

SEMESTERMITTEILUNGEN

WINTERSEMESTER 2014/15

Stand: **14.10.2014**

Prüfungsleistungen und Leistungspunkte

Bitte beachten Sie:

Die für Sie relevanten Prüfungsleistungen und korrespondierenden Leistungspunkte (LP bzw. KP) entnehmen Sie bitte den für Sie gültigen Studien- und Prüfungsordnungen sowie den dazugehörigen Modul-beschreibungen. Beachten Sie in diesem Zusammenhang auch die Listen der Module und Prüfungsnummern, welche sich am Ende dieses Dokumentes befinden.

Inhaltsverzeichnis

0.	Legende der Veranstaltungsarten	4
1.	Englische Sprachwissenschaft	5
2.	Englische Literaturwissenschaft	15
3.	Kulturstudien Großbritanniens	25
4.	Literatur Nordamerikas	33
5.	Nordamerikastudien	41
6.	Englische Sprache und Literatur und ihre Didaktik	46
7.	Sprachlernseminare	52
8.	Prüfungsnummern für den Studiengang B.A. Anglistik und Amerikanistik (alt)	68
9.	Prüfungsnummern für den Studiengang B.A. Anglistik und Amerikanistik (neu)	71
10.	Prüfungsnummern für den Studiengang Bachelor of Education	74
11.	Prüfungsnummern für den Master-Studiengang Anglistik und Amerikanistik (alt)	77
12.	Prüfungsnummern für den Master-Studiengang Anglistik und Amerikanistik (neu)	79
13.	Prüfungsnummern für den Master-Studiengang Lehramt Englisch	81
14.	Prüfungsnummern für den Studiengang Staatsexamen Englisch Lehramt an Grundschulen	83
15.	Prüfungsnummern für den Studiengang Staatsexamen Englisch Lehramt an Mittelschulen	86
16.	Prüfungsnummern für den Studiengang Staatsexamen Englisch Höheres Lehramt an Gymnasien	89
17.	Prüfungsnummern für den Studiengang Staatsexamen Englisch Höheres Lehramt an Berufsbildenden Schulen	92

0. Legende der Veranstaltungsarten:

Kurzform	Veranstaltungsart
EK + T	Einführungskurs und Tutorium
HS S	Hauptseminar bzw. Seminar im Hauptstudium; Seminar
OS/K	Oberseminar / Kolloquium
	Projektkurs
PS	Proseminar
SLS	Sprachlernseminar
SPÜ	Schulpraktische Übung
Ü	Übung
V	Vorlesung
V (+AK)	Vorlesung + Arbeitskreis

1. Englische Sprachwissenschaft

Bitte beachten Sie, dass alle Modulbestandteile, d.h. Einführungskurs und Übung im 1. Studienjahr, Vorlesung und Seminar im 2. Studienjahr und Vorlesung und Seminar im 3. Studienjahr sowie alle Sprachlernseminare, in jedem Winter- und Sommersemester in etwa gleicher zeitlicher Anordnung angeboten werden. Sie sollten daher eine ausgeglichene Lehrbelastung (ca. 10 SWS pro Fach und Semester) im Winter- und Sommersemester anstreben.

Sofern nicht anders angegeben ist eine vorherige Einschreibung für die Lehrveranstaltungen der Sprachwissenschaft nicht nötig!

Dr. Göran Wolf

EK	Introduction to Diachronic Linguistics (+ Tutorials)	Thu (5)	MOL 213
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In its basic design the class is part of the module "Basics of Linguistics/Medieval Studies" for first year students (as an alternative to "Introduction to Synchronic Linguistics").

You will be given an overview of historical developments of the English language. We will cover the fields of phonology, morphology, syntax and semantics from the point of view of their systematic historical developments that have led to Present Day Standard British English and General American. Simultaneously you will be introduced to the basic tools of linguistic analysis and description that are valid both for the synchronic and the diachronic approach.

By the end of the class the students will have acquired the linguistic tools to analyze speech phenomena at a basic level. Moreover they have become familiar with the major developments in the history of English. They are thus provided with the competence to apply basic analytic procedures to historical as well as modern texts and to attend further classes in historical linguistics and/or medieval studies.

Accompanying Tutorials:

T 1 [Wed (1)]: W48/003

T 2 [Thu (6)]: PHY B214

T 3 [Thu (6)]: ZEU 148/Z

T 4 [Thu (7)]: WIL A221

T 5 [Thu (7)]: PHY C118

Dr. Göran Wolf

Ü

Coping with Early English

Thu (2)

PHY C118

This course is designed to make you curious to learn more about the history of the English language. At a beginner's level you will be introduced to the historical stages of English, i.e. Old English, Middle English, Early Modern English as well as Late Modern English. Reading a selection of historical texts, we will discuss salient linguistic features which mark the corresponding historical varieties. If necessary, we will also turn to literary and cultural contexts of the sample texts. In addition you will be familiarized with all forms of sources which will haunt you throughout your studies in what can be termed a "Text-/Buchwissenschaft" in German.

Christopher Koch**Ü****Coping with (English) Linguistics****Block-
veranst.
(2.-6.DS)
31.10.2014
01.11.2014
02.11.2014****GER 39**

This class is a kind of practical introduction to (English) linguistics dealing with methodological issues. In contrast to the "Einführungskurs", which provides you with insights into the most central subfields of linguistics and shows you what is studied there, we will deal with the question of how linguistic study practically works. You will become acquainted with all sorts of materials relevant to linguistics and with principles of text production as well as text reception. By examining scientific text types such as textbooks, monographs, companions and scientific papers, we will also take a closer look at the scientific register employed there. The class is supposed to provide you with the practical skills you will need to produce linguistic term papers, essays, presentations etc. Instruction will be partly in English and partly in German.

Prof. Dr. Claudia Lange

V + AK

Language and Society

**Wed (3)
AK Tue (6)**

**HSZ 304
BSS 49**

This lecture will offer a broad perspective on the study of language(s) in relationship to the societies in which they are spoken. We will first explore different approaches to some of the by now classical concerns of sociolinguistics – how factors such as age, status, gender, ethnicity influence our linguistic choices and in how far attitudes – our own as well as other people's – towards accents and dialects pervade our perception of speakers and shape our ideas of what is the 'right' language.

We will then move on to issues that are generally subsumed under the label 'sociology of language', covering topics such as linguistic diversity and (in)equality, bilingualism and the treatment of minority languages in education, language conflicts and language planning.

This lecture is accompanied by an "Arbeitskreis" for students in the M.Ed. and the old M.A.-programme: Schwerpunktmodul Sprachwissenschaft (5 KP). This AK starts in the second week of classes.

Christiane Einmahl, M.A.

PS

**Introduction to Middle English
Language, Literature and Culture**

Tue (3) POT 351

The term Middle English defines a distinct phase in the development of the English language from about the time of the Norman Conquest until the end of the fifteenth century. The course is primarily designed as an introduction to the linguistic, literary and cultural conditions of the Middle English period. It will give students with little or no prior knowledge of the older stages of English a basic familiarity with the Middle English language on all linguistic levels. We will work with a core set of literary texts to illustrate linguistic and extralinguistic phenomena of the period.

By the end of the course you should have acquired a working knowledge of elementary Middle English grammar, basic skills in reading and translating Middle English, and gained insight into the cultural history of the Middle Ages.

Sven Leuckert, M.A.

PS Asian Englishes & Language Typology Tue (4) W 48/001

English has become an important language in many countries of Asia. In Singapore, for instance, it has developed from being used almost exclusively for international and commercial purposes to a language that is also spoken at home and in the streets. In order to understand how such Asian varieties of English differ from British or American English (and how they do not), we can make use of a discipline that is called 'language typology'.

Language typology seeks to unearth and explain the differences and similarities between the many languages of the world and serves as a great tool for an understanding of English varieties in Asia. Typically embedded in multilingual settings, English is constantly in contact with structurally different languages in Asia. As a result, distinctly Asian varieties of English – so-called Asian Englishes – have emerged. Typological methods enable us to compare Asian languages with English and make it possible to determine which features (may) have been transferred from Asian languages to English.

In the seminar, we will first talk about the basics of language typology. Then, we will discuss some historical and sociolinguistic as well as some political aspects of English in Asia. Finally, we will apply our (typological) knowledge by looking at some examples such as Indian English, Singapore English, and Hong Kong English.

Christopher Koch**PS****Corpus Linguistics: A Hands-on
Introduction****Block-
seminar****W48/103**
(am 15.und
22.11.)**15.11.2014, 09:00-17:00****22.11.2014, 09:00-17:00****06.12.2014, 09:00-15:30****14.02.2015, 09:00-17:00**

Corpus Linguistics (CL) is the study of language based on (relatively large) collections of authentic texts. Both as method and independent discipline, it has gained a lot of ground within the scientific community in the last 20 years – its significance for a thorough understanding of language use cannot be denied. This class not only intends to introduce students to the theory behind CL but also offers possibilities to put theory into practice. Students are going to be actively engaged in all steps of CL studies: From corpus design and compilation to analysis using various programs, as well as from presenting results to demonstrating methodology and findings in project reports; this class will be interesting and thought-provoking for both beginners and advanced students.

Please note: There will be no final written test in this seminar. Your final grade will be dependent on the marked presentation of your corpus-linguistic project during the presentation day on 14 February 2015, as well as on a written documentation on theory and realization of your project, handed in afterwards.

Since the tasks in the seminar will involve a lot of practical corpus-linguistic work, please bring along your laptop computers.

Prof. Dr. Claudia Lange

**HS
S**

Pragmatics

Thu (2)

GER 39

More often than not, there is a gap between what we say and what we mean: we try to be polite; we use irony, sarcasm, humour; we exaggerate or resort to understatement, we speak metaphorically. The discipline of Pragmatics is concerned with studying meaning in context, trying to explain how we manage to recover speakers' communicative intentions. We will start off by considering several approaches to the study of meaning in language and then zoom in on pragmatic theories which deal with how we create meanings in our everyday communicative interactions. Topics to be covered include politeness and impoliteness, metaphor, speech acts, irony, humour, and intercultural pragmatics.

Prof. Dr. Claudia Lange

**HS
S**

Negation in English

Thu (4)

W 48/001

“That woman speaks 18 languages and can’t say ‘No’ in any of them.” (Dorothy Parker)
“Which part of ‘No’ didn’t you understand?” (slogan on a T-shirt)

As the quotes suggest, dealing with negation is not as easy and straightforward as one might think. Why, for example, are we unwise, but never *unstupid? What difference does it make if we say *Not many students passed the exam* or if we say *Many students did not pass the exam*? Do politicians prefer the phrase *Make no mistake* rather than *Don’t make a mistake* only because it is easier to remember? Why is multiple negation as in *I ain’t no chickenshit* such a pervasive feature of practically all dialects of English? And finally, how do languages other than English handle negation?

In order to tackle these questions, we will have a closer look at the syntax, semantics, pragmatics, morphology and typology of negation.

This course prepares students for the “Schriftliches Staatsexamen: Klausur Englische Sprachwissenschaft” (synchronic and diachronic).

Prof. Claudia Lange

OS/K

Key Notions in Linguistic Theory

Fri (3)

W 48/003

This course is intended for advanced students (MA, M.Ed., advanced Staatsexamen and PhD.) and serves a dual purpose:

- we will work our way through several texts which represent important notions/ideas/concepts that are highly relevant for linguistics. Some of these texts will be much-quoted 'classics' within the discipline, others will invite us to consider the most recent approaches within linguistic theory;
- you will have the opportunity to present and discuss your current research projects (e.g. your MA- or Staatsexamens-thesis or PhD-project, or your project within the module "Wissenschaftliche Praxis" or "Wissenschaftliche Präsentation").

Please note that this course involves a lot of reading – willingness to prepare the chosen texts and readiness to participate in discussion are essential for taking this course.

2. Englische Literaturwissenschaft

Bitte beachten Sie, dass alle Modulbestandteile, d. h. Einführungskurs und Übung im 1. Studienjahr, Vorlesung und Proseminar im 2. Studienjahr und Vorlesung und Seminar im 3. Studienjahr sowie alle Sprachlernseminare, in jedem Winter- und Sommersemester in etwa gleicher zeitlicher Anordnung angeboten werden. Sie sollten daher eine ausgeglichene Lehrbelastung (ca. 10 SWS pro Fach pro Semester) im Winter- und Sommersemester anstreben.

Prof. Dr. Stefan Horlacher hat im Wintersemester 2014/15 ein Forschungsfreisemester.

Die Betreuung von Master-/BA-/Magister/Wissenschaftlichen Arbeiten, Hausarbeiten etc. findet selbstverständlich statt wie auch alle Prüfungen.

Die Vorlesungen von Frau Prof. Kanzler, Frau Prof. Georgi-Findlay und Herrn Prof. Kühn sind als Alternative für die Englische Literaturwissenschaft geöffnet.

Prof. Dr. Katja Kanzler

EK Introduction to Literary Studies Wed (3) BEY 118

This class will introduce students to key methods and concepts of literary analysis, aiming to provide them with the basic knowledge and skills necessary to analyze literary texts in a critical, academically informed way. It will discuss the major elements and operations of the classic literary genres prose, poetry, and drama as well as of narrative fictions in other genres and media; it will acquaint students with some of the most important concepts and strategies employed in literary scholarship to analyze and interpret these.

Mirjam Frotscher, M.A.

