



Detailed course catalogue for M.A. students

Summer Term 2016

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

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Office hours summer term 2016

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GEBAUER, Dr. Amy	Mi 10:15-12	3.3.88	3429
GESSNER, PD Dr. Ingrid	Do 10-12	3.2.70	3475
GÜRTNER, Maria	Di 14-16	3.2.58	3498
HEBEL, Prof. Dr. Udo	siehe Homepage	3.2.73	3477
HERFELD, Dr. Dorith	Do 10-12	2.3.61	3501
HILL, Sophie	Mi 10:15-12:15	3.2.50	3469
HUBNER, Julia	Di 10-12	3.2.69	3474
KAUTZSCH, PD Dr. Alexander	beurlaubt zur Wahrnehmung einer Professur		
KIRCHHOFF, Prof. Dr. Petra	Mo 13-14	3.3.104	3501
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LEIKAM, Dr. Susanne	Mi 14-15 Do 14-15	3.2.83	3507
LENZ, Akad. Dir. Dr. Peter	Mo 11:15-13	3.2.44	3506
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MALKMUS, Dr. Marie-Louise	Di 12-14	3.2.58	3498
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NEUMAIER, Theresa	Do 14-16	3.2.55	3046
PETZOLD, Prof. Dr. Jochen	Di 16-17:30	3.2.45	2486
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WALLER, Peter	Di 10-12	3.2.60	3500
WEBER, Miriam	nach d. Veranstaltung		
WEIG, Heide-Marie	Mi 14-15:30	3.2.43	3463
WEINZIERL, Florian	Mi 14-16	3.2.86	3510
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URL of our Department's Homepage: www-deas.uni-regensburg.de

Date of printing: 22.1.2016

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/>) 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 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 **January 25** and will end on **February 28, 2016**.

LSF can be accessed via www.ur.de → Vorlesungen. You can switch from German to English on the top of the Regensburg University cover page. In LSF, you can also switch 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** summer term 2016: **Mon, April 25 – Fri, July 1, 2016**

We strongly advise you to register by the latest by **end of May** 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 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

Thematic lecture

35700 African American English in its Linguistic and Cultural Context **Schneider**

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

Vorlesung, SWS: 2, Max. Teilnehmer: 100

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

The dialect spoken by lower-class African Americans has been one of the most prominent topics of sociolinguistic research in the USA since the 1960s. Two central questions have been at stake, a diachronic and a synchronic one: first, whether or not African American English is derived from an earlier creole language and thus incorporates remnants of African linguistic structures, and second, the extent of its difference from dialects spoken by white Americans. For the last few decades, the so-called "divergence hypothesis", which claims that African American English is becoming increasingly different from white speech, has been under debate and attracted some public attention. This lecture course provides an overview of the historical and socio-political background, of the linguistic features considered to be characteristic of African American speech (including speech samples as text transcripts and video or audio recordings), and of the controversies mentioned above. To widen the perspective, there will be three digression sections covering the histories, methods and problems of the related disciplines of sociolinguistics, creolistics, and dialectology, respectively, thus placing the topic of African American English in a broader framework. Recommended reading: Green, Lisa. 2002. *African American English. A Linguistic Introduction*. Cambridge: Cambridge University Press.; Schneider, Edgar W. 1989. *American Earlier Black English*. Tuscaloosa: University of Alabama Press.; No registration required (except FlexNow). – Requirements for course credits: final exam (4 CP; BA and LA students); reading a book and writing a book review in addition to the above (8 CP; MA students).

Seminars

35745 Readings in Linguistics **Buschfeld**

Module: ELG-M31.1(8)

Seminar, SWS: 2, ECTS: 8, Max. Teilnehmer: 25

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	8:30	10	s.t.				CH 33.1.93	Buschfeld	

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

35722 Altenglische Sprache und 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	Dozent	Bemerkung
Mo	wöch.	12	14	c.t.				ZH 5	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 und Kultur**Hubner**

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

Seminar, SWS: 2, Max. Teilnehmer: 25

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

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	Dozent	Bemerkung
Mi	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.

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mo	wöch.	14	16	c.t.				ZH 5	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

35738 English-oriented Pidgins and Creoles

Schneider

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

Pidgins and creoles are languages (or rather, daughter varieties of English) which have developed in language contact situations all around the globe, and especially among slaves in plantation cultures where no common language known to all speakers was available. Such varieties are still spoken by millions of people, mainly in West Africa, the Caribbean, and the South Pacific area. They are of great interest to linguistics because the special circumstances of their origin and use allow us to address fundamental questions on how languages originate and work. In this class, we will thus be concerned with the origin, distribution, and characteristic forms and functions of English-oriented pidgins and creoles in their respective contexts. In a first component, we will consider general issues which are fundamental to the discipline, such as: the definitions and assumed "typical features" of pidgins and creoles, respectively; characteristic social circumstances under which they have developed; theories on how and why they have emerged, e.g. whether their structure reflects either underlying (often African) substrate structures or a genetically determined human "bioprogram for language"; how they change over time and function in modern societies; and which characteristic properties on several language levels they have. In a second part, a survey of the existing English-related pidgins and creoles will be provided, such as Nigerian Pidgin English, Jamaican Creole ("Patwa"), or Papua New Guinea "Tok Pisin", considering their respective social and historical backgrounds and some prominent linguistic features. Tape recordings and text transcripts for illustration and analysis will be provided whenever possible. Some of this material will be covered by myself, or will be discussed in class on the basis of an obligatory reading sample (with selections from Velupillai's textbook mentioned below); other parts, especially the regional survey, including a discussion of characteristic features of linguistic sample texts from the respective regions, will largely be provided by student participants in in-class presentations. Obligatory reading: Substantial selections from Viveka Velupillai, 2015. *Pidgins, creoles and mixed languages: an introduction*. Amsterdam: Benjamins. [Three extra copies of this textbook are held in the library's reading room; cf. 61/EE 1660 V446+2/+3/+4]. Requirements for course credits: active participation; written exam based on the reading program; oral presentation and written paper. Electronic registration.

