



# **Detailed course catalogue for M.A. students**

**Winter Term 2015/16**

**Departmental Administration:**

Prof. Dr. Jochen Petzold  
Zimmer PT 3.2.45

**Secretary:**

Marion Post  
Zimmer PT 3.2.49

**Student Advisory Service:**

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

Mödl  
Buschfeld, Siebers  
Boehm, Farkas  
Bauridl  
Leikam

## Office Hours Winter Semester 2015/16

| Name                          | Sprech-zeit           | Raum PT | Tel.: 943- |
|-------------------------------|-----------------------|---------|------------|
| ARRINGTON, Doris-Gudrun       | Di 12.30-14           | 3.3.88  | 3429       |
| AßBECK, Akad. Dir. Dr. Johann | Fr 10-12              | 3.3.106 | 3488       |
| BAURIDL, Dr. Birgit           | Mo 18-19, Mi 16-17    | 3.2.83  | 3507       |
| BERGMANN, Birthe              | n.V.                  | 3.3.105 | 5781       |
| BIERMEIER, Dr. Thomas         | nach d. Veranstaltung |         |            |
| BOEHM, Dr. Katharina          | Di 11-12              | 3.2.59  | 3499       |
| BRATO, Dr. Thorsten           | Di 10-11              | 3.2.79  | 3503       |
| BUCHMANN, Liv Birte           | nach d. Veranstaltung |         |            |
| BUSCHFELD, Dr. Sarah          | Di 10.30-12.30        | 3.2.81  | 3505       |
| CAVANNA, Augustus             | Di 12-14              | 3.2.87  | 3511       |
| DEPKAT, Prof. Dr. Volker      | Di 14-15, Mi 10-11    | 3.2.71  | 3476       |
| FARKAS, Dr. Anna              | Mi 10-12              | 3.2.59  | 3499       |
| FISCHER, Prof. Dr. Roswitha   | Di u. Mi 12-13        | 3.2.68  | 3473       |
| FRITZE, Martin                | nach d. Veranstaltung |         |            |
| GEBAUER, Dr. Amy              | Do 10:15-12:00        | 3.3.88  | 3429       |
| GESSNER, PD Dr. Ingrid        | Do 10-12              | 3.2.70  | 3475       |
| HEBEL, Prof. Dr. Udo          | siehe Homepage        | 3.2.73  | 3477       |
| HERFELD, Dr. Dorith           | Mo n.d.V. + Fr 12-13  | 2.3.61  | 3501       |
| HILL, Sophie                  | Mo 12-13 u. 14-15     | 3.2.50  | 3469       |
| KAUTZSCH, Dr. Alexander       | Di 10-12              | 3.2.69  | 3474       |
| KIRCHHOFF, Prof. Dr. Petra    | Mo 13-14              | 3.3.104 | 3501       |
| KOCH, Walter                  | nach d. Veranstaltung |         |            |
| KOHEN, Jamie                  | Di 12-13, Mi 11-12    | 3.2.50  | 3469       |
| LEIKAM, Dr. Susanne           | Mi 12-14              | 3.2.83  | 3507       |
| LENZ, Akad. Dir. Dr. Peter    | Mo 11-13              | 3.2.44  | 3506       |
| MALKMUS, Dr. Marie-Louise     | n.d. Verant.          | 3.2.58  | 3498       |

| Name                            | Sprech-zeit                  | Raum PT | Tel.: 943- |
|---------------------------------|------------------------------|---------|------------|
| 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       |
| NEULAND, Christina              | nach d. Veranstaltung        |         |            |
| NEUMAIER, Theresa               | Do 16-18                     | 3.2.55  | 3046       |
| PESOLD, Dr. Ulrike              | nach d. Veranstaltung        |         |            |
| PETZOLD, Prof. Dr. Jochen       | Mi 14-15:30                  | 3.2.45  | 2486       |
| SCHLEBURG, Dr. Florian          | Di 14-15                     | 3.2.82  | 3502       |
| SCHNEIDER, Prof. Dr. Edgar W.   | s. Aushang                   | 3.2.65  | 3470       |
| SIEBERS, Dr. Lucia              | Di 16-17                     | 3.2.80  | 3504       |
| STADLER, Sandra                 | Do 14-16                     | 3.2.56  | 3781       |
| TRAUTSCH, Dr. Jasper            | nach d. Veranstaltung        |         |            |
| TROTZKE, Claudia                | Di 13:30-15:30               | 3.2.83  | 3507       |
| UPPENDAHL, Steve                | Fr 10-12                     | 3.2.88  | 1809       |
| WALLER, Peter                   | Di 16-18                     | 3.2.60  | 3500       |
| WEIG, Heide-Marie               | n.d. Verant.                 | 3.2.43  | 3463       |
| WEINZIERL, Florian              | Mi 14-16                     | 3.2.86  | 3510       |
| ZEHELEIN, Prof. Dr. Eva-Sabine  | Mi 14-15                     | 3.2.73  | 3478       |
| ZWIERLEIN, Prof. Dr. Anne-Julia | Mi 14-15                     | 3.2.48  | 3467       |

Usually e-mail address = first-name.lastname@ur.de

## Contents

|                                                               |           |
|---------------------------------------------------------------|-----------|
| <b>A. General Information .....</b>                           | <b>4</b>  |
| 1. Planning Your Degree .....                                 | 4         |
| <b>1.1 Regulations and module descriptions.....</b>           | <b>4</b>  |
| <b>1.2 Degree Structure and Credit Points (CP).....</b>       | <b>4</b>  |
| <b>Table: Overview of Compulsory Modules and Courses.....</b> | <b>5</b>  |
| <b>1.3 Language of instruction .....</b>                      | <b>6</b>  |
| <b>1.4 Announcements .....</b>                                | <b>6</b>  |
| 2. Important Dates and Deadlines.....                         | 6         |
| <b>2.1 Registration for Courses .....</b>                     | <b>6</b>  |
| <b>2.2 FlexNow Registration.....</b>                          | <b>6</b>  |
| <b>B. Course Catalogue &amp; Descriptions .....</b>           | <b>7</b>  |
| <b>M.A. English Linguistics .....</b>                         | <b>7</b>  |
| <b>M.A. British Studies .....</b>                             | <b>11</b> |
| <b>M.A. American Studies .....</b>                            | <b>15</b> |
| <b>M.A. European-American Studies .....</b>                   | <b>15</b> |
| <b>C. For Fun.....</b>                                        | <b>23</b> |
| <b>MultiMediaZentrum, Universitätsbibliothek .....</b>        | <b>24</b> |
| <b>Trip to Ireland .....</b>                                  | <b>24</b> |

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

Date of printing: 3.8.2015

## 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 programme.

This includes the overview table on the following page of this booklet, the **module descriptions** of your programme (see <[www-modul.uni-r.de/master/](http://www-modul.uni-r.de/master/)>) and the official **regulations** called „Masterprüfungsordnung“ (see the link on our homepage).

