



Detailed course catalogue for M.A. students

Winter Term 2018/19

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Student Advisory Service:

English Linguistics
British Studies
American Studies
European-American Studies
Planning your degree, FlexNow-registration, etc.

Buschfeld, Siebers
Boehm, Decker
Trotzke
Trotzke
Posch

Office hours winter term 2018/19

Name	Office Hours	Room PT	Tel.: 943-
BAURIDL, Dr. Birgit	Mi 16-18	3.2.85	3509
BOEHM, Dr. Katharina	Mi 16-17	3.2.59	3499
BRATO, Dr. Thorsten	Mi 10-11	3.2.79	3503
BUSCHFELD, Dr. Sarah	n.V.	3.2.81	3505
DECKER, Dr. Martin	Di 14-15	3.2.63	3870
DEPKAT, Prof. Dr. Volker	Do 15-16	3.2.71	3476
DETMERS, Dr. Ines	after class		
FARKAS, Dr. Anna	Mi 14-15	3.2.59	3499
FISCHER, Prof. Dr. Roswitha	on research leave		
GASTL-Pischetsrieder, Maria	Mi 14-15	JH11 1.12	5781
GEBAUER, Dr. Amy	Do 14-16	3.3.88	3429
GERLACH, Prof. Dr. David	Mi 10:30-11:30	3.3.104	3501
GESSNER, PD Dr. Ingrid	t.b.a.	3.2.70	3475
GRAEF, Sebastian	Di 10-12	3.2.43	3463
GRUBER, Angelika	Di 14-16	3.3.106	3488
GUERTNER, Maria	Mi 10-11	3.2.58	3498
HANSEN, Claudia	after class		
HEBEL, Prof. Dr. Udo	see homepage	3.2.73	3477
HILL, Sophie	Mi 14-16	3.2.50	3469
KOHEN, Jamie	Di 12-14	3.2.50	3469
KOENIG, Luitgard	after class		
LENZ, Akad. Dir. Dr. Peter	Mo 11:15-13	3.2.44	3506
MANGARELLA, Joseph	after class		

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MATUSCHEK, Katharina	Mi 9-11	3.2.70	3475
MCINTOSH-SCHNEIDER, Julia	Mo 14-16	3.2.57	3497
NEULAND, Christina	after class		
NEUMAIER, Theresa	Do 14-16	3.2.55	3046
PESOLD, Dr. Ulrike	Fr 10-12	3.2.47	3466
PETZOLD, Prof. Dr. Jochen	Di 16-17:30	3.2.45	2486
POSCH, Anna	Mo-Do 10-12:30	3.2.62	3667
SCHINDLER, Peter	after class		
SCHLEBURG, Dr. Florian	Di 14-15	3.2.82	3502
SCHNEIDER, Prof. Dr. Edgar W.	Mi 10-12	3.2.65	3470
SIEBERS, Dr. Lucia	Mi 11-12	3.2.80	3504
TROTZKE, Claudia	Di 10-12	3.2.83	3507
UPPENDAHL, Steve	Mo 9-11	3.2.88	1809
WALLER, Peter	Di 11-13	3.2.60	3500
WEIG, Heide-Marie	by appointment	3.2.43	3463
ZWIERLEIN, Prof. Dr. Anne-Julia	Mi 9-10	3.2.48	3467

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Contents

A. General Information	4
1. Planning Your Degree	4
1.1 Regulations and module descriptions.....	4
1.2 Degree Structure and Credit Points (CP).....	4
1.3 Language of instruction	4
1.4 Announcements	4
1.5 Overview of Compulsory Modules and Courses.....	5
2. Important Dates and Deadlines	8
2.1 Registration for Courses	8
2.2 FlexNow Registration.....	8
B. Course Catalogue & Descriptions.....	9
M.A. English Linguistics.....	9
M.A. British Studies	15
M.A. American Studies	21
M.A. European-American Studies	21
C. For Fun.....	25
Trip to Ireland	25
URL of our Department's Homepage:	www-deas.uni-regensburg.de

A. General Information

1. Planning Your Degree

1.1 Regulations and module descriptions

It is very important to familiarise yourself with the requirements of your chosen degree programme at the beginning of your studies.

This includes the overview tables on the following pages, the **module descriptions** of your programme (see <www-modul.uni-r.de/master/>) and the official **regulations** called „Masterprüfungsordnung“ (see the link on our homepage).

1.2 Degree Structure and Credit Points (CP)

Our M.A. programmes consist of several modules, adding up to 120 credit points in total. This means that for each course you successfully pass, you will be awarded a certain number of credit points (see tables below) according to the workload involved.

There are certain rules as to which courses or modules you are supposed to have finished first, but on the whole, this structure allows you to arrange your degree programme relatively freely according to your topics of interest and specialisation.

Details on compulsory modules and courses as well as recommendations for the first semester can be found below.

1.3 Language of instruction

Courses with an English title are taught in English.