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

New words enter the English vocabulary all the time, for instance *mouse potato*, *spyware*, *wavepool*, *manga*, *agritourism*. But there are also others that drop out, such as *gobemouche*, *roynish*, *nidulation*, *slubberdegullion*. There are various ways to enlarge the vocabulary. Already existing word constituents are combined. Words are borrowed from other languages. Established words change their meaning. We are interested in conditions and causes for lexical and semantic change, and the theories that exist about them. We want to know what types of change there are and how to classify them. We would also want to find out whether there are any restrictions on lexical and semantic change, either language internal ones, such as phonological and morphological constraints, or extralinguistic ones. Another issue is the question of the consequences of lexical change. What developments and innovations in the world at large and in society do new words reflect? Furthermore, we can ask ourselves what happens in the mind of the language users when producing or interpreting a novel word or meaning. – Requirements: Reading assignments, quiz, oral presentation, paper. Introductory reading: Hans-Jörg Schmid 2011. *English morphology and word-formation. An introduction*. Chapter 4: "The origin, development and establishment of complex lexemes", pp. 69-83.

Oberseminare

Module: ELG-M35.2(6)

Seminar, SWS: 2, ECTS: 6, Max. Teilnehmer: 25

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

This colloquium is open to all students with an interest in linguistics who wish to gain an impression of the possible approaches, topics and methods of research into the structure and history of the English language. In particular, it is meant as a discussion forum for advanced students who are working on doctoral, Master's, BA or *Staatsexamen* theses, and as a showroom for those intending to do so at a later point in time. Ongoing work on such projects will be presented and discussed in class, giving the authors a chance to collect useful reactions on a broader scale, and the listeners an impression of the range of ongoing research and of possible methodological approaches. Student projects as well as research projects carried out at the *Lehrstuhl* in Regensburg will be presented and discussed. For Master's students it is obligatory to present their work (MA thesis, whether complete or as work-in-progress; and internship report) in this class. Participation in this class is strongly recommended to students who are writing or are planning to write a thesis under my supervision. Not infrequently it happens that students who wish to write a linguistics thesis come to see me about this in my office hours but have little idea of the range of possible topics or of how to proceed methodologically. This is the context to find an answer to such questions beforehand. Under specific conditions it is possible to obtain an „Oberseminar“ Schein, equivalent to a *Hauptseminar*, in this class. If you are interested in this possibility, please contact me beforehand.

Übungen

35734 Your Final Thesis: Researching and Writing Strategies

Schneider

Seminar, SWS: 1

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Do	14-tägig	10	12	c.t.				PT 2.0.3A*	Schneider	

The purpose of this class is to provide structured advice and continuous guidance to students who are writing a final thesis (BA, Master, or *Zulassungsarbeit*). Participation is obligatory for students currently working on such a thesis under my supervision, and open to those who consider doing so in the near future. In each session I will address and survey a topic of general interest (like finding references; finding data and sources; structuring a thesis; preparing a references list; analyzing a data set from qualitative or quantitative perspectives; working with corpora; handling tables, graphs, and appendices; grading criteria; writing and style; etc.) before we move on to a discussion of progress reports and queries based on individual, ongoing projects.

35735 Phonemic Transcription

Hubner, Schleburg

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mo	wöch.	11	12	c.t.			Gr. 1	ZH 4	Schleburg	
Mo	wöch.	13	14	c.t.			Gr. 2	ZH 6	Hubner	
Di	wöch.	08	9	c.t.			Gr. 3	ZH 4	Hubner	
Mi	wöch.	16	17	c.t.			Gr. 4	PT 2.0.3A*	Schleburg	

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 ¹⁶2003, ¹⁷2006; J. C. Wells, *Longman Pronunciation Dictionary*, London ²2000, ³2008).