Ü	The Art of Scholarly Reading, or: How to get the most out of a novel	Thu (3)	W 48/101
		Fri (3)	BSS 49

Does narratology leave you at a loss? Do you not quite understand what the difference between Genette and Stanzel is? Do you wonder why the author's intention seemed so important in high school and why it is no longer? Do you doubt you really need all these theories to read, analyze, interpret, and, overall, appreciate a novel? Fear not! This course will try to answer all your questions and shed light on the mysteries of Anglophone literary studies.

This course is designed as a hands-on approach to literary studies by putting the tools that are handed to you in the introductory course to practical use. Focusing on two very different novels from different time periods and countries, you will get the chance to engage with a wide breadth of literary expressions and to apply your knowledge in varying scenarios. Besides deepening your understanding of various schools and currents of (literary) theory, you will also practice skills which are necessary within an academic setting. From putting together a proper bibliography to finding essay topics, we will look at all the nitty-gritty that belongs to scholarly work and which will be useful in your further studies.

Please purchase:

Virginia Woolf: *Orlando* [ISBN 978-1-85326-239-5]

Paul Auster: *Oracle Night* [ISBN 978-0-57127-652-3]

A reader with all further theoretical texts will be provided at the beginning of the semester. Please register for this class on OPAL, starting on September 30.

Prof. Dr. Thomas Kühn

V **17th Century English Cultural History** **Fri (2)** **W 48/004**

If the 16th century can be described as a gradual shift from the late middle ages to the early modern period, 17th century British culture can be perceived as the problematic breakthrough of early modern structures and thinking, full of tensions and contradictions.

This lecture course aims at introducing some of these structural patterns that are often linked with each other. Although the cultural history of the British Isles, and England in particular, will be at the centre, European developments will and have to be taken into account as well.

The following topics will be dealt with more extensively:

- philosophy, the rise of the sciences and the discovery of the world,
- the development of England into a parliamentary monarchy,
- the rise of a bourgeois society,
- religious tendencies and frictions,
- literary and artistic developments.

This lecture will not only introduce major developments in an exemplary fashion, but also discuss cultural practices of the 17th century and their reflection in our 21st century.

Prof. Dr. Thomas Kühn

V

**Populärkultur
Öffentliche Ringvorlesung**

Thu (7)

HSZ 401

Massenkultur, Volkskultur, Alltagskultur, oder am Ende gar: Volksverdummung? Die Liste der Begriffe, die benutzt werden um Phänomene wie Fußball, Fernsehserien oder Schlagermusik zu beschreiben, ist lang – und all diese Begriffe zeugen von einer je ganz eigenen, meist abwertenden Sichtweise auf Formen von Populärkultur. Während noch vor einigen Jahren die Universität eben jenen abwertenden Blick weitgehend teilte oder Populärkultur schlichtweg ignorierte, widmen sich mittlerweile eine Vielzahl von Disziplinen der Erforschung einzelner Aspekte von Populärkultur.

In der öffentlichen Ringvorlesung werden unterschiedliche disziplinäre Sichtweisen und Ansätze vorgestellt, unter anderem durch Vertreter der Soziologie, Musik-, Kommunikations-Politik-, Erziehungs- oder Kulturwissenschaft. Darüber hinaus beschäftigt sich der zweite Teil der Ringvorlesung verstärkt mit der Frage, wie in verschiedenen Kultur- und Sprachräumen, wie zum Beispiel Russland, Deutschland oder den USA, Populärkultur verstanden und problematisiert wird.

Vortragende: John Storey (Sunderland, UK), Monika Seidl (Wien), Dominik Schrage (Lüneburg), Ralf Junkerjürgen (Regensburg), Wolfgang Donsbach (Dresden), Mark Arenhövel (Dresden), Maria Häusl (Dresden), Olaf Sanders (Dresden), Manuel Gervink (Dresden), Lars Koch (Dresden), Marina Scharlaj (Dresden), Joachim Scharloth (Dresden), Brigitte Georgi-Findlay (Dresden)

Das komplette Programm sowie weitere Informationen finden Sie unter:
tinyurl.com/PopulaerKultur

Dr. Wieland Schwanebeck

**Ü
PS**

Theatre of the Absurd

Tue (2)

W 48/004

When Samuel Beckett's *Waiting for Godot* was performed for the first time in 1953, there was an outcry amongst spectators who did not know what to make of a play that seemed to abandon most of the cherished traditions of theatre. Even Peter Hall, the celebrated director of the play's English premiere, was at a loss to explain what it was actually about.

Several decades after their heyday, the most prominent texts of the movement that later became known as the "Theatre of the Absurd" (Martin Esslin) retain many of their qualities: both funny and profoundly sad, shocking and moving, always on the edge of despair.

In this course, we will not only discuss Beckett's most famous play and contextualise it amongst literary traditions, but we will also assess its philosophical foundations, i.e. Existentialist philosophy (Søren Kierkegaard, Albert Camus).

Is Theatre of the Absurd really the complete antithesis to the classical Aristotelian idea of drama? Which conventions does it challenge? How is it related to genres like comedy and farce? Does the notion of character apply to Beckett's Vladimir and Estragon at all?

In later sessions, we will also address the influence of the Absurd on authors after Beckett, and its impact on popular culture.

Please buy the following edition and read its introduction before the start of term:

Samuel Beckett: *Waiting for Godot*. London: Faber & Faber, 2009. [ISBN 0571244599]

Further texts will be available on OPAL at the beginning of term.

You do not have to register in advance – just be there for the first meeting.

Bettina Schötz**PS****Cloud Atlas:
Cosmopolitan Novel and Film****Wed (6)****W 48/004**

David Mitchell's best-selling novel *Cloud Atlas* (2004) is an outstanding example of the "new kind of novel" that Berthold Schoene discerns in contemporary British literature. In truly 'cosmopolitan' fashion, Mitchell's novel skilfully interweaves six independent but interrelated narratives set at different times and different places all over the world, in an attempt to imagine a global community of human beings. Yet, *Cloud Atlas's* successful adaptation to the screen (Tom Tykwer, Lana & Andy Wachowski, 2012) suggests that a 'cosmopolitan' vista is also observable in other narrative genres and media, if not in current art production more generally.

At the beginning of this seminar, we will familiarise ourselves with different concepts of 'cosmopolitanism' and their underlying notions of community. We will apply these to our reading of Mitchell's novel and ask questions such as the following: What kind of cosmopolitan community does the novel portray? How, by means of which narrative devices, does it do so? Which features does Mitchell's novel share with the typical 'cosmopolitan novel'? Where does it deviate? After our close readings have done justice to the novel's complexity, we will direct our attention towards the film *Cloud Atlas*. Not only will we deal with issues of 'adaptation' and 'transformation', but we will also scrutinise the kind of cosmopolitan community that the film depicts and the filmic devices that it employs in order to create this vision.

Throughout the seminar, we will practise the application of the categories and methods necessary for the analysis and interpretation of narrative texts in different media.

Please buy and read/watch before the beginning of the winter term:

- 1) Mitchell, David. *Cloud Atlas*. London: Sceptre, 2004 [ISBN 978-0-340-82278-4]
- 2) *Cloud Atlas*. Dir. Tom Tykwer, Lana Wachowski and Andy Wachowski. Perf. Tom Hanks, Halle Berry and Jim Broadbent. 2012. DVD. Warner, 2013 [ISBN 0340822784]

Please note: You are not required to enrol for this seminar in advance. If you would like to join this course, simply turn up at the first session and sign up then.

Sebastian Jansen

PS **Peter Carey: The International
Australian** **Mon (5)** **HSZ E05**

Twice winner of the Booker Prize (1988 and 2001), Peter Carey is one of the most eminent and prolific Australian authors – although he currently lives in New York City and his style has been called ‘international’ from the outset. Combining elements of magic realism, meta-fiction and fabulation, his writing – often dark, sometimes gory and frequently funny – is so diverse that some have even wondered whether one can speak of an oeuvre at all. And yet, despite this diversity, one topic that always prevails is Australia.

In the seminar we will discuss one of Carey’s more recent novels, *My Life as a Fake* (2003), as well as at least two of his highly acclaimed short stories. We will address some basic stylistic features of contemporary literature such as realism and magic realism and discuss his texts from a variety of angles, especially postcolonialism and postmodernism. Some of the questions we will be dealing with are: What is Australianness? What does it mean when commentators claim Peter Carey rewrote Australian History? What is ‘international’ about his writing? And why are his stories so popular in with readers and scholars alike?

Please buy:

Carey, Peter. *My Life as a Fake*. London: Faber & Faber, 2004. [ISBN: 057121620X]

The short stories will be provided via OPAL.

Please note: You do not have to enrol in advance for the course; it will be enough to be present at the first meeting.

Dr. Wieland Schwanebeck

**HS
S**

Victorian Literature

Thu (3)

BAR/218

As the success of the recent Showtime series, *Penny Dreadful* (2014), has impressively demonstrated, the myth of the Victorian Age and its literary legacy are more in demand than ever.

Contemporary assessments of Victorian times usually tend to favour one of two seemingly contradictory readings: on the one hand, the image of the Victorian Age as one of stern morality, of stiff-upper-lip imperialism and of "fools in old-style hats and coats" (Philip Larkin); on the other hand, explorations of the darker side of the human psyche and of what Freud called the Uncanny.

This seminar will try to bridge the gap between these two poles by focusing on close readings of a variety of texts. These will include the 'social consciousness' narratives of the mid-19th century, such as the works by Charles Dickens (*Hard Times*, 1854) and Elizabeth Gaskell (*Cranford*, 1853), but also the works of 'Imperial Gothic', such as Robert Louis Stevenson's *Strange Case of Dr Jekyll and Mr Hyde* (1886), or the popular crime narratives of the late 19th century.

In the last part of the seminar, we will assess the legacy of Victorianism in the light of our literary discussions, addressing (amongst other things) Foucault's work on the 'repressive hypothesis' (regarding sexuality in the 19th century).

A reader with all the relevant literature will be available on OPAL at the beginning of the term.

NB: This course prepares students for the "Schriftliches Staatsexamen: Klausur Englische Literaturwissenschaft" in the spring/summer of 2015.

You do not have to register in advance – just be there for the first meeting.

PD Dr. Anna-Christina Giovanopoulos

HS S	Contemporary British Drama: The 1990s and Beyond	Tue (5)	BSS/109
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In the mid-1990s young dramatists entered the stage whose plays offered such explicit displays of sex and violence that the critic Alex Sierz coined the phrase 'In-Yer-Face Theatre' to categorise their work. Such extreme manifestations ended at the beginning of the new millennium. The legacy of 'In-Yer-Face', however, was to show that theatre was not only a part of mainstream consumer culture but that it was young, multicultural, and even political.

In this seminar we will address questions concerning the position of the texts within historical and contemporary theatre movements. What aesthetic strategies do the texts use? How do they get involved in contemporary social issues? From varying theoretical perspectives we will analyse key dramas, beginning with Jez Butterworth's *Mojo* (1995), Sarah Kane's *Blasted* (1995) and Mark Ravenhill's *Shopping and Fucking* (1996). We will move into the 21st century with Tanika Gupta's investigation of ethnic conflict and Britain's role in providing "Sanctuary" (2002). We will continue with Mark Ravenhill's response to war in *Shoot/Get Treasure/Repeat* (2007) and with Jez Butterworth's look on contemporary life in England in *Jerusalem* (2009). Finally, we will read *Chimerica* by Lucy Kirkwood, which won the Olivier Award for Best Play in 2014, and finish with Simon Stephens' *Birdland* (2014), a drama about rock stardom.

Expert groups will prepare readings of these and of further plays and will discuss their theses with the class. – Depending on availability we will also attend a theatre performance of a play.

Information on syllabus and texts as well as a bibliography will be provided in the first session in October.

You do not have to register in advance – just be there for the first meeting.

Prof. Dr. Thomas Kühn

OS

Oberseminar

Tue (6)

BSS 109

The *Oberseminar* is open to doctoral candidates, to students completing their MA, *Staatsexamen* or Master thesis, and to those approaching the end of their studies. It is intended to give the participants the opportunity to introduce their projects, and to learn from the presentations given.

The focus will be on theoretical approaches and their application to the projects, with the added intention of fostering an exchange of research interests and ideas among advanced students of *English/American Literature* and *British/American Cultural Studies* in the department.

A prerequisite for those attending is the willingness to present the findings of their work as well as lead the ensuing group discussions.

For Master-students this course serves a double function:

- as the "Peer Colloquium" it is part of the "Wissenschaftliche Praxis II" ("old" Master only), and
- it is the forum for the "Colloquium" of the "Wissenschaftliche Präsentation"-Modul (both "old" and "new" (from 1.10.2013) Master).

Both requirements have to be met in different semesters.

For students in the *Magister* and *Staatsexamens*-courses participation is voluntary; i.e., they will not receive any credits.

The first session will take place in the second week.

3. Kulturstudien Großbritanniens

Bitte beachten Sie, dass die Modulbestandteile „*Introduction to British Cultural Studies*“ nur im Wintersemester angeboten werden. Die Übungen im 1. Studienjahr, Vorlesung und Proseminar im 2. Studienjahr, Vorlesung und Seminar im 3. Studienjahr sowie alle Sprachlernseminare werden in jedem Winter- und Sommersemester in etwa gleicher zeitlicher Anordnung angeboten. Sie sollten daher eine ausgeglichene Lehrbelastung (ca. 10 SWS pro Fach pro Semester) im Winter- und Sommersemester anstreben.

Prof. Dr. Thomas Kühn

Introduction to British Cultural Studies

Thu (2)

HSZ 304

EKT 4 KP (requirements see below)

This course aims at

- providing students with a survey of important British institutions and ways of life in comparison with those in Germany;
- gaining knowledge about and discussing examples of contemporary "British" topics;
- developing skills of reading cultural texts;
- introducing the academic field of Cultural Studies.

