

DEPARTMENT OF ENGLISH AND AMERICAN STUDIES



Detailed course catalog for M.A. students

Winter Term 2017/18

Departmental Administration:

Prof. Dr. Edgar W. Schneider
Room PT 3.2.65

Secretary:

Sonja Schmidt-Zeidler
Room PT 3.2.66

Student Advisory Service:

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

Buschfeld, Brato
Boehm, Decker
Gessner
Gessner
Posch

Office hours winter term 2017/18

Name	Office Hours	Room PT	Tel.: 943-
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AUFLITSCH, Dr. Susanne	after class		
BAURIDL, Dr. Birgit	Mi 12-13 Do 12-13	3.2.85	3509
BIERMEIER, Dr. Thomas	after class		
BOEHM, Dr. Katharina	Di 14-15	3.2.59	3499
BRATO, Dr. Thorsten	Mi 10-11	3.2.79	3503
BUSCHFELD, Dr. Sarah	by appointment	3.2.81	3505
CAVANNA, Augustus	Di 12-14	3.2.87	3511
DECKER, Dr. Martin	Di 13-14	3.2.63	3870
DEPKAT, Prof. Dr. Volker	Di 14-15, Do 11-12	3.2.71	3476
DETMERS, Dr. Ines	Di 15-16	3.2.61	5782
FARKAS, Dr. Anna	on leave	3.2.59	3499
FISCHER, Prof. Dr. Roswitha	Di 12-13	3.2.68	3473
FRITZE, Martin	after class		
GASTL-PISCHESTRIEDER, Maria	Mi 14-15	3.3.105	5781
GEBAUER, Dr. Amy	Mi 12-14	3.3.88	3429
GERLACH, Prof. Dr. David	Mi 10:30-11:30	3.3.104	3501
GESSNER, PD Dr. Ingrid	Mi 10:30-11:30	3.2.70	3475
GRAEF, Sebastian	after class		
GÜRTNER, Maria	Mi 10-11	3.2.58	3498
HANSEN, Claudia	after class		
HEBEL, Prof. Dr. Udo	see homepage	3.2.73	3477
HILL, Sophie	t.b.a.	3.2.50	3469
KAUTZSCH, Dr. Alexander	Di 10-12	3.2.69	3474
KOHEN, Jamie	Di 12-14	3.2.50	3469

Name	Office Hours	Room PT	Tel.: 943-
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KÖNIG, Luitgard	after class		
LEIKAM, Dr. Susanne	tba	3.2.83	3507
LENZ, Akad. Dir. Dr. Peter	Mo 11:15-13	3.2.44	3506
MATUSCHEK, Katharina	Mo 14-16	3.2.70	3475
MCINTOSH-SCHNEIDER, Julia	Mo 14-16	3.2.57	3497
MIETHANER, Dr. Ulrich	contact: umiethaner@yahoo.de		
MÜLLER, Prof. Dr. Timo	Di 16-17 u. n. V.	3.2.73	3477
NEULAND, Christina	after class		
NEUMAIER, Theresa	Do 14-16	3.2.55	3046
PETZOLD, Prof. Dr. Jochen	Mo 16:30-18	3.2.45	2486
POSCH, Anna	Mo-Do, 10-12:30	3.2.62	3667
SCHINDLER, Peter	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	Do 10-12	3.2.83	3507
UPPENDAHL, Steve	Mi 15-17	3.2.88	1809
WALLER, Peter	Mi 16-18	3.2.60	3500
WEIG, Heide-Marie	by appointment	3.2.43	3463
WEINZIERL, Florian	Di 14-16	3.2.86	3510
ZWIERLEIN, Prof. Dr. Anne-Julia	on leave	3.2.48	3467

e-mail addresses usually follow this pattern: `firstname.lastname@ur.de`

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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 that you familiarize yourself with the requirements of your chosen degree program at the beginning of your studies.

This includes the overview table on the following page of this booklet, the **module descriptions** of your program (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)

All our MA-programs consist of 5 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 and overleaf) according to the workload involved.