M.A. British Studies

Lectures

35750 Liberties before Liberalism: Seventeenth-Century Republican Cultures Zwierlein

Module: BLK-M33.1(8)

Vorlesung, SWS: 2

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mi	wöch.	10	12	c.t.				H 22	Zwierlein	

35751 Shakespeare's History Plays: The 'Original' Game of Thrones Petzold

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

Vorlesung, SWS: 2, Max. Teilnehmer: 100

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	14	16	c.t.				H 6	Petzold	

This lecture series will focus on Shakespeare's two tetralogies of history plays, the Lancaster Tetralogy comprising *Richard II*, the two parts of *Henry IV* and *Henry V*, and the York Tetralogy, comprising the three parts of *Henry VI* and *Richard III*. Although not written in chronological order, these eight plays cover the period of dynastical wars known as the War of the Roses, in which the houses of York and Lancaster fought for the throne of England – arguably an inspiration for George Martin's *Song of Ice and Fire*. Examining England's national past and raising questions concerning the legitimacy and requirements of kingship, Shakespeare's histories play an important part in the development of a sense of national identity in England. The lectures will examine how Shakespeare shaped and fictionalised his source material into popular plays, and it will contextualize them within the early modern 'world picture'. – Requirements: Final exam.

Cultural Studies Advanced

35785 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	Dozent	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. ein zweitägiger Aufenthalt in der Hauptstadt Dublin bzw. 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 Zwischen-

stopp 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 Vor- und Nachtreffen an der Universität 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&B, alle Ausflüge und Eintrittsgelder). Eine Bezuschussung ist eventuell möglich. Weitere Details sind beim Vortreffen zu erfahren. Die beiden Termine für 2016 sind fast ausgebucht (nur noch zwei Plätze frei für die Exkursion Mitte September), 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.

35786 Shifting the Scene: William Shakespeare, Heritage and National Identity

Boehm

Module: BLK-M32.3(8)

Seminar, Max. Teilnehmer: 15

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

Shakespeare's already enormous cultural presence is about to receive a new boost with the worldwide events, celebrations and performances that will take place in 2016 to commemorate the 400th anniversary of Shakespeare's death. Shakespeare has often been styled as an icon of English national identity. In this seminar we will take a broad historical perspective, ranging from Shakespeare's own time to 2016, and we will explore the diverse ways in which selected literary works, films, commemorative events and heritage practices connect Shakespeare to ideas of national history and heritage, Englishness, race and national identity, class and (popular) culture. The seminar falls into three parts. Part I takes us back to the Renaissance. We will read three plays by Shakespeare – *Henry V*, *Richard III* and *The Tempest* – and discuss how Shakespeare and his original audience thought about Englishness, race, kingship and the early modern nation-state. Part II examines the emergence of the Shakespeare heritage industry in the eighteenth and nineteenth centuries and includes case studies of a range of cultural venues for the commemoration of Shakespeare, such as John Boydell's eighteenth-century Shakespeare Gallery, the Birthplace Museum (founded in 1847), and the annual celebrations in Stratford-upon-Avon. Part III focuses on some of the ways in which artists, writers and theorists are imagining Shakespeare's relationship to British culture and to British (imperial) history right now. We will consider the London events and performances that form part of "Shakespeare400", as well as recent adaptations of Shakespeare's plays, including Jeanette Winterson's *The Gap of Time* and Howard Jacobson's *Shylock Is My Name*. Course requirements: presentation, written exam, poster session. Course texts: William Shakespeare, *Henry V*, *The Tragedy of King Richard III* and *The Tempest* (please buy the Oxford World's Classics editions!). Jeanette Winterson, *The Gap of Time* (Hogarth); Howard Jacobson, *Shylock Is My Name* (Hogarth). All other materials will be made available electronically.

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Do	wöch.	08	10	c.t.				VG_1.36	Farkas	

Is there such a thing as a "perfect" body? Popular culture appears not only to suggest so, but to insist that it is our duty to strive for it. Drawing on the intersections of gender studies with new theoretical developments in the emerging fields of disability, transgender, and fat studies, this course will investigate the relationship between the "normal," the "ideal," and the "deviant" body, and how they are represented in the 21st century. Ideas about the body are constantly being debated in mass media and imagined and personified in advertising, film, television, and on the internet. We will consider a range of exemplary topics, including the impact of interactive social media communities on body image activism, how ability is negotiated in the superhero genre, and the self-/representation of real and scripted gender non-conforming and transgender individuals on television. – Course requirements are the participation in an expert group, a poster session, and a final exam.

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
-	n. V.			c.t.					Waller	Exkursion

