



Detailed course catalogue for M.A. students

Summer Term 2015

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

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Office hours summer term 2015

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HEBEL, Prof. Dr. Udo	siehe Homepage	3.2.73	3478
HERFELD, Dr. Dorith	Mo 11-12, Di 12-13	2.3.61	3501
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HITZFELDER, Heike	nach Veranstaltung		
KAUTZSCH, Dr. Alexander	Di 10-12	3.2.69	3474
KERVICK, Mike	Do 14-16	3.2.58	3498

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SCHNEIDER, Prof. Dr. Edgar W.	Mi 10-12	3.2.65	3470
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TROTZKE, Claudia	Di 14.30-16.30	3.2.83	3507
UPPENDAHL, Steve	Fr 10-12	3.2.88	1809
WALLER, Peter	Mi 13-14 u. 16-17	3.2.60	3500
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WEINZIERL, Florian	Mi 14-16	3.2.86	3510
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URL of our Department's Homepage: www-deas.uni-regensburg.de

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A. General Information

1. Planning Your Degree

1.1 Regulations and module descriptions

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

This includes the overview table on the following page of this booklet, the **module descriptions** of your program (see <www-modul.uni-r.de/master/>) 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 19** and will end on **February 22, 2015**.

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 2015: **Mon, April 27 – Fri, July 3, 2014**

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 English Lexicology

Schneider

Vorlesung, SWS: 2

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mi	wöch.	8.30	10	s.t.				H 8	Schneider	

Lexicology is the sub-discipline of linguistics which deals with the vocabulary as a level of language organization. More specifically, it shows that the set of words of a language, at first sight merely an enormously large number of independent items which can at best be listed alphabetically, is in fact not a chaotic accumulation but rather an ordered network of units which are connected by complex internal structures. These relationships have psycholinguistic reality and constitute part of our linguistic knowledge, so, for instance, they can also make language learning and vocabulary acquisition more effective. Conventionally, lexicology is subdivided into the two disciplines of lexical semantics and word formation, which describe systematic relationships on each of the two sides of a linguistic sign (after Saussure), i.e. signifié - signifiant, or meaning - form, respectively. Thus, after an introductory part the first half of this lecture will give a survey of the concepts and problems of lexical semantics, the description of word meanings. After addressing some basic questions of semantics in general, we will be looking at the theories of word fields, lexical features, semantic prototypes, semantic relations, metaphor and metonymy, syntagmatic semantics, polysemy and vagueness of meaning, and semantic change. The second part will then be devoted to word formation, including fundamental issues like productivity or lexicalization, as well as the types and processes of word formation in English. No registration required (except FlexNow). Requirements for course credits: regular attendance, 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).

Seminare

35722 Altenglische Sprache und Kultur

Schleburg

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 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 und Kultur**Schleburg**

Seminar, SWS: 2, Max. Teilnehmer: 25

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	12	14	c.t.				ZH 6	Schleburg	

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

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, 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. — Freiwilliger Vertiefungskurs, keine Anmeldung erforderlich. Erwerb von Leistungspunkten nach Absprache möglich.

35726 Mittelenglisch für Fortgeschrittene**Schleburg**

Seminar, SWS: 2, Max. Teilnehmer: 30

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 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. — Freiwilliger Vertiefungskurs, keine Anmeldung erforderlich. Erwerb von Leistungspunkten nach Absprache möglich.

Hauptseminare/Advanced Seminars**35738 English Lexicography****Schneider**

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

Dictionaries are an important tool for any student of language, so it is important to understand how and why they are compiled as well as what kind of information they provide. The character of some English dictionaries has changed quite radically over the last decades – for example, they provide extensive grammatical information (such as *LDOCE*), they are more strictly corpus based (such as *COBUILD*), or they are specialized to cover specific properties of lexical items that traditional dictionaries have tended to ignore (such as the *BBI Dictionary of Colloca-*

tions). Increasingly, dictionaries are available as electronic resources: as CD-ROMs or websites which accompany conventional dictionaries (and offer new modes of accessing and using the data), as smartphone apps (such as "Leo"), or online (such as the "Urban Dictionary"). In this seminar we will get familiarized with the historical, methodological and conceptual basics of lexicography and with a range of different dictionaries. Topics will include a historical overview (from the beginnings of English lexicography as lists of "hard words" via Dr. Johnson's dictionary to the *OED*, including its continuously updated electronic version), the procedure of dictionary-making as well as types and properties of dictionaries, and characteristic features, advantages and drawbacks of various modern dictionaries of English. Some of this material will be introduced and covered by me, including some exercises; other parts will be worked out by obligatory reading, class discussion, and student presentations. Students will have to read a textbook on the subject (which, incidentally, is also on the obligatory reading list for the final written *Staatsexamen* for LA students), and they will have to prepare a presentation in which one particular dictionary is introduced, characterized, assessed, and applied for specific tasks or exercises. As far as possible, emphasis will be placed on practical tasks for which the dictionaries under discussion will have to be employed. Obligatory reading: Bo Svensén. 2009. *A Handbook of Lexicography. The Theory and Practice of Dictionary-Making*. Cambridge: Cambridge University Press.