1.4 Announcements

All announcements are posted in our **department** (building PT, second floor) on the notice board. Further important information can be found on the departmental **homepage** (www-deas.uni-r.de/ >> **Informationen für Studierende/Students**). Here, you can also register for our **newsletter** which will help you not to forget important dates (e.g. registration deadlines in FlexNow, see section 2.3).

1.5 Overview of Compulsory Modules and Courses

M.A. ENGLISH LINGUISTICS

Module 1: Issues in Advanced Linguistics (ELG-M31)	hours/ week	credit points
Readings in Linguistics	2	8
Academic Writing	2	4
Introduction to Old / Middle / Early Modern English ¹	2	8
	6	20
Module 2: Structures of English (ELG-M32)		
Advanced Seminar on English Linguistics	2	10
Lecture on English Linguistics	2	8
Advanced Seminar or Advanced Old / Middle English	2	10
	6	28
Module 3: Uses of English (ELG-M33)		
Advanced Seminar on English Linguistics	2	10
Lecture on English Linguistics	2	8
Seminar on English Linguistics or a Relevant Subject	2	at least 4
	6	22
Module 4: Project / Practical Module (ELG-M34)		
Project or Internship Including Presentation and Report		20
		20
Module 5: Master's Thesis (ELG-M35)		
Colloquium Including Presentation of M.A. Project		6
M.A. Thesis		24
		30
Total		120

The English Linguistics M.A. programme consists of five modules (120 credit points in total) which should be completed within four semesters. Thus, courses worth around 30 credit points should be selected each semester.

In your first semester, you should take the second and third course in module 1 as well as enough courses from modules 2 and 3 to make up about 20-30 credit points. In your second and third semester, you should attend 'Readings in Linguistics' from module 1 and the remaining classes from modules 2 and 3. The practical component (module 4) can be completed either within the semester break or during the lecture period. Your fourth semester should be dedicated to your master's thesis.

Please note that in modules 2 and 3 you will be able to choose among several courses offered in the respective area each semester, i.e., there will be different courses on various topics in English Linguistics.

¹ Students who have already completed one of these introductions during their B.A. programme need to choose a different one for the M.A. module.

M.A. BRITISH STUDIES

Module 1: Issues in Advanced British Studies (BLK-M31)	hours/ week	credit points
Reading and Discussion	2	6
Academic Writing	2	4
Colloquium (Research Seminar)	2	10
	6	20
Module 2: Historical Aspects of British Literary and Cultural Studies (BLK-M32)		
Lecture on Modern Theories of Literature	1	4
Advanced Seminar on Literary and Cultural Studies	2	10
Cultural Studies Advanced (Great Britain)	2	8
	5	22
Module 3: Thematic and Medial Aspects of British Literary and Cultural Studies (BLK-M33)		
Lecture on Literary and Cultural Studies	2	8
Advanced Seminar on Literary and Cultural Studies	2	10
Advanced Seminar on Literary and Cultural Studies	2	10
	6	28
Module 4: Project / Practical Module (BLK-M34)		
Project or Internship Including Report		20
		20
Module 5: Master's Thesis (BLK-M35)		
Colloquium Including Presentation of M.A. Project		6
M.A. Thesis		24
		30
Total		120

The British Studies M.A. programme consists of five modules (120 credit points in total) which should be completed within four semesters. Thus, courses worth around 30 credit points should be selected each semester.

In your first semester, you should take the first two courses in module 1 as well as enough courses from modules 2 and 3 to make up about 20-30 credit points. In your second and third semester, you should attend the colloquium from module 1 and the remaining classes from modules 2 and 3. The practical component (module 4) can be completed either within the semester break or during the lecture period. Your fourth semester should be dedicated to your master's thesis.

Please note that in modules 2 and 3 you will be able to choose among several courses offered in the respective area each semester, i.e., there will be different thematic courses on British Literary and Cultural Studies.

M.A. EUROPEAN-AMERICAN STUDIES (for students starting in 2018 or later)

Module 1: Theories, Approaches, Methods (EAS-M1)	hours/ week	credit points
Fundamentals and Frames of Transnational American Studies	2	7
Theories and Concepts in European-American Studies	2	7
	4	14
Module 2: Readings, Approaches, Sources (EAS-M2)		
Readings and Sources in European-American Cultural Relations I: From the Beginning through the End of the 19th Century	2	7
Readings and Sources in European-American Cultural Relations II: The 20th and 21st Centuries	2	7
	4	14
Module 3: Spaces, Regions, Spheres (EAS-M3)		
Topics in Spaces, Regions, Spheres I	2	8
Topics in Spaces, Regions, Spheres II	2	8
	4	16
Module 4: Mobilities and Cultural Transfers (EAS-M4)		
Topics in Mobilities and Cultural Transfers I	2	8
Topics in Mobilities and Cultural Transfers II	2	8
	4	16
Module 5: Politics and Responsibilities (EAS-M5)		
Topics in Politics and Responsibilities I	2	8
Topics in Politics and Responsibilities II	2	8
	4	16
One of the following electives:		
Module 6: Professional Orientation (EAS-M6)		
Internship in the Field of European-American Studies	8 weeks or more	14
Module 7: Professional Orientation and Electives in Independent European-American Studies (EAS-M7)		
Internship in the Field of European-American Studies	4 weeks or more	7
Topics in European-American Studies	2	7
		14
Module 8: Electives in Independent European-American Studies (EAS-M8)		
Topics in European-American Studies I	2	7
Topics in European-American Studies II	2	7
		14
Master's Thesis		30
Total		120

In your first semester, you should take the four courses in modules 1 and 2. In your second and third semester, you should take the courses (lectures and/or seminars) in modules 3-5. Your fourth semester should be dedicated to your master's thesis.