#### 1.2 Degree Structure and Credit Points (CP)

All our MA-programmes 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 programme 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 Masters-programmes (cf. regulation of studies: Masterprüfungsordnung vom 11.01.2006 in der Änderungsfassung vom 25.06.2007)

| <b>Master English Linguistics</b>                                                                        | <b>Master British Studies</b>                                                            | <b>Master American Studies</b>                                                                              | <b>Master European-American Studies</b>                                                                                                      |
|----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| <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)<br>OE/ME/EModE <sup>1</sup> (8LP)<br>Academic Writing (4LP)                | Reading and Discussion (6LP)<br>Kolloq. Anglistik (10LP)<br>Academic Writing (4LP)       | Fundamentals (8LP)<br>Reading and Discussion (8LP)<br>Academic Writing (4LP)                                | Readings Europ.-Am. Relations (8LP)<br>Fundamentals (8LP)<br>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)<br>V Engl. Linguistics (8LP)<br>HS Linguistics or Adv. OE/ME/EModE (10LP) | HS British Studies (10LP)<br>V Modern Theories of Lit. (4LP)<br>CS-Adv. Brit.Isles (8LP) | HS American Studies (10LP)<br>V American Studies (8LP)<br>CS-Adv. USA (8LP)                                 | S/HS Cultural Relations (10LP)<br>V International Politics (8LP)<br>CS-Adv. Europ-Am. Studies (8LP)<br>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)<br>V Engl. Linguistics (8LP)<br>Veranstaltung Engl. Ling. o.ä. (min. 4LP) | V British Studies (8LP)<br>HS British Studies (10LP)<br>HS British Studies (10LP)        | HS/OS American Studies (10LP)<br>Veranstaltung Am. Studies (min 7LP)<br>Veranstaltung Am. Studies (min 7LP) | Veranstaltung (8LP) <sup>2</sup><br>Veranstaltung (8LP) <sup>2</sup><br>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)<br>MA-Thesis (24LP)                                                                   | Research Workshop (6LP)<br>MA-Thesis (24LP)                                              | Research Workshop (6LP)<br>MA-Thesis (24LP)                                                                 | Research Workshop (6LP)<br>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, 6.7.2015 – Sun, 20.9.2015** for Hauptseminare, 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 programme. 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 2015/16:  
**Mon, Nov 2, 2015 – Fri, Jan 22, 2016**

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 Catalogue & Descriptions

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

### M.A. English Linguistics

#### Lecture

##### **35700 Language and Society** **Fischer**

Vorlesung, SWS: 2

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gruppe | Raum | DozentIn | Bemerkung |
|-----|--------|-----|-----|------|--------|------|--------|------|----------|-----------|
| Do  | wöch.  | 10  | 12  | c.t. |        |      |        | H 8  | Fischer  |           |

This lecture examines the role of the English language in a variety of social contexts. It consists of three parts: The first part focusses on the varying patterns of language use within multilingual speech communities and considers ways in which the English language changes within society. The second part explores social reasons behind language variation and focusses on regional and social variation, gender, age, ethnicity and social networks in particular. The final part assesses how attitudes to language affect speech behavior and shows that appropriate linguistic responses take account of a variety of contextual factors, for example, the relative status of addresser and addressee. Assessment: final exam, additional book review for Master's students. Background reading: Janet Holmes 2008. *An Introduction to Sociolinguistics*. Pearson.

#### Seminars

##### **35722 Altenglische Sprache u. Kultur** **Schleburg**

Seminar, SWS: 2, Max. Teilnehmer: 25

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gruppe | Raum       | DozentIn  | 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 Eindruck von Reiz und Vielfalt der angelsächsischen Überlieferung vermitteln soll. — Elektronische Anmeldung. Anforderungen für Erwerb von Leistungspunkten: Übungsaufgaben und Klausur. Textgrundlage: W. Obst & F. Schleburg, *Lehrbuch des Altenglischen*, Heidelberg 2004.

##### **35723 Mittelenglische Sprache u. Kultur** **Hubner**

Seminar, SWS: 2, Max. Teilnehmer: 25

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gruppe | Raum     | DozentIn | Bemerkung |
|-----|--------|-----|-----|------|--------|------|--------|----------|----------|-----------|
| Di  | wöch.  | 8   | 10  | c.t. |        |      |        | PT 1.0.2 | 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. Schlegel, *Die Sprache Chaucers*, Heidelberg 2010.

### 35724 Early English

Schlegel

Seminar, SWS: 2, Max. Teilnehmer: 25

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gruppe | Raum     | DozentIn | Bemerkung |
|-----|--------|-----|-----|------|--------|------|--------|----------|----------|-----------|
| Di  | wöch.  | 12  | 14  | c.t. |        |      |        | PT 1.0.2 | Schlegel |           |

“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

Schlegel

Seminar, SWS: 2, Max. Teilnehmer: 30

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gruppe | Raum       | DozentIn | Bemerkung |
|-----|--------|-----|-----|------|--------|------|--------|------------|----------|-----------|
| Mo  | wöch.  | 14  | 16  | c.t. |        |      |        | PT 2.0.3A* | Schlegel |           |

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

### 35726 Mittelenglisch für Fortgeschrittene

Schlegel

Seminar, SWS: 2, Max. Teilnehmer: 30

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gruppe | Raum | DozentIn | Bemerkung |
|-----|--------|-----|-----|------|--------|------|--------|------|----------|-----------|
| Mi  | wöch.  | 16  | 18  | c.t. |        |      |        | ZH 5 | Schlegel |           |

Die Fortsetzung unserer Einführung in das Mittelenglische ergänzt den lautlichen und grammatischen Befund der Sprache Geoffrey Chaucers um seine westgermanische und altenglische Vorgeschichte. Die Auswahl der Stoffgebiete und der Übungstexte orientiert sich an den Anforderungen der mittelenglischen Textklausur im schriftlichen Staatsexamen. In der ersten Sitzung werden Erfahrungswerte zur langfristigen Examensvorbereitung tradiert. Es wird empfohlen, diesen Kurs VOR dem mittelenglischen Examenskurs zu besuchen. — Freiwilliger Vertiefungskurs,



keine Anmeldung erforderlich. Erwerb von Leistungspunkten nach Absprache möglich.