35739 Genres of English

Fischer

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	

The concept *genre* is taken to be the organizing principle of language in use. According to Swales, it is a "class of communicative events, the members of which share some set of communicative purposes" (1990: 58). The notion of *genre analysis* extends linguistic analysis from linguistic description to explanation, taking functional and socio-cultural aspects into account. In this Hauptseminar, we will investigate language variation across (non-literary) genres. First of all, we will deal with general characteristics of genre analysis as well as comprehensive analytical frameworks including both situational and linguistic characteristics of genres. Then we will zoom in on the differences of particular genres, which will enable us to recognize the defining features of genres in general, and to understand the reasons why genres have certain characteristics, in terms of their functions and intended audiences. Students are asked to choose a genre of their interest. You are then supposed to become familiar with the research findings and applications of the respective genre, and, working in a group, introduce the genre to the class through practical application. Possible genres are: news reportage, academic writing, computer-mediated discourse (websites, emails, chats), TV programmes (talk shows, sitcoms), university lectures, radio interviews, business communication, classroom English, conversations (face-to-face, speeches, story-telling), tourist brochures.... – Requirements: regular attendance, reading assignments, quiz, group presentation, one research paper. Introductory readings: Bhatia, Vijay K. 1993. "Approach to genre analysis." In: *Analysing genre. Language use in professional settings*. London: Longman. pp. 13-41; Bhatia, Vijay K 2004. "Perspectives on written discourse." In: *Worlds of written discourse*. London: continuum, pp. 3-25; Swales, John M. 1990. "The concept of genre." In: *Genre analysis. English in academic and research settings*. Cambridge: CUP, pp. 33-67; Swales, John M. 2004. "Toward a world of genre." In: *Research genres. Explorations and applications*. Cambridge: CUP, pp. 1-32.

Oberseminare

35744 Recent Research in English Linguistics

Schneider

Seminar, SWS: 2, 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 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.				ZH 8	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

Schleburg

Übung, SWS: 1, Max. Teilnehmer: 35

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mo	wöch.	11	12	c.t.			Gr. 1	W 115	Schleburg	
Mi	wöch.	11	12	c.t.			Gr. 2	H 39	Schleburg	

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, ¹⁶2003 oder ¹⁷2006. *English Pronouncing Dictionary*. CUP, oder: J. C. Wells, ²2000 oder ³2008. *Longman Pronunciation Dictionary*. London.

M.A. British Studies

Lectures

35750 Shakespeare and Contemporaries

Zwierlein

Vorlesung, SWS: 2

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

This lecture course focuses on Shakespeare and contemporaries, situating literary and non-literary texts within central cultural and historical developments of the early modern period (or 'Renaissance') up to the Restoration. The course will emphasize throughout the political significance and political interpretation of literary texts – and the 'ideology' of genre (Fredric Jameson). With a view to domestic politics, foreign policy, questions of the legitimacy of government and social stratification, we will discuss the ideological work done by early modern drama (Shakespearean and other: tragedies; comedies; history plays; romances; 'city comedies'; 'revenge tragedies'), poetry (sonnet cycles; country-house poems; elegies; epic poetry), and narrative ('proto-novels'; utopias; travel narratives; mothers' advice books). Our topical issues will be overseas travel and colonization, the beginnings of racialization, early modern science, religion and superstition, early modern capitalism, urban expansion, gender relations and the special social and cultural situation of female writers. Among the authors covered will be William Shakespeare as well as: Philip Sidney, Edmund Spenser, Thomas Nashe, Walter Raleigh, Ben Jonson, Christopher Marlowe, Elizabeth I., Thomas Middleton, Aemilia Lanyer, Mary Wroth, and Margaret Cavendish. Requirements: written final exam. Texts: Greenblatt, Stephen, ed. *The Norton Anthology of English Literature: The Middle Ages through the Restoration and the Eighteenth Century*. 9th ed. Vol. 1. New York: W.W. Norton, 2012.

35751 The Empire Writes Back: Writing About/From the (Former) Colonies

Petzold

Vorlesung, SWS: 2

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Do	wöch.	10	12	c.t.				H 8	Petzold	

In the first part of this lecture, we will look at British texts representing colonialism and the colonies from Shakespeare to the 20th century. We will examine how 'colonial discourse' shapes its object, reinforcing racist hierarchies, suppression and exploitation. In the second part, we will then look at some texts of the so-called 'New English Literatures' that have developed in the former colonies; here, the focus will be on texts from India and the African continent, particularly South Africa. Thus, the lecture will provide an introduction to 'colonial' and 'post-colonial' literature in English, and it will examine some of the key concepts of 'post-colonial studies'. Master's Students: This lecture counts as "Modern Theories of Literature" (M32.1). Requirements: final exam.