The current course catalogue for MEAS will help you find courses for the respective modules. Please note that in modules 3-5 you will be able to choose among several courses offered in the respective area each semester, e.g., there will be different thematic courses on European-American spaces, regions, and spheres for module 3.

Information for students who started studying before 2018 (MAS and MEAS) can be found on the homepage of the Chair of American Studies.

2. Important Dates and Deadlines

2.1 Registration for Courses

In order to be admitted to your chosen courses, please register via LSF or email your course instructors.

LSF course registration starts on **July 2** and will end on **September 23, 2018**.

LSF can be accessed via <http://www.ur.de/index.html.en> → Course Catalog. In LSF, you can switch from German to English by clicking on the Union Jack.

2.2 FlexNow Registration

FlexNow is a system for managing your transcript of records. In order for you to be awarded credit points for successfully completed courses, your grade will have to be entered into this program. This requires that, during the registration-period, **you register yourself for all courses** you have chosen to get credit for in a given semester.

Note: registration with your course instructors or online in LSF does not automatically include your registration in FlexNow. This means that – in addition to registering with your instructors – you also need to register in FlexNow.

→ **FlexNow-Registration period** winter term 2018/19: **Mon, Oct. 29, 2018 – Sun., Jan. 27, 2019**

We strongly advise you to register at the latest by **end of November** in order to have a certain "time buffer" in case you need to sort out potential problems during your registration (forgotten passwords, missing courses, etc.). It is normally not possible to sort out such problems on the last few days of registration. **Please make sure that you do not miss this deadline!** There will be **no late registrations**.

Login-site: → <https://www-flexnow.uni-regensburg.de/Flexnow/DiensteFrames.htm>
("Zu Prüfungen an- und abmelden" = "registering and deregistering for exams")

It is strongly recommended to log in after the registration process and double check under "Studentendaten einsehen" whether you are registered for the courses you actually intended to register for. Also, you should write down the **"Transaktions-ID"** that is displayed on the screen after each registration process and keep it safe.

B. Course Catalogue & Descriptions

Changes of programme: Please note that after this course catalogue has been issued there may still be changes in the programme (e.g. room changes, timetable changes, new courses, etc.). Thus, it is very **important that you inform yourself regularly** via LSF or the notice board next to PT 3.2.62.

M.A. English Linguistics

Lectures on Topics in English Linguistics (Thematische Vorlesungen)

35700 Lexicology

Schneider

Module: ELG-M32.2 (8), ELG-M33.2 (8), ELG-M33.3 (4)

Vorlesung, SWS: 2, ECTS: 4

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

Lexicology is the sub-discipline of linguistics which deals with the vocabulary as a level of language organization. More specifically, it shows that the set of words of a language, at first sight merely an enormously large number of independent items which can at best be listed alphabetically, is in fact not a chaotic accumulation but rather an ordered network of units which are connected by complex internal structures. These relationships have psycholinguistic reality and constitute part of our linguistic knowledge, so, for instance, they can also make language learning and vocabulary acquisition more effective. Conventionally, lexicology is subdivided into the two disciplines of lexical semantics and word formation, which describe systematic relationships on each of the two sides of a linguistic sign (after Saussure), i.e. *signifié* – *signifiant*, or meaning – form, respectively. Thus, after an introductory part the first half of this lecture will give a survey of the concepts and problems of lexical semantics, the description of word meanings. After addressing some basic questions of semantics in general, we will be looking at the theories of word fields, lexical features, semantic prototypes, semantic relations, metaphor and metonymy, syntagmatic semantics, polysemy and vagueness of meaning, and semantic change. The second part will then be devoted to word formation, including fundamental issues like productivity or lexicalization, as well as the types and processes of word formation in English. No registration required (except FlexNow). Requirements for course credits: regular attendance, final exam (4 CP, BA and LA students); reading a book and writing a book review in addition to the above (8 CP, MA students).