## Hauptseminare

### 35739 English in its Social Context

Fischer

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

This course is about why users of English speak differently in different social contexts, and how language is used to convey social meaning. Some social factors relate to the users of language, the participants; others relate to its uses, the social setting and function of the interaction. – The first part of the course focusses on general theories and concepts of the relationship between linguistic choices and the social contexts in which they are made. The second part focusses on specific social dimensions, such as social status, gender, age, ethnicity and social networks. Language change is a result of social variation and will therefore be included as well. The course also provides an introduction to key issues in linguistic data collection and analysis. The participants of the course will be asked to do a small research project which can be chosen freely, and give a presentation. There will be a short mid-term exam after the first part of the course. Introductory reading: Rajend Mesthrie et al. <sup>2</sup>2009. *Introducing sociolinguistics*. Chp 1: 1-41.

### 35741 Historical Morphology

Schleburg

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gruppe | Raum | DozentIn  | Bemerkung |
|-----|--------|-----|-----|------|--------|------|--------|------|-----------|-----------|
| Mi  | wöch.  | 12  | 14  | c.t. |        |      |        | ZH 5 | Schleburg |           |

Historical Morphology starts asking WHY where synchronic grammar is satisfied to state THAT *man* and *give* do not behave like *fan* and *live*. Undaunted by grammatical terminology and ever eager for reasons, participants of this Hauptseminar will dig into the past of the language to find out what made irregular verbs irregular in the first place (and regular ones regular), and how English in the course of a few centuries lost nominal gender, half of its cases, most of its poor subjunctive and an entire personal pronoun, developing new categories like the perfect and the progressive instead. While we may not be able to solve the riddle of the mysterious origin of *she*, some pleasurable insight is almost guaranteed. — Online registration. Regular homework and final exam. Some knowledge of German will be of use.

## Übungen

### 35735 Phonemic Transcription

Hubner

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gruppe | Raum     | DozentIn | Bemerkung |
|-----|--------|-----|-----|------|--------|------|--------|----------|----------|-----------|
| Mi  | wöch.  | 9   | 10  | c.t. |        |      |        | PT 1.0.2 | Hubner   |           |

Die Phoneme der Sprache korrekt zu identifizieren, zu realisieren und zu beschreiben, ist eine unentbehrliche Fähigkeit für jeden, der sich professionell mit dem Englischen beschäftigt. Wer sich die Artikulationsvorgänge und die distinktiven Merkmale der Laute bewusst macht, kann die eigene Aussprache besser kontrollieren, dialektale und soziale Varianten klar unterscheiden und ggf. auch die Fehler künftiger Schüler gezielt korrigieren. In dieser Übung wird das für alle Examensoptionen relevante Transkriptionssystem noch einmal von Grund auf dargestellt und anhand authentischer Texte eingeübt. – Referenz: D. Jones, <sup>16</sup>2003 oder <sup>17</sup>2006. *English Pronouncing Dictionary*. CUP, oder: J. C. Wells, <sup>2</sup>2000 oder <sup>3</sup>2008. *Longman Pronunciation Dictionary*. London. – Erwerb von 2 Leistungspunkten für den Wahlbereich möglich.

## Kurse in der Eingangsphase der MA-Programme

### 35724 Early English

Schleburg

Seminar, SWS: 2, Max. Teilnehmer: 25

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gruppe | Raum     | DozentIn  | 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.

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

Buschfeld

Seminar, SWS: 2

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gruppe | Raum    | DozentIn  | Bemerkung |
|-----|--------|-----|-----|------|--------|------|--------|---------|-----------|-----------|
| Mi  | wöch.  | 8   | 10  | c.t. |        |      |        | VG 1.30 | 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

### Lecture

#### 35750 Rural and Urban Spaces in Early Modern Literature

Zwierlein

Vorlesung, SWS: 2

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gruppe | Raum | DozentIn  | Bemerkung |
|-----|--------|-----|-----|------|--------|------|--------|------|-----------|-----------|
| Mi  | wöch.  | 10  | 12  | c.t. |        |      |        | H22  | Zwierlein |           |

“Modern theories of pastoral have a way of turning into theories of literature.” (Louis Montrose) ‘Pastoral’ texts, popular between the sixteenth and eighteenth centuries, have never entirely died out. They offer a great deal more than idyllic country settings populated with love-sick shepherds: they set up experimental scenarios for testing social power structures, they introduce symbolical ‘rites of passage’ that inquire into the stability of social and cultural identities, and they are highly self-reflexive and metafictional, engaging with the production and possibilities of ‘fiction’. Starting out from the Greek and Latin roots of the tradition, eclogues by Theocritus and Virgil, this lecture course combines an interest in pastoral politics and poetics with early modern literary reflections on urbanization, the early-capitalist metropolis and the town-country dichotomy that drives the pastoral hypothesis. We will juxtapose poems and epics by Christopher Marlowe, Walter Raleigh, Ben Jonson, John Donne, Edmund Spenser, Philip Sidney, Andrew Marvell, John Milton, James Thomson, and Alexander Pope with selected plays by William Shakespeare and Ben Jonson, as well as early modern novels by Philip Sidney and Mary Wroth. Time allowing, we will end by discussing the abiding importance of the pastoral myth for constructions of Englishness (the English countryside, English heritage culture) and twentieth-century deployments of the pastoral mode in poems by Dylan Thomas, Norman MacCaig, Charles Tomlinson, and Seamus Heaney. Requirements: written final exam. Texts: *The Norton Anthology of English Literature*, 8th rev. ed., vol. 1, ed. Stephen Greenblatt: *The Middle Ages through the Restoration and the Eighteenth Century* (New York: W.W. Norton, 2006).