This course is offered as a lecture, accompanied by mandatory tutorials (1 hour per week). All participants are expected to make oral contributions in discussions, presentations during the lecture, and, in addition to active participation, written contributions in the form of assigned homework for the tutorial.

To acquire 4 credit points students have to attend regularly and actively, pass the homework for the tutorial and the final test at the end of the semester.

Coursebooks:

J. O'Driscoll, *Britain*, Oxford: OUP. 2009 edition only.

Hans Kastendiek, Roland Sturm (eds.), *Länderbericht Großbritannien*, Bonn: Bundeszentrale für Politische Bildung, 2006.

A reader will also be provided by the beginning of the semester.

Robert Troschitz

Ü **Shop Till You Drop! – An Introduction** **Wed (5)** **W48/001**
PS **to the Study of Consumer Cultures**

Over the last 50 years, the time UK citizens spent on shopping has more than doubled, and shopping and consumption have gained such an importance in Western societies that they are often characterized as 'consumer societies'. Consumer choice has become the overarching principle, and purchasing power and the possession of material goods increasingly define who we are. Indeed, one may agree with artist Barbara Kruger and turn Descartes' credo 'I think therefore I am' into 'I shop therefore I am'.

This course offers an introduction to the analysis of consumer cultures and investigates shopping as a cultural practice. We will analyse different aspects of shopping and consumption such as

- advertising,
- shopping places (from arcades to department stores such as Harrods in London to shopping centres like Bluewater),
- consumption and subcultures (from the Mods of the 1950s to today's Hipsters),
- ethical consumption and fair trade.

A reader with selected texts will be provided on OPAL.

Please register via e-mail (robert.troschitz@tu-dresden.de) and indicate the number of credit points you would like to get.

Christian Schlemper, M.A.

Ü PS	“These wonderful machines” – British transport through the centuries	Mon (6) (First lesson 20.10.2014)	W 48/002
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Transport has always been more than getting people and goods from A to B. Steam trains are the symbol of the Industrial Revolution. Rolls Royce has always been the British epitome of luxury and a stunning reflection of the decadence of the Edwardian years.

The daring British adventurers who took to the air and connected the Empire in the Interwar-years are as strongly connected to the dominant culture of the time as is the Mini to the Britain of the Fifties and the shiny High Speed trains in St. Pancras International to New Labours ambitious vision of ‘Cool Britannia.’

The course takes a closer look at the history of British transport from the 18th to the 21st century. We will analyse articles, study selected biographies and look at the stories around the machines, their inventors and the times they lived in.

Selected texts will be provided in the course of the semester.

Please register on the list on the Cultural Studies pin board.

Prof. Dr. Thomas Kühn

V (+ AK) 17th Century English Cultural History Fri (2) W 48/004

If the 16th century can be described as a gradual shift from the late middle ages to the early modern period, 17th century British culture can be perceived as the problematic breakthrough of early modern structures and thinking, full of tensions and contradictions.

This lecture course aims at introducing some of these structural patterns that are often linked with each other. Although the cultural history of the British Isles, and England in particular, will be at the centre, European developments will and have to be taken into account as well.

The following topics will be dealt with more extensively:

- philosophy, the rise of the sciences and the discovery of the world,
- the development of England into a parliamentary monarchy,
- the rise of a bourgeois society,
- religious tendencies and frictions,
- literary and artistic developments.

This lecture will not only introduce major developments in an exemplary fashion, but also discuss cultural practices of the 17th century and their reflection in our 21st century.

This lecture is accompanied by an **Arbeitskreis** (AK/SAG) for students in the M.Ed. and in the old M.A. programme: *Schwerpunktmodul Kulturwissenschaft* (5 KP). This **AK starts in the second week of the semester.**

Prof. Dr. Thomas Kühn

V

**Populärkultur
Öffentliche Ringvorlesung**

Thu (7)

HSZ 401

Massenkultur, Volkskultur, Alltagskultur, oder am Ende gar: Volksverdummung? Die Liste der Begriffe, die benutzt werden um Phänomene wie Fußball, Fernsehserien oder Schlagermusik zu beschreiben, ist lang – und all diese Begriffe zeugen von einer je ganz eigenen, meist abwertenden Sichtweise auf Formen von Populärkultur. Während noch vor einigen Jahren die Universität eben jenen abwertenden Blick weitgehend teilte oder Populärkultur schlichtweg ignorierte, widmen sich mittlerweile eine Vielzahl von Disziplinen der Erforschung einzelner Aspekte von Populärkultur.

In der öffentlichen Ringvorlesung werden unterschiedliche disziplinäre Sichtweisen und Ansätze vorgestellt, unter anderem durch Vertreter der Soziologie, Musik-, Kommunikations-Politik-, Erziehungs- oder Kulturwissenschaft. Darüber hinaus beschäftigt sich der zweite Teil der Ringvorlesung verstärkt mit der Frage, wie in verschiedenen Kultur- und Sprachräumen, wie zum Beispiel Russland, Deutschland oder den USA, Populärkultur verstanden und problematisiert wird.

Vortragende: John Storey (Sunderland, UK), Monika Seidl (Wien), Dominik Schrage (Lüneburg), Ralf Junkerjürgen (Regensburg), Wolfgang Donsbach (Dresden), Mark Arenhövel (Dresden), Maria Häusl (Dresden), Olaf Sanders (Dresden), Manuel Gervink (Dresden), Lars Koch (Dresden), Marina Scharlaj (Dresden), Joachim Scharloth (Dresden), Brigitte Georgi-Findlay (Dresden)

Das komplette Programm sowie weitere Informationen finden Sie unter:
tinyurl.com/PopulaerKultur

Prof. Dr. Thomas Kühn

**HS
S**

**Departures - 17th-Century Thinking
and Writing**

Wed (3)

HSZ 204

As the history of the 17th century shows, the Elizabethan Settlement in the 16th century had settled not very much. Just a little more than half a century later, England will be torn by a civil war. Religious strife, social change, economic developments and political conflicts indicate deep tensions and shifts within English society that lead to the first and only republic (or military dictatorship) on English soil, an eventual Restoration of the Monarchy in 1660 and the Glorious Revolution of 1688/89 that turns England into a constitutional monarchy. Moreover, 17th-century England is characterised by the advent of new ideas that go far beyond national boundaries and are deeply embedded in European thinking in general.

In this seminar we will study and discuss some developments that lead to this "dissociation of sensibility" (T.S. Eliot): scientific and philosophic bases (e.g. by Francis Bacon) as well as social, political, religious and literary representations (e.g. poetry by John Donne and Andrew Marvell). John Milton's political, social and educational tracts will be read as will be John Bunyan's *The Pilgrim's Progress* (excerpts) as one of the most important popular literary works. Tracts and pamphlets by revolutionaries like Gerrard Winstanley and John Lilburne, or reactionaries like Thomas Hobbes with his seminal study *Leviathan* will be taken into account as well. A reader will be made available by the beginning of October.

Please register on the list at the Cultural Studies pin-board. E-mail registration will not be taken into account.

NB: This course prepares students for the "Schriftliches Staatsexamen: Klausur Kulturstudien Großbritanniens" in autumn 2014.

Prof. Dr. Thomas Kühn

HS S	“Heritage, the Problem of Heritage Film and the Construction of National Identity”	Thu (5)	HSZ 301
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If a crucial part of national identity is heritage, i.e. “that which has been or may be inherited” (*SOED*) one has to ask what part of the vast historical deposit gains the status of heritage. The rise to heritage status involves political, cultural and many other processes with far from clear results. An excellent popular example of such processes are so-called heritage films, a specific British film genre that evolved during the 1980s and that has arguably become one of the most prominent items of a commodified pseudo-Disneyworld historic Britain (or England?).

Although the classic heritage film saw its end towards the late 1990s, questions of heritage and national identity have been negotiated in many films up to the very recent past. The guiding question of this seminar will be what kind of national identity is presented and discussed to which purpose. However, this class will also introduce central aspects of film techniques, and it will discuss the films as contemporary constructions of popular cultural memory.

Four films will figure as the central texts for presentations and discussions in this seminar:

Chariots of Fire (1983)

The Remains of the Day (1991)

Brassed Off (1996)

Elizabeth, the Golden Age (2007)

Prof. Dr. Thomas Kühn

OS

Oberseminar

Tue (6)

BSS 109

The *Oberseminar* is open to doctoral candidates, to students completing their MA, *Staatsexamen* or Master thesis, and to those approaching the end of their studies. It is intended to give the participants the opportunity to introduce their projects, and to learn from the presentations given.

The focus will be on theoretical approaches and their application to the projects, with the added intention of fostering an exchange of research interests and ideas among advanced students of *English/American Literature* and *British/American Cultural Studies* in the department.

A prerequisite for those attending is the willingness to present the findings of their work as well as lead the ensuing group discussions.

For Master-students this course serves a double function:

- as the "Peer Colloquium" it is part of the "Wissenschaftliche Praxis II" ("old" Master only), and
- it is the forum for the "Colloquium" of the "Wissenschaftliche Präsentation"-Modul (both "old" and "new" (from 1.10.2013) Master).

Both requirements have to be met in different semesters.

For students in the *Magister* and *Staatsexamens*-courses participation is voluntary; i.e., they will not receive any credits.

The first session will take place in the second week.

4. Literatur Nordamerikas

Bitte beachten Sie, dass alle Modulbestandteile, d. h. Einführungskurs und Übung im 1. Studienjahr, Vorlesung und Proseminar im 2. Studienjahr und Vorlesung und Seminar im 3. Studienjahr sowie alle Sprachlernseminare, in jedem Winter- und Sommersemester in etwa gleicher zeitlicher Anordnung angeboten werden. Sie sollten daher eine ausgeglichene Lehrbelastung (ca. 10 SWS pro Fach pro Semester) im Winter- und Sommersemester anstreben.

Prof. Dr. Katja Kanzler

EK Introduction to Literary Studies Wed (3) BEY 118

This class will introduce students to key methods and concepts of literary analysis, aiming to provide them with the basic knowledge and skills necessary to analyze literary texts in a critical, academically informed way. It will discuss the major elements and operations of the classic literary genres prose, poetry, and drama as well as of narrative fictions in other genres and media; it will acquaint students with some of the most important concepts and strategies employed in literary scholarship to analyze and interpret these.

Mirjam Frotscher, M.A.

Ü	The Art of Scholarly Reading or: How to get the most out of a novel	Thu (3)	W 48/101
		Fri (3)	BSS 49

Does narratology leave you at a loss? Do you not quite understand what the difference between Genette and Stanzel is? Do you wonder why the author's intention seemed so important in high school and why it is no longer? Do you doubt you really need all these theories to read, analyze, interpret, and, overall, appreciate a novel? Fear not! This course will try to answer all your questions and shed light on the mysteries of Anglophone literary studies.

This course is designed as a hands-on approach to literary studies by putting the tools that are handed to you in the introductory course to practical use. Focusing on two very different novels from different time periods and countries, you will get the chance to engage with a wide breadth of literary expressions and to apply your knowledge in varying scenarios. Besides deepening your understanding of various schools and currents of (literary) theory, you will also practice skills which are necessary within an academic setting. From putting together a proper bibliography to finding essay topics, we will look at all the nitty-gritty that belongs to scholarly work and which will be useful in your further studies.

Please purchase:

Virginia Woolf: *Orlando* [ISBN 978-1-85326-239-5]

Paul Auster: *Oracle Night* [ISBN 978-0-57127-652-3]

A reader with all theoretical texts will be provided at the beginning of the semester. Please register for this class on OPAL, starting on September 30.

apl. Prof. Dr. Angelika Köhler

**Ü
PS**

**Challenging Short Story Traditions:
New Voices at the Turn of the 20th
Century**

Thu (4)

W 48/102

In the course of the 19th century, the short story established itself as a most representative genre of American literature characterized by a "sense of both mobility and democratic openness to experience" (Scofield 2006). As critics have repeatedly noted, this short narrative form flourishes in "marginal" cultures and areas and frequently deals with submerged population groups. The years around the fin de siècle witness the growth of literary figures who find themselves situated in "outsider" conditions—whether with regard to their places of residence, their understanding of gender roles, their ethnic experiences or their concepts of creativity.

In this course we want to read and discuss selected texts which rewrite the American short story tradition against the background of the cultural changes that marked the decades of transition from the nineteenth to the twentieth century. Exploring the intersections of social, political and psychological inevitabilities, writers like Kate Chopin, Charles Waddell Chestnutt, Ellen Glasgow, O. Henry, Zitkala-Ša, Abraham Cahan, Sui Sin Far and Henry James began highly diverse individual experiments with forms and subjects of American short story writing thus opening up new prospects for this literary genre.

A Reader with all the texts will be provided by the beginning of the semester.

Prof. Dr. Katja Kanzler

V + AK

**Survey of American Literature II –
Civil War to Present**

**Thu (3)
AK Thu (6)**

**HSZ 403
tba**

This lecture will provide a survey of American literary history from the Civil War to the present. It will discuss important themes, modes, and genres that characterize American literature from the mid-19th through the beginning of the 21st century, and the literary periods into which it has been organized (realism, modernism, postmodernism). In the course of this survey, we will explore the – partly very different, partly continuous – ways in which texts across these periods define 'Americanness,' in which they approach human nature and social differences, and the ideas about the role and operations of literature that they reflect.

