



# Detailed course catalogue for M.A. students

Summer Term 2019

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**Student Advisory Service:**

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

Brato  
Boehm, Decker  
Dexl  
Dafinger, Sporer

## Office hours winter term 2018/19

Name	Office Hours	Room PT	Tel.: 943-
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ALTER, Prof. Dr. Grit		3.3.104	3501
BAURIDL, Dr. Birgit	Do 16-17	3.2.85	3509
BOEHM, Dr. Katharina	Mi 16-17	3.2.59	3499
BRATO, Dr. Thorsten	Mi 10-11	3.2.79	3503
DAFINGER, Gabriela	Mi 13-14	3.2.61	5782
DECKER, Dr. Martin	Do 14-15	3.2.63	3870
DEPKAT, Prof. Dr. Volker	Di 14-15 Do 13-14	3.2.71	3476
DETMERS, Dr. Ines	nach der Veranstaltung		
DEXL, Dr. Carmen	Mi 14:30-15:30	3.2.70	3475
FISCHER, Prof. Dr. Roswitha	Di 12-13	3.2.68	3473
FRITZE, Martin	nach der Veranstaltung		
GASTL-PISCHESTRIEDER, Maria	Mi 14-15	JH11 1.12	5781
GEBAUER, Dr. Amy	Mo 14-16	3.3.88	3429
GOTTESWINTER, Lena	Mo 14-15	3.2.83	3507
GRAEF, Sebastian	Di 10-12	3.2.43	3463
GUERTNER, Maria	Mi 10-11	3.2.58	3498
HANSEN, Claudia	nach der Veranstaltung		
HEBEL, Prof. Dr. Udo	siehe Homepage	3.2.73	3477
HEGER, Tamara	Do 13:30-14:30	3.2.86	3510
HILL, Sophie	Mo 14-16	3.2.50	3469
KLEIST, Anna	/	3.2.62	3667
KOHEN, Jamie	Di 12-14	3.2.50	3469
KOENIG, Luitgard	nach der Veranstaltung		
LAUBE, Alexander	Mi 15-16	3.2.80	3504
LENZ, Akad. Dir. Dr. Peter	Mo 11-13	3.2.44	3506

Name	Office Hours	Room PT	Tel.: 943-
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MATUSCHEK, Katharina	Mi 9-11	3.2.83	3507
MCINTOSH-SCHNEIDER, Julia	Mo 14-16	3.2.57	3497
PESOLD, Dr. Ulrike	n.V.	3.2.47	3466
PETZOLD, Prof. Dr. Jochen	n.V.	3.2.45	2486
RASTER, Angelika	Di 14-15:30	3.3.106	3488
RICHTER, Dr. Kerstin	Mo 13-14	3.2.69	3474
SCHINDLER, Peter	nach der Veranstaltung		
SCHLEBURG, Dr. Florian	Di 14-15	3.2.82	3502
SCHNEIDER, Prof. Dr. Edgar W.	Mi 10-12	3.2.65	3470
SPORER, Madeline	Mi 14-15	3.2.61	5782
STETLER, Julia	Mi 09-11	3.3.88	3429
TWELBECK, Prof. Dr. Kirsten	Mi 11-12	3.2.83	3507
UPPENDAHL, Steve	Do 12-13:30	3.2.88	1809
VEITH, Vera			
WALLER, Peter	Di 11-13	3.2.60	3500
WEBER, Miriam	nach der Veranstaltung		
WEIG, Heide-Marie	n. V.	3.2.43	3463
ZWIERLEIN, Prof. Dr. Anne-Julia	Mi 9-10	3.2.48	3467

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# Contents

<b>A. General Information .....</b>	<b>4</b>
1. Planning Your Degree .....	4
<b>1.1 Regulations and module descriptions.....</b>	<b>4</b>
<b>1.2 Degree Structure and Credit Points (CP).....</b>	<b>4</b>
<b>1.3 Language of instruction .....</b>	<b>4</b>
<b>1.4 Announcements .....</b>	<b>4</b>
<b>1.5 Overview of Compulsory Modules and Courses.....</b>	<b>5</b>
2. Important Dates and Deadlines .....	8
<b>2.1 Registration for Courses .....</b>	<b>8</b>
<b>2.2 FlexNow Registration.....</b>	<b>8</b>
<b>B. Course Catalogue &amp; Descriptions.....</b>	<b>9</b>
M.A. English Linguistics.....	9
M.A. British Studies .....	15
M.A. American Studies .....	<b>Fehler! Textmarke nicht definiert.</b>
M.A. European-American Studies .....	20
<b>C. For Fun.....</b>	<b>25</b>
<b>Trip to Ireland .....</b>	<b>25</b>
<b>URL of our Department's Homepage:</b>	<b><u><a href="http://www-deas.uni-regensburg.de">www-deas.uni-regensburg.de</a></u></b>

## 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/](http://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/](http://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

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

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.