Cultural Studies Advanced

35786 Blockseminar: Irish History and Culture (Irland-Exkursion)

Lenz

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 wird empfohlen, ist aber nicht Bedingung für die Teilnahme. Aus organisatorischen Gründen ist die Teilnehmerzahl auf 16 begrenzt. Interessierten wird empfohlen sich baldmöglichst persönlich oder bei der elektronischen Kursanmeldung (immer sowohl im Herbst als auch im Frühjahr möglich) anzumelden. Auf dem Programm stehen u.a. jeweils eintägige Aufenthalte in der Hauptstadt Dublin und in der *"Rebel City"* Cork, sowie der Besuch des beeindruckenden Cobh Heritage Centre zur Geschichte der Emigration und der *Great Famine*. Reiseziel ist der vor *Valentia Island*, direkt am weltberühmten *Ring of Kerry* gelegene Atlantik-Hafenort *Portmagee*. Von unserem Stützpunkt aus unternehmen wir während der fünf Tage unseres Aufenthalts dort Touren zu prähistorischen, frühchristlichen und neuzeitlichen Stätten, die für die Bedeutung Irlands für die europäische Kultur exemplarisch sind. Geplant sind die Fahrt durch Gaeltacht-Gebiete in den Südwesten mit Zwischenstopp in *Blarney Castle*, Wanderungen entlang der Steilküste zu prähistorischen *wedge tombs, dolmens, alignments, Ogham Stones*, zu frühchristlichen *beehive-dwellings* und *St Brendan's Well*, zu einer Burgruine der anglo-normannischen Eroberer und zum gewaltigen *Leacanabuaile Stone Fort*, ein Abstecher in den *Killarney National Park* (*Muckross House, Muckross Abbey*) und in den *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 TeilnehmerInnen per E-Mail eingeladen werden.

35787 Blockseminar: An Introduction to Wales

Waller

Seminar, SWS: 2, Max. Teilnehmer: 15

Tag	Ryth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
-	BlockSa	8	18	c.t.	01.04.2015	02.04.2015		ZH 4	Waller	
-	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 par-

ticipants 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 also receive visits from two renowned specialists in the field of Welsh writing: one who will be focusing primarily on gendered constructions of Wales (Dr Katie Gramich); and one on issues of identity, race and nationhood (Dr Daniel Williams). They will also each help to run a seminar built around their lecture. — Course requirements: active participation, oral presentation, term 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.).

35788 Young Adult Literature, Social Media and the Publishing Industry (Interdisziplinäre Veranstaltung mit dem Lehrstuhl für Vergleichende Kulturwissenschaft) Boehm, Trummer

Seminar, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mi	wöch.	16	18	c.t.				PT 2.0.3A*	Boehm, Trummer	

This co-taught seminar explores the controversial cultural debates that have grown around the publishing phenomenon of Young Adult (YA) literature. Since the international success of *Harry Potter*, other blockbuster series – including *The Hunger Games*, *Twilight*, *The Mortal Instruments* and the *Divergent* series – have emerged. Their combined impact has radically changed the ways in which YA literature is written, produced, marketed, discussed and read by audiences spanning all age groups. In the wake of this development, critics and YA authors have begun to engage in a lively and often polemic debate about YA's potential inclusion in the canon, about the definition of literary value, the role of fandoms and fan fiction, and about the function of social media both as a marketing tool and as a tool for serious critical engagement. The course will consist of four parts, each of which introduces students to a different set of methods for studying YA literature as a literary and cultural phenomenon. Course parts are taught by Dr. Boehm unless otherwise noted. Part 1, "Theoretical Perspectives", provides course participants with a theoretical toolkit for the study of the changing nature of the book market and of newly emerging roles for authors, readers and mediators (e.g. bloggers and vloggers). Part 2, "A Cultural History of Comics: Censorship and Youth Culture", taught by Dr. Manuel Trummer (Kulturwissenschaft), takes a historical perspective and looks at pivotal 20th-century moments in which existing cultural definitions of "youth" came under pressure as conservative forces pushed for the censorship of certain groups of comics. Part 3, "YA, Literary Analysis and the Canon Debate", reads two critically acclaimed YA texts (Margo Lanagan's *Tender Morsels* and Markus Zusak's *The Book Thief*) and uses these novels to think about the construction of literary value and the cultural forums that shape public opinion in this regard. Part 4, "Working in YA-Publishing", consists of a co-taught workshop with YA-literature editor Emily Huggins (Ueberreuter Verlag, Berlin), who will discuss the entire process of editing, producing and marketing YA-novels with us. She will also talk about the influence of the British and American book markets on the German market. There will be a hands-on segment to the workshop as well where we will simulate individual steps in the production of a new YA-hit. Texts: Margo Lanagan, *Tender Morsels* (New York: Knopf); Markus Zusak, *The Book Thief* (London: Random House). Requirements: Participation in expert team; written final exam.

