



Detailed course catalogue for M.A. students

Summer Term 2014

Departmental Administration:

Prof. Dr. Petra Kirchhoff
Zimmer PT 3.3.104

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
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Decker, Farkas
Bauridl
Balestrini

Office hours summer term 2014

Name	Sprech-zeit	Raum PT	Tel.: 943-
ARRINGTON, Doris-Gudrun	Mi 12.15-14.15	3.3.88	3429
AßBECK, Akad. Dir. Dr. Johann	Fr 10-12	3.2.46	3488
BALESTRINI, Akad. Rätin PD Dr. Nassim	Do 10.15-11, Fr 11-12	3.2.85	3509
BAURIDL, Dr. Birgit	Do 14-16	3.2.83	3507
BERGMANN, Birthe	Di 14-15	3.3.105	5781
BIERMEIER, Dr. Thomas	nach der Veranstaltung		
BOEHM, Dr. Katharina	beurlaubt		
BRUNNER, Thomas	Di 16-18	3.2.79	3503
BUSCHFELD, Dr. Sarah	Di 10.30-12.30	3.2.81	3505
CAVANNA, Augustus	Di 12-14	3.2.87	3511
DECKER, Martin	Mi 13-14	3.2.47	3466
DEPKAT, Prof. Dr. Volker	Di 14-15 + Mi 10-11	3.2.71	3476
FACKLER, Katharina	Mi 14-15, Do 11-12	3.2.88	1809
FARKAS, Dr. Anna	Di 14-16	3.2.59	3499
FISCHER, Prof. Dr. Roswitha	siehe Homepage	3.2.68	3473
FRITZE, Martin	nach der Verantst.	mj.fritze@t-online.de	
GEBAUER, Dr. Amy	Mi 10-12	3.3.88	3429
GESSNER, Dr. Ingrid	Di 13-15	3.2.70	3475
GRAF, Thomas	Mi 13-14	3.2.56	3781
HEBEL, Prof. Dr. Udo	siehe Homepage	3.2.73	3478
HERFELD, Dr. Dorith	Mo n.d. Verantst. Fr 12-13	2.3.61	3501
HILL, Sophie	Mi 10-12	3.2.50	3469
HITZFELDER, Heike	nach der Veranstaltung		
KAUTZSCH, Dr. Alexander	Di 10-12	3.2.69	3474
KERVICK, Mike	Do 15-17	3.2.58	3498
KIRCHHOFF, Prof. Dr. Petra	Di 15-16	3.3.104	5727
KOCH, Walter	nach der Veranstaltung		

Name	Sprech-zeit	Raum PT	Tel.: 943-
KOHEN, Jamie	Di 12-13, Mi 11-12	3.2.50	3469
LEIKAM, Dr. Susanne	Mi 11-13	3.2.83	3507
LENZ, Akad. Dir. Dr. Peter	Mo 11-13	3.2.44	3506
MCINTOSH-SCHNEIDER, Julia	Mo 14-16	3.2.57	3497
MÖDL, Gabriele	Mo-Do 10-12:30	3.2.62	3667
MORETH-HEBEL, Christine	Fr 12-13	ch.moreth-hebel@web.de	
PALITZSCH, Francesca	Fr 10-11	3.2.63	3870
PANKRATZ, Michaela	Do 10.15-11.45	3.2.55	3046
PESOLD, Dr. Ulrike	nach der Veranstaltung		
PETZOLD, Prof. Dr. Jochen	siehe Homepage	3.2.45	2486
REGNAT, Josef	nach der Verantst.	josef.regnat@t-online.de	
SCHLEBURG, Dr. Florian	Di 14-15	3.2.82	3502
SCHNEIDER, Prof. Dr. Edgar W.	Mi 10-12	3.2.65	3470
SIEBERS, Dr. Lucia	Do 11-12	3.2.80	3504
SIMONSEN, Prof. Dr. Jane	siehe Homepage		
SZLEZÁK, Klara-Stephanie	Di 12-13, Do 11-12	3.2.70	3475
STADLER, Sandra	Mi 13-15	3.2.59	3499
UPPENDAHL, Steve	Di 13-14, Do 16-17	3.2.88	1809
WALLER, Peter	Di 10-12	3.2.60	3500
WASMEIER, Margaret	Mi 9.30-11	3.2.43	3463
WEIG, Heide-Marie	Do 14-16	3.2.43	3463
ZEHELEIN, Prof. Dr. Eva-Sabine	Mi 14-15	3.2.86	3510
ZWIERLEIN, Prof. Dr. Anne-Julia	Mi 14-15	3.2.48	3467

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

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URL of our Department's Homepage: www-deas.uni-regensburg.de

Date of printing: 24.1.2014

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/>) 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 (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-programmes (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) 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 programme 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 27** and will end on **March 2, 2014**.