There are certain rules as to which courses or modules you are supposed to have finished first (usually M-31), but on the whole, this structure allows you to arrange your degree program relatively freely according to your topics of interest and specialization.

The set structure demands that, for each module, you take a certain number of courses belonging to a particular category. These categories are labelled „HS“ (Higher level Seminar), „V“ (Lecture), „OS“ (Advanced Seminar), „KO“ (Kolloquium), „S“ (Seminar) and „CS-Adv“ (Cultural Studies Advanced).

Within these categories, however, each semester a different array of courses and topics is offered from which you can make your own choice.

During your first semester we recommend that you take „Academic Writing/Skills“, „Reading and Discussion“ and about 1-2 other courses (for American Studies, one of these should be „Fundamentals“, for Linguistics an „Introduction to Old/Middle English“).

After your second semester, you should have successfully completed at least your Core Module (M-31 or M-30 respectively) plus another 40 Credit Points from your other modules.

Course type (category)	CP
V (lectures)	8
HS (Higher level seminars)/OS (Advanced Seminars)	10
CS-Adv. (Cultural Studies Advanced)	8
ME/OE (Middle/Old English) Introduction	8
ME/OE (Middle/Old English) Advanced	10
Academic Writing/Skills	4

Tab. 1.2a: Credit Points per course type

Table: Overview of Compulsory Modules and Courses

Obligatory modules in the Masters-programs (cf. regulation of studies: Masterprüfungsordnung vom 11.01.2006 in der Änderungsfassung vom 25.06.2007)

Master English Linguistics	Master British Studies	Master American Studies	Master European-American Studies
ELG-M31: Kernmodul (20LP)	BLK-M31: Kernmodul (20LP)	AMS-M31: Kernmodul (20LP)	EAS-M30: Kernmodul (20LP)
Readings in Linguistics (8LP) OE/ME/ EModE ¹ (8LP) Academic Writing (4LP)	Reading and Discussion (6LP) Kolloq. Anglistik (10LP) Academic Writing (4LP)	Fundamentals (8LP) Reading and Discussion (8LP) Academic Writing (4LP)	Readings Europ.-Am. Relations (8LP) Fundamentals (8LP) Academic Writing (4LP)
ELG-M32: Structures of English (28LP)	BLK-M32: British Studies I (22LP)	AMS-M32: American Studies I (26LP)	EAS-M31: Vertiefungsmodul (34LP)
HS/OS Engl. Linguistics (10LP) V Engl. Linguistics (8LP) HS Linguistics or Adv. OE/ME/EModE (10LP)	HS British Studies (10LP) V Modern Theories of Lit. (4LP) CS-Adv. Brit.Isles (8LP)	HS American Studies (10LP) V American Studies (8LP) CS-Adv. USA (8LP)	S/HS Cultural Relations (10LP) V International Politics (8LP) CS-Adv. Europ-Am. Studies (8LP) V/S American or European Topics (8LP)
ELG-M33: Uses of English (22LP)	BLK-M33: British Studies II (28LP)	AMS-M33: American Studies II (min. 24LP)	EAS-M32 <u>od.</u> M33 <u>od.</u> M34 (24LP)²
HS/OS Engl. Linguistics (10LP) V Engl. Linguistics (8LP) Veranstaltung Engl. Ling. o.ä. (min. 4LP)	V British Studies (8LP) HS British Studies (10LP) HS British Studies (10LP)	HS/OS American Studies (10LP) Veranstaltung Am. Studies (min 7LP) Veranstaltung Am. Studies (min 7LP)	Veranstaltung (8LP) ² Veranstaltung (8LP) ² Veranstaltung (8LP) ²
ELG-M34: Projekt-/Praxismodul (20LP)	BLK-M34: Projekt-/Praxismodul (20LP)	AMS-M34: Projekt-/Praxismodul (20LP)	EAS-M35: Praxismodul (12LP)
ELG-M35: Master Thesis (30LP)	BLK-M35: Master Thesis (30LP)	AMS-M35: Master Thesis (30LP)	EAS-M36: Master Thesis (30LP)
S/Kolloquium (6LP) MA-Thesis (24LP)	Research Workshop (6LP) MA-Thesis (24LP)	Research Workshop (6LP) MA-Thesis (24LP)	Research Workshop (6LP) MA-Thesis (24LP)
Total: 120 LP	Total: 120 LP	Total: 120 LP	Total: 120 LP

