



# Detailed course catalog for M.A. students

Winter Term 2016/17

**Departmental Administration:**

Prof. Dr. Anne-Julia Zwierlein  
Zimmer PT 3.2.45

**Secretary:**

Linda Bley  
Zimmer PT 3.2.49

**Student Advisory Service:**

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## Office Hours Winter Semester 2016/17

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

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

Usually e-mail address =  
firstname.lastname@ur.de

# Contents

<b>A. General Information .....</b>	<b>4</b>
1. Planning Your Degree .....	4
1.1 Regulations and module descriptions.....	4
1.2 Degree Structure and Credit Points (CP).....	4
Table: Overview of Compulsory Modules and Courses.....	5
1.3 Language of instruction .....	6
1.4 Announcements .....	6
2. Important Dates and Deadlines.....	6
2.1 Registration for Courses .....	6
2.2 FlexNow Registration.....	6
<b>B. Course Catalog &amp; Descriptions .....</b>	<b>7</b>
M.A. English Linguistics .....	7
M.A. British Studies .....	12
M.A. American Studies .....	18
M.A. European-American Studies .....	18
<b>C. For Fun.....</b>	<b>23</b>
MultiMediaZentrum, Universitätsbibliothek .....	24
Trip to Ireland .....	24

**URL of our Department's Homepage:**     [www-deas.uni-regensburg.de](http://www-deas.uni-regensburg.de)

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## A. General Information

### 1. Planning Your Degree

#### 1.1 Regulations and module descriptions

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

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/](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)

All our M.A. 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 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/EE (Middle/Old/Early 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 M.A. programs (cf. regulation of studies: Masterprüfungsordnung vom 29.03.2012)

Master English Linguistics	Master British Studies	Master American Studies	Master European-American Studies
<b>ELG-M31: Kernmodul (20LP)</b>	<b>BLK-M31: Kernmodul (20LP)</b>	<b>AMS-M31: Kernmodul (20LP)</b>	<b>EAS-M30: Kernmodul (20LP)</b>
Readings in Linguistics (8LP) OE/ME/ EModE <sup>1</sup> (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)
<b>ELG-M32: Structures of English (28LP)</b>	<b>BLK-M32: British Studies I (22LP)</b>	<b>AMS-M32: American Studies I (26LP)</b>	<b>EAS-M31: Vertiefungsmodul (34LP)</b>
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)
<b>ELG-M33: Uses of English (22LP)</b>	<b>BLK-M33: British Studies II (28LP)</b>	<b>AMS-M33: American Studies II (min. 24LP)</b>	<b>EAS-M32 <u>od.</u> M33 <u>od.</u> M34 (24LP) <sup>2</sup></b>
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) <sup>2</sup> Veranstaltung (8LP) <sup>2</sup> Veranstaltung (8LP) <sup>2</sup>
<b>ELG-M34: Projekt-/Praxismodul (20LP)</b>	<b>BLK-M34: Projekt-/Praxismodul (20LP)</b>	<b>AMS-M34: Projekt-/Praxismodul (20LP)</b>	<b>EAS-M35: Praxismodul (12LP)</b>
<b>ELG-M35: Master Thesis (30LP)</b>	<b>BLK-M35: Master Thesis (30LP)</b>	<b>AMS-M35: Master Thesis (30LP)</b>	<b>EAS-M36: Master Thesis (30LP)</b>
S/Kolloquium (6LP) MA-Thesis (24LP)	Research Workshop (6LP) MA-Thesis (24LP)	Research Workshop (6LP) MA-Thesis (24LP)	Research Workshop (6LP) MA-Thesis (24LP)
<b>Total: 120 LP</b>	<b>Total: 120 LP</b>	<b>Total: 120 LP</b>	<b>Total: 120 LP</b>

### → 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 (> Studium > Studiengaenge) + [www-modul.uni-r.de](http://www-modul.uni-r.de)

<sup>1</sup> Falls e. solche Einführung im Rahmen e. BA-Studiums absolviert wurde, muss hier e. andere Sprachstufe gewählt werden.