"Moving from Wales to Italy is like moving to a different country." (Welsh former Liverpool and Juventus footballer, Ian Rush). The capital of Wales is Cardiff, they have their own language, that Dylan Thomas bloke was from there (I think), and they really really like sheep. When it comes to Wales, most students in Germany will know no more than three-quarters of the facts contained in the preceding statement, and very little besides about the country. However, what is Wales really? What is it that makes its people so confidently aware of their uniqueness without there seemingly being any real desire to seek full independence? In this course, the focus will be on introducing the group to a country that otherwise receives an unjustly limited amount of attention in the education system in Germany, and in British life generally. Focus will be on the conflicting ways Wales defines itself, including feminist, linguistic, communal, political, post-colonial, mythical and visual perspectives, as well as the issue of how Wales has been defined from outside. In particular, its approach of as a country to cultural awareness and the nation state is quite singular and will therefore be discussed. The role of Wales in the UK and beyond will also feature significantly in the class discussions. The aim of the course is for all the participants to feel at the end of the semester that a full introduction to this country was offered, that a strong understanding and engagement with what it means to be Welsh has been developed, that the Ian Rush statement at the top of this summary makes sense, and that the following quote rings true: "To be born in Wales, not with a silver spoon in your mouth, but with music in your blood and poetry in your soul, is a privilege indeed" (Brian Harris). The course will involve a collection of student-led presentations at the start of semester, followed by a week-long excursion to Wales, during which we shall receive lectures from renowned specialists in the fields of Welsh writing and cultural studies: among them Professor Katie Gramich (Cardiff University), Professor Daniel Williams (Swansea University), Dr Charnell-White (Aberystwyth University) and a highly-renowned Welsh author. – Course requirements: active participation, oral presentation, 4500-word paper. Texts: Williams, Raymond. *Who Speaks for Wales? Nation, Culture, Identity*. Ed. Daniel Williams (University of Wales Press, 2008). Each student will also receive a list of recommended texts at the start the course, all of which have been ordered and should be available in the library (key essays and/or excerpts from as many of these as possible will be made available on G.R.I.P.S.).

Seminar

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
-	Block	9	16	c.t.	25.06.2016 9.07.2016	26.06.2016 10.07.2016			Grimmer-Solem	

This seminar analyzes the historical forces that gave rise to industrial capitalism over three successive industrial revolutions from the late 18th to the early 21st century by focusing on the dynamic forces of technological change and entrepreneurship. We will begin by studying the origins of industrial manufacturing and global trade in 18th century Britain and its far-flung empire. We will analyze the international diffusion of industrial technology and the impact of the second industrial revolution in Germany, the United States and Japan, looking closely at the role of entrepreneurs, new technology and changing market conditions driving the various phases of this process. In doing so, we will draw on numerous historical case studies to consider some of the peculiar features of industry in different national settings to highlight the complex relationship between market forces, institutions and national culture. We will then analyze how industrial capitalism survived the Great Depression, the collapse of world trade, and the Second World War by studying the new technologies of the third industrial revolution that gave rise to the information age and drove a process of trade liberalization in the late 20th century. The seminar will conclude by considering the rising industrial powers China and India as well as the challenges posed by "reglobalization" in the early 21st century.

Hauptseminare/Advanced Seminars

Module: ENGYM-M32B.3(7), BRST-M32.3(7), BLK-M33.3(10), BLK-M33.2(10), BLK-M32.2(10),

35790 Charles Dickens: Domestic, Metropolitan, Global

Zwierlein

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	14	16	c.t.				PT 2.0.3A*	Zwierlein	

35791 The 'Fallen Woman' in Victorian Fiction

Petzold

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mo	wöch.	10	12	s.t.				W 116	Petzold	

Victorian middle-class society idealized women as 'angels in the house', but if, in the eyes of self-righteous commentators, they failed to live up to notions of propriety they were quickly ostracised as 'fallen women'. In this seminar we will look at fictional versions of 'fallen women' almost spanning the Victorian period, and we will contextualise these representations within changing discourses on the legal rights of women, on public health and on emancipation. Hence, we will explore Victorian gender roles and gender stereotypes, and how authors established and/or questioned them in their fiction. Texts: Charles Dickens, *Oliver Twist* (1838); Elizabeth Gaskell, *Ruth* (1853); George Eliot, *Adam Bede* (1859); Thomas Hardy, *Tess of the d'Urbervilles* (1891); additional material will be made available via GRIPS. – Requirements: regular attendance, participation in an expert group, term paper (15-20 pages).

35792 Victorian Juvenile Magazines**Petzold**

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mi	wöch.	10	12	s.t.				W 113	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 "19th 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. – Requirements: regular attendance, participation in an 'expert group', term paper (15-20 pages).

35793 Hybridity, Mimicry, or Staunch Nationalism? Irish Literature and the Question of National and Cultural Authenticity**Lenz**

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mi	wöch.	12	14	c.t.				PT 2.0.3A*	Lenz	

Towards the end of the 19th century, when the political and cultural situation seemed to have taken an encouraging turn towards Ireland regaining independence of the colonizer across the Irish Sea, intellectuals and politicians entered into a heated debate on the question of the nation's prospective status. Disregarding the idealistic nature of this concept in view of the harsh social reality and widespread poverty especially in rural areas, the propagators of the Irish Renaissance movement pleaded for an Ireland that should develop from the mists of Celtic times. They were critically observed by the nationalists, who met most of the leading heads in the Irish Renaissance with contempt because of their Anglo-Irish ethnicity and demanded an "Irish (i.e. Celtic) Ireland" cleansed from alien (i.e. British) influences. After Ireland's release into partial independence in 1921, and even in the two decades after the foundation of the Irish Republic (1949), the controversy about Ireland's political and societal status in relation to other western nations continued. This process was accompanied by debates about Ireland's internal situation, in which England's former oppressive impact had been replaced by the dominance of a staunch nationalism combined with a backward Catholicism. In the seminar we will explore how the options of hybridity, mimicry, or staunch nationalism as concepts for Ireland's development from the 1890s to the 1970s found expression in literary texts of various genres. – Prerequisites: active participation/ reading response based upon the thorough knowledge of the primary and secondary texts, an oral presentation, and a term paper (15-20 pp.). Compulsory purchase (available at Pustet's): David Pierce. *Irish Writing in the Twentieth Century: A Reader*. Cork: CUP, 1999. Additional texts will be made available electronically.