This lecture is accompanied by an "Arbeitskreis"/"Studentische Arbeitsgemeinschaft" for students in the M.Ed. and in the old M.A. program. Students in the old M.A.-program who wish to complete their "Wissenschaftliche Praxis 1" or "Wissenschaftliche Praxis 2" with Prof. Kanzler need to contact her by email before 1 October.

Prof. Dr. Katja Kanzler

HS S	Picaresque Traditions in American Narrative	Thu (5)	W 48/102
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Literary scholar Catherine N. Davidson, in *Revolution and the Word*, identifies the picaresque as one of the foundational genres of the American novel. Originating from European literary traditions, the genre's conventions fell on fruitful soil in American culture. Its focus on the adventurous travels of a "roguish" social outsider, typically narrated in the first person, and its propensity for social satire have resonated powerfully with cultural concerns and storytelling needs in the United States of and beyond the Revolutionary Period. Throughout the centuries, the conventions of the picaresque have proven a vibrant and versatile language of storytelling in American literature and film.

In this seminar, we will explore this tradition of the picaresque in American narrative from the Revolutionary Period to the present. We will discuss different concepts of and scholarly approaches to the picaresque and apply them to a diverse range of picaresque narratives. Details on the texts and films to be discussed will be announced on the seminar's homepage (via OPAL) by the end of September. Registration for this class will take place in its first session.

This course prepares students for the **"Schriftliches Staatsexamen: Klausur Amerikanische Literaturwissenschaft."**

apl. Prof. Dr. Angelika Köhler

**HS
S**

**Narratives of Otherness:
The Gothic in Modern American
Fiction**

Mon (4)

W 48/102

Having its origins in European Enlightenment and Romanticism, the Gothic has played centrally in the formation of an American national literary tradition. As a literature of borderlands expressing the repressed, the deliberately forgotten, in American culture, the Gothic challenges basic premises of rationality and of the continuity of the American national narrative of social and moral progress. Exploring the troubled identities of postmodern and postcolonial subjects, their experiences of trauma and their quest for self-positioning in spaces of liminality in particular, the imaginative demands of the Gothic foster literary innovation and aesthetic experimentation. Due to this generic hybridity it denies straightforward identification. In this course, we will first provide a theoretical platform for our critical analysis of selected 20th- and 21st-century fictions. Afterwards we will renegotiate the individual texts against the background of rather inclusive approaches as narratives that shift geographical, cultural, linguistic, racial and gender boundaries, thus not just giving voice to suppressed groups and topics beyond the dominant discourses, but also creating ongoing dialogues across cultures and genres that have shaped their place in the larger contexts of our globalized world.

This course prepares students for the "**Schriftliches Staatsexamen: Klausur Amerikanische Literaturwissenschaft.**"

apl. Prof. Dr. Angelika Köhler

**HS
S**

**The Aesthetics of the Desert:
Narrative Representations of the
American Southwest**

Wed (3)

W 48/101

This course wants to explore how written and visual representations shaped the construction of the cultural geography of the American Southwest during the 19th and early 20th centuries, how the Southwest was “produced” for Euro-American readerships and how these images of the area have been challenged by artists during the second half of the 20th century. The Southwest, originally a desert area, where, as Mary Austin stated, “not the law but the land sets the limits,” developed in the course of American settlement during the 19th century into aesthetic wonderlands. Our critical rereading of selected texts starts from the romanticized images of a passing Spanish “Mexico,” land claimed by Native Americans in the face of European, Mexican and American territorial expansion, to a rewriting of the transcultural spaces of the Southwest as a place of the spiritual home of those people who were denied access to their land. We will explore selected scholarly concepts that can help us analyze and interpret Anglo-American, Mexican-American and Native American concepts of the land as well as their techniques of signifying and their place in the larger contexts of US-American literary history. Reconceptualizing the idea of the desert as an ideological rather than a geographical construct, our aim is to negotiate the various relationships between human imagination and the “non-human” desert world thus reading the literary and visual narratives as aesthetic responses.

Prof. Dr. Katja Kanzler / Prof. Dr. Brigitte Georgi-Findlay

K North American Studies Colloquium Mon (6) W 48/102

This colloquium aims to provide an informal forum in which students, especially those in the advanced stages of their studies, can present their current or planned theses (Staatsexamen, BA, MA, doctoral) and discuss them with fellow students.

For M.A.-students, attendance of this colloquium may count toward the module "Wissenschaftliche Präsentation." All other students can "only" learn a lot from participating in this colloquium, they can earn no credits here.

Students who wish to attend the colloquium with Prof. Kanzler should contact her by email before 1 October.

5. Nordamerikastudien

Bitte beachten Sie, dass die Modulbestandteile Einführungskurs in die Nordamerikastudien und die entsprechende Übung im 1. Studienjahr nur im Sommersemester angeboten werden. Vorlesung und Proseminar im 2. Studienjahr und Vorlesung und Seminar im 3. Studienjahr sowie alle Sprachlernseminare werden in jedem Winter- und Sommersemester in etwa gleicher zeitlicher Anordnung angeboten. Sie sollten daher eine ausgeglichene Lehrbelastung (ca. 10 SWS pro Fach pro Semester) im Winter- und Sommersemester anstreben.

Mirjam Frotscher, M.A.

Ü PS	Looking at Immigration through an Asian American Lens	Tue (5)	W 48/001
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In this course we will take a closer look at different factors that have influenced and shaped various waves of Asian immigration to the United States. We will consider a wide body of material: from key texts on foreign policy and immigration, to autobiographical writing and critical engagements with stereotypes, to discussions on contemporary representations of Asian Americans and Asian immigration.

By using the experience of Asian Americans as a particular example for immigration, students will be equipped with the necessary analytical tools and background knowledge to critically engage with questions surrounding immigration and the make up of multicultural United States on a larger scale. Furthermore, this course will focus on developing skills necessary within an academic setting.

A reader with all necessary texts will be provided at the beginning of the semester. Please register for this class on OPAL, starting on September 30.

Prof. Dr. Brigitte Georgi-Findlay

V + AK

**American Cultural History 1:
Colonial Era to Revolution**

**Tue (5)
AK Tue (6)**

**HSZ 403
HSZ 201**

This lecture course will give an overview of the main events and developments that shaped the colonial era in North America. For example: How did Europeans in North America come to define their place and identity in the "New World"? How did the culturally diverse peoples of North America (Native, white or (free and enslaved) black) relate to one another? This lecture course aims to provide an introduction to the beginnings of American social, political, and cultural history. It will deal with the cultural encounters and interactions between diverse peoples, and with the historical events and processes that shaped the emerging national cultures in North America, the United States and Canada, until about the end of the eighteenth century.

Prof. Dr. Brigitte Georgi-Findlay

**PS
Ü**

Survey of Canadian Studies

Wed (3)

HSZ 201

This survey course is intended for first- and second-year students. It aims to deepen students' knowledge and competence in Canadian Studies by focusing on basic themes and issues that have defined Canadian history, politics, society, and culture. A reader will be available at the beginning of the semester. Requirements will be announced in class.

Prof. Dr. Brigitte Georgi-Findlay

**HS
S**

**Topics of American Studies:
Multicultural America**

Thu (3)

W 48/004

This course is intended for third year B.A. students as part of the module "Topics of American Studies" as well as for M.A. students. It will explore the histories of ethnic groups and minorities in America, also in terms of their interactions, mixtures, and relations with the "mainstream." Additional issues will be the theories and debates surrounding ethnic and racial diversity in America.

A reader will be available at the beginning of the semester.

This course prepares students for the "Schriftliches Staatsexamen: Klausur Amerikanische Kultur" (fall 2015).

Prof. Dr. Brigitte Georgi-Findlay / Prof. Dr. Katja Kanzler

K North American Studies Colloquium Mon (6) W 48/102

This colloquium aims to provide an informal forum in which students, especially those in the advanced stages of their studies (i.e., graduate students), can present their current or planned theses (especially doctoral, but also Staatsexamen/BA/MA) and discuss them with fellow students. The colloquium is also a regular forum for talks presented by guests.

Note: participation is voluntary; i.e., students will not receive a credit (exception: students in the Master program will be able to present their thesis within the Module "Wissenschaftliche Präsentation").

6. Englische Sprache und Literatur und ihre Didaktik

Bitte beachten Sie, dass alle Veranstaltungstypen in jedem Winter- und Sommersemester in etwa gleicher zeitlicher Anordnung angeboten werden. Sie sollten daher eine ausgeglichene Lehrbelastung (ca. 10 SWS pro Fach pro Semester) im Winter- und Sommersemester anstreben.

Prof. Dr. Andreas Marschollek

EK+Ü	Reflected Practice of Teaching English – Introduction	Mon (4)	W 48/004
		Wed (3)	W 48/004

This combined course (splitting of EK+Ü not recommended!) provides an insight into the variable factors and processes involved in learning/teaching English as a foreign language. Participants are encouraged to reflect on how these can be considered/controlled in English classes in order to facilitate the development of intercultural communicative competence. Task-based assignments such as the analysis and the planning of complex teaching units on the basis of current textbooks will support the integration of theoretical with practical perspectives and prepare for the courses 'Reflected Practice of Teaching English – Seminar' and 'Reflected Practice of English - *Schulpraktische Übung*'.

Target groups

- Lehramt BS/GY/MS/GS: 1st part of the module "Refl. Practice of Teaching English"
- B.Ed. ABS/BBS: 1st part of the module "Refl. Practice of Teaching English"
- M.A. WiPäd: 1st part of the module "Fachdidaktik Englisch WP"

Registration and further information

Previous registration is required. For details, please check the homepage of *Englische Sprache und Literatur und ihre Didaktik*.

Please access the Forum of Teacher Education for details on course contents, objectives, organization, tasks and requirements.

Recommended reading

Müller-Hartmann, Andreas & Schocker-v. Ditfurth, Marita (2010). *Introduction to English Language Teaching*. Stuttgart: Klett.

Susann Haffner, Sabine Reiter, Dr. Carmen Weiss

S	Reflected Practice of Teaching English - Seminar		
	Grundschule / Mittelschule / Gymnasium (focus on young learners 8-13) (S. Reiter)	Fri (2)	W 48/003
	Gymnasium (focus on secondary level I/II) (S. Haffner)	Tue (5)	BSS 133
	Gymnasium (focus on secondary level I/II) (S. Haffner)	Thu (4)	WILL C 206
	Gymnasium / Berufsbildende Schule (C. Weiss)	Mon (3)	BSS 133

This seminar provides a platform for presenting and discussing selected aspects of foreign language teaching in preparation for or in support of the course 'Reflected Practice of Teaching English - *Schulpraktische Übung*' (RPTE-SPÜ). Thus it assists participants both in dealing with issues coming up in daily classroom situations and in deepening their theoretical understanding of learning and teaching processes. For that reason, this course should be completed before (recommended) or at least parallel to the course 'Reflected Practice of Teaching English – *Schulpraktische Übung*'.

Target groups

- Lehramt BS/GY/MS/GS: 2nd part of the module "Refl. Practice of Teaching English"
- B.Ed. ABS/BBS: 2nd part of the module "Refl. Practice of Teaching English"

Registration and further information

Previous registration is required. For details, please check the homepage of *Englische Sprache und Literatur und ihre Didaktik*.

Dates and topics for the *Modulprüfungsleistung Referat* will be assigned in the first session only - making your personal presence imperative.

Please access the Forum of Teacher Education for details on course contents, objectives, tasks and requirements.

Susann Haffner, Sabine Reiter, Dr. Carmen Weiss

SPÜ	Reflected Practice of Teaching English - <i>Schulpraktische Übung</i>	school days*	school*
	(4x Haffner: MS / GY) (5x Reiter: GS / MS / GY) (3x Weiss: GY / BS)		

This course requires the competences developed in the course 'Reflected Practice of Teaching English – Introduction' and 'Reflected Practice of Teaching English – Seminar': In a weekly teaching practice at school students will observe, prepare, teach and analyse their own classes in small groups to develop their proficiency in teaching.

The course "Reflected Practice of Teaching English - Seminar" should be completed either before (recommended) or at least parallel to the course 'Reflected Practice of Teaching English – SPÜ'.

Target groups

- Lehramt BS/GY/MS/GS: 2nd/3rd part of the module "Refl. Practice of Teaching Engl."
- B.Ed. ABS/BBS: 2nd/3rd part of the module "Refl. Practice of Teaching Engl."

Registration and further information

Previous registration is required. For details, please check the homepage of *Englische Sprache und Literatur und ihre Didaktik*.

Please access the Forum of Teacher Education for details on course contents, objectives, tasks and requirements.

*School days and schools will be announced to registered participants via e-mail.

Recommended reading

Harmer, Jeremy (2007). *How to teach English*. Harlow: Pearson.

Harmer, Jeremy (2007). *The practice of English language teaching*. Harlow: Pearson.

Richards, Jack C. & Renandya, Willy A. (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge: CUP.

Prof. Dr. Andreas Marschollek

S Advanced Practice of Teaching English Mon (5) W 48/001
(3-9)

This seminar explores ways of organizing complex learning processes in English classes. A special focus will be on supporting learners in taking over increasing responsibility for their individual learning processes in a task-based environment taking advantage of the potential of (literary) texts and (digital) media en route to intercultural communicative competence. We will analyze the respective theoretical background and transfer it to the classroom by planning and reflecting on exemplary teaching units tailored to the needs and potentials of language learners in years 3-9. The course prepares for "Blockpraktikum B".

