ELT.

**35988 Teaching Vocabulary****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.				PT 2.0.3A*	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 presentation, exam. Recommended reading: Murray, Denise E. (2011) *What English language teachers need to know*. New York: Routledge.

**Hauptseminar****35990 Current developments in English language teaching and learning****Kirchhoff**

Hauptseminar, SWS: 2, Max. Teilnehmer: 20

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

This seminar will focus on current developments and debates in ELT. We will discuss recent publications in the field of ELT and Applied Linguistics with particular attention to research methodology. Participation and presentation of work-in-progress is obligatory for students currently working on a "Zulassungsarbeit" or doctorate under my supervision, and open to those who consider doing so in the next semesters. Registration in my office hours and via LSF. Recommended reading: Brown, James, and Theodore Rogers. *Doing Second Language Research*. Cambridge: CUP, 2002. Print.; Mackey, Alison, and Susan M. Gass. "Research Methods in Second Language Acquisition: A Practical Guide." Ed. Wiley-Blackwell. Chichester, 2012. Print.

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

Seminar, SWS: 2, Max. Teilnehmer: 50

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	12	14	c.t.				H 8	Kirchhoff	

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.

**35991 Begleitseminar zum Einführungsseminar "Introduction to English Language Teaching" Gastl-Pischetsrieder**

Module: ENG-UF-WB (2)

Seminar, ECTS: 2

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

This seminar, which is a joint cooperation between ELT and German Speech Sciences (Deutsche Sprechwissenschaft), has two major goals: First, it offers an additional in-depth look into some of the topics covered in the introductory seminar. There will be time for questions & practice concerning the different fields of ELT such as second language learning theories, individual differences, language teaching methodology and individual differences among learners. Secondly, participants have the opportunity to take part in a speech training by a professional speech instructor who will join our seminar every two weeks. This training – which is normally very costly and we are very happy to offer this for free – will promote participants' speaking and perception skills for their future career as teachers. The language of the speech training will be German. Requirements are regular attendance, active participation, oral presentations. Recommended readings will be given in the seminar. Registration via LSF.

## KIpKO

**35995 Grundlagen der Vermittlung interkultureller Kommunikation N.N.**

Module: ENG-UF-WB (3), ENG-DF-ZP (3), IAA-BA-WB-fachintern (3)

Seminar, SWS: 2

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	10	12	c.t.				W 112	N.N.	

**35996 Filme in der Vermittlung interkultureller Kommunikation N.N.**

Module: IAA-BA-WB-fachintern (3), ENG-DF-ZP (3), ENG-UF-WB (3)

Seminar, SWS: 2

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	14	16	c.t.				PHY 5.1.03	N.N.	

**35997 Grundlagen der Interkulturellen Kommunikation Karl**

Module: ENG-UF-WB (3), ENG-DF-ZP (3), WB-IAA (3)

Seminar

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	14	16	c.t.				CH 33.0.90	Karl	

Interkulturelle Kommunikation ist ein Schlagwort, dem gerade in Zeiten der Globalisierung eine große Bedeutung zukommt. Kenntnisse auf diesem Gebiet sind in der freien Wirtschaft sehr gefragt und werden auch oft bei Bewerbungen gefordert. Die Veranstaltung zielt darauf ab, den Teilnehmern theoretische sowie praktische Grundkenntnisse der interkulturellen Kommunikation zu vermitteln. Dabei wird zunächst auf die theoretischen Annahmen von Hofstede (1993), Hall (1976), Trompenaars (1993) und Thomas (1996) eingegangen und danach auf die kulturellen Unterschiede in verbaler, paraverbaler und nonverbaler Kommunikation. Vor allem durch die Bewusstmachung der eigenen Kulturalisation und durch die Analyse von *critical incidents* sollen die Teilnehmer geschult werden, in interkulturellen Situationen adäquat