Seminars on Topics in Linguistics (Proseminare)

35717 Grammatical Change in English

Siebers

Module: ELG-M33.3 (4)

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

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

All languages continuously change; how and why this happens is of major interest to linguists. The aim of this seminar is to discuss the phenomenon of language change with a focus on grammatical change. First, we will examine the major grammatical changes that English underwent in the last 1,500 years, e.g. word order and the development of grammatical categories such as case, grammatical gender, tense and aspect. This overview will also include a focus on

more recent changes in the last decades of the 20th century concerning the use of the subjunctive, modal auxiliaries, progressive and the genitive. The linguistic and social factors that contribute to the changes will be of central concern in our discussion. In the second half of the seminar, students will have the opportunity to focus on selected grammatical changes in different time periods and learn how to analyse these changes by using some of the major English corpora. Requirements: Active participation and three short written assignments on corpus-based queries of selected grammatical changes.

35718 World Englishes in a Diachronic Perspective

Brato

Module: ELG-M33.3 (4)

Proseminar, SWS: 2, Max. Teilnehmer: 15

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

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

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

Recommended readings:

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

Module: ELG-M33.3 (4)

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

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

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

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

Seminar, SWS: 2, Max. Teilnehmer: 25

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

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

35723 Mittelenglische Sprache und Kultur**Schleburg**

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

Seminar, SWS: 2, Max. Teilnehmer: 25

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

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

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

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

Seminar, SWS: 2, Max. Teilnehmer: 25

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

»Early English« is the English-classroom alternative to our German introductions to Old English and Middle English. As such, it is particularly recommended to international students who do not yet sufficiently trust their German for the purposes of scholarly discourse and translation. Of course local *Lehramt* students will also be able to acquire the historical qualification needed for their state exam. — Synchronic linguistics in the Saussurean tradition has been admirably suc-

cessful in describing what a language system is like at any given point in time. As soon, however, as we start asking the eminently human question »why?«, only a diachronic approach will satisfy our curiosity (as in fact nobody knew better than de Saussure, who made lasting contributions to Comparative Historical Linguistics himself). Present Day English certainly has its full share of the variation, incongruities and linguistic fossils that provoke a quest for reasons. So we will be digging into the past of the language, a few hundred to 5000 years deep, to unearth explanations for all sorts of weird words, orthographic oddities and erratic inflections. — Regular homework and final exam.

35725 Altenglisch für Fortgeschrittene

Schleburg

Module: ELG-M33.3 (4), ELG-M32.3 (10)

Seminar, SWS: 2, Max. Teilnehmer: 30

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

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

35726 Mittelenglisch für Fortgeschrittene

Schleburg

Module: ELG-M32.3 (10), ELG-M33.3 (4)

Seminar, SWS: 2, Max. Teilnehmer: 30

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

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

Advanced Seminars (Hauptseminare)

35739 Lexicography

Schneider

Module: ELG-M33.1 (10), ELG-M32.1 (10), ELG-M33.3 (4), ELG-M32.3 (10)

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

Dictionaries are an important tool for any student of language, so it is important to understand how and why they are compiled as well as what kind of information they provide. The character of some English dictionaries has changed quite radically over the last decades – for example, they provide extensive grammatical information (such as *LDOCE*), they are more strictly

corpus-based (such as *COBUILD*), or they are specialized to cover specific properties of lexical items that traditional dictionaries have tended to ignore (such as the *BBI Dictionary of Collocations*). Increasingly, dictionaries are available as electronic resources: as CD-ROMs or websites which accompany conventional dictionaries (and offer new modes of accessing and using the data), as smartphone apps (such as "Leo"), or online (such as the "Urban Dictionary"). In this seminar we will get familiarized with the historical, methodological and conceptual basics of lexicography and with a range of different dictionaries. Topics will include a historical overview (from the beginnings of English lexicography as lists of "hard words" via Dr. Johnson's dictionary to the *OED*, including its continuously updated electronic version), the procedure of dictionary-making as well as types and properties of dictionaries, and characteristic features, advantages and drawbacks of various modern dictionaries of English. Some of this material will be introduced and covered by me, including some exercises; other parts will be worked out by obligatory reading, class discussion, and student presentations. Students will have to read a textbook on the subject, and they will have to prepare a presentation in which one particular dictionary is introduced, characterized, assessed, and applied for specific tasks or exercises. As far as possible, emphasis will be placed on practical tasks for which the dictionaries under discussion will have to be employed. Obligatory reading: Michael Klotz and Thomas Herbst, 2016. *English Dictionaries. A Linguistic Introduction*. Berlin: Erich Schmidt Verlag. Requirements: Active participation, oral presentation, short exam and seminar paper of approx. 10-15 pages.

35740 Multilingualism: Sociolinguistic and Acquisitional Perspectives

Buschfeld

Module: ELG-M33.1 (10), ELG-M33.3 (4), ELG-M32.3 (10), ELG-M32.1 (10)

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	8:30	10	s.t.				ZH 6	Buschfeld	

The world has increasingly turned into a multilingual place. Formerly monolingual countries have become multilingual and estimates suggest that nowadays far more than half of the world's population grow up bi- or even multilingually. The English language and especially its turbulent history of colonization has had a great share in these developments; English is involved as one of the languages in most multilingual scenarios today. We will inquire into a variety of sociolinguistic as well as psycholinguistic aspects of the phenomenon of multilingualism. We will look into different multilingual communities and usage contexts, ranging from multilingual countries such as Singapore to multilingual practices in online and computer-mediated communication. We will inquire into questions such as "Who can be considered a bi-/multilingual speaker?" and "What makes a society multilingual?". To that end, we will not only look into the historico-political backgrounds and sociolinguistic setups of such speech communities but also introduce and consider concepts and theories of language acquisition relating to multilingualism. The class will shed light on how bi-/multilingual language acquisition proceeds and what makes it similar to and different from the monolingual acquisition of a language. Requirements: Active participation, oral presentation, short exam and seminar paper of approx. 10-15 pages.