Target groups

- Lehramt BS/GY/MS/GS: 1st part of the module "Adv. Practice of Teaching English"
- M.Ed. GY/BBS: 1st part of the module "Fachdidaktik Englisch"
- M.A. WiPäd: 2nd part of the module "Fachdidaktik Englisch WP"

Registration and further information

Previous registration is required. For details, please check the homepage of *Englische Sprache und Literatur und ihre Didaktik*.

Dates and topics for the *Modulprüfungsleistungen Referat (Lehramt BS/GY/MS/GS) or Präsentation (M.Ed. BS/GY)* will be assigned in the first session only - making your personal presence imperative.

Please access the Forum of Teacher Education for details on course contents, objectives, tasks and requirements.

Prof. Dr. Andreas Marscholke

**S Advanced Practice of Teaching English Wed (4) WIE 48/ 004
(9+)**

This seminar explores ways of organizing complex learning processes in English classes. A special focus will be on supporting learners in taking over increasing responsibility for their individual learning processes in a task-based environment taking advantage of the potential of (literary) texts and (digital) media en route to intercultural communicative competence. We will analyze the respective theoretical background and transfer it to the classroom by planning and reflecting on exemplary teaching units tailored to the needs and potentials of language learners in years 9+. The course prepares for "Blockpraktikum B".

Target groups

- Lehramt BS/GY/MS/GS: 1st part of the module "Adv. Practice of Teaching English"
- M.Ed. GY/BBS: 1st part of the module "Fachdidaktik Englisch"
- M.A. WiPäd: 2nd part of the module "Fachdidaktik Englisch WP"

Registration and further information

Previous registration is required. For details, please check the homepage of *Englische Sprache und Literatur und ihre Didaktik*.

Dates and topics for the *Modulprüfungsleistungen Referat (Lehramt BS/GY/MS/GS)* or *Präsentation (M.Ed. BS/GY)* will be assigned in the first session only - making your personal presence imperative.

Please access the Forum of Teacher Education for details on course contents, objectives, tasks and requirements.

Dr. Carmen Weiss

S+Ü

**Profilmodul:
Content and Language Integrated
Learning /
Interdisciplinary Learning/
Bilingual Projects**

Tue (2+3)

W 48/003

This course gives an introduction to current interdisciplinary approaches and teaching methods that combine language and content.

Current research on relevant issues as well as related projects at schools in Germany will be discussed. Students will develop their teaching proficiency by designing elements of a content-based curriculum integrating various subjects, such as geography, history and science. Additionally, short teaching sequences to be prepared by the students will be involved.

Target groups

- M.Ed. *GY/BBS*: "Profilmodul"

Registration and further information

Please register for the seminar in our first meeting.

7. Sprachlernseminare

David Hintz, M.A.

Keith Hollingsworth, M.A., PGCE

Pronunciation and Intonation

KH = British English

DH = American English

Module:

B.A., State Exam: Language

Components

Tue (2)

BSS,117 (KH)

Tue (2)

BSS,133 (DH)

Tue (3)

BSS,117 (KH)

Thu (3)

BSS,133(DH)

Sprachlernseminar

Requirements: Regular participation, homework and tests

(1) Written Exam – 50%

(2) Presentation – 50%

Students must choose between British and American English but the course content is very similar. In this Pronunciation and Intonation course we aim to identify the students' problem areas, tune in students' ears to pronunciation style and speech rhythm (stress patterns, weak forms, linking), provide practical information on articulatory phonetics and (some) phonology of English, practise interpreting and writing passages in phonetic script, identify characteristic segmental and suprasegmental features in given (oral and/or written) passages, establish islands of perfection (speaking complex passages in near-perfect form) as stepping-stones to progress and improvement. The skills and knowledge gained here will be developed in the year two Listening and Speaking course.

The course will have spoken and written assignments, and will involve 2 tests:

(1) a written test on phonetic transcription and phonology

(2) an oral test at the end of the semester.

Materials:

"The Englang Pronunciation Course" book and 2 CDs (bring €18 to the first class)

Course materials will be made available at ca €2.

Prerequisites: The Entry Test must have been passed.

Sandra Erdmann, M.A.
David Hintz, M.A.

Grammar

Module:
 B.A., State Exam: Language
 Components

Thu (3) SE2,123 (SE)
Thu (4) SE2,123 (SE)
Fri (2) BSS,133 (DH)
Fri (3) BSS,133 (DH)

Sprachlernseminar 3 KP

Requirements: Regular participation, homework and tests
 Written Exam

This course deals with basic and advanced grammar concepts and targets the particular problems foreigners in general and Germans in particular commonly have with English grammar. This course builds on the knowledge of grammar gained at school, but whereas "Abitur" classes often concentrate on communicative skills, this university course will focus more on accuracy and knowledge of grammatical structures. Although students have encountered and practised most aspects of English grammar at school, many do not control them well.

Using a contrastive approach, this class will address the English verb system, the peculiarities of nouns and their determiners, part-of-speech analysis, parsing, gerunds vs. infinitives, collocations, phrasal verbs, types of subordinate clauses, modal verbs, word order (inversion etc), and adjective vs. adverb problems. Exercises will include: gap-filling, transformations, error correction, translation and sentence analysis. Since the philosophy of the class is partly based on a contrastive approach, translation from German into English will play an important role. Reference books will be recommended in class.

Course materials will be made available at ca €7.

Prerequisites: The Entry Test must have been passed.

Sandra Erdmann, M.A.
Marc Lalonde, B.Ed., B.A.

Vocabulary

Modules:

B.A. : Language Components

State Exam: Language Contexts

Mon (2) BSS,109 (ML)

Mon (3) BSS,109 (ML)

Mon (4) BSS,109 (ML)

Wed (3) BSS,117 (KH)

Requirements: Regular participation, homework and tests
 Written Exam

The aims of this course are to raise awareness of lexical range and lexical variety (geographical, stylistic), to identify recurring lexical problem areas of German speakers of English (as far as practicable also of speakers of English with mother-tongues other than English), to improve personal performance in appropriateness, precision and range of lexical expression, to increase familiarity with deduction techniques, to provide some theoretical information on the structure of (English) vocabulary as far as of practical help, and to inform students about learning materials and techniques.

In the course students are introduced to common problematic lexical areas, extract vocabulary (words, word groups) from texts, establish personal vocabulary lists, practise using dictionaries and thesauri, work out word fields, identify and use word formation processes, practise variations in range and variety of written and oral expression, and experiment with different learning techniques.

The course will involve a variety of assignments and one main exam at the end of the semester.

Course materials will be made available at ca €5.

Prerequisites: The Entry Test must have been passed.

Marc Lalonde, B.Ed., B.A.

Developing Skills

Module: **Thu (4) BSS,109 (ML)**
 B.Ed.: Language Contexts
 State Exam (Option): Language Skills:

Sprachlernseminar

Requirements: Regular participation, homework and tests
 B.Ed. Allg. Schulen: 1) Written report - 50%
 2) Presentation – 50%
 B.Ed. Berufs. Schulen: Written report
 State Exam (Option): class tests

This course is aimed at B.Ed. students in year 2 and is also offered to State Exam students as an Option course. As this course was designed specifically for the B.Ed. programme, which is running out, this course will not be offered again. Therefore, all B.Ed students who have not taken this course should do so in winter semester 2014-15. Foreign exchange students are also very welcome to participate.

This course aims to (1) help prepare students for a successful year abroad, (2) help students become aware of their own errors and weaknesses and help them to improve, and (2) to highlight the typical errors pupils make and practise ways of explaining these as teachers.

The course builds on Year 1 courses (Grammar, Pronunciation and Intonation, Vocabulary). The work consists of a systematic programme of error analysis based on given sentences and texts, discussing cultural phenomena and problems of living abroad, and practising ethnographic writing.

Credit points are given for an oral presentation and a report. The topic of the presentation must be connected to a stay in a foreign country (preferably English-speaking). The report involves (1) a portfolio of all classwork, homework, and tests, with a running log of insights into weaknesses, strengths etc, and (2) a report on the stay in the foreign country.

Materials:

The Mistakes Clinic by G. Parkes (please bring €12.50 to the first meeting)

Photocopied course materials will be made available at ca €3.

Marc Lalonde, B.Ed., B.A.

Classroom English in the Secondary School

Module:
B.Ed., State Exam: Language Contexts

Thu (3) BSS,109 (ML)
Thu (5) BSS,109 (ML)

Sprachlernseminar

Requirements: Regular participation, homework and tests
(1) Written Exam – 50%
(2) Presentation – 50%

This course must be taken by all year 2 B.Ed. and State Exam students before their teaching practice (SPÜ).

This course will concentrate on learning and practising the language needed for conducting lessons in English. Half of the seminars will focus on the language required for discussing topics like equipment, classroom surroundings, the organisation of class activities, correcting language errors, explaining new words, discipline, games, technical apparatus etc. Homework exercises aim to reinforce and practise the vocabulary and structures presented.

The other half of the seminar will involve a simulation whereby the seminar group acts as a school class and two or three students take over, in turns, the role of teacher and present a teaching unit from the school curriculum, devising their own methods and materials. This is then followed by a discussion of the presentation. The students acting as the teacher are required to work as a team and must also discuss their proposals with the course instructor before giving their presentation.

Course materials will be made available at ca €5.

Sandra Erdmann, M.A.

Classroom English in the Primary School

Module:
B.Ed., State Exam: Language Contexts

Thu (2)

SE2,123

Sprachlernseminar

Requirements: Regular participation, homework and tests
(1) Written Exam – 50%
(2) Presentation – 50%

This course must be taken by all year 2 B.Ed. and State Exam students before their teaching practice (SPÜ).

This course is exclusively for students training to work in primary schools. The course will concentrate on learning and practising the language needed for conducting lessons in English in the primary school. One part of the seminar will focus on the language required for the classroom (equipment, classroom surroundings, the organization of class activities, discipline, games etc). The other part of the seminar will involve a simulation in which the seminar group acts as a school class and students take over, in turns, the role of teacher and present a teaching unit from the school curriculum, devising their own methods and materials. This is then followed by a discussion of the presentation. A visit to an English lesson in a primary school has also been planned.

Course materials will be made available at ca €5.

Sandra Erdmann, M.A.
David Hintz, M.A.

Listening and Speaking

Module:	Tue (2)	SE2,123 (SE)
B.A., B.Ed., State Exam: Language Skills	Tue (3)	SE2,123 (SE)
	Tue (4)	SE2,123 (SE)
	Wed (2)	BSS,133(DH)

Sprachlernseminar

Requirements: Regular participation, homework and tests
 (1) Written Exam - 50%
 (2) Speaking Exam – 50%

We recommend that students take this Listening and Speaking course before their period of residence in an English-speaking country.

This course aims firstly to familiarise students with naturally spoken English and a variety of accents, thereby improving listening comprehension skills; secondly we aim to improve students' own general speaking skills by encouraging students to adopt aspects of what they hear from the listening exercises into their own speaking.

Spoken language will be analysed in detail, especially those aspects which hinder comprehension e.g. contractions, linking, etc. The skills and knowledge practised and gained in Year 1 Pronunciation and Intonation will be further developed and refined. Students will also practise the rhetorical skills necessary in giving presentations and short talks. This part of the course should help students give better papers in other seminars. We shall also deal with grammatical problems as they occur. There will be two main tests: (1) a test in listening skills in the form of a written exam, and (2) a speaking test at the end of the semester.

Course materials will be made available at ca €5.

Prerequisites: The SLS Pronunciation and Intonation course must have been passed.

Marc Lalonde, B.Ed., B.A.

Reading

Modules:
B.A., B.Ed. State Exam (Option): Language
Skills:
State Exam (Option): Language
Applications:

Wed (2)

BSS,109

Sprachlernseminar

Requirements: Regular participation, homework and tests
Written Exam

This course is designed for old B.A. and B.Ed. courses, but State Exam and new B.A. candidates can also take this course as an option whilst it is still on offer.

The aim of this course is to raise familiarity with a range of text types, including academic texts, and to practise efficient reading techniques. As reading constitutes a major part of the studies, we hope that this course will support students in their academic careers. The course will build on the skills and knowledge gained in the Grammar and the Vocabulary courses. Students will be given both intensive assignments (shorter texts and extracts) as well as an extensive reading assignment (a whole novel).

Course materials will be made available at ca €5.

Prerequisites: The Grammar and Vocabulary courses must have already been taken.

David Hintz, M.A.
Marc Lalonde, B.Ed., B.A.

Writing

Module:	Tue (2)	BSS,109 (ML)
B.A., B.Ed., State Exam: Language Skills	Tue (3)	BSS,109 (ML)
	Tue (4)	BSS,109 (ML)
	Wed (3)	BSS,133 (DH)

Sprachlernseminar

Requirements: Regular participation, homework and tests
Written Exam

This course is to be taken by year 2 B.A. students and year 3 B.Ed. and *Lehramt* students. Year 2 B.Ed. and *Lehramt* students may also take this course in year 2 if places are available.

This course will teach and practise various types of written tasks and texts, but will focus primarily on argumentative writing (i.e. presenting arguments) but also on expository writing (i.e. explaining, describing, and giving information), formal letters, summaries, CVs/resumes, as well as some translation from German into English.

Students may be required to give a short presentation on a controversial topic chosen at random. This exercise in weighing up and presenting arguments and counter-arguments aims to improve the organisation of ideas in both formal writing and presentations in university and work situations.

Course materials will be made available at ca €4.

Prerequisites: The Grammar and Vocabulary courses must have been taken.

Sandra Erdmann, M.A.