<sup>2</sup> Die 3 Veranstaltungen müssen aus einem Themenbereich stammen:

- europäisch-amerikanische Sprachbeziehungen für EAS-M32, *oder*
- europäisch-amerikanischen Beziehungen in Literatur und Kultur für EAS-M33, *oder*
- europäisch-amerikanische Beziehungen in Geschichte o. Politik o. Wirtschaft für 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/](http://www-deas.uni-r.de/) >> **Informationen für Studierende**). Here, you can also register for our **news-letter-service** which will help you not to forget important dates (e.g. registration deadlines on FlexNow, see section 2.2).

## 2. Important Dates and Deadlines

### 2.1 Registration for Courses

In order to be admitted to your chosen courses, please register online or e-mail your course instructors. Online registration is recommended if you are in your higher semesters. In your first semester, you can register by e-mail.

Online registration via LSF → <https://lsf.uni-regensburg.de>

→ **Mon, 4.7.2016 – Sun, 4.9.2016** for Hauptseminare (advanced seminars in literary studies or linguistics, Cultural Studies Advanced seminars, Old/Middle/Early English.

### 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 does NOT automatically include your registration in FlexNow. This means that – in addition registering with your instructors – you need to make sure also to register in FlexNow each semester!*

→ **FlexNow-Registration period** [winter](#) term [2016/17](#):  
[Mon, Nov 7, 2016 – Fri, Jan 27, 2017](#)

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, TANs, missing courses, etc.). It is normally not possible to sort out such problems on the last 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>

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. Also, you should note down the “**Transaktions-ID**” that is displayed on the screen after each registration process and keep it safely.

## B. Course Catalog & 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 (online course catalog at [www.ur.de](http://www.ur.de), our homepage or the notice-board next to PT 3.2.62.

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### M.A. English Linguistics

#### Lecture

##### 35700 English Around the World

Schneider

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

Vorlesung, SWS: 2, ECTS: 4

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

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

## Seminars

### 35722 Altenglische Sprache u. Kultur

Schleburg

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

Seminar, SWS: 2, Max. Teilnehmer: 25

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

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

### 35723 Mittelenglische Sprache u. Kultur

Hubner

Module: MAL-M38.1 (4), ELG-M33.3 (4), ELG-M31.3 (8),

Seminar, SWS: 2, Max. Teilnehmer: 25

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

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

### 35724 Early English

Schleburg

Module: MAL-M38.1 (4), ELG-M33.3 (4), ELG-M31.3 (8)

Seminar, SWS: 2, Max. Teilnehmer: 25

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

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



explanations for a number of weird words, orthographic oddities and erratic inflections. — Online registration. Regular homework and final exam.

### 35725 Altenglisch für Fortgeschrittene Schleburg

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

Seminar, SWS: 2, Max. Teilnehmer: 30

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

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

### 35726 Mittelenglisch für Fortgeschrittene Schleburg

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

Seminar, SWS: 2, Max. Teilnehmer: 30

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

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

## Hauptseminare (Advanced Seminars in English Linguistics)

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

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

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

With the advent of powerful personal computers since roughly the 1980s, "Corpus Linguistics" has emerged as a new, highly productive and insightful sub-discipline of English linguistics, offering radically new opportunities for a systematic investigation of principles of linguistic usage in all kinds of texts and varieties, predominantly on a quantitative basis. Corpora are large-scale electronic text collections, ranging initially from "megaword" corpora of one million words in size, representing written British and American English, via modern corpora comprising hundreds of millions of words from a wide range of different varieties and historical periods, to the billion-words Google Books collection. Corpora have turned out to be particularly useful for diachronic investigations (like the Helsinki Corpus of Historical English Texts, or the Corpus of Historical American English) and for comparing properties of different varieties of English (the compo-

nents of the "International Corpus of English", or the "Global Web-based English" corpus). Special software has been written to facilitate systematic investigations of such monumental sources (such as the freeware program Antconc, for which video tutorials are also available on YouTube). During the first part of the term, we will get familiarized with the principles and procedures of Corpus Linguistics – its theoretical foundations and its character as "just a new tool" or a fundamentally new approach to language study; the principles behind corpus compilation, corpus annotation, and corpus analysis; the most important corpora of English available and their characteristic properties; and the software tools and techniques of corpus analysis, with examples focusing on specific levels of language analysis. This will essentially be based on an obligatory reading list of selections from textbooks and published articles (which will be communicated to registered participants) as well as classroom lecturing and discussions, and it will end in a written exam. Participants will then have to select a single corpus and a structural topic for analysis and will have to work out a small-scale project of their own for presentation in class during the second half of term, which will then also have to be developed into a seminar paper. Background reading: Charles F. Meyer, *English Corpus Linguistics. An Introduction*. Cambridge: Cambridge University Press 2002; Hans Lindquist, *Corpus Linguistics and the Description of English*. Edinburgh: Edinburgh University Press 2009; Toni McEnery and Andrew Hardie, *Corpus Linguistics: Method, Theory and Practice*. Cambridge: Cambridge University Press 2012. Requirements for course credits: active participation; intermediate exam; oral presentation and written paper. Electronic registration.