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

35724 Early English: Case Studies in Linguistic Evolution

Schleburg

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

Seminar, SWS: 2, Max. Teilnehmer: 25

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

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

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

Buschfeld

Module: ELG-M31.2 (4)

Seminar, SWS: 2

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

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

M.A. British Studies

Lectures (Vorlesungen)

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

Boehm

Module: BLK-M33.1 (8)

Vorlesung, SWS: 2, Max. Teilnehmer: 150

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

This lecture course surveys the rise of English literature and it traces how literature became a powerful medium for the expression of political and cultural ideas in the early modern period. The period between Henry VIII's accession to the throne and the Restoration of 1660 witnessed historical developments – the Reformation, the cultural dissemination of Renaissance humanism, the scientific revolution, the growth of print culture, and increased global mobility – that laid the groundwork for many structures of Western culture that are still with us today. These developments also acted as a motor for energetic textual production and remarkable literary achievement: authors captured the manner in which old certainties and hierarchies were dissolving before their eyes, and they daringly imagined the new worlds – artistic, social, cultural, religious, and political – that were coming into being. We will explore how early modern literature reflects on the mechanisms of political power, functions as a battleground for competing ideas and values, and sometimes lends its rhetorical powers to propagandistic ends. We will discuss a wide range of literary, historical, and visual sources. Genres to which we will pay particular attention include: history plays; Elizabethan revenge tragedies; city comedies; domestic tragedies; Jacobean drama; utopian writing; travel literature; scientific writing; philosophical essays; sermons; satires; epic romance; sonnets; pastoral poetry; and metaphysical poetry. Requirements: Final written exam. Texts: *The Norton Anthology of English Literature*. Ed. Stephen Greenblatt. 9th rev edn (New York: Norton, 2012), Vol 1.

Cultural Studies Advanced Seminars

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

Petzold

Module: BLK-M33.2 (10), BLK-M32.3 (8), BLK-M32.2 (10), BLK-M33.3 (10)

Seminar, SWS: 2, Max. Teilnehmer: 8

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

In 1745, Charles Edward Stuart tried to win back the British throne for his father James. The charismatic figure of "Bonnie Prince Charlie" and the spectacular rise and fall of his highland army have fascinated people for more than 200 years: the story has been told and re-told many times, from Scott's *Waverley* (1814) to the *Outlander* TV-series (2016). In the seminar, we will examine the representation of the prince and his rebellion in a number of sources (narratives, poetry, pictures, films), from the 18th century to the 21st. The excursion in February 2019 will take us to Edinburgh, Glasgow, Aberdeen, Stirling and Inverness. We will visit sights connected to the Jacobite Rebellion and examine cultural artefacts from the period. We will also meet experts and students at the universities of Glasgow and Aberdeen to discuss the ongoing relevance of Bonnie Prince Charlie for Scottish culture. Texts: Walter Scott, *Waverley* (Oxford World Classics); all other texts will be placed on GRIPS. Requirements: Participation in both seminar and field trip, term paper (12-15 pages). NOTE: Registration for this seminar took place in June 2018.

Module: BLK-M32.3 (8)

Seminar, SWS: 2, Max. Teilnehmer: 8

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

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

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

Module: BLK-M32.3 (8)

Seminar, Max. Teilnehmer: 15

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

London is a constantly changing space and place with many faces and many names. It has frequently been compared to a body: for some healthy and well-formed, for others a sick monster. In this course we will explore these many facets of the city by tracing its progress from a group of settlements on the Thames to one of the largest cities in the world. We shall examine its institutions and politics, and study the effects these had, and still have, on the population. Course requirements: active participation, in class discussion, oral presentation, and a 15-page research paper. Recommended reading: Peter Ackroyd, *London. The Biography*, any edition, Roy Porter, *London. A Social History*, any edition.