### Cultural Studies Advanced

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

Lenz

Seminar, SWS: 2, Max. Teilnehmer: 14

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gruppe | Raum | DozentIn | Bemerkung |
|-----|--------|-----|-----|------|--------|------|--------|------|----------|-----------|
| -   | wöch.  |     |     | 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 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 Sto-*

nes, 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*, Bahnfahrt Dublin – Cork, Leihbus, B&B, alle Ausflüge und Eintrittsgelder). Eine Bezuschussung ist eventuell möglich. Weitere Details sind beim Vortreffen zu erfahren. Die beiden Termine für 2015 sind bereits ausgebucht, jedoch ist die Voranmeldung für die Fahrten 2016 bereits möglich. Die genaue Festlegung der Termine für 2016 erfolgt bei einem Vortreffen zu Beginn der Vorlesungszeit des WS 2015/16, zu dem die vorangemeldeten Teilnehmer/Innen per E-Mail eingeladen werden.

### 35788 Immigration Cultures

McIntosh-Schneider

Seminar, SWS: 2, Max. Teilnehmer: 15

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

Although it was founded in 1981, the Black Cultural Archive had to wait until July 2014 to open its doors in the Black heritage centre in Brixton, London. The archive is concerned with collecting items that document the history of people of African and Caribbean descent in Britain. This year the BCA together with the Victoria and Albert Museum held an exhibition of photographs called *Staying Power: Photographs of Black British Experience, 1950s-1990s*. The exhibited photographs, and additional items exhibited, will form a basis for discussion of the lives of both the photographers and their subjects. Additionally, we shall study how immigration cultures have influenced and are still influencing life in the UK. After a brief history of immigration into the UK and an introduction to theories, we shall explore politics, music, architecture, the fine arts, film and photography to mention just a few areas. Credits: regular attendance, active participation, presentation, and 15 page paper.

### 35789 Challenging Britishness: Post-World War Comedies

Waller

Seminar, Max. Teilnehmer: 15

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gruppe | Raum     | DozentIn | Bemerkung |
|-----|--------|-----|-----|------|--------|------|--------|----------|----------|-----------|
| Mi  | wöch.  | 16  | 18  | c.t. |        |      |        | PT 1.0.2 | Waller   |           |

Having lived in Bavaria for ten years, I have now come to be convinced that the Bavarian translation of "I don't find that funny," is "Ah. Der britische Humor". The question I ask myself, though, is is there more to this comment than just a (probably justifiable) dismissal of a seemingly redundant comment by me? After the Second World War had ended, there was a great sense among especially the youth of Britain that the establishment had failed them and a new understanding of their identity was needed. Andrew Marr rightly noted later that it was felt by many that what had prevented the majority of Britons from embracing National Socialism was their sense of humour. For many this was also the area in which they could break free from the

old ideas and start to encounter a necessarily new sense of national self. In this course we shall use lines of cultural theory and an awareness of the events of the given periods to try and understand the fundamental role comedy has played in Britons' attempts to define themselves and to break free from fixed establishment representations of their identity; and to help us see how we can use this genre to trace the changing face of Britishness over the last 80 years. Each week we shall look at a hugely popular comedy show or shows from a given time and will then look to analyse why and how each connected so strongly with the British public; in addition, we shall also ask ourselves if and how each influenced its viewers' sense of who they were. In very few other lands can so strong a connection with comedy be felt and therefore it is hoped that course will leave the students not only "getting the joke", but also "getting" many types of Britishness and the changes in this country's self-appreciation over the last 80 years better as a result. Course requirements: active participation, a willingness to tolerate (even occasionally share) the British sense of humour, oral presentation, term paper. Recommended reading (other texts and excerpts will be placed on GRIPS and/or recommended directly within class): Fox, Kate. *Watching the English*. London: Hodder, 2004., Friedman, S. (2011). "The cultural currency of a 'good' sense of humour: British comedy and new forms of distinction". *British Journal of Sociology*, 62(2), pp. 347-370. (Will be put on GRIPS), Lockyer, Sharon and Michael Pickering. *Beyond a Joke: The Limits of Humour*. London: Palgrave, 2009., Medhurst, A. *A National Joke: Popular Comedy and English Cultural Identities*. London: Routledge, 2007., Wagg, Stephen. "'At Ease, Corporal': Social class and situation comedy in British television, from the 1950s to the 1990s". *Because I Tell a Joke or Two: Comedy, Politics and Social Difference*. Ed. Stephen Wagg. London and New York: Routledge, 1998. 1-31. (Will be put on GRIPS).

## Hauptseminare

### 35791 Early Modern Colonialism

Zwierlein

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gruppe | Raum     | DozentIn  | Bemerkung |
|-----|--------|-----|-----|------|--------|------|--------|----------|-----------|-----------|
| Di  | wöch.  | 16  | 18  | c.t. |        |      |        | PT 1.0.2 | Zwierlein |           |

After the 1607 Jamestown settlement in the Colony of Virginia, the establishment of English colonies in the 'New World' progressed apace, while the East India Company, granted Queen Elizabeth I's Royal Charter in 1600, traded with the Indian Subcontinent and paved the way for the British 'Empire in the East' in centuries to come. During the seventeenth century, literary texts increasingly came to register the divided attitudes held by the English toward overseas trade and the settlement of overseas territory. In order to investigate some these philosophical and political debates, we will look at contemporary travel narratives, colonialist propaganda, the English Navigation Acts, and short poems and essays by Michael Drayton, Andrew Marvell, John Donne, Francis Bacon and John Locke. The main emphasis will rest on William Shakespeare's romance play *The Tempest* (1612), Henry Neville's utopian travel narrative *The Isle of Pines* (1668), Aphra Behn's short novel *Oroonoko* (1688) and John Milton's religious epic *Paradise Lost* (1667). We will explore the role of the paradise myth in colonialist narrative, the theme of European encounters with the 'wilderness', the issues of mythical 'origins', strategies of legitimacy and philosophical concepts of 'property', as well as the question to what extent some of the texts offer an implicit critique of colonialism. Benefits and possible pitfalls of a postcolonial reading of early modern texts will be considered, as well as gender issues. Requirements: active participation, an oral presentation, and a term paper (c. 15-20 pages). Texts: William Shakespeare, *The Tempest*, ed. Alden Vaughan and Virginia Vaughan, The Arden Shakespeare, 3rd Series (Walton-on-Thames: Nelson, 1999); Henry Neville, *The Isle of Pines*, in *Three Early Modern Utopias*. Thomas More: *Utopia*, Francis Bacon: *New Atlantis*, Henry Neville: *The Isle of Pines*, ed. Susan Bruce (Oxford: Oxford University Press, 1999); John Milton, *Paradise Lost*, ed. Alastair Fowler, 2nd ed. (London: Longman, 1998); Aphra Behn, *Oroonoko*, ed. Janet Todd (London: Penguin, 1992).