Oberseminare

35794 Research Seminar

Zwierlein

Module: BLK-M35.1(6), BLK-M31.3(10)

Seminar, ECTS: 10

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
-	Block	10	16	c.t.	17.05.2016	20.05.2016		AM KüGar	Zwierlein	Raum: Große Künstlergarderobe im Zentralen Hörsaal-gebäude

This seminar addresses students of the M.A. British Studies preparing or writing their final thesis but is also open to those writing theses for a 'Magister' or 'Staatsexamen' degree. Students will have the opportunity to present their work-in-progress and receive feedback by lecturers and fellow students. We will discuss theoretical approaches, writing techniques and the most important writing stages, such as finding and defining your topic, researching the material, structuring and presenting your arguments. Doctoral candidates and advanced researchers preparing their 'Habilitation' will be invited to join us in order to present parts of their ongoing projects and share their experiences. In addition, several distinguished guest lecturers will contribute to the programme. – Requirements: BLK-M31: active participation, reading the assigned texts, and a transcript of one of the sessions / lectures; BLK-M35: active participation, reading the assigned texts, and an oral presentation of their work-in-progress.

M.A. American Studies

M.A. European-American Studies

Lectures

35803 Environmental Perspectives on American Culture

Müller

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

Vorlesung, SWS: 2, Max. Teilnehmer: 100

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Do	wöch.	10	12	c.t.				H22	Müller	

In the collective imagination at home and abroad, America is characterized among other things by its vast, beautiful landscapes, which attract millions of visitors each year and provide the backdrop for countless Hollywood films. At the same time, the United States remain the biggest polluter of air, land, and water, and thus a villain for environmental activists worldwide. The lecture traces the impact of cultural texts from various media and genres on the American imagination of the natural environment. The first part of the lecture surveys the history of cultural depictions of nature from the Early Republic to the present day. The second part examines the variety of current perspectives on the United States and the environment, including ethnic and transnational approaches. The third part examines a series of case studies – roads, cities, animals – that shed light on the environmental imagination in American culture. It thus provides an introduction to the growing research area of Environmental Studies and to concepts and methods of ecocriticism. Background reading: Garrard, Greg. *Ecocriticism*. London: Routledge, 2011. Print.; Opie, John. *Nature's Nation: An Environmental History of the United States*. Fort Worth: Harcourt Brace, 1998. Print. Credit requirement: final exam.

35804 The History of North America II: The Age of the American Revolution, 1763-1815 Depkat

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

Vorlesung, SWS: 2, Max. Teilnehmer: 100

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	16	18	c.t.				H 6	Depkat	

The lecture deals with the history of North America from the end of the French and Indian War to the end of the War of 1812 from a continental perspective, integrating the histories of the United States, Canada and Mexico. This period saw the escalation of the imperial conflict between Great Britain and thirteen of her North American colonies into the American Revolution, the foundation of the United States as federal union without precedent, and the consolidation of the young republic in bitter political struggles over the direction of the domestic and foreign policy. However, July 4, 1776 witnessed the birth not of one but of two nations in North America, as Canada was founded by those North Americans who were against the "principles of 1776." From a continental perspective, therefore, the Revolutionary War appears as North America's first civil war that found its sequel in the largely forgotten War of 1812. The latter is sometimes described as a second war of independence, which, however, did not only ensure the independence of the United States but also the one of Canada. Meanwhile further down South, Miguel Hidalgo y Costilla in 1810 sparked a revolt by Indians and mestizos in New Spain that marks the beginning of the end of Spanish rule in America. The lecture continues last term's course but also stands on its own. Its overall aim is to highlight the major trends and problems of Canadian, U.S.-American and Mexican history in this crucial transition period that brought the whole of North America on different paths to independence. Credit for: BA, MAS, MEAS, Lehramt. Credit requirements: midterm (take-home exam) and final exam. Reading: Volker Depkat, *Geschichte Nordamerikas: Eine Einführung* (Köln: Böhlau 2008). Francis D. Cogliano, *Revolutionary America, 1763-1815: A Political History* (2nd ed., New York: Routledge, 2009). Margaret Conrad and Alvin Finkel, *History of the Canadian Peoples: Beginnings to 1867: Volume 1* (3rd ed., Toronto: Addison Wesley Longman, 2002). J.M. Bumsted, *The Peoples of Canada: A Pre-Confederation History* (Oxford: Oxford UP, 2003). J.H. Elliott, *Empires of the Atlantic World: Britain and Spain in America 1492-1830* (New Haven: Yale UP, 2006). David J. Weber, *The Spanish Frontier in North America* (New Haven: Yale UP, 1992). Alan M. Taylor, *The Civil War of 1812: American Citizens, British Subjects, Irish Rebels, and Indian Allies* (New York: Alfred A. Knopf, 2011). Sean Wilentz, *The Rise of American Democracy: Jefferson to Lincoln* (New York: Norton, 2005).