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<sup>1</sup> 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

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

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)

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

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 **January 28, 2019** and will end on **March 31, 2019**.

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** summer term 2019: **Mon., May 06, 2019 – Sun., July 14, 2019**

We strongly advise you to register at the latest by **end of June** 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)

#### 35738 African American English in its Linguistic and Cultural Context

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 6	Schneider	

The dialect spoken by lower-class African Americans has been one of the most prominent topics of sociolinguistic research in the USA since the 1960s. Two central questions have been at stake, a diachronic and a synchronic one: first, whether or not African American English is derived from an earlier creole language and thus incorporates remnants of African linguistic structures, and second, the extent of its difference from dialects spoken by white Americans. For the last few decades, the so-called "divergence hypothesis", which claims that African American English is becoming increasingly different from white speech, has been under debate and attracted some public attention. This lecture course provides an overview of the historical and socio-political background, of the linguistic features considered to be characteristic of African American speech (including speech samples as text transcripts and video or audio recordings), and of the controversies mentioned above. To widen the perspective, there will be three digression sections covering the histories, methods and problems of the related disciplines of sociolinguistics, creolistics, and dialectology, respectively, thus placing the topic of African American English in a broader framework.

**Recommended reading:** Green, Lisa. 2002. *African American English. A Linguistic Introduction*. Cambridge. Cambridge University Press. Schneider, Edgar W. 1989. *American Earlier Black English*. Tuscaloosa: University of Alabama Press.

**Requirements for course credits:** No registration required (except FlexNow). 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)

#### 35714 English Word-Formation

Biermeier

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.	16	18	c.t.				R 007	Biermeier	

The way English words are created seems to be an intriguing mystery, which can only be solved by reading and learning as much as possible about the formation of words. In this course students will be made familiar with the well-known but also unusual properties of the ways in which

words are built in English. For a start, we will give an overview of the main categories of word-formation, such as compounding, conversion and affixation. Then we will look at less prominent types that have become rather trendy in recent years (back-formation, clipping, blending, abbreviation), especially as regards their use by the media. All categories will be documented by a sufficient number of examples, which are drawn from dictionaries and computer corpora such as the NOW Corpus, the iWeb Corpus, the British National Corpus, the Corpus of Contemporary American English and GloWbE (Global web-based English). In an additional section different approaches to word-formation will be dealt with and students will get an insight into the methodological problems of obtaining and analyzing relevant data drawn from various sources. Finally, we will put the traditional distinction between British and American English to the test. In this respect, English as a global language will be dealt with, too.

**Requirements** are two presentations in class, regular attendance and participation, as well as a written exam.

**The seminar will be largely based on:** Bauer, Laurie and Rodney Huddleston. 2002. "Lexical Word-formation." In Huddleston and Pullum, eds. *The Cambridge Grammar of the English Language*. Cambridge: University Press, 1621-1721. Plag, Ingo. 2018. *Word-Formation in English*. Cambridge: University Press. (2<sup>nd</sup> ed.) Schmid, Hans-Jörg. 2016. *English morphology and word-formation. An introduction*. Berlin: Erich Schmidt. (3<sup>rd</sup> ed.)

### 35715 Varieties of English

Laube

Module: ELG-M33.3 (4)

Proseminar, SWS: 2, Max. Teilnehmer: 15

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

English is a global language. Today, the language is spoken not only in the British Isles and North America, but there are native speakers of distinctive varieties of English in Africa, Asia and the Caribbean and it serves as a global lingua franca. This seminar will introduce the field of World Englishes, looking into the historic developments regarding the spread of English, theoretical approaches and models of World Englishes as well as related linguistic processes. Focusing mainly on "postcolonial Englishes" (Schneider 2007), i.e., varieties that emerged in connection with the British colonial expansion, we will examine individual varieties of English, discussing their respective sociohistories, current sociolinguistic situations and, of course, linguistic features. Furthermore, the class will cover a range of methodological issues, ranging from current research methods to data collection, and students will have the opportunity to take a hands-on approach to working with authentic data.

**Recommended reading:** Schneider, Edgar W. 2011. *English Around the World. An Introduction*. Cambridge: Cambridge University Press.

### 35717 Contrastive Linguistics

Richter

Module: ELG-M33.3 (4)

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

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

Despite their common West Germanic origin, English and German have diverged to a considerable extent in the course of their history. As non-native speakers (and, in many cases, future teachers) of English we should be aware of the similarities but also, and more significantly, of the differences between this foreign language and our mother tongue.