### 35739 English Names

Fischer

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

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

## Exercises in Phonemic Transcription

### 35735 Phonemic Transcription

Hubner, Schlegelburg

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

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

To identify the meaning-distinguishing sound types (phonemes) of the language is a minimum requirement for anybody concerned with the English language. Advanced learners, however, will need a conscious knowledge of distributions, distinctive features and articulatory processes in order to better monitor their own pronunciation, assess regional and social variation and efficiently correct the inevitable Bavarianisms of future pupils. This course will, once more, introduce the set of symbols and conventions relevant to all types of exams and practise British and American Standard transcription on authentic material of increasing complexity. Admission is restricted to owners of at least one pronunciation dictionary (e. g. D. Jones, *English Pronouncing Dictionary*, Cambridge <sup>16</sup>2003, <sup>17</sup>2006; J. C. Wells, *Longman Pronunciation Dictionary*, London <sup>2</sup>2000, <sup>3</sup>2008).

## Kurse in der Eingangsphase der MA-Programme: Courses for first semester M.A. students

### 35724 Early English

Schlegelburg

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	Schlegelburg	

Course description: see "Seminare".

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

Buschfeld

Module: ELG-M31.2 (4)

Seminar, SWS: 2

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

This course is designed to deepen MA students' knowledge and skills in academic writing, i.e. in conducting and organizing advanced linguistic research, in identifying and evaluating sources as well as in summarizing and discussing research positions. The focus of this class will be on composing (MA) theses and the individual steps involved in this form of academic writing, from getting started to the final product. We will zoom in on different writing techniques, stylistic questions as well as formal aspects. By the end of this course, students should be able to approach a linguistic topic in an analytical way, to select appropriate literature and information, to discuss opposing views, and to master text cohesion and academic style in their own writing. Course requirements: active participation in class, short oral presentations on the individual writing processes, seminar paper (approx. 15 pages), review of a recent linguistic monograph or edited volume of one's own choice.

# M.A. British Studies

## Lectures

Module: BLK-M33.1 (8)

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

Vorlesung, SWS: 2

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

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

### 35751 Bloomsbury: Writings – 'Un-Writings' – Re-Writings Detmers

Vorlesung, SWS: 2

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

The poet Stephen Spender once described the Bloomsbury Group as "the most constructive and creative influence on English taste"; Virginia Woolf characterized it as a "Society of Outsiders". In fact, the Bloomsbury Group – also ironically referred to as the 'Bloomsberries' – was an intellectual and social coterie of British writers, painters, critics and one economist, namely:

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

## Cultural Studies Advanced

Module: BLK-M32.3 (8)

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

Petzold

Seminar, SWS: 2, Max. Teilnehmer: 16

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

The so-called "glorious revolution" of 1688 ousted the last Stuart king, James II of England (VII of Scotland), but many people remained loyal to James; supporters of the Stuart claim to the throne were known as Jacobites (from Jacobus, Latin for James). Jacobitism was of huge political and cultural importance in the eighteenth century, and led to a series of unsuccessful rebellions (most notably in 1689, 1715 and 1745). Particularly the aftermath of the failed rebellion in 1745/46 shaped Anglo-Scottish relations for years to come – amongst other things, it led to the dismantling of the clan structures in the Scottish highlands and to the banning of tartan. In this seminar, we want to examine cultural representations of Jacobitism and the Jacobite rebellions (particularly "the '45") in English and Scottish culture, from the eighteenth century to the present day, both in the class-room and in Scotland. In the class-room (10 sessions), we will discuss a range of 'texts' (pamphlets, fiction, poetry, prints, paintings, film); in Scotland we will visit sites and exhibitions (at least partly) concerned with Jacobitism (Edinburgh Castle, Stirling Castle, National Portrait Gallery, National Museum of Scotland, Holyrood Palace, Inverness/Culloden). The excursion is part of the seminar, it will take place during term break (c. 8 days in the second half of February or early March 2017); the cost for the excursion will probably be between € 400 and € 500; due to the excursion, the seminar will be limited to 16 participants. Texts: Walter Scott, *Waverley* (recommended: Penguin Classics); D.K. Broster, *Flight of the Heron* (widely available second hand, either independently or as part of the "Jacobite Trilogy"); other texts will be made available via GRIPS. Requirements: regular attendance (including the excursion); possibly a short presentation or participation in an 'expert group'; term paper (c. 15 pages).