**35792 Early Modern Poetry: The Sonnet from Wyatt to Milton****Petzold**

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

The sonnet was a kind of 'genre sensation' of the early modern period. Introduced to English literature in the 1530s, it rose to immense popularity in the 1590s. In this seminar we will examine how early sonneteers adapted the model of Petrarch's *Canzoniere*, focussing on the sonnets of Thomas Wyatt, Henry Howard, Philip Sidney and Edward Spenser. The most radical departure from this model will be reached with William Shakespeare's sonnet sequence, although his sonnets are still mainly concerned with 'love' (in a wide sense). Reading these love sonnets by various authors, we will discuss early modern concepts of the ideal woman and of manliness, but also of poetry and creativity. However, not all sonnets are about love, and John Donne's 'Holy Sonnets' are a case in point, to be examined in the seminar. We will end with the sonnets of John Milton, the last important sonneteer before the form fell into disrepute in the 'Augustan Age' (because it is no classical poetic genre). Requirements: a short presentation or participation in an 'expert group' (Studienleistung); term-paper (15-20 pages, Prüfungsleistung) Texts: *Shakespeare's Sonnets*, ed. Katherine Duncan-Jones. The Arden Shakespeare (third series). Further texts will be made available via GRIPS.

**35793 Catholicism in Irish Literature****Lenz**

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gruppe | Raum  | DozentIn | Bemerkung |
|-----|--------|-----|-----|------|--------|------|--------|-------|----------|-----------|
| Mi  | wöch.  | 12  | 14  | s.t. |        |      |        | R 005 | Lenz     |           |

"...in Ireland the people is the Church, and the Church the people." This lapidary statement made by a character in G.B. Shaw's most hilarious play *John Bull's Other Island* sums up in a nutshell what used to be the case in Ireland for more than 600 years. Thus it is little wonder that, up to the last decade of the twentieth century, Irish literature put the focus on the Church's often inhibiting influence upon all spheres of Irish life. However, since the 1990s, Ireland has utterly changed in this respect. Formerly *the* European country in which the Catholic population's (over 85 %) nominal and factual affiliation with the Church was almost identical, Ireland was shattered by societal changes and a rash of Church scandals which reached their sad climax in the uncovering of thousands of child abuse cases committed by Catholic clerics. Consequently, many Irish Catholics have abandoned their traditionally blindfold obedience to the clergy and developed a detached and critical attitude towards the Church. This change, which had come about in the wake of the "shock to the system", has also aroused the interest of writers and film-makers and caused them to present the Church and its priests in a hitherto unprecedented manner which swings from harsh criticism to partial commiseration to relentless ridiculing. This seminar examines the variable representation of Irish Catholicism in modern and contemporary Irish (and Northern Irish) literature and film. A rich array of interdisciplinary explorations of Irish Catholicism by critics of various academic disciplines will supplement the analysis and discussion of the primary texts. Course requirements: active participation, oral presentation, term-paper (12-15 pp.) Compulsory purchase (available at *Pustet's*): *The Way Back*. George Moore's *The Untilled Field* and *The Lake*. Ed. Robert Welch. Dublin: Wolfhound Press, 1982., *Modern Irish Drama*. Ed. John P. Harrington. New York: Norton, 1991., James Joyce. *Dubliners* (Penguin Modern Classics), James Joyce. *A Portrait of the Artist as a Young Man* (Penguin Modern Classics), Brian Moore, *Catholics* (*Loyola Classics*), Further primary texts and secondary texts will be made available electronically and by means of the *Course Reader*.

## Kurse in der Eingangsphase der MA-Programme

### 35797 Reading and Discussion

Zwierlein

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

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

This reading class in the MA British Studies will revisit the late-Victorian and Edwardian 'New Woman' debate 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 the mass periodical market of the period: the short story. These 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. Two presentations by distinguished guest lecturers from King's College, London and the University of Oxford 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

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

| Tag | Rhyth.   | von | bis | Zeit | Beginn     | Ende | Gruppe | Raum | DozentIn | Bemerkung |
|-----|----------|-----|-----|------|------------|------|--------|------|----------|-----------|
| Mo  | 14-tägig | 14  | 18  | c.t. | 19.10.2015 |      |        | ZH 6 | Bauridl  |           |

Course description: see page 20.

## M.A. American Studies

## M.A. European-American Studies

### Lectures

#### 35802 (Transnational) American Icons

Zehelein

Vorlesung, SWS: 2

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gruppe | Raum | DozentIn | Bemerkung |
|-----|--------|-----|-----|------|--------|------|--------|------|----------|-----------|
| Do  | wöch.  | 10  | 12  | c.t. |        |      |        | H22  | Zehelein |           |

This lecture will explore American icons not in the sense of religious devotional imagery (and certainly not in the sense of text message symbols! ☺), but in the sense of representative products, places or people which have become American / global idols or items of admiration and imitation. From the railroad and the Model T to Apple and Facebook, from McDonald's to Starbucks, from Niagara Falls and Mount Rushmore to the Golden Gate and the Coca-Cola Museum, from George Washington to Barack Obama, from John Wayne and Johnny Cash to Oprah and Madonna—emblematic products, places and people constitute a significant part of a nation's (performance of) collective identity, both as self-defined and as other-perceived around the globe. Please buy and read: Dave Eggers, *The Circle*. Credit requirement: final exam.