Cultural Studies Advanced**35834 The Revolutions of 1848 in Transatlantic Perspective Trautsch**

Module: EAS-M31.4(8), EAS-M34.3(8), EAS-M33.3(8), EAS-M33.1(8), AMST-M32.2(5), EAS-M34.2(8), EAS-M33.2(8), EAS-M31.3(8), AMS-M32.3(8), ENGYM-M32A.2(5), EAS-M34.1(8), AMS-M33.3(8), AMS-M33.2(8)

Seminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	12:30	14:00	s.t.				VG_1.37	Trautsch	

The Revolutions of 1848 were not only a highly significant episode in European history; they were also closely connected to developments in the Americas. During the revolutionary upheaval, European actors of different political leanings invoked the American example either to justify democratic reform or to warn of profound changes. To many liberals, the American Revolution served as an inspiring example that a democracy could work in a large territorial state and their debates about the merits and shortcomings of American democracy helped shape their political identities. Perceiving the U.S. more critically, many conservatives, by contrast, interpreted the American Revolution and its aftermath as a cautionary tale, and doubted anyway that any potential American 'lessons' could be applied outside the Western Hemisphere. The

events in Europe made Americans, in turn, ponder what the Revolutions of 1848 meant for their conception of the American nation as an exceptional 'land of liberty' and how they should react to what happened in the 'Old World.' Furthermore, the so-called Forty-Eighters who fled from Central Europe to North America after 1849 subsequently influenced political developments in the antebellum U.S., above all through their contribution to the abolitionist movement. Meanwhile, the European revolutionary contention also spread to parts of Latin America. This course will therefore analyze the European Revolutions of 1848 within a transatlantic framework. Course requirement: oral presentation. Credit requirements: presentation handout and power point presentation; term paper (10-15 pages). Readings: Hobsbawm, Eric. *The Age of Revolution, 1789-1848*. New York: Vintage, 1996. Print; Rapport, Mike. *1848: Year of Revolution*. New York: Basic, 2008. Print; Roberts, Timothy Mason. *Distant Revolutions: 1848 and the Challenge to American Exceptionalism*. Charlottesville: U of Virginia P, 2009. Print; Honeck, Mischa. *We Are the Revolutionists: German-Speaking Immigrants and American Abolitionists after 1848*. Athens: U of Georgia P, 2011. Print.

35835 Performing Black American Lives and Memories

Bauridl

Module: EAS-M31.4(8), AMST-M32.2(5), EAS-M33.1(8), EAS-M33.3(8), EAS-M34.3(8), EAS-M31.3(8), EAS-M33.2(8), EAS-M34.2(8), AMS-M32.3(8), AMS-M33.3(8), EAS-M34.1(8), ENGYM-M32A.2(5), AMS-M33.2(8)

Seminar, SWS: 2, Max. Teilnehmer: 15

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

This course investigates contemporary African American and (transnational) black cultural performances—ranging from music to speeches to shows to protest movements and literary enactments—as acts of agency and 'overcoming' in the face of past and present instances of oppression and social injustice. Against the foil of black traditions and canonical examples, it scrutinizes contemporary examples such as Lauren Hill's "Black Rage (dedicated to Ferguson)," speeches by Cornel West, Black Lives Matter protest examples, Helen Oyeyemi's 2015 *Boy, Snow, Bird*, the 2014 series *Empire*, the 2013 movie *12 Years a Slave*, or slam poetry by Jamaican-Chinese-American Staceyann Chin and discusses their national and transnational position at the intersections of identity, (counter) memory, and activism. Students will be familiarized with key concepts of memory, protest, and performance; they will be introduced to the basic contours of African American Studies. Required material will be announced in the first session; it will be partially available on GRIPS. Course requirement: oral presentation. Credit requirement: response and research writing of 10-15pp.

35836 America, Justice, and the Environment

Leikam

Module: EAS-M31.4(8), AMST-M32.2(5), EAS-M33.1(8), EAS-M33.3(8), EAS-M34.3(8), EAS-M31.3(8), EAS-M33.2(8), EAS-M34.2(8), AMS-M32.3(8), AMS-M33.3(8), EAS-M34.1(8), ENGYM-M32A.2(5), AMS-M33.2(8)

Seminar, SWS: 2, Max. Teilnehmer: 15

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

The Pledge of Allegiance unmistakably identifies the United States as "one Nation under God, indivisible, with Liberty and Justice for all," thereby perpetuating the long-standing claim of justice as a constitutive element of the American creed. This class will investigate the nexus between justice and the environment in the United States, which has received renewed scholarly attention through the Black Lives-Matter-movement. Bringing together concepts such as Rob Nixon's slow violence and T.V. Reed's environmental justice ecocriticism with contemporary (transnational) American Studies theories and approaches, we will analyze selected American

literary, cultural, and visual texts in terms of how they construct, contest, and imagine the distribution of environmental resources and benefits as well as environmental detriments and risks along the lines of ethnicity, class, citizenship, age, and gender, to name but a few of the critical categories involved. While we will identify historical precursors in the discourses of justice, we will mainly focus on discussions of America, justice, and the environment in the 21st century. Course materials include, among others, novels such as T.C. Boyle's *A Friend of the Earth* (2000) and Edan Lepucki's *California* (2014), films such as Gus Van Sant's *Promised Land* (2012), and eco-photography projects such as Edward Burtynsky's *Oil* (2008). A detailed list of readings will be made available in the first session. Course requirement: oral presentation. Credit requirements: a presentation handout/PPT and a 10-15 page research paper.