Hauptseminare/Advanced Seminars

35790 Modernism: James Joyce, T.S. Eliot, Virginia Woolf

Zwierlein

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

This seminar on modernist writing will start with James Joyce's cycle of short stories about his native city, *Dubliners* (w. 1905, p. 1914), his semi-autobiographical novel of formation, *A Portrait of the Artist as a Young Man* (1914-15), his only published play, *Exiles* (1916), and his famous – at the time scandalous – novel *Ulysses* (1922). Short samples from what Joyce himself considered his masterpiece, *Finnegans Wake* (1939), will also be offered. In terms of style and narrative technique, we will be concerned with the "stream of consciousness", with Joyce's artful deployment of free indirect discourse, as well as his "epiphanies". The following cultural topics will be of particular interest: Dublin and the metropolis; "paralysis"; exile and emigration; Irish Nationalism and Catholicism; gender; imperialism; tourism as neo-colonialism; global business and 'commodity culture'. We will also discuss Joyce's concepts of history and historiography as they evolved in the course of his career and analyse the deployment of Homeric myth and interpretations of Leopold Bloom in *Ulysses* as an embodiment of the "wandering Jew". We will then proceed to T.S. Eliot's long poems *The Love Song of J. Alfred Prufrock* (1915), *The Waste Land* (1922), and *The Hollow Men* (1925) before concluding with Virginia Woolf's novel *Mrs Dalloway* (1925) and two of her non-fiction works, *A Room of One's Own* (1929) and *Three Guineas* (1938). Requirements: active participation, an oral presentation, and a term paper (c. 15-20 pages). Please note: There is a substantial reading load for this course. It is imperative that students complete reading of at least half of the set texts before term starts. Texts: Joyce, James. *Dubliners*. Ed. Jeri Johnson. Oxford: Oxford UP, 2008. Oxford World's Classics; Joyce, James. *A Portrait of the Artist as a Young Man*. Ed. Jeri Johnson. Oxford: Oxford UP, 2008. Oxford World's Classics; Joyce, James. *Ulysses*. Ed. Jeri Johnson. Oxford: Oxford UP, 2011. Oxford World's Classics; Joyce, James. *Exiles*. Ed. Des Gahan. N.p.: CreateSpace Independent Platform, 2012; Eliot, T.S. *Complete Poems and Plays*. London: Faber & Faber Poetry, 2004; Woolf, Virginia. *A Room of One's Own, and Three Guineas*. Ed. Morag Shiach. Oxford: Oxford UP, 2008. Oxford World's Classics; Woolf, Virginia. *Mrs Dalloway*. Ed. David Bradshaw. Oxford: Oxford UP, 2008. Oxford World's Classics.

35791 Literatures from/about India and Pakistan, 1901-2014

Zwierlein

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

The cultural diversity of the Indian subcontinent figures prominently in the novels by British, Indian and Pakistani authors that form the core reading for this class: Rudyard Kipling, *Kim* (1901); E.M. Forster, *A Passage to India* (1924); Paul Scott, *Staying On* (1977); Salman Rushdie, *Midnight's Children* (1981); Arundhati Roy, *The God of Small Things* (1997); Salman Rushdie, *Shalimar the Clown* (2005); Kiran Desai, *The Inheritance of Loss* (2006); Aravind Adiga, *Last Man in Tower* (2011); Neel Mukherjee, *The Lives of Others* (2014). We will discuss the transition from colonial to postcolonial times as traced by our selected texts, the themes of cultural contact and transfer, the notion of hybridity, and questions of the local and the global, the province and the metropolis. We will attend to these works' multi-layered constructions of time and space: Spanning the globe from India/Pakistan/Kashmir to European or US-American locations, they also often reach back to precolonial times or forward to the present age of globalized capitalism and its large cityscapes. At the – shifting – centres of these texts are the fates of individuals, families, and entire cultures. Discussing concepts of postcolonial humour, we will also be concerned with the notion of a 'postcolonial nostalgia' or 'postcolonial melancholia' (Paul Gilroy). Requirements: active participation, an oral presentation, and a term paper (c. 15-20 pages). Please note: There is a substantial reading load for this course. It is imperative that students complete reading of at least half of the set texts before term starts. Texts: Kipling, Rudyard. *Kim*. Ed. Alan Sandison. Oxford: Oxford UP, 2008. Oxford World's Classics; Forster, E.M. *A Passage to India*. Ed. Pankaj Mishra. London: Penguin, 2012. Penguin Classics; Taylor, Ken, and Paul Scott. *Staying On*. London: Oberon, 2002; Rushdie, Salman.

Midnight's Children. London: Vintage Classics, 2008; Roy, Arundhati. *The God of Small Things*. London: Harper Collins, 1997; Rushdie, Salman. *Shalimar the Clown: A Novel*. New York: Random House, 2006; Desai, Kiran. *The Inheritance of Loss*. London: Penguin, 2008; Adiga, Aravind. *Last Man in Tower*. London: Atlantic, 2012; Mukherjee, Neel. *The Lives of Others*. London: Vintage, 2015.