Seminar, SWS: 2, Max. Teilnehmer: 14

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

Die Teilnahme an der achttägigen Exkursion, die bei Bedarf zweimal im Jahr (Juni und September) durchgeführt wird, steht allen Studierenden der Anglistik / Amerikanistik offen, die sich für die Geschichte, Kultur und Literatur Irlands und die daraus resultierenden Beziehungen zwischen der "Grünen Insel" und Großbritannien bzw. den USA interessieren und die – wegen der nötigen *walking tours* in wilder Landschaft – eine sportliche Grundeinstellung aufweisen. Der vorausgehende Besuch von "An Introduction to British and Irish Studies" oder eines Seminars zur irischen Literatur oder Kultur (Grund- oder Hauptstudium) wird empfohlen, ist aber nicht Bedingung für die Teilnahme. Aus organisatorischen Gründen ist die Teilnehmerzahl auf 16 begrenzt. Interessenten/Innen wird empfohlen sich baldmöglichst persönlich oder bei der elektronischen Kursanmeldung (immer sowohl im Herbst als auch im Frühjahr möglich) anzumelden. Auf dem Programm stehen u.a. jeweils eintägige Aufenthalte in der Hauptstadt Dublin und in der "Rebel City" Cork, sowie der Besuch des beeindruckenden Cobh Heritage Centre zur Geschichte der Emigration und der *Great Famine*. Reiseziel ist der vor *Valentia Island*, direkt am weltberühmten *Ring of Kerry* gelegene Atlantik-Hafenort *Portmagee*. Von unserem Stützpunkt aus unternehmen wir während der fünf Tage unseres Aufenthalts dort Touren zu prähistorischen, frühchristlichen und neuzeitlichen Stätten, die für die Bedeutung Irlands für die europäische Kultur exemplarisch sind. Geplant sind die Fahrt durch Gaeltacht-Gebiete in den Südwesten mit Zwischenstopp in *Blarney Castle*, Wanderungen entlang der Steilküste zu prähistorischen *wedge tombs*, *dolmens*, *alignments*, *Ogham Stones*, zu frühchristlichen *beehive-dwellings* und *St Brendan's Well*, zu einer Burgruine der anglo-normannischen Eroberer und zum gewaltigen *Leacanabuaile Stone Fort*, ein Abstecher in den *Killarney National Park* (*Muckross House*, *Muckross Abbey*) und in den *Derlynane National Park* (Besichtigung der *Church Island* und des Hauses von Daniel O'Connell incl. Filmvorführung über die Bedeutung O'Connells innerhalb der irischen Geschichte), die Fahrt entlang des *Skellig Ring* nach *Ballinskelligs* (*Gaeltacht*) zum *Pre-Famine Village Cill Rialaig*, der Besuch des *Skellig Heritage Centre* (Diashow und Ausstellung zur Geschichte von *Skellig Michael*), des *Valentia Heritage Centre* (Dokumentierung des ersten *Transatlantic Cable*) und von *singing pubs* (*traditional Irish music/Irish dance*), sowie (*weather permitting!*) eine vierstündige Bootsfahrt auf dem Atlantik zum Weltkulturerbe *Skellig Michael* und ggf. ein Theaterbesuch in Cork. Die kulturwissenschaftliche Rahmensetzung für die Exkursion erfolgt mittels Sitzungen an der Universität vor und nach der Exkursion und wird durch Vorträge zur Geschichte, Kultur und Literatur Irlands vor Ort ergänzt. Der Erwerb von *Cultural Studies Advanced*-Leistungspunkten ist möglich, jedoch nicht Pflicht für die Teilnahme an der Exkursion. Für den Erwerb der Leistungspunkte gelten die üblichen Bedingungen (*oral presentation* und *term paper* (15-20 pp., in English)). Voraussichtliche Kosten (Erfahrungswert): ca. 690 Euro (incl. Linienflüge mit *Aer Lingus*, Leihbus, B&, alle Ausflüge und Eintrittsgelder). Eine Bezuschussung ist eventuell möglich. Weitere Details sind beim Vortreffen zu erfahren. Die beiden Termine für 2016 sind bereits ausgebucht, jedoch ist die Voranmeldung für die Fahrten 2017 bereits möglich. Die genaue Festlegung der Termine für 2017 erfolgt bei einem Vortreffen zu Beginn der Vorlesungszeit des WS 2016/17, zu dem die vorangemeldeten Teilnehmer/Innen per E-Mail eingeladen werden.