35837 Topical Issues

Uppendahl

Module: AMST-M32.2(5), ENGYM-M32A.2(5), AMS-M34.1 (20.0)

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Fr	wöch.	10	12	c.t.				PT 2.0.4	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 Paris in the American Imagination

Müller

Module: EAS-M31.4(10), EAS-M33.3(10), ENGYM-M32A.3(7), EAS-M34.2(10), EAS-M33.2(10), AMS-M33.1(10), EAS-M31.1(10), EAS-M34.1(10), AMS-M33.3(7), AMS-M33.2(10), AMST-M32.3(7), AMS-M32.1(10), EAS-M34.3(10), EAS-M33.1(10)

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

Paris has excited the American imagination more than any other foreign city. It has been depicted as a place of freedom, culture, fashion, and joie de vivre, but also as a capital of sin and corruption. From the "Babylon on the Seine" of religious circles to the "moveable feast" of the Jazz Age, this seminar will examine influential conceptions of Paris in nineteenth- and twentieth-century America. The seminar will familiarize students with a number of important American writers and artists; on a theoretical plane it will address the role of literary and cultural texts in the constitution of cultural ideas of self and other, nation and transnationalism. Participants must acquire the following books: Edgar Allan Poe, *Selected Tales* (Penguin Popular Classics);

Ernest Hemingway, *The Sun Also Rises* (Arrow); Djuna Barnes, *Nightwood* (Faber & Faber). Course requirement: oral presentation. Credit requirements: 2 shorter mid-term papers (1-2 pp. each); final research paper (10-15 pages).

35841 The Presidency of Barack Obama: A Critical Assessment (together with Prof. Dr. Stephan Bierling) Bierling, Depkat

Module: AMS-M32.1(10), EAS-M31.4(10), EAS-M33.1(10), EAS-M33.3(10), EAS-M34.3(10), ENGYM-M32A.3(7), EAS-M33.2(10), EAS-M34.2(10), AMS-M33.1(10), EAS-M31.1(10), AMS-M33.3(10), EAS-M34.1(10), AMS-M33.2(10), AMST-M32.3(7)

Hauptseminar, SWS: 2, Max. Teilnehmer: 10

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	10	12	c.t.				ZH 6	Depkat, Bierling	

The years of 2016/17 will witness the election of a new American president and the end of President Barack Obama's term. Eight years ago the candidacy of Barack Obama triggered a worldwide wave of enthusiasm, and his inauguration was accompanied with many high hopes for renewal, substantial reforms and the 'healing' of the many wounds that the culture wars of the 1990s and early 2000s had inflicted on the American nation. Most of these hopes have been shattered, which threatens to completely reverse the original enthusiasm projected onto Barack Obama, blinding us to the first African American president's lasting achievements. Reason enough to critically assess the presidency of Barack Obama, focusing on his foreign and domestic policies, his stand on environmental issues, and his position towards the rapid pluralization and individualization of U.S. society translating into debates about same-sex marriage, family values, ongoing racism, and American identity. Course requirement: oral presentation. Credit requirement: presentation handout/ppt.; 15-20-page research paper in English. Credit for: BA, MAS, MEAS, Lehramt.

35842 Eco/Biopolitics in Transnational American Culture Gessner

Module: AMS-M32.1(10), EAS-M31.4(10), EAS-M33.1(10), EAS-M33.3(10), EAS-M34.3(10), ENGYM-M32A.3(7), EAS-M33.2(10), EAS-M34.2(10), AMS-M33.1(10), EAS-M31.1(10), AMS-M33.3(10), EAS-M34.1(10), AMS-M33.2(10), AMST-M32.3(7)

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Do	wöch.	8:30	10	s.t.				ZH 6	Gessner	

As the media coverage of the Ebola outbreak in West Africa well demonstrates, fear of epidemics usually spreads faster than the viruses causing them, generating cultures of mistrust and suspicion. Rather than factually engaging with prevention, contemporary cultural representations of contagion, military intervention, and of man-made environmental and toxic disasters are heavily charged with ideological energy. This seminar explores various ways in which representations of environmental and health disasters feed into a double helix of risk (of infection and pollution) and security (sheltering the healthy body and pristine landscape). We will discuss how 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. Topics addressed in this seminar include: the 1978 Love Canal toxic waste tragedy; the 1984 Bhopal gas leak disaster; the 2010 Deepwater Horizon oil spill; the ongoing Haiti cholera epidemic that began in 2010 only 10 months after a catastrophic earthquake; the nuclear disasters in Fukushima (2011), Chernobyl (1986), and Three Mile Island (1979); the 2014-2015 Ebola outbreak in West Africa; and the current Syrian refugee crisis. We will pay special attention to the particular mediation of calamities in the Global South (Africa, South-East Asia) and how they meet and shape the expectations of viewers and readers in the Global North (Europe and North America). Course material: will be announced and partially availa-

ble on GRIPS. Course requirements: oral presentation. Credit requirements: presentation handout/ppt; research paper (15-20 pages).