Our course will contrast English and German on various linguistic levels such as phonology, morphology, tense and aspect, modality, grammatical relations and semantics.

We will address the difficulties that may occur in second language acquisition, translation and cross-cultural interaction and discuss how interference can be avoided or, at least, diminished.

**Requirements:** active participation, oral presentation, final exam.

### 35718 Syntax

Neuland

Module: ELG-M33.3 (4)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Fr	wöch.	08:30	10	s.t.				W 113	Neuland	

### Online-Anmeldung über 35713 PS Engl. LING

In this practice-oriented seminar we will revise basic topics of English syntax but will also discuss more intricate syntactic phenomena. We will use Quirk et al. and Herbst & Schüller - the two basic approaches recommended for the Bavarian state examination - as the basis of our analysis, critically applying and comparing the two methods.

You need not be a syntax freak to join this course, on the contrary, those who have not really warmed to syntactic analysis so far are very welcome to join and discover the fascinating side of it. Believe it or not, syntactic analysis can be a very rewarding occupation.

**Course requirements: active participation, reading assignments, homework, final exam.**

### 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 1.0.2	Schleburg	

Trotz aller Internationalität verrät noch das Englische der Gegenwart im Grundwortschatz und in den morphologischen Strukturen seine germanische Herkunft. In den ältesten schriftlichen Zeugnissen fallen die ererbten Gemeinsamkeiten mit dem Deutschen noch weit stärker ins Auge, und viele Unregelmäßigkeiten der neuenglischen Grammatik erweisen sich als Fossilien vormals lebendiger Regeln. Dieser Kurs stellt Schreibkonventionen, Lautsystem, Morphologie, Wortschatz und Syntax des Alt-englischen anhand tausend Jahre alter Originaltexte vor, die zugleich das für uns kuriose oder spannende Weltbild der Angelsachsen illustrieren. — Anforderungen für Erwerb von Leistungspunkten: Übungsaufgaben und Klausur. Textgrundlage: wird wöchentlich auf GRIPS zur Verfügung gestellt.

#### 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
Di	wöch.	12	14	c.t.				PT 1.0.2	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. Schlegel, *Die Sprache Chaucers*, Heidelberg 2010.

### 35725 Altenglisch für Fortgeschrittene

Schlegel

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.	14	16	c.t.				VG 2.45	Schlegel	

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 ökonomischen 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

Schlegel

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 1.0.2	Schlegel	

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.

### 35727 Altenglisch für Fortgeschrittene

Schlegel

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.				ZH 5	Schlegel	

Anhand früherer Examensklausuren (die gesammelt auf GRIPS verfügbar sind) werden in diesem freiwilligen Kurs noch einmal die in den Augen der Aufgabensteller wichtigsten Themenbereiche der historischen Grammatik wiederholt, die Anwendung auf konkrete Beispiele geübt und nicht zuletzt der ganz eigene Jargon der Textsorte »Bayerisches Staats-examen« ergründet. Eine sinnvolle Teilnahme setzt die Inhalte des Fortgeschrittenen-Kurses und die regelmäßige

Vorbereitung der besprochenen Aufgaben mithilfe der empfohlenen Fachliteratur voraus. —  
Freiwilliger Vertiefungskurs, keine Anmeldung erforderlich.

## Advanced Seminars (Hauptseminare)

### 35700 English in its Social Context

Fischer

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

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

This course is about why users of English speak differently in different social contexts, and how language is used to convey social meaning. The first part of the course will provide an introduction to general theories and concepts of the relationship between linguistic choices and the social contexts in which they are made. The second part focusses on specific social dimensions, such as social status, gender, age, ethnicity and social networks. The course also includes methods and skills of sociolinguistic research, which will enable students to do hands-on research in this field. The participants of the course will be asked to do a small research project, which can be chosen freely, and give a presentation. There will be a short mid-term exam after the first part of the course.

**Requirements:** regular attendance, reading assignments, postings on GRIPS, mid-term exam, presentation, paper, additional book review assignment for M.A. students.

**Introductory reading:** Rajend Mesthrie et al. <sup>2</sup>2009. *Introducing sociolinguistics*. Chp 1: 1-41.

### 35739 English-oriented Pidgins and Creoles

Schneider

Module: ELG-M33.1 (10), ELG-M33.3 (4), ELG-M32.3 (7), ELG-M32.3 (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	Schneider	

Pidgins and creoles are languages (or rather, daughter varieties of English) which have developed in language contact situations all around the globe, and especially among slaves in plantation cultures where no common language known to all speakers was available. Such varieties are still spoken by millions of people, mainly in West Africa, the Caribbean, and the South Pacific area. They are of great interest to linguistics because the special circumstances of their origin and use allow us to address fundamental questions on how languages originate and work.