→ General information and prerequisites:

- *Structure:* - these 5 modules (in total 120 CP) should be completed within 4 semesters, which results in about 30 CP per semester
- the respective core modules should be completed within the first 2 semesters of study

→ Further information: Homepage of the Department (> Informationen für Studierende/Students > M.A. (Master of Arts) + www-modul.uni-r.de

¹ Students who took Middle English during their first degree program must take Old English in their M.A. studies and vice versa (or Early English).

² These three classes must be part of one of the following three subject areas:

- European-American language relations for EAS-M32, or
- European-American relations in literature and culture for EAS-M33, or
- European-American relations in history, politics or business for EAS-M34.

1.3 Language of instruction

Courses with an English language 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 **internet** site (www-deas.uni-r.de/ >> **Informationen für Studierende/Students**). Here, you can also register for our **newsletter-service** which will help you not to forget important dates (e.g. registration deadlines on FlexNow, see section 2.3).

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 17** and will end on **September 8, 2017**.

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 on LSF does not automatically include your registration in FlexNow. This means that – in addition to registering with your instructors – you also need to register on FlexNow.

→ **FlexNow-Registration period** winter term 2017: **Mon, Nov 6, 2017 – Fri, Jan 26, 2018**

We strongly advise you to register by 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 date!** 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 on 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 note down the “**Transaktions-ID**” that is displayed on the screen after each registration process and keep it safely.

B. Course Catalogue & Descriptions

Changes of program: Please note that also after this booklet has been issued there may be changes in the program (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

Topical Lecture in English Linguistics (thematische Vorlesung)

35700 American English: Evolution and Variation

Schneider

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

Vorlesung, SWS: 2, ECTS: 4

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

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

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

35723 Mittelenglische Sprache u. Kultur**Schleburg**

Module: 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 6	Schleburg	

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

35724 Early English**Schleburg**

Module: 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.				ZH 6	Schleburg	

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

35725 Altenglisch für Fortgeschrittene**Schleburg**

Module: 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 1.0.2	Schleburg	

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

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	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 Spoken and Written English

Fischer

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

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

This seminar is about different text varieties in English in their social and cultural contexts, including spoken interpersonal varieties, written varieties, and emerging electronic varieties. The emphasis is on how various types of text resemble or differ from each other in terms of both situational factors (participants, channel, production circumstances and communicative purposes) and linguistic factors (vocabulary, grammar, cohesion and stylistic features). Our particular focus will be on mode, or channel, or modality, e.g. speech vs. writing. After an introduction to the analytical framework employed for studying textual variation, we will move on to a more detailed description of different registers, such as conversation, newspaper writing, academic prose, and e-forum postings. Of particular interest here is electronic communication, which blurs the boundaries between speech and writing and creates new genres. Furthermore, we will approach some varieties from a historical perspective. We will analyze linguistic and situational features of spoken and written texts and text types, discuss major differences between them, and compare the ways in which different kinds of texts are composed to create meaning and achieve certain effects. Requirements: Reading assignments & forum postings on GRIPS, oral presentation, written paper. Some introductory reads: Biber, Douglas 2011. "Speech and writing: linguistic styles enabled by the technology of literacy." In Gisle Andersen & Karin Aijmer (eds.), *Pragmatics of society*. De Gruyter. 137-151.; Chafe, Wallace & Danielewicz J. 1987. "Properties of spoken and written language." In Rosalind Horowitz & S. J. Samuels (eds.) *Comprehending oral and written language*. San Diego: Harcourt Brace Jovanovich. 83-113. (http://www.nwp.org/cs/public/download/nwp_file/142/TR05.pdf?x-r=pcfile_d); Herring, Susanne C. 2007. "A faceted classification scheme for computer-mediated discourse." *Language@Internet*, 4, article 1. (<http://www.languageatinternet.org/articles/2007/761/>); Tannen, Deborah 1982. "The oral/literate continuum in discourse." In Deborah Tannen (ed.), *Spoken and written language: Exploring orality and literacy*. Norwood, NJ: Ablex Publishing. 1-16.