35792 From Tom Brown to Harry Potter: The English School Story

Petzold

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Do	wöch.	8.30	10	s.t.				PT 1.0.2	Petzold	

Since the nineteenth century, the school story has been a popular and highly productive genre. In this seminar, we will look at a comparatively wide range of text, spanning some 150 years and comprising various sub-genres of the school story: Starting with Thomas Hughes highly influential *Tom Brown's School-Days* (1857) we'll look at a sensational version, Bracebridge Hemyng's *Jack Harkaway's Schooldays* (1870-71) and at a school story intended for an adult readership, Rudyard Kipling's *Stalky and Co.* (1899). Enid Blyton's *First Term at Malory Towers* will provide an example of a story written about and for girls (1946). We'll look at the beginnings of the long-running tv series *Grange Hill* (1978-2008) and end with the most popular school story in recent years, the *Harry Potter* series – examining to what extent it actually *is* a school story. For this seminar you'll need to get up fairly early and to do a fair bit of reading, but you'll learn much about the school story genre, its variations and continuations, recurring patterns and themes, and individual developments. All texts were extremely popular at their time and we'll try to fathom their popularity – and the reasons why some (Jack Harkaway) have become practically forgotten while others (Enid Blyton) remain popular. Requirements: participation in an "expert group", term-paper (15-20 pages). Texts: Thomas Hughes, *Tom Brown's School-Days* (any edition; on Gutenberg); Bracebridge Hemyng, *Jack Harkaway's Schooldays* (GRIPS); Rudyard Kipling, *Stalky & Co.* (any edition; on Gutenberg) Enid Blyton, *First Term at Malory Towers* (GRIPS); J.K. Rowling, *Harry Potter and the Philosopher's Stone*.

Oberseminare

35794 Research Seminar

Zwierlein

Seminar

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	16	18	c.t.				ZH 5	Zwierlein	

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 for individual sessions 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.

Übungen

35795 Reading Class: Shakespeare and Contemporaries

Zwierlein

Seminar, SWS: 1, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mo	wöch.	18	19	c.t.				ZH 4	Zwierlein	

This reading class will explore in more detail some of the texts covered in the lecture course on 'Shakespeare and Contemporaries'. We will do in-depth analyses and close readings of selected key passages, and students will be encouraged to try out various theoretical approaches, attend to relations and connections between the texts, and discuss relevant cultural contexts. Students are also welcome to co-design the reading programme. Texts: Greenblatt, Stephen, et al. eds. *The Norton Anthology of English Literature: The Middle Ages through the Restoration and the Eighteenth Century*. 9th ed. Vol. 1. New York: W.W. Norton, 2012.

M.A. American Studies

M.A. European-American Studies

Lectures

35802 Death in America: A Literary and Cultural History

Gessner

Vorlesung, SWS: 2, Max. Teilnehmer: 100

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Do	wöch.	10	12	c.t.				H 8	Gessner	

This lecture course examines the changing cultural understandings of death, dying, and mourning in North America by analyzing different visual, text, and media cultures ranging from the early colonial period until the twenty-first century. The meaning of death is open-ended: the Thanatology Association defines "dying" as "the physical, psychosocial, and spiritual experience of facing death." Death yields its own culture and has its own cultural expressions, such as temporary and permanent memorials, funeral practices and cemeteries, dark tourism, death metal, video tributes to the dead, and death-related rituals, films, and TV-shows. American notions of steady progress, a healthy body as the foundation of a healthy nation, and an "American optimism" are just a few of the ideological convictions that may be threatened by the reality of death. American writers like Anne Bradstreet, Mary Rowlandson, Edgar Allen Poe, Harriet Beecher Stowe, Emily Dickinson, and Walt Whitman, among many others, dealt forthrightly with the meaning of death in their work. The advent of modernity and the incomprehensible scale of death during the American Civil War and the two World Wars influenced the representation of death from the late nineteenth century onwards. The new technology of photography also embraced the dead subject, from Alexander Gardner and Matthew Brady's Civil War photos, to lynching and post-mortem photography. Death brutally engaged the American public on and after September 11, 2001 when 2,996 people died in the terrorist attacks. Jonathan Safran Foer's novel *Extremely Loud and Incredibly Close* (2005) and Richard Drew's iconic photograph of the Falling Man are but two expressions of a post-9/11 culture of death. Each week, readings and visuals pertinent to the lecture course will be discussed. Credit requirement: final exam. Texts will be announced at the beginning of the semester.

Vorlesung, SWS: 2, Max. Teilnehmer: 100

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	10	12	c.t.				H 9	Depkat	

'1991' marks the end of the Cold War and the beginning of a new historical period yet poorly understood. While it is clear what ended in 1991, it is altogether unclear what actually began then and how to call this new age. Furthermore, seen through a post-9/11 prism and in the light of the current economic crisis, it may well be that '1991' does not mean anything, as the historical constellation producing the political and economic crises of our days had been building up since quite some time before the end of the Cold War already. Domestically, North America since the end of the Cold War experienced the computer revolution, yet another acceleration of the processes of ethno-cultural pluralization accompanied by the escalation of culture wars, and a new round of globalization triggered among other things by the creation of NAFTA in 1993. Taking a continental approach, this eighth and final lecture of the series will deal with the major problems and developments of the international and domestic history of both the United States and Canada since the end of the Cold War. Credit for: Lehramt, Master, B.A., M.A. Credit requirements: midterm (take-home exam) and final. Readings: Volker Depkat, *Geschichte Nordamerikas: Eine Einführung*, Köln 2008. Godfrey Hodgson, *More Equal than Others: America from Nixon to the New Century*, Princeton 2004. James T. Patterson, *Restless Giant: The United States from Watergate to Bush v. Gore*, Oxford 2005. Margaret Conrad and Alvin Finkel, *History of the Canadian Peoples: Volume II: 1867 to the Present*, 3rd ed., Toronto 2002. J.M. Bumsted, *The Peoples of Canada: A Post-Confederation History*, 2nd ed., Oxford 2004.