In this class, we will thus be concerned with the origin, distribution, and characteristic forms and functions of English-oriented pidgins and creoles in their respective contexts. In a first component, we will consider general issues which are fundamental to the discipline, such as: the definitions and assumed "typical features" of pidgins and creoles, respectively; characteristic social circumstances under which they have developed; theories on how and why they have emerged, e.g. whether their structure reflects either underlying (often African) substrate structures or a genetically determined human "bioprogram for language"; how they change over time and function in modern societies; and which characteristic properties on several language levels they have. In a second part, a survey of the existing English-related pidgins and creoles will be provided, such as Nigerian Pidgin English, Jamaican Creole ("Patwa"), or Papua New Guinea "Tok Pisin", considering their respective social and historical backgrounds and some prominent linguistic features. Tape recordings and text transcripts for illustration and analysis will be provided whenever possible. Some of this material will be covered by myself, or will be discussed in class on the basis of an obligatory reading sample (with selections from Velupillai's

textbook mentioned below); other parts, especially the regional survey, including a discussion of characteristic features of linguistic sample texts from the respective regions, will largely be provided by student participants in in-class presentations.

**Obligatory reading:** Substantial selections from Viveka Velupillai, 2015. *Pidgins, creoles and mixed languages: an introduction*. Amsterdam: Benjamins. [Three extra copies of this textbook are held in the library's reading room; cf. 61/EE 1660 V446+2/+3/+4]

**Requirements for course credits:** active participation; written exam based on the reading program; oral presentation and written paper.

Electronic registration.

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

### 35745 Readings in Linguistics

Schleburg

Module: ELG-M31.3 (8)

Seminar, SWS: 2, Max. Teilnehmer: 25

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

This course forms part of the Master's Programme in English Linguistics, but students in their Profilmodule are equally welcome to acquire credit points and linguistic expertise. It is intended to provide first-hand experience and critical discussion of seminal works of 20th century linguistic theory and methodology, covering the classical texts of different schools of modern linguistics as well as more recent studies relevant to the ongoing research at our Department. - Requirements for course credits: regular reading, oral presentation, short essays based on the readings

# M.A. British Studies

## Lectures (Vorlesungen)

### 35751 Revolution, Reform, and the Literary Marketplace in the Long Nineteenth Century

Boehm

Module: BLK-M33.1 (8), BLK-M32.1 (4)

Vorlesung, SWS: 2, Max. Teilnehmer: 150

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

As courtiers at the court of Henry VIII, both Henry Howard and Thomas Wyatt were sent on diplomatic missions around 1530. On the continent they were introduced to a (relatively) new poetic form, the sonnet, which they brought back to England. This lecture will examine the sonnet's rapid rise to fame during the sixteenth century, and it will provide a survey of the ups and downs of its further career. Thus, by focussing on the sonnet, we will chart some 450 years of English poetry and poetic taste: from the sonnet-sequence craze of the 1590s to the sonnet infatuation of romantics (Wordsworth is said to have written more than 500 sonnets) and Victorians, ending with some sonnets by the current poet laureate, Carol Ann Duffy. Requirements for credit: final exam

## Cultural Studies Advanced Seminars

### 35786 The Industrial Revolution

McIntosh-Schneider

Module: BLK-M32.3 (8)

Seminar, SWS: 2, Max. Teilnehmer: 8

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

One of the best-known periods in British history is the Industrial Revolution. It had a profound effect on the country and its culture. In this course, we will not only be looking at the major achievements and disasters of the Industrial Revolution but also at how the Industrial Revolution came about, and importantly, why it occurred much earlier in Britain than in other countries. The Industrial Revolution did not just suddenly appear, but was the product of a long process. We will be looking at this process and its effects on the country and people of Britain.

**Requirements:** regular attendance, active participation, a presentation, and a final 15-page term paper

A reading list will be made available at the beginning of semester. Students who wish to prepare early for presentations should contact me in my office hours before the beginning of the lecture period.

### 35785 Blockseminar: Irish History and Culture (Irland-Exkursion)

Lenz

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	

Die Teilnahmean 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 Zwischenstoppen 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. 760 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.