**35803 The History of North America I: Precolumbian and Colonial America to 1763 Depkat**

Vorlesung, SWS: 2

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gruppe | Raum | DozentIn | Bemerkung |
|-----|--------|-----|-----|------|--------|------|--------|------|----------|-----------|
| Di  | wöch.  | 10  | 12  | c.t. |        |      |        | H 6  | Depkat   |           |

This lecture is the first in a series of lectures pursuing a continental approach to the history of North America from the precolumbian beginnings to the present. Its overall aim is to highlight the major trends and problems of Canadian, U.S.-American and Mexican history (insofar as it relates to the history of the North American continent), and to think about what defines the continental specificity of historical developments in North America. This first lecture deals with North America from the first peopling of the continent by Paleo-Indian cultures at the end of the last ice age to the end of the Seven Years War in 1763. It will describe the diversity of Indian cultures, reflect on the convergencies and divergencies of the French, British and Spanish colonial rule in North America and look at the struggle of the European great powers for the continent that unfolded in a series of wars spanning the 17<sup>th</sup> and 18<sup>th</sup> centuries. It will trace the very different paths to modernity that the United States, Canada and Mexico took to the very different colonial histories of North America. Credit for: Lehramt, Magister, B.A., M.A. Credit requirements: midterm (take-home exam) and final. Readings: Volker Depkat, *Geschichte Nordamerikas: Eine Einführung* (Köln: Böhlau, 2008). Alan Taylor, *American Colonies: The Settling of North America* (New York: Penguin, 2001). Jack P. Greene and Philipp D. Morgan, eds., *Atlantic History: A Critical Appraisal* (Oxford: Oxford UP, 2009). Charles C. Mann, *1491: New Revelations of the Americas before Columbus* (New York: Vintage, 2006). J. H. Elliot, *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). Fred Anderson, *The Crucible of War: The Seven Years' War and the Fate of Empire in British North America, 1754-1766* (New York: Vintage, 2001). Hermann Wellenreuther, *Niedergang und Aufstieg: Geschichte Nordamerikas vom Beginn der Besiedlung bis zum Ausgang des 17. Jahrhunderts* (Münster: LIT, 2000). ---, *Ausbildung und Neubildung: Die Geschichte Nordamerikas vom Ausgang des 17. Jahrhunderts bis zum Ausbruch der Amerikanischen Revolution 1775* (Münster: LIT, 2001).

**Cultural Studies Advanced****33135 European-American Migrations, 1820-1914: Actors, Patterns, Policies, Processes Depkat, Liedtke**

Seminar, SWS: 2

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gruppe | Raum    | DozentIn        | Bemerkung                                                                          |
|-----|--------|-----|-----|------|--------|------|--------|---------|-----------------|------------------------------------------------------------------------------------|
| Do  | wöch.  | 8   | 10  | c.t. |        |      |        | VG_1.30 | Depkat, Liedtke | Team-taught course with Prof. Dr. Rainer Liedtke, Chair of Modern European History |

Migration has shaped the histories of European-American relations ever since the beginnings of European expansion in the Early Modern period, which produced a Euro-Atlantic migration system connecting different societies and regions in Europe with different societies and regions in North America. Undergoing repeated transformations over time, this system involved clustered moves between certain European regions of origin and certain receiving regions in North America, as well as non-clustered, multidirectional movements of individuals and groups across the Atlantic. In the course of time the demographic setup of the Atlantic migration changed just as much as the causes and motivations for it and the migration policies on both sides of the ocean did. Focusing on the 19<sup>th</sup> and 20<sup>th</sup> centuries, the discussion- and participation-based seminar will combine macro-, meso- and microhistorical approaches to analyze the contexts, factors, developments, actors and experiences of migration history from a decidedly European-American perspective. Credit for M.A., B.A. and Lehramt. Course requirement: oral presentation. Credit requirements: presentation handout/ppt; essay (10-15 pages). Reading: Jochen



Oltmer, *Migration im 19. und 20. Jahrhundert* (München: R. Oldenbourg, 2010). Roger Daniels, *Coming to America: A History of Immigration and Ethnicity in American Life* (New York: Harper-Perennial, 2002). Roger Daniels, *Guarding the Golden Door: American Immigration Policy and Immigrants since 1882* (New York: Hill and Wang, 2004). Hans-Jürgen Grabbe, *Vor der Großen Flut: Die Europäische Migration in die Vereinigten Staaten von Amerika 1783-1820* (Stuttgart: Steiner, 2001). Margot Hamm, Michael Henker, and Evamaria Brockhoff. *Good Bye Bayern, Grüß Gott America: Auswanderung aus Bayern nach Amerika seit 1683* (Darmstadt: Primus Verlag, 2004).

**35835 From Helene (Fischer) to Michelle: Transnational Representations of the Obama Women** **Bauridl**

Seminar, SWS: 2, Max. Teilnehmer: 15

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

What do Helene Fischer and Michelle Obama have in common? This course does not center on German musical culture. It takes as its starting point a phenomenon that the German musician and the American First Lady share: Although the two women's (inter/national) audiences are mostly aware that, whenever they appear publicly, they are performing, acting, 'putting on a show,' they are nevertheless popular, are perceived as genuine and trustworthy by their fans, and have achieved a celebrity-like status. The discussion- and participation-based course explains this contemporary phenomenon by drawing on and familiarizing students with crucial American Studies concepts such as identity, performance, gender, and autobiography. Focusing on the female members of the Obama family—Michelle, her daughters, as well as Barack Obama's African half-sister Auma—, we will explore diverse materials that put the 'Obama women' into the limelight of public attention. We will discuss national and international public appearances by Michelle and her daughters at political and festive occasions and in TV shows, her health and gardening initiative, speeches, Youtube videos, Auma Obama's autobiography, and select further material. Transnationally extending our perspective, we will set the 'Obama women' in relation with and contrast to 'European' public personae and celebrities such as Angela Merkel, Queen Elisabeth, Monaco's Charlene Grimaldi, Helene Fischer, or Conchita. Course Material: Auma Obama, *And Then Life Happens*; further material will be available on GRIPS. Course requirement: oral presentation. Credit requirements: presentation handout/ppt; essay (10-15 pages).