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

Module: BLK-M33.2 (10), BLK-M32.3 (8), BLK-M32.2 (10), BLK-M33.3 (10)

Seminar, SWS: 2, Max. Teilnehmer: 8

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

In 1745, Charles Edward Stuart tried to win back the British throne for his father James. The charismatic figure of "Bonnie Prince Charlie" and the spectacular rise and fall of his highland army have fascinated people for more than 200 years: the story has been told and re-told many times, from Scott's *Waverley* (1814) to the *Outlander* TV-series (2016). In the seminar, we will examine the representation of the prince and his rebellion in a number of sources (narratives, poetry, pictures, films), from the 18th century to the 21st. The excursion in February 2019 will take us to Edinburgh, Glasgow, Aberdeen, Stirling and Inverness. We will visit sights connected to the Jacobite Rebellion and examine cultural artefacts from the period. We will also meet experts and students at the universities of Glasgow and Aberdeen to discuss the ongoing relevance of Bonnie Prince Charlie for Scottish culture. Texts: Walter Scott, *Waverley* (Oxford World Classics); all other texts will be placed on GRIPS. Requirements: Participation in both seminar and field trip, term paper (12-15 pages). NOTE: Registration for this seminar took place in June 2018.

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

Module: BLK-M33.3 (10), BLK-M33.2 (10), BLK-M32.2 (10)

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

This seminar consists of two parts: first, a string of weekly seminar meetings in which we will lay theoretical and literary-historical foundations; and, second, a Study Day at the Bayerische Akademie der Wissenschaften, where we will run a poster exhibition – prepared by course participants! – and take part in a workshop with a museum curator. The seminar focuses on the representation of foreign objects – artefacts, commodities, looted treasures, etc. – in British literature of the long nineteenth century. This period saw a steep increase in the global mobility of goods and people, and nineteenth-century literary texts, visual representations, and journalistic writings were powerfully shaped by a fascination with the material culture of Britain's colonial

possessions and Eastern civilizations. We will explore how writers used narratives about displaced "oriental" objects and their global itineraries in order to ask pressing questions about empire, identity, cultural contact and heritage, luxury and consumption, and (national) health and disease. We will also examine how authors used the incongruity between foreign artefacts and the local contexts into which they were inserted to dramatize the collision of different temporalities – past and present, metropolitan and colonial, stagnation and progress etc. – that many Victorians understood as a key feature of their own historical moment. Authors to be covered include the following: Thomas de Quincey, Wilkie Collins, Bram Stoker, Charles Dickens, Elizabeth Gaskell, Christina Rossetti, Dante Gabriel Rossetti, Alfred Lord Tennyson, Arthur Conan Doyle, Rudyard Kipling, Oscar Wilde, and Joseph Conrad. Requirements: Active participation; exhibition poster; term paper; participation in Study Day. It's important that you read Wilkie Collins's *The Moonstone* before term starts! Texts: Wilkie Collins, *The Moonstone*, ed. John Sutherland (Oxford: Oxford World's Classics, 2008); Bram Stoker, *Dracula*, ed. Roger Luckhurst (Oxford: Oxford World's Classics, 2008); Arthur Conan Doyle, *The Sign of Four*, ed. Ed Glinert (London: Penguin Classics, 2001). All other texts and materials will be made available electronically.

35793 Seascapes: British and Irish Maritime Writing

Zwierlein

Module: BLK-M33.3 (10), BLK-M33.2 (10), BLK-M32.2 (10)

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

"We are a seafaring nation", Hyacinth Bucket maintains in the BBC series *Keeping Up Appearances*; and indeed, throughout British and Irish literary and cultural history, maritime and nautical themes have been prominent, tied as much to mystical experiences and existentialist crises (of, e.g., religious faith, or masculinity) as to imperial politics. The first part of the seminar will offer a survey of seafaring poetry and prose mainly from the early 19th century onwards, attending to the beginnings of British seaside tourism and holiday-making in the nineteenth century, and discussing practices such as 'wrecking' and 'beachcombing'. We will look at S.T. Coleridge's "The Rime of the Ancient Mariner" (1798), Mary Robinson's "The Haunted Beach" (1800), Felicia Hemans' "Casabianca" (1826), Tennyson's "Ulysses" (1833/42) and "Enoch Arden" (1864), and Matthew Arnold's "Dover Beach" (1867), rounding this part off by examining the 1820s setting of Daphne Du Maurier's novel *Jamaica Inn* (1936). The second part will assess rewritings of the seaside theme in some selected late 20th/21st century novels that stage their discussions of individual, national and social identity at or near the seaside. As a liminal space, the shifting margin between land and sea here becomes a symbolic catalyst for existentialist situations involving birth and death, or the probing and unravelling of personal and family relations. Our core texts will be: Margaret Drabble, *The Witch of Exmoor* (1996); Colm Tóibín, *The Blackwater Lightship* (1999); Jeanette Winterson, *Lighthousekeeping* (2004); John Banville, *The Sea* (2005); Graham Swift, *Tomorrow* (2007); Ian McEwan, *On Chesil Beach* (2007). Apart from analysing (post-)postmodern narrative techniques, we will be concerned with the novels' negotiations of Britain's imperial past as a 'ruler of the seas', and examine how they stage the land-sea interface as an ecosystem studied by scientists and environmentalists. Requirements: active participation, an oral presentation / a team-teaching session, and a term paper (c. 15-20 pages; deadline: 29 March 2019). Texts: Daphne Du Maurier, *Jamaica Inn* (Virago Modern Classics, 1995); Margaret Drabble, *The Witch of Exmoor* (London: Penguin, 1996); Colm Tóibín, *The Blackwater Lightship* (London: Picador, 1999); John Banville, *The Sea* (London: Picador, 2005); Jeanette Winterson, *Lighthousekeeping* (repr. Fort Washington: Harvest Books, 2006); Graham Swift, *Tomorrow* (London: Picador, 2007); Ian McEwan, *On Chesil Beach* (London: Vintage Books, 2007).