### 35788 Blockseminar: An Introduction to Wales

Waller

Module: BLK-M32.3 (8)

Seminar, SWS: 2, Max. Teilnehmer: 8

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Do	Einzel	18	20	c.t.	02.05.19	02.05.19		ZH 5	Waller	
Do	Einzel	18	20	c.t.	09.05.19	09.05.19		ZH 5	Waller	
Do	Einzel	18	20	c.t.	16.05.19	16.05.19		ZH 5	Waller	

"Moving from Wales to Italy is like moving to a different country" (Welsh former Liverpool and Juventus footballer, Ian Rush). The capital of Wales is Cardiff, they have their own language, that Dylan Thomas bloke was from there (I think), and they really really like sheep. When it comes to Wales, most students in Germany will know no more than three-quarters of the facts contained in the preceding statement, and very little besides about the country. However,



what is Wales really? What is it that makes its people so confidently aware of their uniqueness without there seemingly being any real desire to seek full independence? In this course, the focus will be on introducing the group to a country that otherwise receives an unjustly limited amount of attention in the education system in Germany, and in British life generally. Focus will be on the conflicting ways Wales defines itself, including feminist, linguistic, communal, political, post-colonial, mythical and visual perspectives, as well as the issue of how Wales has been defined from outside. In particular, its approach of as a country to cultural awareness and the nation state is quite singular and will therefore be discussed. The role of Wales in the UK and beyond will also feature significantly in the class discussions. The aim of the course is for all the participants to feel at the end of the semester that a full introduction to this country was offered, that a strong understanding and engagement with what it means to be Welsh has been developed, that the Ian Rush statement at the top of this summary makes sense, and that the following quote rings true: "To be born in Wales, not with a silver spoon in your mouth, but with music in your blood and poetry in your soul, is a privilege indeed" (Brian Harris). The course will involve a collection of student-led presentations at the start of semester, followed by a week-long excursion to Wales, during which we shall receive lectures from renowned specialists in the fields of Welsh writing and cultural studies: among them Professor Katie Gramich (Cardiff University), Professor Daniel Williams (Swansea University), Dr Charnell-White (Aberystwyth University) and a highly-renowned Welsh author. — Course requirements: active participation, oral presentation, 4500-word paper. — Texts: Williams, Raymond. *Who Speaks for Wales? Nation, Culture, Identity*. Ed. Daniel Williams (University of Wales Press, 2008). Each student will also receive a list of recommended texts at the start the course, all of which have been ordered and should be available in the library (key essays and/or excerpts from as many of these as possible will be made available on G.R.I.P.S.).

### 35789 London: History, Culture, Politics

McIntosh-Schneider

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)

#### 35790 Cross-Dressing and Androgyny in British Drama and Fiction, Early Modern to Postmodern

Zwierlein

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

Seminar, SWS: 2, Max. Teilnehmer: 15

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

Cross-dressing was standard practice on the early modern stage: all-male acting troupes put on female attire in order to 'personate' women characters (a practice which roused the fury of antitheatrical writers, for instance John Northbrooke and Philip Stubbes). On the level of repre-

sentation, Shakespearean and other early modern plays are also famous for their cross-dressing scenes where these 'female' characters then dressed as men – and, occasionally, the male characters dressed as women. We will probe examples of this theatrical practice and its implications for the social and cultural negotiations of the period, and also look at an early (theatrical) prose version of the trope by Philip Sidney (Sidney's *Old Arcadia*, 1580; Shakespeare's *The Taming of the Shrew*, 1590-92; *As You Like It*, 1599; *The Merchant of Venice*, 1600; Ben Jonson's *Epicoene, or The Silent Woman*, 1609). We will then broaden the scope by looking at early modern constructions of androgyny, as in Margaret Cavendish (*The Blazing World*, 1668) and Elizabeth I, and then proceed via nineteenth-century renderings of 'gender confusion' (New Woman writing; Nicholson's „The Man with Two Souls“, 1882; Bram Stoker's *Dracula*, 1897), to analysing modernist (Virginia Woolf, *Orlando*, 1928) and postmodernist examples: Jeanette Winterson, *Written on the Body* (1993); Ali Smith, *How to Be Both* (2014).

**Requirements:** active participation, an oral presentation / a team-teaching session, and a term paper (c. 15-20 pages; deadline: Friday, 13 September 2019).

**Texts:** For the Shakespeare plays, please use the separate volumes from the Arden Shakespeare series. For the Jonson play, please use the New Mermaids edition (ed. R.V. Holdsworth). And further: Philip Sidney, *The Old Arcadia*, ed. Katherine Duncan-Jones (Oxford University Press, 1994); Margaret Cavendish, *The Blazing World*, in: *An Anthology of Seventeenth-Century Fiction*, ed. Paul Salzman (Oxford University Press, 1991); Bram Stoker, *Dracula*, ed. John Paul Riquelme (Bedford Press, 2002); Virginia Woolf, *Orlando*, ed. Rachel Bowlby (Oxford University Press, 2008); Jeanette Winterson, *Written on the Body* (Vintage, 1993); Ali Smith, *How to Be Both* (Hamish Hamilton, 2014). The nineteenth-century short stories will be provided electronically.