**35836 Negotiating Western Identity: Transatlantic Relations in the Postwar Period** **Trautsch**

Seminar, SWS: 2, Max. Teilnehmer: 15

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

The first decade after the Second World War witnessed profound changes in America's relationship to Europe. For the first time, the U.S. entered into a military alliance during peacetime outside the Western Hemisphere, when it joined NATO in 1949. Unlike after the First World War, the U.S. government kept significant numbers of troops in Europe to protect its western part from a possible Soviet attack, directly or indirectly intervened in the political process of West European nations, and strongly encouraged West European integration efforts. Just as importantly, North America and Western Europe became increasingly connected to each other through an expansion of trade, cultural exchanges, and transnational networks. This discussion- and participation-based seminar examines the multiple diplomatic, political, social, economic, and cultural changes in the transatlantic relationship that took place in the postwar period, paying particular attention to how actors on both sides of the Atlantic negotiated the markers of the emerging 'Western' identity and analyzing the profound ramifications the notion of an

'Atlantic Community' had for Americans' conception of their nation, which had traditionally been defined through demarcation from the 'Old World.' Course requirement: oral presentation. Credit requirements: presentation handout and power point presentation; term paper (10-15 pages). Readings: Marco Mariano (ed.), *Defining the Atlantic Community: Culture, Intellectuals, and Policies in the Mid-Twentieth Century* (New York: Routledge, 2010). Marc Trachtenberg (ed.), *Between Empire and Alliance: America and Europe during the Cold War* (Lanham: Rowman & Littlefield, 2003). Giles Scott-Smith and Hans Krabbendam (eds.), *The Cultural Cold War in Western Europe, 1945-1960* (London: Frank Cass, 2003).

### 35837 Topical Issues in Contemporary American Culture

Uppendahl

Seminar, SWS: 2, Max. Teilnehmer: 15

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gruppe | Raum     | DozentIn  | 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 Fatherhood

Zehelein

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gruppe | Raum | DozentIn | Bemerkung |
|-----|--------|-----|-----|------|--------|------|--------|------|----------|-----------|
| Di  | wöch.  | 14  | 16  | c.t. |        |      |        | ZH 4 | Zehelein |           |

Fathers have long been banned to the side-lines of gender research to such an extent that somewhat polemically inclined writers such as D. Blankenhorn have diagnosed a *Fatherless America* (1995) and psychologist Helen Smith has recently spoken about *Men on Strike: why men are boycotting marriage, fatherhood, and the American Dream* (2013). What does she mean? How come? And what, indeed, has happened to men as fathers from the Puritan head of household via the Victorian hegemonic male to today's partner in parenting? In other words: how have changes in normative expectations vis à vis the American family affected the role and function of the father as a social practice, in how far do cultural representations and social practice conform or clash, and how are these discursively framed? In multidisciplinary fashion we will explore male identity and fatherhood via a variety of texts—short story, poem, (graphic) novel, painting, photograph and film. Please buy and read: Harper Lee, *To Kill a Mockingbird*; Cormac McCarthy, *The Road*; Alison Bechdel, *Fun Home*; Noah Hawley, *The Good Father*. Course requirement: oral presentation. Credit requirements: presentation handout/ppt.; 15-20-page research paper in English.

**35841 Benjamin Franklin's Autobiography****Depkat**

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gruppe | Raum    | DozentIn | Bemerkung |
|-----|--------|-----|-----|------|--------|------|--------|---------|----------|-----------|
| Di  | wöch.  | 16  | 18  | c.t. |        |      |        | VG 0.05 | Depkat   |           |

Benjamin Franklin's "Autobiography," which he himself never called such, is considered to be an arch-American text for its definitive formulation of the self-made-man-ideal as the core of American identity. This assessment, however, blinds us to the fact that Franklin's life narrative was a French and English book before it became an American one. As a text, Benjamin Franklin's "Autobiography" is as transnational as the biography of its author: Franklin spent large parts of his long life in England and France serving and promoting the interests of the American colonies in their struggle with the mothercountry. As the only one of the American Founding Fathers he signed all four founding documents of the American Republic: the Declaration of Independence, the Treaty of Alliance with France, the Peace of Paris, and the Constitution of 1787. This discussion- and participation-based seminar will analyze Benjamin Franklin's life and his writing about it as European-American phenomena. We will read and analyze closely his autobiography, think about the various biographical contexts of the multiple autobiographical acts, reflect his biography in the context of Revolutionary America, and look at the reception of his memoir in France, England, Germany and the United States through the ages. Credit for: Lehramt, Magister, B.A., M.A. Course requirement: oral presentation. Credit requirement: presentation handout/ppt.; 15-20-page research paper in English. Readings: Joyce Chaplin, ed., *Benjamin Franklin's Autobiography: An Authoritative Text, Contexts, Criticism* (New York: Norton, 2012). James N. Green and Peter Stallybrass, *Benjamin Franklin: Writer and Printer* (New Castle, DE: Oak Knoll P, Library Company of Philadelphia, and the British Library, 2006). Edmund S. Morgan, *Benjamin Franklin* (New Haven: Yale UP, 2002). Jürgen Overhoff, *Benjamin Franklin: Erfinder, Freigeist, Staatenlenker* (Stuttgart: Klett Cotta, 2006).

**Oberseminare****35842 Recent Research in American Studies****Gessner**

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

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gruppe | Raum | DozentIn | Bemerkung |
|-----|--------|-----|-----|------|--------|------|--------|------|----------|-----------|
| Do  | wöch.  | 12  | 14  | c.t. |        |      |        | ZH 6 | Gessner  |           |

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 20 September 2015 and an abstract of their thesis project (some 400 words) two weeks before the respective date of their presentation (both by email to [ingrid.gessner@ur.de](mailto:ingrid.gessner@ur.de)).

**Kurse in der Eingangsphase der MA-Programme****35846 Fundamentals: Approaches, Concepts, Theories****Leikam**

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

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gruppe | Raum | DozentIn | Bemerkung |
|-----|--------|-----|-----|------|--------|------|--------|------|----------|-----------|
| Do  | wöch.  | 10  | 12  | s.t. |        |      |        | ZH 4 | Leikam   |           |

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

### **35848 Readings in European-American Cultural Relations**

**Depkat**

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

| Tag | Rhyth. | von  | bis | Zeit | Beginn | Ende | Gruppe | Raum      | DozentIn | Bemerkung |
|-----|--------|------|-----|------|--------|------|--------|-----------|----------|-----------|
| Mi  | wöch.  | 8:30 | 10  | s.t. |        |      |        | PT 2.0.3A | Depkat   |           |

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

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

**Bauridl**

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

| Tag | Rhyth.   | von | bis | Zeit | Beginn     | Ende | Gruppe | Raum | DozentIn | Bemerkung |
|-----|----------|-----|-----|------|------------|------|--------|------|----------|-----------|
| Mo  | 14-tägig | 14  | 18  | c.t. | 19.10.2015 |      |        | ZH 6 | Bauridl  |           |