Theatre Workshop

Modules:

B.A. (Option): Language Creativity

State Exam (Option): Language Skills

State Exam (Option): Language

Applications

Mon (5+6)

Tue (5)

Wed (4)

HSZ/204

SE2,123

SE2,123

Sprachlernseminar

Requirements: Regular participation, homework and tests

B.A.: Presentation and Written Exam

State Exam: Written Exam

This course is offered as an option to *Lehramt* students in years 3 or 4, and B.A. students in year 3.

In this course we will be practising some basic play-writing, acting and directing techniques, as well as pronunciation, intonation and voice projection. A presentation in the form of a public performance will be organised for the end of the semester.

Keith Hollingsworth, M.A.

JABS Magazine

Modules:

Mon (3)

BSS,117

B.A. (Option): Language Creativity

State Exam (Option): Language Skills

State Exam (Option): Language Applications

Sprachlernseminar

Requirements: Regular participation, homework and tests

B.A.: Presentation and Written Exam

State Exam: Written Exam

The English department has had a student-based English magazine, called *JABS - Journal of American and British Studies* (or a quick injection!) since 1993. This course is organised partly as a seminar and partly as a workshop where students will work closely together and independently as a group. In the seminar parts we shall analyse various aspects of print and online magazines. In pairs and groups students will produce articles and other sections typical of magazines such as cartoons, problem pages etc. Students interested in using and learning to use online publishing software are particularly welcome. Foreign exchange students of English are also very welcome.

Course materials will be made available at ca €3.

Keith Hollingsworth, M.A., PGCE

Error Analysis

Modules:

Wed (2)

BSS,117

B.A. (Option): Language Creativity

State Exam (Option): Language Skills

State Exam (Option): Language Applications

Sprachlernseminar

Requirements: Regular participation, homework and tests

B.A.: Presentation and Written Exam

State Exam: Written Exam

This course is offered as an Option course to both B.A. and State Exam candidates and also as an extra voluntary course to any students who feel they need some extra support. Foreign exchange students of English are very welcome.

The course will analyse the typical errors made by learners in spoken and written English. The course will also try to establish the strengths and weaknesses of each participant and then suggest strategies and provide materials to help overcome any problems. The course will involve discussion topics based on reading texts, exercises in grammar, pronunciation/intonation and vocabulary, as well as writing assignments.

Regular participation and the fulfilling of homework assignments are of utmost importance.

Materials:

The Mistakes Clinic by G. Parkes (please bring €12.50 to the first meeting)

Course materials will be made available at ca €3.

Marc Lalonde, B.Ed., B.A.

Creative Writing

Modules:

B.A. (Option): Language Creativity

State Exam (Option): Language Skills

State Exam (Option): Language Applications

Wed (3) BSS,109

Sprachlernseminar

Requirements: Regular participation, homework and tests

B.A.: Presentation and Written Exam

State Exam: Written Exam

This course is offered as an Option course to both B.A. and State Exam candidates and also as an extra voluntary course to any students who feel they need some extra support. Foreign exchange students of English are very welcome.

In this writing workshop students will be encouraged to produce and exchange their own work. We will practise a variety of poetic and fictional forms, and by analysing famous samples of each form, we will consider the features that are important in a certain text type before going on to create our own works of art! Students wishing to take part will be expected to write something every week.

Course materials will be made available at ca €3.

David Hintz, M.A.

Advanced Translation

Modules:

Master: *Sprachpraxis*

M.Ed.: *Sprachpraxis*

State Exam: Language Applications:

Tue (3)

Thu (2)

BSS,133

BSS,133

Sprachlernseminar

Requirements: Regular participation, homework and tests

Master: Oral Presentation and Written Exam

Lehramt Master: Written Exam

State Exam: Written Exam

This course is aimed at all Master and State Exam students. Foreign students whose English is at an advanced level may also participate.

Students will be introduced to some theories and techniques of translating and there will be systematic practice of particular structures and lexis which are difficult to translate. Students will be given texts to translate in class and at home. Students should have a good grammar book and a good monolingual dictionary.

Photocopied materials will be sold at ca €5.

Sandra Erdmann, M.A.

Advanced Essay Writing

Modules:

Master: *Sprachpraxis*

M.Ed.: *Sprachpraxis*

State Exam: Language Applications

Wed (2)

Wed (3)

SE2,123

SE2,123

Sprachlernseminar

Requirements: Regular participation, homework and tests

Master: Oral Presentation and Written Exam

Lehramt Master: Written Exam

State Exam: Written Exam

This course is aimed at all Master and State Exam students. Foreign students whose English is at an advanced level may also participate.

This course will develop the work of the Writing course and will focus particularly on writing argumentative essays. The course will examine what makes a good essay and practise the planning, structuring, style and checking of essays. A key aspect will be the practice of new lexis and idiom typical of formal writing style. Texts which provide both excellent models of English writing and provocative topics for debate will be studied with the aim of transferring the writing skills and language encountered into active usage.

Photocopied materials will be sold at ca €5.

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David Hintz, M.A.

Remedial Skills Development

ZS 1, 431

Übung

These sessions are intended to support students with problems in areas such as pronunciation, intonation, giving presentations, and grammar. Please contact Eva Stahlheber directly in order to organise meetings and a programme.

8. Prüfungsnummern für den Studiengang B. A. Anglistik und Amerikanistik (alt)

Titel der LV (Lang- oder Kurztitel)	Lehrkraft/Prüfer (Titel, Nachname)	Prüfungsnummer
1. Englische Sprachwissenschaft		
Introduction to Diachronic Linguistics	Dr. Wolf	1110
Coping With (English) Linguistics	Koch	1120
Coping With Early English	Dr. Wolf	1120
Language and Society	Prof. Lange	2110; 2410; 3110; 3410
Introduction to Middle English	Einmahl	2120; 2420
Asian Englishes and Languages	Leuckert	2120; 2420
Corpus Linguistics	Koch	2120; 2420
Pragmatics	Prof. Lange	3120; 3420
Negation in English	Prof. Lange	3120; 3420
Mdl. Prüfung	Prof. Lange	3130
2. Englische Literaturwissenschaft		
Introduction to Literary Studies	Prof. Kanzler	1210
Scholarly Reading	N. N.	1220
Theatre of the Absurd	Dr. Schwanebeck	1220; 2220; 2420
17th Century English Cultural History	Prof. Kühn	2210; 2410; 3210; 3410
Populärkultur	Prof. Kühn	2210; 2410; 3210; 3410
<i>Cloud Atlas</i>	Schötz	2220; 2420
Peter Carey	Jansen	2220; 2420
Victorian Literature	Dr. Schwanebeck	3220; 3420
Contemporary British Drama	PD Dr. Giovanopoulos	3220; 3420
Mdl. Prüfung	Prof. Horlacher	3230
3. Kulturstudien Großbritanniens		
Introduction to British Cultural Studies	Kühn	1310
Shop Till You Drop!	Troschitz	1320; 2320; 2420
British Transport	Schlemper	1320; 2320; 2420
17th Century English Cultural History	Prof. Kühn	2310; 2410; 3210; 3410

Populärkultur	Prof. Kühn	2310; 2410; 3210; 3410
Departures	Prof. Kühn	3220; 3420
Heritage	Prof. Kühn	3220; 3420
Mdl. Prüfung	Prof. Kühn	3230
4. Kultur Nordamerikas		
Immigration	N. N.	1320; 2320; 2420
Survey of Canadian Studies	Prof. Georgi- Findlay	1320; 2320; 2420
American Cultural History 1	Prof. Georgi- Findlay	2310; 2410; 3310; 3410
Topics of American Studies: Multicultural America	Prof. Georgi- Findlay	3320; 3420
Mdl. Prüfung	Prof. Georgi- Findlay	3330
4. Literatur Nordamerikas		
Introduction to Literary Studies	Prof. Kanzler	1210
Scholarly Reading	N. N.	1220
Short Stories	Prof. Köhler	1220; 2220; 2420
Survey of American Literature II	Prof. Kanzler	2210; 2410; 3310; 3410
Picaresque Traditions	Prof. Kanzler	3320; 3420
The Gothic	Prof. Köhler	3320; 3420
The American Southwest	Prof. Köhler	3320; 3420
Mdl. Prüfung	Prof. Kanzler	3330
Mdl. Prüfung	Prof. Köhler	3330
7. Sprachlernseminare		
Pronunciation and Intonation	Hintz	1410
	Hollingsworth	1410
Grammar	Erdmann	1420
	Hintz	1420
Vocabulary	Hollingsworth	1430

	Lalonde	1430
Listening and Speaking	Erdmann	2510
	Hintz	2510
Reading	Lalonde	2520
Writing	Lalonde	2530
	Hintz	2530
Option 1	Hollingsworth	3510
	Lalonde	3510
	Erdmann	3510
	Hintz	3510
Option 2	Hollingsworth	3520
	Lalonde	3520
	Erdmann	3520
	Hintz	3520

9. Prüfungsnummern für den Studiengang B. A. Anglistik und Amerikanistik (neu)

Titel der LV (Lang- oder Kurztitel)	Lehrkraft/Prüfer (Titel, Nachname)	Prüfungsnummer
1. Englische Sprachwissenschaft		
Introduction to Diachronic Linguistics	Dr. Wolf	55110
Coping With (English) Linguistics	Koch	55120
Coping With Early English	Dr. Wolf	55120
Language and Society	Prof. Lange	56110; 56410; 56610
Introduction to Middle English	Einmahl	56120; 56420; 56620
Asian Englishes and Languages	Leuckert	56120; 56420; 56620
Corpus Linguistics	Koch	56120; 56420; 56620
Pragmatics	Prof. Lange	57110; 57410; 57610
Negation in English	Prof. Lange	57110; 57410; 57610
Mdl. Prüfung	Prof. Lange	57120
2. Englische Literaturwissenschaft		
Introduction to Literary Studies	Prof. Kanzler	55210
Scholarly Reading	N. N.	55220;
Theatre of the Absurd	Dr. Schwanebeck	55220; 56220; 56320; 56620
17th Century English Cultural History	Prof. Kühn	56210; 56310; 56610
Populärkultur	Prof. Kühn	56210; 56310; 56610
<i>Cloud Atlas</i>	Schötz	56220; 56320; 56620
Peter Carey	Jansen	56220; 56320; 56620
Victorian Literature	Dr. Schwanebeck	57210; 57310; 57610
Contemporary British Drama	PD Dr. Giovanopoulos	57210; 57310; 57610
Mdl. Prüfung	Prof. Horlacher	57320
3. Kulturstudien Großbritanniens		
Introduction to British Cultural Studies	Kühn	55310
Shop Till You Drop!	Troschitz	55320; 56220; 56420; 56520
British Transport	Schlemper	55320; 56220; 56420; 56520
17th Century English Cultural History	Prof. Kühn	56210; 56410; 56510
Populärkultur	Prof. Kühn	56210; 56410; 56510
Departures	Prof. Kühn	57210; 57310; 57610
Heritage	Prof. Kühn	57210; 57310; 57610
Mdl. Prüfung	Prof. Kühn	57320

4. Kultur Nordamerikas		
Immigration	N. N.	55320; 56220; 56420; 56520
Survey of Canadian Studies	Prof. Georgi-Findlay	55320; 56220; 56420; 56520
American Cultural History 1	Prof. Georgi-Findlay	56210; 56410; 56510
Topics of American Studies: Multicultural America	Prof. Georgi-Findlay	57210; 57410; 57510
Mdl. Prüfung	Prof. Georgi-Findlay	57520
5. Literatur Nordamerikas		
Introduction to Literary Studies	Prof. Kanzler	55210
Scholarly Reading	N. N.	55220
Short Stories	Prof. Köhler	55220; 56220; 56320; 56620
Survey of American Literature II	Prof. Kanzler	56210; 56310; 56610
Picaresque Traditions	Prof. Kanzler	57210; 57410; 57510
The Gothic	Prof. Köhler	57210; 57410; 57510
The American Southwest	Prof. Köhler	57210; 57410; 57510
Mdl. Prüfung	Prof. Kanzler	57520
Mdl. Prüfung	Prof. Köhler	57520
6. Sprachlernseminare		
Pronunciation and Intonation	Hintz	55410
	Hollingsworth	55410
Grammar	Erdmann	55420
	Hintz	55420
Vocabulary	Hollingsworth	55430
	Hintz	55430
Listening and Speaking	Erdmann	55510
	Hintz	55510
Reading	Lalonde	55520
Option	Hintz	55520
	Hollingsworth	55520
	Erdmann	55520

	Lalonde	55520
Writing	Lalonde	55530
	Hintz	55530
Option 1	Erdmann	55610;
	Lalonde	55610
	Hollingsworth	55610
	Hintz	55610
Option 2	Lalonde	55620
	Hollingsworth	55620
	Hintz	55620
	Erdmann	55620

10. Prüfungsnummern für den Studiengang Bachelor of Education

Titel der LV (Lang- oder Kurztitel)	Lehrkraft/Prüfer (Titel, Nachname)	Prüfungsnummer
1. Englische Sprachwissenschaft		
Introduction to Diachronic Linguistics	Dr. Wolf	70110
Coping With (English) Linguistics	Koch	70120; 70130
Coping With Early English	Dr. Wolf	70120; 70130
Language and Society	Prof. Lange	73110; 73310
Introduction to Middle English	Einmahl	73120; 73130; 73320; 73330
Asian Englishes and Languages	Leuckert	73120; 73130; 73320; 73330
Corpus Linguistics	Koch	73120; 73130; 73320; 73330
Pragmatics	Prof. Lange	73510; 73520
Negation in English	Prof. Lange	73510; 73520
Mdl. Prüfung	Prof. Lange	73530
2. Englische Literaturwissenschaft		
Introduction to Literary Studies	Prof. Kanzler	70310
Scholarly Reading	N. N.	70320; 70330
Theatre of the Absurd	Dr. Schwanebeck	70320; 70330; 73120; 73130
17th Century English Cultural History	Prof. Kühn	73110
Populärkultur	Prof. Kühn	73110
<i>Cloud Atlas</i>	Schötz	73120; 73130
Peter Carey	Jansen	73120; 73130
Victorian Literature	Dr. Schwanebeck	73710; 73720
Contemporary British Drama	PD Dr. Giovanopoulos	73710; 73720
Mdl. Prüfung	Prof. Horlacher	73730
3. Kulturstudien Großbritanniens		
Introduction to British Cultural Studies	Kühn	70510