### 35793 Literatures of Brexit Britain II

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
Di	wöch.	08:30	10	s.t.				PT 2.0.3A*	Zwierlein	

On 29 March 2019, Britain will (presumably) leave the EU. At the time of writing this programme, major developments – such as the December 11, 2018 House of Commons vote on the EU Withdrawal Agreement – are still pending. At the beginning of the summer term, this seminar will assess the situation as it stands then. One major emphasis will be on the deep divisions across the country brought to light by the referendum in 2016. 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 are indeed manifold: 52% versus 48%; England versus Scotland versus Wales versus Northern Ireland; city versus countryside; liberal versus con-servative; old versus young; high 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 and inter-sectional, 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 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 give voices to people across the divides: Carol Ann Duffy's play *My Country: A Work in Progress* (2017), partly based on 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: Ian McEwan's *Nutshell* (2016); 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); Adam Thorpe's *Missing Fay* (2018); Jonathan Coe's *Middle England* (2018). 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: Friday, 13 September 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); Douglas Board, *Time of Lies* (Lightning Books, 2017); Adam Thorpe, *Missing Fay* (Jonathan Cape, 2018); Jonathan Coe, *Middle England* (Viking, 2018).

# M.A. European-American Studies

## Lectures (Vorlesungen)

### 35804 Modern Intersections

Twelbeck

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

Seminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Do	wöch.	8:30	10	s.t.				H10	Twelbeck	

This lecture discusses modernism as an era of cultural innovation and change, taking into account various social, political, philosophical, and technological factors that contributed to the emergence of new forms of cultural expression. Taking the 1913 Armory Show as a starting point, the lecture identifies the movement as a transnational phenomenon that worked across both the Atlantic and the Pacific in complex ways, negotiating and appropriating rather than imitating ideas, artistic strategies, and forms of expression. Rather than *comparing* American and European forms of modernism, this lecture traces the complex, and highly productive interactions between artists and writers from both sides of the Atlantic and examines how the American racial and cultural mix contributed to a version of modernism that is both transnational and local, innovative and preserving, nostalgic and progressive. Course requirement: read and actively prepare the assigned texts. Credit requirement: Final Exam (90 mins) on Thurs., 25 July, 2019, 8:30-10:00. All course materials will be available on GRIPS

## Cultural Studies Advanced Seminars

### 35834 Cultural Studies Advanced (LA/BA) "Contemporary African American Film and Fiction"

Dexl

Module: EAS-M34.2 (8.0), EAS-M33.2 (8.0), EAS-M31.3 (8.0), AMS-M33.3 (7.0), EAS-M34.1 (8.0), EAS-M33.1 (8.0), EAS-M34.3 (8.0), EAS-M33.3 (8.0), EAS-M31.4 (8.0), AMS-M33.2 (7.0), AMS-M32.3 (8.0)

Seminar, SWS: 2, Max. Teilnehmer: 15

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

Legal scholar Michelle Alexander has called the 21<sup>st</sup> century the age of the "New Jim Crow." Alexander argues that racial profiling, the criminalization of blackness, and mass incarceration of African Americans characterize what has mistakenly been hailed as an era of color-blindness. What Alexander discusses from a legal perspective has been portended and elucidated by black authors and filmmakers who have used distinct representational strategies, aesthetic forms, and stylistic devices to tackle African American social experience from a historically contextualized perspective. The black prison experience, police brutality, racial violence, and present-day racism are central topics in the examples of contemporary African American film and fiction chosen for this seminar. At the same time, they negotiate strategies of black resistance and craft visions of race relations in the future.

We will focus on samples of short fiction, poetry, and novels (e.g. Joyce Carol Oates' *The Sacrifice*, Toni Morrison's *God Help the Child*, Ta-Nehisi Coates' *Between the World and Me*, and Jesmyn Ward's *Sing, Unburied, Sing*) as well as films (e.g. *Get Out*, *Black Panther*, *BlackKkKlansman*, and *If Beale Street Could Talk*), which provide us with very different, historically contextualized and multifaceted representations of race. While we will use analytical tools of Literary Studies or Film Studies to 'read' the selected examples, we will also draw upon key concepts of crit-

ical race theory and terminology from the field of African American Studies to further discuss the intersection of race with other categories of difference, e.g. gender, sexuality, age, and ability, explore depictions of interracial and intraracial relations, and reflect upon visions of community and solidarity in the selected examples. Course requirements: oral presentation. Credit requirements: 8- to 10-page research paper in English. Required readings: Please read before the beginning of the semester: Ta-Nehisi Coates, *Between the World and Me* (2015). Further information on the novels you need to purchase will be given in the first session of the seminar.