Cultural Studies Advanced

35834 America(ns) in Bavaria? Projects in Cultural Triangulations

Bauridl

Seminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mi	wöch.	16	20	c.t.	15.04.2015	10.06.2015		ZH 5	Bauridl	

Itself a venture in transnational scholarship, this course examines European American encounters and their commemoration from World War 2 to today. Together with American Studies students at Radboud University, Nijmegen, we will follow a triangular approach and consider perspectives from the US, Germany, and the Netherlands. While all students will be familiarized with theories and concepts of transnational and triangular American Studies, cultures of memory, and spaces of cultural encounters, students at Radboud U and at Regensburg U will scrutinize instances of cultural contact particular to their respective location. Thus, Regensburg students will via case studies—visuals, objects, memorials, websites, performances and holiday celebrations, audio-visual material, memoirs etc.—and field trips to nearby Bavarian American sites study diverse topics such as: commemoration of the Holocaust and routes of liberation (e.g. Flossenbürg; eyewitness accounts; local history books; images and photographs); the post-WWII US military and cultural presence in Bavaria (e.g. memoirs and exhibits of Elvis Presley in Grafenwöhr; American holiday celebrations at the Grafenwöhr Training Area; German American Volksfests; Bavarian American Clubs); cultural politics (e.g. Amerikahäuser; Fulbright); leisure and tourism (e.g. American Diners; baseball in Regensburg; advertizing Bavarian sites of American tourism); global alliances (e.g. the 9/11 memorial in Oberviechtach). Students at Regensburg U and Radboud U will exchange, compare, and discuss their findings via a shared blog, joint assignments, and online workshop. — PLEASE NOTE: This course will start in the first week of the 2015 summer term and end on 10 June 2015. It will then follow a mostly weekly schedule including regular sessions; video conferences with the tandem seminar in the Netherlands; field trips to the US military community in Grafenwoehr and the Concentration Camp Memorial Site in Flossenbürg. Details and readings will be announced in the first session. — Credit requirement: submission of content to joint e-learning platform (blog; research projects—total 10-15 pages). Course requirement: presentation.

35835 Lynching and Popular Justice in U.S. History**Depkat**

Seminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mi	wöch.	8.30	10	s.t.				PT 2.0.3A*	Depkat	

Lynching is a form of popular justice that is deeply ingrained in America's culture. Circumventing state institutions, lynching is a form of extralegal violence exercised on behalf of the "people" that has often been called "America's national crime." As such it is—ironically enough—inextricably linked to America's democracy, its experience of the frontier, and its culture of communal self-help. As such, lynching as an act of mob violence and communal punishment must be distinguished from hate crimes, on the one hand, and riots, on the other. At the same time, it also differs from institutionalized state violence in the form of the death penalty. The discussion- and participation-based seminar traces the history of lynching in America from its colonial beginnings to the present day, identifies perpetrators and victims, and reconstructs the multitude of historical contexts in which lynching occurred for very different reasons. Credit for: Lehramt, Master, B.A., M.A. Course requirement: oral presentation. Credit requirement: presentation handout/ppt; essay (10-15 pages). Readings: Manfred Berg, *Popular Justice: A History of Lynching in America*, Chicago 2011.

35836 America's Wars in Afghanistan and Iraq**Depkat**

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*	Depkat	

In the wake of 9/11, the U.S. involvement in two Middle Eastern wars has been keeping the country busy ever since—and it is unclear whether the wars and U.S. involvement in the Middle East are actually over. The warfare in Afghanistan and Iraq was of a new kind, as was the media coverage with its realtime-satellite-reporting, embedded journalism, and multiple strategies of information control. The discussion- and participation-based seminar will deal with the political and military history of the wars in Afghanistan and Iraq, but it will also thematize their media and cultural histories. Course requirement: oral presentation. Credit requirement: presentation handout/ppt; essay (10-15 pages). Credit for: Lehramt, Master, B.A., M.A. Readings: Tim Bird and Alex Marshall, *Afghanistan: How the West Lost Its Way*, New Haven 2011. Stephan Bierling, *Geschichte des Irakkriegs: Der Sturz Saddams und Amerikas Albtraum im Mittleren Osten*, Munich 2010. Gordon W. Rudd, *Reconstructing Iraq: Regime Change, Jay Garner, and the ORHA Story*, Lawrence, KS 2011.

35837 Topical Issues**Uppendahl**

Seminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Do	wöch.	14	16	c.t.				ZH 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 requirements: oral presentation. — Credit requirement: 8- to 10-page research paper.