35740 Accents in Popular Music**Kautzsch**

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

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

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

Courses for first semester M.A. students**35724 Early English****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.				ZH 6	Schleburg	

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

explanations for all sorts of weird words, orthographic oddities and erratic inflections. — Regular homework and final exam.

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

Schneider

Module: ELG-M31.2 (4)

Seminar, SWS: 2

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

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

M.A. British Studies

Lecture (Vorlesung)

33120 The Victorians - britische Geschichte und Kultur 1837 - 1901

Liedtke, Petzold

Module: BLK-M33.1 (8)

Vorlesung, SWS: 2, ECTS: 4

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

Die Regierungszeit Königin Viktorias sah den Aufstieg Großbritanniens zur scheinbar unangefochtenen wirtschaftlichen, politischen und militärischen Weltmacht. Unser Verständnis "der Viktorianer" ist noch immer prägend für unser Großbritannienbild. Die interdisziplinäre Vorlesung nähert sich dem Phänomen der Viktorianer aus zwei Blickwinkeln: dem der Geschichtswissenschaft sowie dem der Kulturwissenschaft. Jede Sitzung wird ein abgeschlossenes Thema sowohl in seiner historischen Entwicklung als auch in seiner kulturellen Bedeutung analysieren, sodass sich in der Gesamtschau ein vielschichtiges, differenziertes Bild der Epoche ergibt. Behandelt werden Themen wie soziale Ungleichheit, industrielle Entwicklung, imperiale Macht und Konflikte, Geschlechterverhältnisse, politische Partizipationsrechte, das Bildungssystem, religiöse Gemeinschaften u.a.m. Die in deutscher Sprache gehaltene Vorlesung wendet sich gleichermaßen an HistorikerInnen und AnglistInnen; die jeweilige Fachzugehörigkeit wird in der Abschlussklausur berücksichtigt. Doris Feldmann & Christian Krug (Hg.), *Viktorianismus: Eine literatur- und kulturwissenschaftliche Einführung* (Berlin: Erich Schmidt, 2013); Colin Matthew, *The Nineteenth Century: The British Isles, 1815-1901*, Oxford 2000; „Romantik und viktorianische Zeit“ in Hans Ulrich Seeber (Hg.), *Englische Literaturgeschichte* (Stuttgart: Metzler, 2004; A. N. Wilson, *The Victorians*, London 2003. **Bitte beachten: Die Vorlesung beginnt wegen Umzug des Lehrstuhls erst am 23.10.2017!**

Cultural Studies Advanced Seminars

35786 The British Film Industry

McIntosh-Schneider

Module: BLK-M32.3 (8)

Seminar, SWS: 2, Max. Teilnehmer: 16

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

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

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

Lenz

Module: BLK-M32.3 (8)