Module: BLK-M33.3 (10), BLK-M32.2 (10), BLK-M33.2 (10)

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

'Brexit means Brexit': Britain's tight vote to leave the European Union has been seen as a manifestation of deep divisions across the country. Political scientists Robert Ford and Matthew Goodwin claim in "Britain after Brexit: A Nation Divided" (2017) that "for all the country's political parties, articulating and responding to the divisions that were laid bare in the Brexit vote will be the primary electoral challenge of tomorrow." The divisions brought into focus by the referendum are indeed manifold: 52% versus 48%; England versus Scotland versus Wales versus Northern Ireland; city versus countryside; liberal versus conservative; old versus young; high versus low level of education; affluent versus poor; professional versus manual; migrant versus non-migrant, 'elite' versus 'the people', etc. Importantly, these rifts are multi-dimensional, inter-sectional, and far from neatly binary, as they cut across the political spectrum, uprooting and reorganising traditional allegiances and socio-cultural affinities. The complex motivations behind the Brexit vote thus make visible the need to critically revisit established concepts of social and cultural analysis (such as cosmopolitanism, populism, nationalism, sovereignty, etc.) and to probe their heuristic value for explaining recent social, political, and cultural developments. In this seminar, we will examine some of the proliferating political and media discourses pre- and post-referendum, and give special attention to the increasing numbers of literary negotiations of Brexit that attempt to represent and give voices to people across the divides: Carol Ann Duffy's play *My Country: A Work in Progress* (2017), partly based on responses to interviews conducted by the UK Arts Councils in the British regions; nine British playwrights' mini-plays *Brexit Shorts: Dramas from a Divided Nation* (2017), commissioned by *The Guardian*, and a cluster of novels concerned with Brexit to varying degrees: Amanda Craig's *The Lie of the Land* (2017); Douglas Board's *Time of Lies* (2017); Ali Smith's *Autumn* (2016) and *Winter* (2017); Kenneth Steven's *2020* (2017); Anthony Cartwright's *The Cut* (2017); Ian McEwan's *Nutshell* (2016). We will also glance at a few 'Brexit literary adaptations': Lucien Young/'Leavis Carroll's' *Alice in Brexitland* (2017), and Bruno Vincent/'Enid Blyton for Grownup's' *Five on Brexit Island* (2016) and *Five Escape Brexit Island* (2017). Assessing these and some other texts and visuals, we will examine the problems of political representation that they raise, bearing in mind that Brexit will remain an ongoing and deeply contested phenomenon for a long time to come. Requirements: active participation, an oral presentation / a team-teaching session, and a term paper (c. 15-20 pages; deadline: 29 March 2019). Texts: Carol Ann Duffy and Rufus Norris, *My Country: A Work in Progress* (Faber, 2017); Anthony Cartwright, *The Cut* (Peirene Press, 2017); Kenneth Steven, *2020* (Saraband, 2017); Ian McEwan, *Nutshell* (Vintage, 2016); Ali Smith, *Autumn* (Hamish Hamilton, 2016); *Winter* (Hamish Hamilton, 2017); Amanda Craig, *The Lie of the Land* (Abacus, 2017); Douglas Board, *Time of Lies* (Lightning Books, 2017); Lucien Young, *Alice in Brexitland* (Ebury Press, 2017).

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

35797 Reading and Discussion (MA British Studies)

Zwierlein

Module: BLK-M31.1 (6)

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

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

This reading class in the MA British Studies will revisit the late-Victorian and Edwardian 'New Woman' debate, focusing on its major political issues, such as social and legal reform, female education, and the question of women's suffrage. We will study an innovative genre produced

for and fostered by the mass periodical market of the period: the short story, and examine how it was adapted to the new requirements of late-nineteenth-century gender politics and democratisation. Our selected 'New Woman' short stories, with their philosophical paradoxes, surprise reversals, and intricate symbolisms will be approached from the perspectives of diverse critical positions that reflect current debates in the field of Victorian Studies and literary and cultural studies more generally. Requirements: active participation, an oral presentation / a lecture transcript. Text: *Women Who Did: Stories by Men and Women 1890-1914*, ed. Angelique Richardson, London: Penguin, 2005.

35799 Academic Writing MA (British Studies)

Decker

Module: BLK-M31.2 (4)

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

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

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

M.A. American Studies

M.A. European-American Studies

Lectures (Vorlesungen)

35803 Lecture in American Studies

N.N.

Module: EAS-M7-2 (7), EAS-M8-1 (7), EAS-M8-2 (7)

Vorlesung, SWS: 2

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

Cultural Studies Advanced Seminars

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

N.N.