This course is designed to deepen MA students' knowledge and skills in conducting and organizing advanced academic research, 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. Credit requirement: an app. 10-12-page collection of various pieces of academic writing on 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

### 36045 Zwischen Spanien und der tierra firme - die Kanarischen Inseln, die Antillen und ihre Sprache(n) Neumann-Holzschuh

Hauptseminar, SWS: 2

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gruppe | Raum    | DozentIn          | Bemerkung |
|-----|--------|-----|-----|------|--------|------|--------|---------|-------------------|-----------|
| Do  | wöch.  | 14  | 16  | c.t. |        |      |        | VG_1.36 | Neumann-Holzschuh |           |

In diesem Hauptseminar sollen ausgehend von dem 2014 erschienenen Buch *Los orígenes de la lengua española en América. Los primeros cambios en las Islas Canarias, las Antillas y Castilla del Oro* von Jens Lüdtke grundlegende Fragen der Herausbildung des lateinamerikanischen Spanisch behandelt werden. Ausgehend von der sprachlichen Situation in Spanien im 15./16. Jahrhundert soll ein Fokus des Seminars auf dem Spanischen der Kanarischen Inseln liegen, das sprachhistorisch gesehen eine wichtige und oft zu wenig beachtete Etappe darstellt. Ein weiterer Fokus wird das Antillen-Spanische sein, das aus diachroner Perspektive näher untersucht werden soll. Im Laufe des Seminars wird immer wieder die Frage gestellt werden, inwieweit für die Frage nach der Herausbildung des amerikanischen Spanisch zentrale Begriffe der Sprachwandelforschung wie z.B. Koinébildung nutzbar gemacht werden können.

### 33324 Fremde Freunde? Die USA und Europa seit dem Ende des Kalten Kriegs Bierling

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gruppe | Raum     | DozentIn | Bemerkung |
|-----|--------|-----|-----|------|--------|------|--------|----------|----------|-----------|
| Di  | wöch.  | 10  | 12  | c.t. |        |      |        | PT 1.0.4 | Bierling |           |

Registration via E-Mail to Karin Reindl required; participation only after confirmed admission.

### 35700 Language and Society Fischer

Vorlesung, SWS: 2, Max. Teilnehmer: 100

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gruppe | Raum | DozentIn | Bemerkung |
|-----|--------|-----|-----|------|--------|------|--------|------|----------|-----------|
| Do  | wöch.  | 10  | 12  | c.t. |        |      |        | H 8  | Fischer  |           |

Course description see page 7.

### 35717 African American English Miethaner

Proseminar, SWS: 2, Max. Teilnehmer: 15

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gruppe | Raum       | DozentIn  | Bemerkung |
|-----|--------|-----|-----|------|--------|------|--------|------------|-----------|-----------|
| Mo  | wöch.  | 18  | 20  | c.t. |        |      |        | PT 2.0.3A* | Miethaner |           |

Teenagers all over the planet are being exposed to African American English (AAE), formerly known as Black English, through the medium of rap and house music. The prestige of this variety in the music scene becomes apparent in the dissemination of AAE terms to various languages. This development is surprising when we consider the fact that until half a century ago AAE was believed by most Americans to be 'broken language'. This seminar intends to outline the history of and current developments in AAE. Three main aspects will be focussed upon: 1, The synchronic status of AAE, i.e. its structural 'distance' to other varieties of American English. 2, The diachronic status of AAE, i.e. interpretative models of its genesis and development. 3, The educational, social and political implications of AAE. Parts of our analyses will be based on the BLUR (Blues Lyrics Collected at the University of Regensburg) corpus, a computerized collection of early blues texts. To obtain credits you will be asked to give a presentation in class, to do a written test and to complete several reading/research assignments.

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

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gruppe | Raum       | DozentIn | Bemerkung |
|-----|--------|-----|-----|------|--------|------|--------|------------|----------|-----------|
| Di  | wöch.  | 18  | 20  | c.t. |        |      |        | PT 2.0.3A* | Siebers  |           |

This course provides an overview of the varieties of English spoken on the North American continent, sometimes collectively referred to as North American English due to their similarities in pronunciation and vocabulary. Considering the settlement history of the United States and Canada, we will investigate how the different settler groups shaped the development of regional dialects and how contact with speakers from other languages resulted in the emergence of such contact varieties as African American English and Chicano English. A major aim of the seminar will be to characterise North American varieties in terms of their linguistic features. In this context, we will discuss the results of recent sociolinguistic studies in order to examine to what extent variation in the use of these features is determined by extra-linguistic variables such as gender, age and ethnicity. Recommended reading: Algeo, John. ed. 2001. *The Cambridge History of the English Language, Vol. VI: English in North America*. Cambridge: Cambridge University Press., Walker, James A. 2015. */Canadian English. A sociolinguistic perspective/*. Oxford: Routledge., Wolfram, Walt and Natalie Schilling-Estes 2005. *American English: dialects and variation*. Second edition. Malden/Oxford: Blackwell.

## C. For Fun

(open to students of all levels)

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

Weitere Informationen siehe „Anglistik. Cultural Studies Advanced“.

### 35854 Tandem Mentoring Uppendahl

Übung, SWS: 2

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gruppe | Raum | Dozent    | Bemerkung                     |
|-----|--------|-----|-----|------|--------|------|--------|------|-----------|-------------------------------|
| -   | n. V.  |     |     | c.t. |        |      |        |      | Uppendahl | Zeit und Ort<br>siehe Aushang |

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

Übung, SWS: 2

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gruppe | Raum | Dozent | Bemerkung |
|-----|--------|-----|-----|------|--------|------|--------|------|--------|-----------|
| -   | n. V.  |     |     | c.t. |        |      |        |      | Waller | PT 3.2.60 |

### 35856 RUPs, too Kohen

Übung

| Tag | Rhyth. | von | bis | Zeit | Beginn | Ende | Gruppe | Raum | Dozent | Bemerkung                     |
|-----|--------|-----|-----|------|--------|------|--------|------|--------|-------------------------------|
| -   | n. V.  |     |     | c.t. |        |      |        |      | Kohen  | Zeit und Ort<br>siehe 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](mailto: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 catalogues 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 3.2.62) as soon as possible, as participation is limited.

### **Trip to Wales in summer 2016**

In 2016, another trip to Wales will be offered by the department. Registration will take place in 2015.