Seminar, SWS: 2, Max. Teilnehmer: 14

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

Die Teilnahme an der achttägigen Exkursion, die bei Bedarf zweimal im Jahr (Juni und Septem-

ber) durchgeführt wird, steht allen Studierenden der Anglistik/ Amerikanistik offen, die sich für die Geschichte, Kultur und Literatur Irlands und die daraus resultierenden Beziehungen zwischen der "Grünen Insel" und Großbritannien bzw. den USA interessieren und die – wegen der nötigen *walking tours* in wilder Landschaft – eine sportliche Grundeinstellung aufweisen. Der vorausgehende Besuch von "An Introduction to British and Irish Studies" oder eines Seminars zur irischen Literatur oder Kultur (Grund- oder Hauptstudium) wird empfohlen, ist aber nicht Bedingung für die Teilnahme. Aus organisatorischen Gründen ist die Teilnehmerzahl auf 8 begrenzt. Interessenten/Innen wird empfohlen sich baldmöglichst persönlich oder bei der elektronischen Kursanmeldung (immer sowohl im Herbst als auch im Frühjahr möglich) anzumelden. Auf dem Programm stehen u.a. jeweils zweitägige Aufenthalte in der "Rebel City" Cork, sowie der Besuch des beeindruckenden *Cobh Heritage Centre* zur Geschichte der Emigration und der *Great Famine*. Reiseziel ist der vor *Valentia Island*, direkt am weltberühmten *Ring of Kerry* gelegene Atlantik-Hafenort *Portmagee*. Von unserem Stützpunkt aus unternehmen wir während der fünf Tage unseres Aufenthalts dort Touren zu prähistorischen, frühchristlichen und neuzeitlichen Stätten, die für die Bedeutung Irlands für die europäische Kultur exemplarisch sind. Geplant sind die Fahrt durch Gaeltacht-Gebiete in den Südwesten mit Zwischenstopp in *Blarney Castle*, Wanderungen entlang der Steilküste zu prähistorischen *wedge tombs*, *dolmens*, *alignments*, *Ogham Stones*, zu frühchristlichen *beehive-dwellings* und *St Brendan's Well*, zu einer Burgruine der anglo-normannischen Eroberer und zum gewaltigen *Leacanabuaile Stone Fort*, ein Abstecher in den *Killarney National Park* (*Muckross House*, *Muckross Abbey*) und in den *Derrynane National Park* (Besichtigung der *Church Island* und des Hauses von Daniel O'Connell incl. Filmvorführung über die Bedeutung O'Connells innerhalb der irischen Geschichte), die Fahrt entlang des *Skellig Ring* nach *Ballinskelligs* (Gaeltacht) zum *Pre-Famine Village Cill Rialaig*, der Besuch des *Skellig Heritage Centre* (Diashow und Ausstellung zur Geschichte von *Skellig Michael*), des *Valentia Heritage Centre* (Dokumentierung des ersten *Transatlantic Cable*) und von *singing pubs* (*traditional Irish music/Irish dance*), sowie (weather permitting!) eine vierstündige Bootsfahrt auf dem Atlantik zum Weltkulturerbe *Skellig Michael* und ggf. ein Theaterbesuch in Cork. Die kulturwissenschaftliche Rahmensetzung für die Exkursion erfolgt mittels Sitzungen an der Universität vor und nach der Exkursion und wird durch Vorträge zur Geschichte, Kultur und Literatur Irlands vor Ort ergänzt. Der Erwerb von *Cultural Studies Advanced*-Leistungspunkten ist möglich, jedoch nicht Pflicht für die Teilnahme an der Exkursion. Für den Erwerb der Leistungspunkte gelten die üblichen Bedingungen (*oral presentation* und *term paper* (12-15 pp., in English)). Voraussichtliche Kosten (Erfahrungswert): ca. 890 Euro (incl. Linienflüge mit *Aer Lingus*, Leihbus, B&, alle Ausflüge und Eintrittsgelder). **Eine Bezuschussung ist eventuell möglich.** Weitere Details sind beim Vortreffen zu erfahren, zu dem die vorangemeldeten Interessentinnen und Interessenten (per E-Mail an den Exkursionsleiter oder bei der regulären elektronischen Kursanmeldung) eingeladen werden. **Da die Exkursion in der Regel sehr schnell ausgebucht ist, empfiehlt sich im Falle des Interesses an der Teilnahme die baldige Anmeldung.**

35789 Nineteenth-Century Visuals

McIntosh-Schneider

Module: BLK-M32.3 (8)