Shop Till You Drop!	Troschitz	70520; 70530; 73320; 73330
British Transport	Schlemper	70520; 70530; 73320; 73330
17th Century English Cultural History	Prof. Kühn	73310
Populärkultur	Prof. Kühn	73310
Departures	Prof. Kühn	73710; 73720
Heritage	Prof. Kühn	73710; 73720
Mdl. Prüfung	Prof. Kühn	73730
4. Kultur Nordamerikas		
Immigration	N. N.	70520; 70530; 73320; 73330
Survey of Canadian Studies	Prof. Georgi-Findlay	70520; 70530; 73320; 73330
American Cultural History 1	Prof. Georgi-Findlay	73310
Topics of American Studies: Multicultural America	Prof. Georgi-Findlay	73910; 73920
Mdl. Prüfung	Prof. Georgi-Findlay	73930
5. Literatur Nordamerikas		
Introduction to Literary Studies	Prof. Kanzler	70310
Scholarly Reading	N. N.	70320; 70330
Short Stories	Prof. Köhler	70320; 70330; 73120; 73130
Survey of American Literature II	Prof. Kanzler	73110
Picaresque Traditions	Prof. Kanzler	73910; 73920
The Gothic	Prof. Köhler	73910; 73920
The American Southwest	Prof. Köhler	73910; 73920
Mdl. Prüfung	Prof. Kanzler	73930
Mdl. Prüfung	Prof. Köhler	73930
6. Englische Sprache und Literatur und ihre Didaktik		
RPTE-Introduction	Marschollek	71310
RPTE-Seminar	Reiter	71330
	Dr. Weiss	71330
	Haffner	71330

RPTE-SPÜ	Reiter	71320
	Dr. Weiss	71320
	Haffner	71320
7. Sprachlernseminare		
Pronunciation and Intonation	Hintz	70730; 70740
	Hollingsworth	70730; 70740
Grammar	Erdmann	70710
	Hintz	70710
Vocabulary	Hollingsworth	70720
	Lalonde	70720
Developing Skills Abroad	Lalonde	70930; 70940
Classrom English	Lalonde	70910; 70920
	Erdmann	70910; 70920
Listening and Speaking	Erdmann	71110; 71120
	Hintz	71110; 71120
Reading	Lalonde	71130
Writing	Lalonde	71140
	Hintz	71140

11. Prüfungsnummern für den Master-Studiengang Anglistik und Amerikanistik (alt)

Titel der LV (Lang- oder Kurztitel)	Lehrkraft/Prüfer (Titel, Nachname)	Prüfungsnummer
1. Englische Sprachwissenschaft		
Arbeitskreis/Language and Society	Prof. Lange	201110
Pragmatics	Prof. Lange	201120; 201130 201410; 202110 202410
Negation in English	Prof. Lange	201120; 201130 201410; 202110 202410
Projektkurs (Wiss. Praxis 1)	Prof. Lange	201810; 201820
Wiss. Praxis 2	Prof. Lange	202710
Exposé/Wiss. Präsentation	Prof. Lange	202810
Koll. Wiss. Präsentation	Prof. Lange	202820
2. Englische Literaturwissenschaft		
Arbeitskreis/ 17th C. English Cultural Hist.	Prof. Kühn	201210
Victorian Literature	Dr. Schwanebeck	201220; 201230; 201510; 202210; 202510
Contemporary British Drama	PD Dr. Giovanopoulos	201220; 201230; 201510; 202210; 202510
Projektkurs (Wiss. Praxis 1)	Prof. Kühn	201810; 201820
Wiss. Praxis 2	Prof. Kühn	202710
Exposé/Wiss. Präsentation	Prof. Kühn	202810
Koll. Wiss. Präsentation	Prof. Kühn	202820
3. Kulturstudien Großbritanniens		
Arbeitskreis/ 17th C. English Cultural Hist.	Prof. Kühn	201310
Departures	Prof. Kühn	201320; 201330; 201610; 202310; 202610
Heritage	Prof. Kühn	201320; 201330; 201610; 202310; 202610
Projektkurs (Wiss. Praxis 1)	Prof. Kühn	201810; 201820
Wiss. Praxis 2	Prof. Kühn	202710

Exposé/Wiss. Präsentation	Prof. Kühn	202810
Koll. Wiss. Präsentation	Prof. Kühn	202820
4. Kultur Nordamerikas		
Arbeitskreis/American Cultural History 1	Prof. Georgi-Findlay	201310
Topics of American Studies: Multicultural America	Prof. Georgi-Findlay	201320; 201330; 201610; 202310; 202610
Projektkurs (Wiss. Praxis 1)	Prof. Georgi-Findlay	201810; 201820
Wiss. Praxis 2	Prof. Georgi-Findlay	202710
Exposé/Wiss. Präsentation	Prof. Georgi-Findlay	202810
Koll. Wiss. Präsentation	Prof. Georgi-Findlay	202820
5. Literatur Nordamerikas		
Arbeitskreis/ Survey of American Lit. II	Prof. Kanzler	201210
Picaresque Traditions	Prof. Kanzler	201220; 201230; 201510; 202210; 202510
The Gothic	Prof. Köhler	201220; 201230; 201510; 202210; 202510
The American Southwest	Prof. Köhler	201220; 201230; 201510; 202210; 202510
Projektkurs (Wiss. Praxis 1)	Prof. Kanzler	201810; 201820
Wiss. Praxis 2	Prof. Kanzler	202710
Exposé/Wiss. Präsentation	Prof. Kanzler	202810
Koll. Wiss. Präsentation	Prof. Lange	202820
6. Sprachlernseminare		
Advanced Translation	Hintz	201710; 201720; 201730; 201740
Advanced Essay Writing	Erdmann	201710; 201720; 201730; 201740

12. Prüfungsnummern für den Master-Studiengang Anglistik und Amerikanistik (neu)

Titel der LV (Lang- oder Kurztitel)	Lehrkraft/Prüfer (Titel, Nachname)	Prüfungsnummer
1. Englische Sprachwissenschaft		
Language and Society	Prof. Lange	231220
Pragmatics	Prof. Lange	201920; 202130; 202140; 231110; 231120; 231210; 231710; 231720
Negation in English	Prof. Lange	201920; 202130; 202140; 231110; 231120; 231210; 231710; 231720
2. Englische Literaturwissenschaft		
17 th Century English Cultural History	Prof. Kühn	231420
Populärkultur	Prof. Kühn	231420
Victorian Literature	Dr. Schwanebeck	201920; 202230; 202240; 231310; 231320; 231410; 231810; 231820
Contemporary British Drama	PD Dr. Giovanopoulos	201920; 202230; 202240; 231310; 231320; 231410; 231810; 231820
3. Kulturstudien Großbritanniens		
17 th Century English Cultural History	Prof. Kühn	231620
Populärkultur	Prof. Kühn	231620
Departures	Prof. Kühn	201920; 202330; 202340; 231510; 231520; 231610; 231910; 231920
Heritage	Prof. Kühn	201920; 202330; 202340; 231510; 231520; 231610; 231910; 231920
4. Kultur Nordamerikas		
American Cultural History 1	Prof. Georgi- Findlay	231620
Topics of American Studies: Multicultural America	Prof. Georgi- Findlay	201920; 202330; 202340; 231510; 231520; 231610; 231910; 231920

5. Literatur Nordamerikas		
Survey of American Literature II	Prof. Kanzler	231420
Picaresque Traditions	Prof. Kanzler	201920; 202230; 202240; 231310; 231320; 231410; 231810; 231820
The Gothic	Prof. Köhler	201920; 202230; 202240; 231310; 231320; 231410; 231810; 231820
The American Southwest	Prof. Köhler	201920; 202230; 202240; 231310; 231320; 231410; 231810; 231820
6. Sprachlernseminare		
Advanced Translation	Hintz	201750; 201760
Advanced Essay Writing	Erdmann	201750; 201760
7. Wissenschaftliche Präsentation		
Exposé Wissenschaftliche Präsentation Anglistik und Amerikanistik	Prof. Lange, Prof. Kühn, Prof. Georgi-Findlay, Prof. Kanzler	202810
Kolloquium Wissenschaftliche Präsentation Anglistik und Amerikanistik	Prof. Lange, Prof. Kühn, Prof. Georgi-Findlay, Prof. Kanzler	202830
8. Interkulturelle Reflexion		
Bericht Auslandsaufenthalt	Prof. Köhler	201910

13. Prüfungsnummern für den Master-Studiengang Lehramt Englisch

Titel der LV (Lang- oder Kurztitel)	Lehrkraft/Prüfer (Titel, Nachname)	Prüfungsnummer
1. Englische Sprachwissenschaft		
Language and Society/SAG	Prof. Lange	232110; 232120
Pragmatics	Prof. Lange	232130; 232710; 233310; 233320; 233330
Negation in English	Prof. Lange	232130; 232710; 233310; 233320; 233330
2. Englische Literaturwissenschaft		
17th Century English Cultural History/SAG	Prof. Kühn	232310; 232320
Victorian Literature	Dr. Schwanebeck	232330; 232910; 233510; 233520; 233530
Contemporary British Drama	PD Dr. Giovanopoulos	232330; 232910; 233510; 233520; 233530
3. Kulturstudien Großbritanniens		
17th Century English Cultural History/SAG	Prof. Kühn	232510; 232520
Departure	Prof. Kühn	232530; 233110; 233710; 233720; 233730
Heritage	Prof. Kühn	232530; 233110; 233710; 233720; 233730
4. Kultur Nordamerikas		
American Cultural History 1/SAG	Prof. Georgi-Findlay	232510; 232520
Topics of American Studies: Multicultural America	Prof. Georgi-Findlay	232530; 233110; 233710; 233720; 233730
5. Literatur Nordamerikas		
Survey of American Literature II/SAG	Prof. Kanzler	232310; 232320
Picaresque Traditions	Prof. Kanzler	232330; 232910; 233510; 233520;

		233530
The Gothic	Prof. Köhler	232330; 232910; 233510; 233520; 233530
The American Southwest	Prof. Köhler	232330; 232910; 233510; 233520; 233530
6. Englische Sprache und Literatur und ihre Didaktik		
Advanced Practice 3-9	Prof. Marschollek	230110; 230120
Advanced Practice 9+	Prof. Marschollek	230110; 230120
Blockpraktikum B	Prof. Marschollek	230130
Profilmodul	Weiss	396510
7. Sprachlernseminare		
Advanced Translation	Hintz	230310; 230320
Advanced Essay Writing	Erdmann	230310; 230320

14. Prüfungsnummern für den Studiengang Staatsexamen Englisch Lehramt an Grundschulen

Titel der LV (Lang- oder Kurztitel)	Lehrkraft/Prüfer (Titel, Nachname)	Prüfungsnummer
1. Englische Sprachwissenschaft		
Introduction to Diachronic Linguistics	Dr. Wolf	30110
Coping With (English) Linguistics	Koch	30120
Coping With Early English	Dr. Wolf	30120
Language and Society	Prof. Lange	34110
Introduction to Middle English	Einmahl	34320
Asian Englishes and Languages	Leuckert	34320
Corpus Linguistics	Koch	34320
Pragmatics	Prof. Lange	31910
Negation in English	Prof. Lange	31910
2. Englische Literaturwissenschaft		
Introduction to Literary Studies	Prof. Kanzler	30310
Scholarly Reading	N. N.	30320
Theatre of the Absurd	Dr. Schwanebeck	30320; 34120
17th Century English Cultural History	Prof. Kühn	34310
Populärkultur	Prof. Kühn	34310
<i>Cloud Atlas</i>	Schötz	34120
Peter Carey	Jansen	34120
Victorian Literature	Dr. Schwanebeck	31910
Contemporary British Drama	PD Dr. Giovanopoulos	31910
3. Kulturstudien Großbritanniens		
Introduction to British Cultural Studies	Kühn	30510
Shop Till You Drop!	Troschitz	30520; 34130
British Transport	Schlemper	30520; 34130
17th Century English Cultural History	Prof. Kühn	34510
Populärkultur	Prof. Kühn	34510
Departures	Prof. Kühn	31910
Heritage	Prof. Kühn	31910
4. Kultur Nordamerikas		
Immigration	N. N.	30520; 34130
American Cultural History 1	Prof. Georgi-Findlay	34510
Survey of Canadian Studies	Prof. Georgi-Findlay	30520; 34130
Topics of American Studies: Multicultural America	Prof. Georgi-Findlay	31910