## Graduate Seminars in American Studies (Hauptseminare)

### 35842 Reconstruction Culture(s) Twelbeck

Module: EAS-M34.1 (8.0), AMS-M33.3 (7.0), EAS-M33.2 (8.0), EAS-M34.2 (8.0), AMS-M33.1 (10.0), EAS-M31.1 (10.0), AMS-M33.2 (7.0), AMS-M32.1 (10.0), EAS-M31.4 (8.0), EAS-M33.3 (8.0), EAS-M34.3 (8.0), EAS-M33.1 (8.0)

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	Twelbeck	

In an essay about Reconstruction (1865-1877) Leslie Butler has pointed out that "the process of moving from Civil War to a civil peace required mental adaptation." While political reconstruction ended, officially, in 1877, this mental process continued: as we can derive from late nineteenth-century literature and other cultural artefacts, the struggle to adapt changed its forms and meanings, but it did not cease to exist for decades to come. A new literature of trauma and mourning emerged along with a highly visible veteran culture featuring parades, celebrations, and monuments; women founded their careers as writers upon the shorter fiction they had produced during the war; African Americans used their newly won freedom to tell their versions of past and present suffering, but also of new hopes and visions. Late nineteenth-century mental adaptation, in other words, was both an individual and a collective transformation process. It also was not limited to those who had lived to witness the war: even today, many Americans maintain and shape the memory of the Civil War in reenactments of battle scenes and other wartime events. Strangely enough, however, cultural histories of the post-Civil War era, rarely mention Reconstruction culture, focusing instead on modern phenomena such as secularization, the rise of Social Darwinism, new immigration, corporate capitalism, progressivism etc. In this seminar we will ask how the war and its immediate aftermath contributed to and shaped the remaining decades of the nineteenth century, and how this very particular mix between memory/nostalgia/trauma, and reform/renewal/change left a lasting mark on American culture(s). Course requirement: you are expected to read the assigned texts, contribute a short presentation (on the basis of additional texts), or prepare a (group) moderation. You are also required to briefly introduce authors and spokespersons of that era. Credit requirement: presentation handout and/or ppt presentation; advanced academic writings in English (of a total of 15-20 pages). Please obtain: Mary Bradley Lane, *Mizora. A Prophecy*. Syracuse UP, 2000 (or a later edition)

35842

## Seminars for Second Semester MA Students

### 35835 Transnationalizing the American: Home Front after 1945 (in cooperation with Dr. Katharina Gerund, FAU Erlangen-Nürnberg, PD Dr. Charlotte Lerg, LMU München, Bavarian American Academy/BAA) Bauridl

Module: AMS-M33.2 (7.0), EAS-M33.1 (8.0), EAS-M33.3 (8.0), EAS-M34.3 (8.0), EAS-M31.3 (8.0), EAS-M33.2 (8.0), EAS-M34.2 (8.0), AMS-M32.3 (8.0), AMS-M33.3 (7.0), EAS-M34.1 (8.0), EAS-M31.4 (8.0)

Seminar, SWS: 2, Max. Teilnehmer: 15

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

When we think of the 'home front' in US politics and culture, it is easy to conjure up colorful posters encouraging American civilians to conserve food, collect metal, or buy liberty bonds. The images of Rosie the Riveter or the 'housewives in uniform' have long found their way into popular memory. A dominant iconography and the established narratives of the home front were well in place by 1945 and have since grown into a powerful culture of remembrance. The seminar uses this discourse as a matrix in order to trace conceptualizations of the home front through the second half of the 20th and into the 21st century, including the 'Cold War' as a time of perpetual, galvanized geopolitical conflict or the so-called New Wars of the post-9/11 era. Taking a transnational and area studies approach, the course focuses on German-American transnational entanglements and negotiations of the home front as a particular spatial construct. It analyzes how one's own home front as well as the other's home front are defined (supported? opposed, countered, and protested?); imagined as a particular community (who belongs? who is excluded?); emplaced, disempowered, or re-territorialized (where is the home front, e.g. during the Cold War or for US Armed Forces based in Germany but deployed 'abroad'?); constructed in dis- or conjunction with (further) international spaces (which spaces are constructed as foreign?); or re-membered when new home fronts emerge. Exploring a wide range of material from the fields of popular culture, political discourse, social negotiations, and political protest, the course is, moreover, interested in how the home front is enmeshed not only in military, political, and economic agendas but also invested in complex gender logics, racial dynamics, and 'affective economies' (Sara Ahmed) around notions of good citizenship. The course is taught in parallel structure yet with individual focus areas at UR, FAU, and LMU. Students will be given the (optional) opportunity to attend and/or participate in a joint conference at the Amerikahaus Munich, 20-21 July 2019. The conference will feature keynote lectures by invited intl. scholars, student papers, joint discussion sessions. Credit for: MEAS 2018ff. MEAS/MAS pre-2018, Cultural Studies Advanced, Hauptseminar (see credit requirements below). Course requirement: oral presentation, proposal Credit requirement: presentation handout and/or PowerPoint presentation; advanced academic writings in English (of a total of 12-15 pages for 8CP, 15-20 pages for 10 CP), depending on credit type.