zu handeln bzw. Missverständnisse aufklären und lösen zu können. Relevante Literatur: Holliday, Adrian et al. *Intercultural Communication: An advanced Resource Book for Students*. London: Routledge, 2010. Print; Gibson, Robert. *Intercultural business communication*. Berlin: Cornelsen, 2000. Print; Broszinsky-Schwabe, Edith. *Interkulturelle Kommunikation: Missverständnisse – Verständigung*. Wiesbaden: VS Verlag für Sozialwissenschaften, 2011. Print. Die Veranstaltung wird im Rahmen der Zusatzqualifikation KlpKo angeboten, die es Lehramtsstudenten erleichtern soll, Berufsfelder außerhalb der Schule für sich zu erschließen. <http://www.uni-regensburg.de/sprache-literatur-kultur/romanistik/kulturwissenschaft/junkerjuergen/kipko/index.html>. Die Veranstaltung gehört zum Modul M03 „Interkulturalität, Übersetzung und Medien“. Der Leistungsnachweis wird im zweiten Kurs dieses Moduls („Praxis audiovisuelle Übersetzung“) erbracht. Eine Teilnahme ist nur im Rahmen von KlpKo möglich.

### 35998 Praxis audiovisuelles Übersetzen

Karl

Module: IAA-BA-WB-fachintern (3), ENG-DF-ZP (3), ENG-UF-WB (3)

Seminar, SWS: 2

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	16	18	c.t.				R 005	Karl	

Audiovisuelle Übersetzung ist eine komplexe Tätigkeit, in der Text-, Sprach- und Kulturkompetenz ebenso zusammenlaufen wie Fähigkeiten in der technischen Verarbeitung und Arbeitsplanung. Im Kurs beschäftigen wir uns in erster Linie mit der deutschen Untertitelung von englischen (ggf. französischen) Filmen, wobei Englischkenntnisse Voraussetzung, Französischkenntnisse jedoch nicht zwingend notwendig sind. Darüber hinaus soll auch auf den Bereich der Synchronisation eingegangen werden, wobei es sich um eine besonders komplexe Form der sprachlichen und kulturellen Übertragung handelt. Audiovisuelle Übersetzung unterscheidet sich grundlegend von literarischer Übersetzung, da gerade beim Untertiteln häufig keine wortgetreue Übersetzung möglich ist. Es handelt sich bei der audiovisuellen Übersetzung um einen der wenigen Bereiche, in dem sich die philologische Ausbildung unmittelbar mit einem großen Arbeitsmarkt in Europa berührt. Relevante Literatur: Díaz-Cintas, Jorge & Remael, Aline. *Audiovisual Translation: Subtitling*. London: Routledge, 2014. Print; Jüngst, Heike E. *Audiovisuelles Übersetzen: Ein Lehr- und Arbeitsbuch*. Tübingen: Gunter Narr Verlag, 2010. Print. Die Veranstaltung wird im Rahmen der Zusatzqualifikation KlpKo angeboten, die es Lehramtsstudenten erleichtern soll, Berufsfelder außerhalb der Schule für sich zu erschließen. <http://www.uni-regensburg.de/sprache-literatur-kultur/romanistik/kulturwissenschaft/junkerjuergen/kipko/index.html>. Als Leistungsnachweis wird wahlweise ein Untertitelungsprojekt oder ein Dialogbuch für die Synchronisation eines Films erstellt (Umfang ca. 500 Zeilen). Eine Teilnahme ist nur im Rahmen von KlpKo möglich.



## C. Für Interessierte

### **RUPs, too**

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: jamie.kohen@ur.de, or check out the RUPs, too Facebook page.

### **Öffnungszeiten des MultiMediaZentrums, Universitätsbibliothek**

Mo.–Do.: 9.00–12.00 und 13.30–15.30 (Mi. bis 17.00)

Das MultiMediaZentrum besitzt hunderte britischer und amerikanischer Filme und Dokumentationen auf Video und DVD, die von Studierenden entliehen werden können. Eine Hörbuchsammlung kommt gerade dazu. Kataloge sind über die Homepage der Universitätsbibliothek verfügbar. Bitte machen Sie davon Gebrauch: Use it or lose it!

### **English Language Resources**

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

Found on the department home page at "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 u. Beschreibung: siehe Rubrik „Anglistik: Cultural Studies Advanced“.

### **Exkursion nach Wales im Sommersemester 2017 (Vorankündigung)**

Die nächste Exkursion nach Wales wird im Sommersemester 2017 stattfinden; die Anmeldung wird 2016 sein: bitte beachten Sie entsprechende Aushänge.