5. Literatur Nordamerikas		
Introduction to Literary Studies	Prof. Kanzler	30310
Scholarly Reading	N. N.	30320
Short Stories	Prof. Köhler	30320; 34120
Survey of American Literature II	Prof. Kanzler	34310
Picaresque Traditions	Prof. Kanzler	31910
The Gothic	Prof. Köhler	31910
The American Southwest	Prof. Köhler	31910
6. Englische Sprache und Literatur und ihre Didaktik		
RPTE-Introduction	Prof. Marschollek	38110
RPTE-Seminar	Reiter	38120
	Dr. Weiss	38120
	Haffner	38120
RPTE-SPÜ	Reiter	38130
	Dr. Weiss	38130
	Haffner	38130
Advanced Practice 3-9	Prof. Marschollek	38310
Advanced Practice 9+	Prof. Marschollek	38310
Blockpraktikum B	Prof. Marschollek	38320
8. Sprachlernseminare		
Pronunciation and Intonation	Hintz	30710
	Hollingsworth	30710
Grammar	Erdmann	30720
	Hintz	30720
Vocabulary	Hollingsworth	30920
	Lalonde	30920
Classroom English	Erdmann	30910
Classroom English	Lalonde	30910
Listening and Speaking	Erdmann	31210
	Hintz	31210
Option	Erdmann	31130
	Lalonde	31130

	Hollingsworth	31130
	Hintz	31130

15. Prüfungsnummern für den Studiengang Staatsexamen Englisch Lehramt an Mittelschulen

Titel der LV (Lang- oder Kurztitel)	Lehrkraft/Prüfer (Titel, Nachname)	Prüfungsnummer
1. Englische Sprachwissenschaft		
Introduction to Diachronic Linguistics	Dr. Wolf	30110
Coping With (English) Linguistics	Koch	30120
Coping With Early English	Dr. Wolf	30120
Language and Society	Prof. Lange	34110
Introduction to Middle English	Einmahl	34320
Asian Englishes and Languages	Leuckert	34320
Corpus Linguistics	Koch	34320
Pragmatics	Prof. Lange	35210; 35220; 35310; 35810; 35820; 35910
Negation in English	Prof. Lange	35210; 35220; 35310; 35810; 35820; 35910
2. Englische Literaturwissenschaft		
Introduction to Literary Studies	Prof. Kanzler	30310
Scholarly Reading	N. N.	30320
17th Century English Cultural History	Prof. Kühn	34310
Populärkultur	Prof. Kühn	34310
Theatre of the Absurd	Dr. Schwanebeck	30320; 34120
<i>Cloud Atlas</i>	Schötz	34120
Peter Carey	Jansen	34120
Victorian Literature	Dr. Schwanebeck	35210; 35220; 35510; 35910; 36410; 36420
Contemporary British Drama	PD Dr. Giovanopoulos	35210; 35220; 35510; 35910; 36410; 36420
3. Kulturstudien Großbritanniens		
Introduction to British Cultural Studies	Kühn	30510
Shop Till You Drop!	Troschitz	30520; 34130
British Transport	Schlemper	30520; 34130
17th Century English Cultural History	Prof. Kühn	34510
Populärkultur	Prof. Kühn	34510
Departures	Prof. Kühn	35310; 35510; 35810; 35820; 36410; 36420
Heritage	Prof. Kühn	35310; 35510; 35810; 35820; 36410; 36420

4. Kultur Nordamerikas		
Immigration	N. N.	30520; 34130
American Cultural History 1	Prof. Georgi-Findlay	34510
Survey of Canadian Studies	Prof. Georgi-Findlay	30520; 34130
Topics of American Studies: 1980-Today	Prof. Georgi-Findlay	35310; 35510; 35810; 35820; 36410; 36420
5. Literatur Nordamerikas		
Introduction to Literary Studies	Prof. Kanzler	30310
Scholarly Reading	N. N.	30320
Short Stories	Prof. Köhler	30320; 34120
Survey of American Literature II	Prof. Kanzler	34310
Picaresque Traditions	Prof. Kanzler	35210; 35220; 35510; 35910; 36410; 36420
The Gothic	Prof. Köhler	35210; 35220; 35510; 35910; 36410; 36420
The American Southwest	Prof. Köhler	35210; 35220; 35510; 35910; 36410; 36420
6. Englische Sprache und Literatur und ihre Didaktik		
RPTE-Introduction	Prof. Marschollek	38110
RPTE-Seminar	Reiter	38120
	Dr. Weiss	38120
	Haffner	38120
RPTE-SPÜ	Reiter	38130
	Dr. Weiss	38130
	Haffner	38130
Advanced Practice 3-9	Prof. Marschollek	38310
Advanced Practice 9+	Prof. Marschollek	38310
Blockpraktikum B	Prof. Marschollek	38320
7. Sprachlernseminare		
Pronunciation and Intonation	Hintz	30710
	Hollingsworth	30710
Grammar	Erdmann	30720
	Hintz	30720

Vocabulary	Hollingsworth	30920
	Lalonde	30920
Classroom English	Lalonde	30910
	Erdmann	30910
Listening and Speaking	Erdmann	32110
	Hintz	32110
Writing	Lalonde	31120
	Hintz	31120
Advanced Translation	Hintz	31310; 31330
Advanced Essay Writing	Erdmann	31310; 31330
Option	Erdmann	31410
	Lalonde	31410
	Hollingsworth	31410
	Hintz	31410

16. Prüfungsnummern für den Studiengang Staatsexamen Englisch Höheres Lehramt an Gymnasien

Titel der LV (Lang- oder Kurztitel)	Lehrkraft/Prüfer (Titel, Nachname)	Prüfungsnummer
1. Englische Sprachwissenschaft		
Introduction to Diachronic Linguistics	Dr. Wolf	30110
Coping With (English) Linguistics	Koch	30120
Coping With Early English	Dr. Wolf	30120
Language and Society	Prof. Lange	34110
Introduction to Middle English	Einmahl	34320
Asian Englishes and Languages	Leuckert	34320
Corpus Linguistics	Koch	34320
Pragmatics	Prof. Lange	35110; 35120; 35310; 35710; 35910; 31510
Negation in English	Prof. Lange	35110; 35120; 35310; 35710; 35910; 31510
2. Englische Literaturwissenschaft		
Introduction to Literary Studies	Prof. Kanzler	30310
Scholarly Reading	N. N.	30320
17th Century English Cultural History	Prof. Kühn	34310
Populärkultur	Prof. Kühn	34310
Theatre of the Absurd	Dr. Schwanebeck	30320; 34120
<i>Cloud Atlas</i>	Schötz	34120
Peter Carey	Jansen	34120
Victorian Literature	Dr. Schwanebeck	31510; 35110; 35130; 35510; 35910; 36310
Contemporary British Drama	PD Dr. Giovanopoulos	31510; 35110; 35130; 35510; 35910; 36310
3. Kulturstudien Großbritanniens		
Introduction to British Cultural Studies	Kühn	30510
Shop Till You Drop!	Troschitz	30520; 34130
British Transport	Schlemper	30520; 34130
17th Century English Cultural History	Prof. Kühn	34510
Populärkultur	Prof. Kühn	34510
Departures	Prof. Kühn	35310; 35510; 35710; 35720; 36310; 31510
Heritage	Prof. Kühn	35310; 35510; 35710; 35720; 36310; 31510

3. Kultur Nordamerikas		
Immigration	N. N.	30520; 34130
American Cultural History 1	Prof. Georgi-Findlay	34510
Survey of Canadian Studies	Prof. Georgi-Findlay	30520; 34130
Topics of American Studies: Multicultural America	Prof. Georgi-Findlay	35310; 35510; 35710; 35720; 36310; 31510
4. Literatur Nordamerikas		
Introduction to Literary Studies	Prof. Kanzler	30310
Scholarly Reading	N. N.	30320
Short Stories	Prof. Köhler	30320; 34120
Survey of American Literature II	Prof. Kanzler	34310
Picaresque Traditions	Prof. Kanzler	31510; 35110; 35130; 35510; 35910; 36310
The Gothic	Prof. Köhler	31510; 35110; 35130; 35510; 35910; 36310
The American Southwest	Prof. Köhler	31510; 35110; 35130; 35510; 35910; 36310;
5. Englische Sprache und Literatur und ihre Didaktik		
RPTE-Introduction	Prof. Marschollek	38110
RPTE-Seminar	Reiter	38120
	Dr. Weiss	38120
	Haffner	38120
RPTE-SPÜ	Reiter	38130
	Dr. Weiss	38130
	Haffner	38130
Advanced Practice 3-9	Prof. Marschollek	38310
Advanced Practice 9+	Prof. Marschollek	38310
Blockpraktikum B	Prof. Marschollek	38320
6. Sprachlernseminare		
Pronunciation and Intonation	Hintz	30710
	Hollingsworth	30710

Grammar	Erdmann	30720
	Hintz	30720
Vocabulary	Hollingsworth	30920
	Lalonde	30920
Classroom English	Lalonde	30910
	Erdmann	30910
Listening and Speaking	Erdmann	31110
	Hintz	31110
Writing	Lalonde	31120
	Hintz	31120
Option 1	Hintz	31130
	Hollingsworth	31130
	Erdmann	31130
	Lalonde	31130
Advanced Translation	Hintz	31310; 31320
Advanced Essay Writing	Erdmann	31310; 31320
Option 2	Erdmann	31330
	Lalonde	31330
	Hollingsworth	31330
	Hintz	31330

17. Prüfungsnummern für den Studiengang Staatsexamen Englisch Höheres Lehramt an Berufsbildenden Schulen

Titel der LV (Lang- oder Kurztitel)	Lehrkraft/Prüfer (Titel, Nachname)	Prüfungsnummer
1. Englische Sprachwissenschaft		
Introduction to Diachronic Linguistics	Dr. Wolf	30110
Coping With (English) Linguistics	Koch	30120
Coping With Early English	Dr. Wolf	30120
Language and Society	Prof. Lange	31710
Introduction to Middle English	Einmahl	34320; 34120; 34130
Asian Englishes and Languages	Leuckert	34320; 34120; 34130
Corpus Linguistics	Koch	34320; 34120; 34130
Pragmatics	Prof. Lange	35210; 35220; 35510; 35810; 35820; 35310; 35920; 35930; 35940
Negation in English	Prof. Lange	35210; 35220; 35510; 35810; 35820; 35310; 35920; 35930; 35940
3. Englische Literaturwissenschaft		
Introduction to Literary Studies	Prof. Kanzler	30310
Scholarly Reading	N. N.	30320
17th Century English Cultural History	Prof. Kühn	31720
Populärkultur	Prof. Kühn	31720
Theatre of the Absurd	Dr. Schwanebeck	30320; 34120; 34130; 34320
<i>Cloud Atlas</i>	Schötz	34120; 34130; 34320
Peter Carey	Jansen	34120; 34130; 34320
Victorian Literature	Dr. Schwanebeck	35210; 35220; 36410; 36420; 35310; 35920; 35930; 35940; 35910
Contemporary British Drama	PD Dr. Giovanopoulos	35210; 35220; 36410; 36420; 35310; 35920; 35930; 35940; 35910
4. Kulturstudien Großbritanniens		
Introduction to British Cultural Studies	Kühn	30510
Shop Till You Drop!	Troschitz	30520; 34130; 34120; 34320
British Transport	Schlemper	30520; 34130; 34120; 34320
17th Century English Cultural History	Prof. Kühn	31730
Populärkultur	Prof. Kühn	31730
Departures	Prof. Kühn	35810; 35820; 36410;

		36420; 35510; 35920; 35930; 35940; 35910
Heritage	Prof. Kühn	35810; 35820; 36410; 36420; 35510; 35920; 35930; 35940; 35910
5. Kultur Nordamerikas		
Immigration	N. N.	30520; 34130; 34120; 34320
American Cultural History 1	Prof. Georgi-Findlay	31730
Survey of Canadian Studies	Prof. Georgi-Findlay	30520; 34130; 34120; 34320
Topics of American Studies: Multicultural America	Prof. Georgi-Findlay	35810; 35820; 36410; 36420; 35510; 35920; 35930; 35940; 35910
6. Literatur Nordamerikas		
Introduction to Literary Studies	Prof. Kanzler	30310
Scholarly Reading	N. N.	30320
Short Stories	Prof. Köhler	30320; 34120; 34130; 34320
Survey of American Literature II	Prof. Kanzler	31720
Picaresque Traditions	Prof. Kanzler	35210; 35220; 36410; 36420; 35310; 35920; 35930; 35940; 35910
The Gothic	Prof. Köhler	35210; 35220; 36410; 36420; 35310; 35920; 35930; 35940; 35910
The American Southwest	Prof. Köhler	35210; 35220; 36410; 36420; 35310; 35920; 35930; 35940; 35910
7. Englische Sprache und Literatur und ihre Didaktik		
RPTE-Introduction	Prof. Marschollek	38110
RPTE-Seminar	Reiter	38120
	Dr. Weiss	38120
	Haffner	38120
RPTE-SPÜ	Reiter	38130
	Dr. Weiss	38130
	Haffner	38130
Advanced Practice 3-9	Prof. Marschollek	38310

Advanced Practice 9+	Prof. Marschollek	38310
Blockpraktikum B	Prof. Marschollek	38320
8. Sprachlernseminare		
Pronunciation and Intonation	Hintz	30710
	Hollingsworth	30710
Grammar	Erdmann	30720
	Hintz	30720
Vocabulary	Hollingsworth	31010
	Lalonde	31010
Classroom English (Secondary School)	Lalonde	30910
	Erdmann	30910
Listening and Speaking	Erdmann	31210
	Hintz	31210
Writing	Lalonde	31020
	Hintz	31020
Option 1	Erdmann	31130
	Hintz	31130
	Hollingsworth	31130
	Lalonde	31130
Advanced Translation	Hintz	31310; 31320
Advanced Essay Writing	Erdmann	31310; 31320
Option 2	Erdmann	31410
	Hintz	31410
	Hollingsworth	31410
	Lalonde	31410