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

Farkas

Seminar, Max. Teilnehmer: 15

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

"Clickbait," the practice of employing attention-grabbing headlines to attract readers of web-based media and thus generate advertising revenue, has become equally ubiquitous and con-

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

## Hauptseminare (Advanced Seminars in Literary Studies)

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

### 35791 Sensation and Detection: Nineteenth Century and Beyond Zwierlein

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

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

**35792 Victorian Popular Culture: Juvenile Magazines****Petzold**

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

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

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

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

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



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

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

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

## Kurse in der Eingangsphase der MA-Programme: Courses for first semester M.A. students

**35797 Reading and Discussion****Zwierlein**

Module: BLK-M31.1 (6)

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

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

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

**35850 Academic Writing (MA course)****Bauridl**

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

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

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

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

## M.A. American Studies

## M.A. European-American Studies

### Lecture

#### 35803 American Exceptionalism – Part I

Depkat

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

Vorlesung, SWS: 2

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

Narratives of exceptionalism – characterized by a belief in America's highly distinctive features or unusual trajectory, based on the abundance of its natural resources, its revolutionary origins and its Protestant religious culture that anticipated God's blessing of the nation – have been crucial for the intellectual construction of America from its colonial beginnings to the present. However, narratives of exceptionalism were never a purely American affair, as Europeans, Africans, and Asians, projecting their own dreams and nightmares onto the American screen, also contributed to the intellectual construction of America. Therefore, narratives of American exceptionalism were just as much the result of American self-descriptions as they were interpretations from abroad. Against this backdrop, the lecture will not elaborate on the question of whether or not America is exceptional but rather analyze narratives of exceptionalism that made Americans and Europeans reflect on America as being exceptional. Topics to be discussed are the landscapes and natural environments of the North American continent as the spatial foundations of exceptionalist narratives, the exceptionalism of certain regions (the West, the South), the colonial origins of American exceptionalism, and the revolutionary transformations of exceptionalist narratives. Credit for: Lehramt, Magister, B.A., M.A. Credit requirements: midterm (take-home exam) and final exam. Readings: Godfrey Hodgson, *The Myth of American Exceptionalism* (New Haven and London: Yale UP 2009). Deborah L. Madsen, *American Exceptionalism* (Jackson: UP of Mississippi, 1998). Jack P. Greene, *The Intellectual Construction of America: Exceptionalism and Identity from 1492 to 1800* (Chapel Hill: U of North Carolina P, 1993). Byron E. Shafer, *Is America Different? A New Look at American Exceptionalism* (Oxford: Clarendon, and New York: Oxford UP, 1991). Seymour Martin Lipset, *American Exceptionalism: A Double-edged Sword* (New York: Norton, 1996).

### Cultural Studies Advanced

#### 35836 Globalizing the American Revolution

Trautsch

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

Seminar, SWS: 2, Max. Teilnehmer: 15

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

This course interprets the American Revolution as a global event, tracing its complex international and imperial origins and analyzing the War of Independence as a world-wide conflict, in which Great Britain, France, the Dutch Republic, and Spain as well as their empires were involved. It also examines the role and fate of Native Americans, African Americans, and Loyalists in the struggle and investigates how influences from abroad shaped the federal constitution and early American political culture. Finally, it scrutinizes how the American Revolution was received outside North America assessing its impact on the French Revolution, the Haitian Revolution, and the Latin American Revolutions of the early 19<sup>th</sup> century. The course hence covers not only the years of the actual rebellion in Britain's North American colonies, but takes a long-