Seminar, Max. Teilnehmer: 15

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

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

Advanced Seminars (Hauptseminare)

35792 Blood Ties: Family Relations on the Early Modern Stage

Boehm

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

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

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

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

Lenz

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

Literary critic Declan Kiberd states in his study *Inventing Ireland. The Literature of the Modern Nation* that the image of the Irishman was essentially shaped by the English and their perception of their neighbours across the Irish Sea. Kiberd discerns it as fundamental in English national self-awareness that, from the later sixteenth century, the English as colonisers "have presented themselves to the world as controlled, refined and rooted; and so it suited them to find the Irish hot-headed, rude and nomadic, the perfect foil to set off their own virtues." Consequently, the English poet John Milton classified the Irish as "indocile and averse from all civility and amendment," taking the same line as his compatriot Edmund Spenser, who had urged "a thorough reformation in Ireland, both religious and civil, [...] necessarily a reformation by the sword." As a logical reaction to the British having attributed to them the blemish of representing a civilisation inferior to their own, the Irish cultivated their own concept of otherness. Hence, the Irish Renaissance, a literary movement of the late 19th and early 20th centuries aimed at Ireland's liberation from the British by means of reorientation towards Gaelic culture. Also, the nation-building that characterised the newly independent Irish state of the 1920s and 1930s was largely predicated on notions of a Catholic, white, settled, Gaelic/Celtic unitary and authentic Irish identity to which Englishness was foreign. While this 'official' unitary identity has been somewhat deconstructed in recent decades, the extent to which Irishness is still defined in opposition to Englishness should not be underestimated. In considering Irish identities in England, it has been much remarked upon that there is no 'national' equivalent to the high-profile hyphenated Irish-American identity that is relatively readily available to members of the diaspora living in the

United States. This seminar seeks to explore how both the British and the Irish have dealt with their self-perception of superiority and inferiority respectively in terms of ethnicity, religion, and culture. In addition to selective texts from various literary epochs, which will be made available by means of a course reader, participants are expected to provide themselves with copies of Pete McCarthy, *McCarthy's Bar. A Journey of Discovery in Ireland* (London: Hodder & Stoughton, 2000) and John Stewart Collis, *An Irishman's England* (Looe: House of Stratus, 2001). Course requirements: active participation, an oral presentation/ guided discussion, and a term-paper (~15-20 pp.)

35797 Reading and Discussion: Readings in Postcolonial Literature and Theory

Petzold

Module: BLK-M31.1 (6)

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

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

In this seminar we will read and discuss a selection of key texts from the realm of postcolonial literature in English, as well as some important contributions to postcolonial theory. We will start with Chinua Achebe's seminal novel *Things Fall Apart* (1858), the first text to appear in Heinemann's African Writers Series which (from a European perspective) put African literature 'on the cultural map'. We'll continue with an instance of "writing back" to a canonical text of English literature (i.e., Charlotte Brontë's *Jane Eyre*), Jean Rhys's *Wide Sargasso Sea* (1966) before turning to a novel examining the violent struggle against apartheid in South Africa, Mongane Wally Serote's *To Every Birth its Blood* (1981). The last book to be discussed, also published in 1981, is the novel that re-shaped and influenced the Indian novel in English for years to come, Salman Rushdie's *Midnight's Children*. Requirements: Regular attendance, participation in an 'expert group'; if you want credit for a Hauptseminar, you will need to write a term paper (c. 15-20 pages); if you want credit for the Reading & Discussion Course (MA programme), you will need to write an essay (c. 5-7 pages). Texts: Please get copies of Chinua Achebe, *Things Fall Apart*; Jean Rhys, *Wide Sargasso Sea*; Mongane Wally Serote, *To Every Birth its Blood*; Salman Rushdie, *Midnight's Children* (any edition is fine, the texts are also widely available second hand). All other texts will be placed on GRIPS.