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

Seminar, SWS: 2, Max. Teilnehmer: 15

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

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

Graduate Seminars in American Studies (Hauptseminare)

35841 Memory and Identity: Post-WWII Europe and America

Bauridl

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

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

This course investigates the impact of the post-WWII American presence in Europe on the negotiation and potential transnationalization of (cultural) memory in both Europe and America. Based on recent theories of critical regionalism and transnational memory studies, it debates the interdependencies and politics of space/community, memory, and identity. The course focuses on German-American encounters within the frameworks of larger European-American dynamics and traces European-American memories in the contexts of the arrival of the US troops in 1945, liberation, occupation via the Cold War until today. Aware of the power dynamics of cultural contact, it investigates memory and identity via an array of cultural phenomena and case studies such as: re-education, *Amerikahäuser*, occupation and gender and race (film *Toxi*); transnational Holocaust memorials (Flossenbürg/Berlin), literature (Jenna Blum), and interviews (Boder project); Elvis and the Cold War in museums (Burglengenfeld) and autobiography (Mansfield and Mansfield); contemporary (transnational) cultural memory in the Grafenwöhr (US) training area (on-base ghost towns; festivities and holidays) and in Regensburg (diners, baseball). To these examples, the course poses critical questions such as: Whose memory is it—is memory strategically national(istic) or does it become transnationally entangled? What is the impact—on constructions of self and other and on constructions of region, nation, or globality? Course requirement: oral presentation. Credit requirement: presentation handout and/or PowerPoint presentation; advanced academic writings in English (of a total of 15-20 pages).

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

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

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

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

35846 Fundamentals and Frames of Transnational American Studies**Bauridl**

Module: EAS-M1-1 (7)

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

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

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

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

Module: EAS-M1-2 (7)

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

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

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

35848 Readings and Sources in European-American Cultural Relations I: From the Beginning through the End of the 19th Century	Depkat
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Module: EAS-M2-1 (7)

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

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

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

35849 Readings and Sources in European-American Cultural Relations II: The 20th and 21st Centuries	Depkat
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Module: EAS-M2-2 (7)

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

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

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

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

33334 Current Issues in International Affairs	Groißl
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Module: EAS-M34.1 (8), EAS-M34.2 (8), EAS-M31.4 (8), EAS-M34.3 (8), EAS-M5-1 (8), EAS-M5-2 (8), EAS-M7-2 (7), EAS-M8-1 (7), EAS-M8-2 (7)

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

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

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

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

Module: EAS-M33.2 (8), EAS-M33.3 (8), EAS-M33.1 (8), EAS-M4-1 (8), EAS-M4-2 (8), EAS-M7-2 (7), EAS-M8-1 (7), EAS-M8-2 (7)

Hauptseminar, SWS: 2

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

Kursbeschreibung: siehe elektronisches Vorlesungsverzeichnis (LSF).

36045 Das Französische in Nordamerika **Neumann-Holzschuh**

Module: EAS-M32.1 (8), EAS-M32.2 (8), EAS-M32.3 (8), EAS-M4-1 (8), EAS-M4-2 (8), EAS-M7-2 (7), EAS-M8-1 (7), EAS-M8-2 (7)

Hauptseminar, SWS: 2, Max. Teilnehmer: 24

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

Kursbeschreibung: siehe elektronisches Vorlesungsverzeichnis (LSF).

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

Module: EAS-M32.1 (8), EAS-M32.3 (8), EAS-M32.2 (8), EAS-M4-1 (8), EAS-M4-2 (8), EAS-M7-2 (7), EAS-M8-1 (7), EAS-M8-2 (7)

Hauptseminar, SWS: 2, Max. Teilnehmer: 24

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

Kursbeschreibung: siehe elektronisches Vorlesungsverzeichnis (LSF).

CITAS Ringvorlesung: Jenseits der Nation? Internationale und transnationale Ordnungen und Identitäten**Brunnbauer, Groitl, Mecke, Vickers**

Module: EAS-M31.4 (8), EAS-M33.1 (8), EAS-M34.3 (8), EAS-M33.3 (8), EAS-M34.1 (8), EAS-M34.2 (8), EAS-M33.2 (8)

Vorlesung, SWS: 2

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

Kursbeschreibung: siehe elektronisches Vorlesungsverzeichnis (LSF).

C. For Fun

(open to students of all levels)

35854 Tandem Mentoring

Uppendahl

Übung, SWS: 2

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
-	-								Uppendahl	s. Aushang

35855 DAAD/TA Großbritannien (Beratungs- und Informationsseminar)

Waller

Übung, SWS: 2

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
-	-							PT 3.2.60	Waller	Zeit s. Aushang

35856 RUPs, too

Kohen

Übung

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
-	-								Kohen	s. Aushang

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

Trip to Ireland

Each semester, 1-2 trips to Ireland are offered by the department (see section "M.A. British Studies"). If you are interested, contact Dr. Lenz (PT 3.2.44) as soon as possible, as participation is limited.