range perspective on the global political, social, economic, and cultural preconditions and repercussions of the American declaration of independence. Course requirement: oral presentation. Credit requirements: presentation handout and power point presentation; term paper (10-15 pages). Readings: David Armitage, *The Declaration of Independence: A Global History* (Cambridge: Harvard UP, 2007). David Armitage and Sanjay Subrahmanyam (eds.), *The Age of Revolutions in Global Context, c. 1760-1840* (Basingstoke: Palgrave Macmillan, 2010). Seth Cotlar, *Tom Paine's America: The Rise and Fall of Transatlantic Radicalism in the Early Republic* (Charlottesville: University of Virginia Press, 2011). Eliga H. Gould, *Among the Powers of the Earth: The American Revolution and the Making of a New World Empire* (Cambridge: Harvard UP, 2012). Credit for: BA, MAS, MEAS, Lehramt.

### 35837 Topical Issues in Contemporary American Culture

Uppendahl

Module: AMS-M34.1 (20)

Seminar, SWS: 2, Max. Teilnehmer: 15

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

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

## Hauptseminare

### 35840 Cultures of the American Renaissance

Müller

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

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

The American Renaissance (c. 1830-1860) has long been regarded as the formative period of American literature and culture. In recent years, scholars have explored a number of new perspectives on this period. The canon has expanded to include not only the classic representatives around Emerson, Whitman, and Hawthorne, but also the voices of women, African Americans, and the genteel tradition. At the same time, developments in cultural theory have created various lenses through which the period can be understood, including materialist, environmental, postcolonial, and transnational approaches. The course will acquaint students with key texts from and about the American Renaissance, ranging from canonic to neglected writers

and from classic to avant-garde scholarship. Participants must acquire the following books: Nathaniel Hawthorne, *The Scarlet Letter*; Henry David Thoreau, *Walden*. Make sure to get them from a reliable publisher (e.g. Oxford, Penguin, Princeton, or Signet) since other editions are usually pirated and full of typos. Another option is to buy volume B of the *Norton Anthology of American Literature*, 8th ed., which contains both of these books and several other texts we will read. Credit requirements: two mid-term papers (1-2 pp.), a final research paper (10-15 pp.). Credit for: BA, MAS, MEAS, Lehramt.

### 35841 American Cultural Nationalism, 1776-1900

Müller

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

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

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

## Kurse in der Eingangsphase der MA-Programme: first semester courses for M.A. students

### 35846 Fundamentals: Approaches, Concepts, Theories

Müller

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

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

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

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

ican Literary History. Spec. issue *Twenty Years of American Literary History: The Anniversary Volume* 20.1-2 (2008). Print. Credit for: MAS, MEAS.

### 35847 Reading and Discussion: American Cultural and Literary History

Müller

Module: AMS-M31.2 (8)

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

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

The course is designed as both an introductory reading course and an advanced review course for incoming students in the M.A. program in American Studies. The course is designed to deepen students' familiarity with major forces and developments in American cultural history from the early colonial period until the immediate present. In-class discussions will be based on representative selections of primary materials from different fields of cultural production, including in particular e.g. major literary works, seminal political documents, and representative visualizations of 'America.' Reviews of influential works of cultural criticism and literary history as well as of master narratives of American cultural and political history will be also incorporated into the chronological review of American cultural history. Students enrolled in the 'old' LPO I Lehramt Gymnasium may participate if they have written their *Zulassungsarbeit* in American Studies (and after prior consultation with Prof. Dr. Müller). Requirements: presentation (course requirement), academic opinion writing (in sum app. 5 pp.; course and credit requirement), final paper (5-6 pp.; credit requirement). Credit for: MAS.

### 35848 Readings in European-American Cultural Relations

Depkat

Module: EAS-M30.1 (8)

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

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

On the basis of key texts and visual documents, we will discuss mutual perceptions, political interaction, social ties, and cultural exchange between Europe and the United States over the centuries. Among the topics covered in this course are Europe's colonial expansion into the New World, eighteenth-century debates about progress and decline, European-American relations in the 'Age of Atlantic Revolutions,' migration history, American capitalism and notions of modernity, the 'Americanization' of Europe, and the role of the U.S. in postmodern mindsets. Course requirement: presentation. Credit requirements: presentation handout/ppt. and final exam. Readings: A reader containing all course materials will be ready for pick-up at the beginning of the term.