Courses for first semester M.A. students

35797 Reading and Discussion: Readings in Postcolonial Literature and Theory

Petzold

Module: BLK-M31.1 (6)

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

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

In this seminar we will read and discuss a selection of key texts from the realm of postcolonial literature in English, as well as some important contributions to postcolonial theory. We will start with Chinua Achebe's seminal novel *Things Fall Apart* (1858), the first text to appear in Heinemann's African Writers Series which (from a European perspective) put African literature 'on the cultural map'. We'll continue with an instance of "writing back" to a canonical text of English literature (i.e., Charlotte Brontë's *Jane Eyre*), Jean Rhys's *Wide Sargasso Sea* (1966) before turning to a novel examining the violent struggle against apartheid in South Africa, Mongane Wally Serote's *To Every Birth its Blood* (1981). The last book to be discussed, also published in 1981, is the novel that re-shaped and influenced the Indian novel in English for years to come, Salman Rushdie's *Midnight's Children*. Requirements: Regular attendance, participation in an 'expert group'; if you want credit for a Hauptseminar, you will need to write a term paper (c. 15-20 pages); if you want credit for the Reading & Discussion Course (MA programme), you will need to write an essay (c. 5-7 pages). Texts: Please get copies of Chinua Achebe, *Things Fall Apart*;

Jean Rhys, *Wide Sargasso Sea*; Mongane Wally Serote, *To Every Birth its Blood*; Salmaon Rushdie, *Midnight's Children* (any edition is fine, the texts are also widely available second hand). All other texts will be placed on GRIPS.

35799 Academic Writing MA (British Studies)

Decker

Module: BLK-M31.2 (4)

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

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

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

M.A. American Studies

M.A. European-American Studies

Lecture (Vorlesung)

35803 American Exceptionalism – Part III

Depkat

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

Vorlesung, SWS: 2

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

Narratives of exceptionalism – characterized by a belief in America's highly distinctive features or unusual trajectory, based on the abundance of its natural resources, its revolutionary origins and its Protestant religious culture that anticipated God's blessing of the nation – have been crucial for the intellectual construction of America from its colonial beginnings to the present. However, narratives of exceptionalism were never a purely American affair, as Europeans, Africans, and Asians, projecting their own dreams and nightmares onto the American screen, also contributed to the intellectual construction of America. Therefore, narratives of American exceptionalism were just as much the result of American self-descriptions as they were interpretations from abroad. Against this backdrop, the lecture will not elaborate on the question of whether or not America is exceptional but rather analyze narratives of exceptionalism that made Americans and Europeans reflect on America as being exceptional. This lecture continues where last term's lecture ended – but it stands on its own and can be followed by everyone interested. In this part of the lecture, we will primarily discuss exceptionalism and the traditions of American foreign policy going through the history of U.S. foreign policy from the Early Republic to the 'War on Terror.' From there we will begin venturing into the question of exceptionalism and the struggle for civil rights. Credit for: Lehramt, Magister, B.A., M.A. Requirements: midterm (take-home exam) and final. Readings: Donald E. Pease, *The New American Exceptionalism* (Minneapolis: U of Minnesota P, 2009). Godfrey Hodgson, *The Myth of American Exceptionalism* (New Haven and London: Yale UP, 2009). Deborah L. Madsen, *American Exceptionalism* (Jackson: UP of Mississippi, 1998). Byron E. Shafer, *Is America Different? A New Look at American Exceptionalism* (Oxford: Clarendon P; and New York: Oxford UP, 1991). Seymour Martin Lipset, *American Exceptionalism: A Double-Edged Sword* (New York: Norton, 1996).