### **35841 Topics in Mobilities and Cultural Transfer I** **Depkat**

Module: EAS-M33.1 (8.0), EAS-M34.3 (8.0), EAS-M33.3 (8.0), EAS-M31.4 (8.0), AMS-M33.2 (7.0), AMS-M32.1 (10.0), EAS-M31.1 (10.0), AMS-M33.1 (10.0), EAS-M34.2 (8.0), EAS-M33.2 (8.0), AMS-M33.3 (7.0), EAS-M34.1 (8.0)

Seminar, SWS: 2, Max. Teilnehmer: 15

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

The American Revolution was the first in a series of revolutions in the Atlantic World that laid the foundation of political modernity centering in natural rights liberalism, popular sovereignty, and constitutionalism. The revolutions did not only destroy the absolutist and feudal orders of Europe, they also shook the monarchic and aristocratic traditions of visualizing political legitimacy and authority to the core. The Age of Atlantic Revolutions witnessed the creation of new iconographies of statehood and political power that defined the visual culture of political modernity. Focusing on what Reinhart Koselleck has called the „Sattelzeit der Moderne“ (1750-1850), the seminar will trace the multidirectional processes of cultural exchange between Europe and North America that led to the transformation of the iconographies of political power in the Atlantic World. Visual material will be taken from the U.S., France, Great Britain and Germany. Reading: R.R. Palmer, *The Age of Democratic Revolution: A Political History of Europe and America* (Princeton, N.J.: Princeton UP, 1959). Wim Klooster, *Revolutions in the Atlantic World: A Comparative History* (New York: New York UP, 2009). Udo Hebel and Christoph Wagner, eds., *Pictorial Cultures and Political Iconographies: Approaches, Perspectives, Case Studies from Europe and America* (Berlin: De Gruyter, 2011). Volker Depkat and Meike Zwingenberger, eds., *Visual cultures – Transatlantic Perspectives* (Heidelberg: Winter, 2012). Credit for: MEAS

2018ff. MEAS/MAS pre-2018, Cultural Studies Advanced, Hauptseminar (see credit requirements below). Course requirement: oral presentation, proposal : presentation handout and/or PowerPoint presentation; advanced academic writings in English (of a total of 12-15 pages for 8CP, 15-20 pages for 10 CP), depending on credit type.

### **35844 Seminar Topics in Politics and Responsibilities I: Power and the Environment** **Twelbeck**

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

Seminar, SWS: 2, Max. Teilnehmer: 15

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

This course combines an introduction to major discussions and themes in the Environmental Humanities with a self-reflective view of this thriving intellectual field. We will discuss a broad variety of topics, including theoretical debates, artistic responses/inspirations, and ethical/political negotiations, all of which are intrinsically linked to notions of power, agency, and resistance. We will examine a) the emergence and institutionalization of the Environmental Humanities as a field, b) theoretical, literary, artistic contributions to environmental justice issues (animal rights, vulnerable communities, ecological imperialism), and the critical power of words, images, and other forms of expression. Complicating overly simplistic divisions between "developed" and "developing" countries, the course takes the multifaceted and troubled societies and environments of the United States and Europe as its starting point and connects this with transformation processes on a global scale. Credit for: MEAS 2018ff. MEAS/MAS pre-2018, Cultural Studies Advanced, Hauptseminar (see credit requirements below). Course requirement: oral presentation, proposal Credit requirement: presentation handout and/or PowerPoint presentation; advanced academic writings in English (of a total of 12-15 pages for 8CP, 15-20 pages for 10 CP), depending on credit type.

SEP

### **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)**

#### **33324 Washington Summer Symposium on U.S. Foreign Policy** **Groitzl**

Module: EAS-M31.1 (10), EAS-M31.4 (8), EAS-M34.1 (8), EAS-M34.2 (8), EAS-M34.3 (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	einzel	18	20	c.t.	24.06.19	24.06.19		PT 2.0.5	Groitzl	
Di	einzel	18	20	c.t.	30.04.19	30.04.19		PT 1.0.4	Groitzl	
Di	einzel	18	20	c.t.	14.05.19	14.05.19		PT 1.0.4	Groitzl	
Bloc kSa- So					28.07.19	08.08.19			Groitzl	

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

#### **35738 African American English in its Linguistic and Cultural Context** **Prof. Dr. Schneider**

Module: 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
Mi	wöch.	08:30	10	s.t.				ZH 6	Schneider	

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.