35843 Transnational American Performances – A Field Research Seminar **Bauridl, N.N. (University of Kansas)**

Seminar, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
-	-			c.t.					Bauridl, N.N.	Blockkurs im Juli

Hauptseminare

35840 "From Denmark and New York with Love": Reprogenetics in Art and Literature **Zehelein**

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	Zehelein	

The world's largest sperm bank, Cryos International, has headquarters in Denmark and New York City. From here, customer-selected sperm is sold all over the world. This form of global commerce, as well as the use of genetics in reproduction and the screening of human tissue for genetically transmitted diseases, but also for human traits such as hair color, eye color and even possible character traits is by now well advanced, yet highly controversial in its political, social, legal and ethical/moral implications. This class will look at representations of these debates in North American art and literature of recent years. Please buy and read: Kevin Guilfoile, *Cast of Shadows*; Margaret Atwood, *Oryx and Crake*. Course requirement: oral presentation. Credit requirement: presentation handout/ppt.; 15-20-page research paper in English.

35841 Cultures of Privacy and Community in U.S. History **Depkat**

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

Historically speaking, the relationship between "democracy" and "privacy" in the United States has always been highly ambivalent and complex, especially since Americans have been living in what has been described as a "communal culture" for a long time now. "Communal culture" is situated in a grey zone between the public and the private, not strictly separating the one from the other. The Puritans were constantly watching what their neighbors were doing because they could not afford not to care what their neighbors were doing if their holy experiment was to succeed. The United States' first president, George Washington, made his private morality and virtue a political asset, and the ideology of "Republican Motherhood" led to an unprecedented politicization of the domestic sphere as the cradle of future republicans in the Early Republic. The protest culture of the 1960s declared the private to be political, and under the impression of "9/11" a majority of Americans was willing to accept deep intrusions of the state into their private lives on behalf of security and the fight against terrorism. Drawing on a rich variety of historical sources, the discussion- and participation-based seminar will trace the complex relationship of "privacy" and "community" in North America from the colonial period to the present day. Credit for: Lehramt, Master, B.A., M.A. Course requirement: oral presentation. Credit requirement: presentation handout/ppt; essay (15-20 pages).

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
-	-			c.t.					Chappell	Blockkurs im Juli

This course offers an introduction to ethnography, primarily through a selection of recent works based on field research in the United States. For background, a discussion of "classic" and contemporary readings will identify key issues and problems in ethnographic theory and methodology. Next, the seminar will explore these through an engagement with ethnographic literature. Special emphasis will be placed on the epistemology, politics, and ethics of field-based, interactional research, including close attention to how authors construct representations and derive intellectual arguments from diverse sites and materials. Students will acquire familiarity with ethnography as a method and body of knowledge, considering its implications both for interdisciplinary scholarship and potentially for their own ethnographic projects. The selection of contemporary ethnographies is organized around three themes. First, "Mexican America" will use the literature on people of Mexican descent in the United States to clarify how questions of race, class, gender, culture, and the state have overdetermined the ethnographic project in this country, resulting variously in imperialist or insurgent paradigms of representation and inquiry. Second, "Sites of Power" will present recent project that critically examine to sectors of U.S. society tied to the distinctive position of "America" in the world, namely financial banking, the military, and retail commerce. Finally, a brief foray into "Affect, Emergence, and the Uncanny" will pique methodological questions raised by developing theoretical approaches to the social in everyday life. Course texts and requirements will be announced prior to the course. For credit inquiries (Hauptseminar vs. Cultural Studies Advanced) and course registration, please contact Dr. Birgit Bauridl <birgit.bauridl@ur.de> by 1 June 2015. 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 contact Dr. Bauridl prior to registration. Students wishing to audit only are welcome, yet need to register.

Oberseminare

Seminar, SWS: 2, Max. Teilnehmer: 20

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

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. Special guest lectures and round tables with international scholars visiting Regensburg American Studies and the Regensburg European American Forum (REAF) will also 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 March 2015 and an abstract of their thesis project (some 400 words) two weeks before the respective date of their presentation (both by email to susanne.leikam@ur.de).

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

33304 Vormacht wider Willen. Deutsche Außenpolitik seit der Wiedervereinigung Bierling

Vorlesung, SWS: 2

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

Die Vorlesung zieht eine Bilanz der deutschen Außenpolitik 25 Jahre nach der Wiedervereinigung. Im Zentrum stehen die beiden zentralen Aktionsfelder Berlins, die Europa- und Sicherheitspolitik. Dabei wird deutlich, wie schwer sich Deutschland nach wie vor tut, die ihm aufgrund seiner wirtschaftlichen Stärke, geographischen Lage und historischen Erfahrungen zufallende außenpolitische Rolle in einem veränderten internationalen Umfeld verantwortungsvoll anzunehmen. Im Rahmen der Vorlesung finden statt: ein Gespräch mit Ruprecht Polenz MdB, dem ehemaligen Vorsitzenden des Außenpolitischen Ausschusses des Deutschen Bundestags, eine Podiumsdiskussion zur Ukraine-Krise (in Kooperation mit der Europa Akademie und "Junges Europa") und eine zweitägige Konferenz (in Kooperation mit der Akademie für Politik und Zeitgeschehen der Hanns-Seidel-Stiftung).