Cultural Studies Advanced Seminars

35836 American Material Cultures

Gessner

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

Seminar, SWS: 2, Max. Teilnehmer: 15

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

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

to France, then England and eventually to the United States, where it became an object of cultural diplomacy being temporarily loaned to France (1962) and South Africa (1965). The study of material culture is elemental for museum studies, art history, anthropology, and memory studies, which have understood artifacts as register, legacy and archive of human activity. Culture-semiotic approaches have explored the symbolic dimension of objects, and sites of memory have been taken as bridges between past and present. Beyond established readings of material culture as commodity (Appadurai 1986), as narrative, as memory, or as repository of public feeling (Doss 2010), it is their semiotic polyvalence and categorial openness which makes 'things' a fertile ground to study transnational American cultural processes. In conjunction with an approach rooted in transnationalism and diaspora this course acknowledges the potential for objects from one culture to be indigenized into another. Taking seriously the core business of our discipline, i.e. understanding and explaining the processes of cultural expression of quotidian experience, we will explore the ways in which things exert themselves in the building of knowledge about ourselves and others. By using a wide historical scope and a variety of case studies we will investigate, analyze and critically assess the processes by which things become objects that are considered meaningful for cultural practice. Course material: will be announced and partially available on GRIPS. Course requirement: oral presentation. Credit requirement: presentation handout and PowerPoint presentation; 10-15-page research paper in English. [Credit for: BA, MAS, MEAS, Lehramt]

35837 Topical Issues in Contemporary American Culture

Uppendahl

Module: AMS-M34.1 (20.0)

Seminar, SWS: 2, Max. Teilnehmer: 15

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

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

Graduate Seminars in American Studies (Hauptseminare)

35840 America on the Road: Walt Whitman to David Lynch

Müller

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

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

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

35841 Biopolitics and Security Narratives in Transnational American Cultures **Gessner**

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

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

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

Introductory MA Courses in American Studies

35846 Fundamentals: Approaches, Concepts, Theories **Müller**

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

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

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

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

35848 Readings in European-American Cultural Relations

Depkat

Module: EAS-M30.1 (8)

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

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

On the basis of key texts and visual documents, we will discuss mutual perceptions, political interaction, social ties, and cultural exchange between Europe and the United States over the centuries. Among the topics covered in this course are Europe's colonial expansion into the New World, eighteenth-century debates about progress and decline, European-American relations in the "Age of Atlantic Revolutions," migration history, American capitalism and notions of modernity, the 'Americanization' of Europe, and the role of the U.S. in postmodern mindsets. Requirements: presentation and final exam. Reading: All course materials will be available on GRIPS. Credit for: MEAS

35850 Academic Writing (MA course)

Bauridl

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

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

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

This course is designed to deepen MA students' knowledge and skills in conducting and organizing advanced academic research. Topics will include: source identification and evaluation; different forms of advanced academic writing ranging from reviews to annotated bibliographies to academic opinion pieces to scholarly articles to theses; different stages of advanced academic writing from drafting to revision; different questions of advanced academic writing ranging from corpus to approach to bibliography; as well as scholarly formats of oral discourse. By the end of this course, students should be able to approach a topic in an analytical way adequate to graduate studies, select appropriate information, discuss contrary views, and master text cohesion and academic style in their own writing. Course requirement: oral presentations, writing assignments. Course and credit requirement: an app. 10-12-page collection of various pieces of academic writing. Readings will be announced and/or made available in class.

Courses offered by other departments for our M.A. programs MAS and MEAS

33324a Die Trump-Präsidentschaft: Eine erste Einschätzung

Bierling

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

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

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

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

35700 American English: Evolution and Variation

Schneider

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

Vorlesung, SWS: 2, ECTS: 4

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

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

35717 Exploring Digital Tools for American Dialect Geography

Siebers

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

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

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

Course description: See "Englische Sprachwissenschaft: Proseminare".

Recent Research (Oberseminar)

35844 Recent Research in American Studies

Müller

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

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

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

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

C. For Fun

(open to students of all levels)

35854 Tandem Mentoring

Uppendahl

Übung, SWS: 2

35855 DAAD/TA Großbritannien (Beratungs- und Informationsseminar)

Waller

Übung, SWS: 2

35856 RUPs, too

Kohen

Übung

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 3.2.62) as soon as possible, as there is only a limited number of spaces available.