### 35850 Academic Writing (MA course)

Bauridl

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	Einzel	14	18	c.t.	19.10.2016	19.10.2016		ZH 5	Bauridl	
Mi	Einzel	14	18	c.t.	02.11.2016	02.11.2016		ZH 5	Bauridl	
Mi	Einzel	14	18	c.t.	09.11.2016	09.11.2016		ZH 5	Bauridl	
Mi	Einzel	14	18	c.t.	16.11.2016	16.11.2016		ZH 5	Bauridl	
Mi	Einzel	14	18	c.t.	18.01.2017	18.01.2017		ZH 5	Bauridl	
Mi	Einzel	14	18	c.t.	25.01.2017	25.01.2017		ZH 5	Bauridl	
Mi	Einzel	14	18	c.t.	01.02.2017	01.02.2017		ZH 5	Bauridl	

Mi	Einzel	14	18	c.t.	08.02.2017	08.02.2017		ZH 5	Bauridl	
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This course is designed to deepen MA students' knowledge and skills in conducting and organizing advanced academic research. Topics will include: source identification and evaluation; different forms of advanced academic writing ranging from reviews to annotated bibliographies to academic opinion pieces to scholarly articles to theses; different stages of advanced academic writing from drafting to revision; different questions of advanced academic writing ranging from corpus to approach to bibliography; as well as scholarly formats of oral discourse. By the end of this course, students should be able to approach a topic in an analytical way adequate to graduate studies, select appropriate information, discuss contrary views, and master text cohesion and academic style in their own writing. Course requirement: oral presentations, writing assignments. Course and credit requirement: an app. 10-12-page collection of various pieces of academic writing on topics relevant to your discipline. Readings will be announced and/or made available in class.

## Kurse anderer Lehrstühle u. Institute i.d. Master-Programmen MAS und MEAS: courses offered by other departments for our M.A. programs MAS and MEAS

### 35700 English Around the World Schneider

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

Vorlesung, SWS: 2, ECTS: 4

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

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

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

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

Vorlesung, SWS: 2, Max. Teilnehmer: 250

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

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

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

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

Übung, SWS: 2, Max. Teilnehmer: 20

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

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

## C. For Fun

(open to students of all levels)

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

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

Seminar, SWS: 2, Max. Teilnehmer: 14

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

Course description: please see "Anglistik: Cultural Studies Advanced".

### **35854 Tandem Mentoring Uppendahl**

Übung, SWS: 2

### **35855 DAAD / TA Großbritannien (Beratung, Informationsveranstaltung) Waller**

Übung, SWS: 2

### **35856 RUPs, too Kohen**

Übung

The RUPs have been a part of the University of Regensburg for over 40 years now, and they are still going strong. The main goals of the acting troupe are to provide quality entertainment in English and a medium for interested students to improve their own proficiency in the language. Any students who are interested in joining the group, whether as backstage crew or on stage, are welcome to join us. Auditions for roles are held at the beginning of every semester, but acting experience is not necessary. Not every person can act every semester, but we always have a place for people who are interested in team work and enjoy a nice group atmosphere. For more information please contact Jamie Kohen in her office hours, Tue 12-13 und Wed 11-12 in PT 3.2.50, or by email: jamie.kohen@sprachlit.uni-regensburg.de, or check out the RUPs, too Facebook page.

## **MultiMediaZentrum, Universitätsbibliothek**

Mon.–Thu.: 9.30–12.00 and 13.30–15.30 (Wed. to 17.00)

Here you can find hundreds of British and American films/documentaries on video and DVD, which may be borrowed by students. Presently, an audio-book collection is being built up as well. You can find the catalogs on the homepage of the university library.

## **English Language Resources**

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

Found on the department home page under Studium > Links & Resources, this site offers links to newspapers and magazines, the library, cultural studies, practical-language resources, and universities in GB, USA, Ireland and Canada.

## **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.

## **Shakespeare & Company**

"Shakespeare & Company" is an English-language student drama company at the University of Regensburg. We perform regularly at the "Theater an der Uni Regensburg". We are looking for new members for our upcoming productions. If you want to act, are interested in costume-design, backstage work, or simply want to be part of a fun group and meet new people, join us for our first meeting! Further information can be found here: <http://www.shakespearecompany.de>