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

Hauptseminar, SWS: 2

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
									Groitl	

This year's symposium takes place from August 2-13, 2015. All in all, 40-60 students from 5-10 countries participate in the summer symposium, among them up to 20 students from Regensburg. Regensburg students will meet several times during the summer semester to prepare for the symposium. Specific dates will be announced in the informative meeting on April 21, 2015, 6 pm (s.t.); room: PT 1.0.4. (preliminary schedule: June 16 and June 30, 2015, 6-8 pm plus additional meetings by arrangement). The summer symposium offers participants the unique chance to spend two weeks in Washington, D.C., and discuss American foreign policy with renowned experts. The seminar's agenda reflects current events. In 2015, particularly relevant issues are: international terrorism, the proliferation of WMD, the Iranian nuclear program, US-Russian relations, the role of China in international affairs, transatlantic relations, the global financial crisis, and many more. In Washington, students from Regensburg and their international peers will get a first-hand view of how the US government conducts its international affairs. We will meet with politicians, journalists, diplomats, academics and various officials for presentations and discussions. Over the course of the years, we spoke with Secretary of State Colin Powell, Secretary of Defense Harold Brown, UN-Ambassador Madeleine Albright, NATO-Ambassador Robert Hunter, CIA-Directors William Colby and William Gates and FBI-Director William Sessions. Most meetings will take place at the SAIS-Nitze Building, some in the offices of the NSC, State Department and Congress. Further information: see LSF.

33334 European Foreign and Security Policy Groitl

Übung, SWS: 2

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

With 28 member states, a population of more than 500 million citizens and a GDP of more than 17 trillion USD (cf. World Bank; 2013), the EU is a sizable power in world affairs. Even though foreign policy and national security policy have turned out to be the most sensitive areas of European integration, the EU has committed itself to a common foreign and security policy as well as a common security and defense policy. Yet diverging national interests, intergovernmental decision-making structures and internal challenges have repeatedly worked against a coherent international stance. Most recently, the EU struggled with economic woes, the Euro-debt-crisis

and the growing influence of EU-skeptics in national and European parliamentary election. The seminar looks at the history and practice of European foreign and security policy after the Cold War. The first few meetings are devoted to the EU's institutional development and structure (e.g. history of European integration; actors and competences; reform initiatives). We then proceed with case studies (e.g. enlargement; neighborhood policy; role in international conflict resolution) and analyze crucial regional partnerships (e.g. transatlantic relations) as well as current crises (e.g. Russia/Ukraine). Over the course of the semester, participants will acquire a firm understanding of the EU as an international actor with its strengths and weaknesses. A detailed syllabus with a reading list will be made available in the first course meeting. Course language is English. To obtain credit for this seminar, participants are required to prepare for each meeting, participate regularly, contribute actively to in-class discussions, give a short presentation and write two essays (5 pages each). Please note: The exact work load depends upon your CP-requirement.

35718 Historical Sociolinguistics

Siebers

Proseminar, SWS: 2, Max. Teilnehmer: 20

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

Course description: see "Englische Sprachwissenschaft: Proseminare".

36045 Französisch in Nordamerika

Neumann-Holzschuh

Hauptseminar, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	14	16	c.t.				VG_0.04	Neumann-Holzschuh	

Im Verlauf des Seminars sollen die verschiedenen Varietäten des Französischen in Nordamerika in synchroner und diachroner Hinsicht analysiert werden. Es handelt sich in erster Linie um das Französische in Québec, in der Acadie und in Louisiana; es soll allerdings auch auf die Varietäten des Französischen in Missouri, in den Neuenglandstaaten, in den westlichen Provinzen Kanadas sowie in Neufundland eingegangen werden. Im Mittelpunkt der Betrachtung wird die Frage stehen, inwieweit es sich bei den diesen Varietäten eigenen Gemeinsamkeiten in Lautung, Grammatik und Wortschatz um Bewahrungen von Merkmalen des Französischen im 17. und 18. Jahrhundert handelt bzw. inwieweit hier insbesondere im Bereich der Morphosyntax spezifische Innovationen vorliegen, die auf bestimmte Entwicklungstendenzen innerhalb des Französischen schließen lassen. Im Zusammenhang damit wird das Verhältnis zwischen dem überseeischen Französisch und den Frankokreolsprachen zu diskutieren sein. Themen können in meinen Feriensprechstunden ab März übernommen werden. Einführende Literatur: Annegret Bollée, „Regionale Varianten des Französischen außerhalb Europas: Kanada“ in: G. Holtus et al., *Lexikon der Romanistischen Linguistik V, 1*, Tübingen 1990, 740ff. Ingrid Neumann-Holzschuh, „Das Französische in Nordamerika“, in: I. Kolboom et al. (Hg.), *Handbuch Französisch* 2003, 105-114. Bernhard Pöll, *Französisch außerhalb Frankreichs*, Kap. 5, Tübingen 1998.

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.