Oberseminare

35844 Recent Research in American Studies

Müller

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

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

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	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 18 March 2016 and an abstract of their thesis project (some 400 words) two weeks before the respective date of their presentation (both by email to timo.mueller@phil.uni-augsburg.de).

Kurse anderer Lehrstühle u. Institute i. d. Master-Programmen MAS u. MEAS

33324a Washington Summer Symposium on U.S. Foreign Policy under President Obama

Groitzl

Module: EAS-M31.1(10), EAS-M31.4(10), EAS-M34.1(10), EAS-M34.2(10), EAS-M34.3(10)

Hauptseminar, SWS: 2, ECTS: 10, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	Einzel	18	20		19.04.2016	19.04.2016		PT 1.0.4*	Groitzl	Informationsveranstaltung
Di	Einzel	18	20		21.06.2016	21.06.2016		PT 1.0.4*	Groitzl	Vorbereitungssitzung
Di	Einzel	18	20		28.06.2016	28.06.2016		PT 1.0.4*	Groitzl	Vorbereitungssitzung
-	-								Groitzl	Die Veranstaltung findet voraussichtlich vom 31.7.2016-11.8.2016 in Washington D.C./USA statt. (Termin noch ohne Gewähr, Stand: 03.11.2016)

Anmeldung durch Bewerbungsschreiben, Details dazu auf Homepage der Internationalen Politik und transatlantischen Beziehungen unter "Studium/Exkursion".

33324b Decision 2016. Elections American Style

Bierling, Jacobson

Module: EAS-M31.1(10), EAS-M31.4(10), EAS-M34.1(10), EAS-M34.2(10), EAS-M34.3(10)

Hauptseminar, SWS: 2, ECTS: 10, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mi	Einzel	10	12	c.t.	20.04.2016	20.04.2016			Bierling, Jacobson	(Sitzungen am Mittwoch, den 20.4., 25.5., 1.6.,

									8.6. und 6.7. jeweils 10-12 Uhr sowie Blockseminar am Mittwoch, den 22.6. (10.00-13.00, 14.00-17.00), und Donnerstag, den 23.6. (10.00-13.00, 14.00-17.00 Uhr)
Mi	wöch.	10	12	c.t.	25.05.2016	08.06.2016		VG 1.36	Bierling, Jacobson
Mi	Einzel	10	12	c.t.	06.07.2016	06.07.2016			Bierling, Jacobson
-	Block	10	17	s.t.	22.06.2016	23.06.2016			Bierling, Jacobson

Max. je drei TeilnehmerInnen aus den beiden Master-Programmen; Teilnahme für StudentInnen in den Masterprogrammen (American Studies; European American Studies) nur nach Anmeldung per E-Mail bei Frau Reindl und Bestätigung der Zulassung.

35700 African American English in its Linguistic and Cultural Context **Schneider**

Module: EAS-M31.4(8), EAS-M32.3(8), WB-IAA(4), ELG-M32.2(8), AMS-M33.3(8), ENG-UF-WB(4), ELG-M33.3(4), ENG-DF-ZP(4), ENLI-M32.1(4), AMS-M33.2(8), ENLI-M23.2(4), ENLI-M25.3(4), ENGYM-M32C.1(4), EAS-M32.1(8), EAS-M32.2(8), ELG-M33.2(8), ENLI-M25.2(4)

Vorlesung, SWS: 2, Max. Teilnehmer: 100

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

Course description: please see "M.A. English Linguistics: Thematic Lecture".

36038 Québec – "a nation within a united Canada "(une nation au sein d'un Canada uni)?" (französische Kulturwissenschaft) **Szlezák**

Module: EAS-M 32.1(8), EAS-M 32.2(8), EAS-M 32.3(8)

Proseminar, SWS: 2, Max. Teilnehmer: 24

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Do	wöch.	10	11:30						Szlezák	

Dieses Proseminar versucht auf der Basis kulturwissenschaftlicher Verfahren einen Eindruck von der kulturellen und sprachlichen Ausnahmesituation der Provinz Québec zu vermitteln. ECTS/Leistungspunkte je nach Modulbeschreibung (abhängig vom Zeitpunkt des Studienbeginns). Leistungsnachweis: Referat, Test, Klausur.

C. For Fun

(open to students of all levels)

35854 Tandem Mentoring

Uppendahl

Übung, SWS: 2

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

35855 DAAD/TA Großbritannien (Beratungs- und Informationsseminar)

Waller

Übung, SWS: 2

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

35856 RUPs, too

Kohen

Übung

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

The RUPs have been a part of the University of Regensburg 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 website at <http://www.uni-regensburg.de/kultur-freizeit/theatergruppen/rups-too/>.

MultiMediaZentrum, Universitätsbibliothek

Mon.–Thu.: 9.30–12.00 und 13.30–15.30 (Wed. bis 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 catalogues on the homepage of the university library.

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 participation is limited.