LSF can be accessed via www.ur.de → Vorlesungen (LSF). 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 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 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 2014: **Mon, April 28 – Fri, June 27, 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 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 or the notice-board next to PT 3.2.62.

M.A. English Linguistics

Thematic lecture:

35700 American English: Evolution and Variation **Schneider**

Module: AMS-M 33.2/3(8), AMST-M 23.2(4), EAS-M32.1/2/3(8), ELG-M 32.2(8), ELG-M 33.2/3(8),

Vorlesung, SWS: 2, Max. Teilnehmer: 100

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

This lecture will familiarize participants with the historical evolution, the structural characteristics, and the major varieties of American English. Topics to be dealt with will include the following: settlement history and its linguistic consequences; the notion of “Americanisms” and differences between British and American English (the coverage of which in many stereotypical listings leaves many problems unresolved); regional variation, American dialect geography, and dialect regions in the US; Southern English (as an example of the most distinctive dialect of American English); social variation and the methods and development of sociolinguistics; immigration, bilingualism, and ethnic varieties, especially African American English; and a look at ongoing processes of sound change and prospects for the future. Tape and video samples will be played to illustrate the respective dialects and varieties. Recommended reading: Walt Wolfram and Natalie Schilling-Estes, 2005. *American English: Dialects and Variation*. 2nd ed. Malden, Oxford: Blackwell; Edgar W. Schneider, “Chapter 6: The Cycle in Hindsight: The Emergence of American English”, in EWS, *Postcolonial English*. Cambridge: Cambridge University Press, 251-308. Requirements for course credits: regular attendance, final exam. No registration required.

Seminare

35722 Altenglische Sprache und Kultur **Schleburg**

Module: ELG-M 31.3(8), ELG-M 32.w(8), ELG-M 33.3(8)

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**

Module: ELG-M 31.3(8), ELG-M 32.w(8), ELG-M 33.3(8)

Seminar, SWS: 2, Max. Teilnehmer: 25

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mi	wöch.	12	14	c.t.			Gr. 1	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**

Module: ELG-M 32.3(10), ELG-M 33.3(10)

Seminar, SWS: 2, Max. Teilnehmer: 30

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mi	wöch.	16	18	c.t.				ZH 6	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**

Module: ELG-M 32.3(10), ELG-M 33.3(10)

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 Corpus-based exercises in lexical semantics: polysemy diffusion in New Englishes

Schneider

Module: ELG-M 32.1(10), ELG-M 33.1/3(10),

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

In this seminar, we will together be pursuing a specific, innovative question which combines methodological and theoretical input from three different branches of English linguistics, namely lexical semantics, corpus linguistics, and the study of World Englishes. The basic facts, the starting point for the case in point itself, can be described as follows: (1) English lexemes tend to be highly polysemic, and they are known to sub-divide a specific semantic space amongst themselves in the form of lexical fields; (2) in colonial expansion, the English language has been transmitted to new countries and contexts, and in this process of diffusion and new varieties emerging some of its properties have been fully retained while others have been modified and changed (so that new "World Englishes", as spoken for instance in India or the Philippines, have some innovative structural properties on all language levels). The issue in question is thus the following: How have complex word meanings and the relationship between word meanings in lexical fields of British English been affected and changed in the process of postcolonial linguistic diffusion? For example, have all the meanings of semantically complex words in British English, or all the meanings and words in a small-scale lexical field, been passed on in emerging new dialects in different regions, or have these been modified, possibly simplified or reduced? In order to be able to pursue these issues, in the first half of the semester you will be taught conceptual and methodological basics from the disciplines of lexical semantics (mostly, polysemy and lexical fields), corpus linguistics (the notion and nature of a corpus, software for analysis, available corpora of English, and procedures in corpus analysis), and World Englishes (historical, geographical and theoretical fundamentals of the growth of these new dialects). This will be based partly upon obligatory reading assignments selected from some books (see below), and partly on presentations of mine and discussions of these materials in class. To secure the learning effect, this part will end in a written exam. Under my guidance, students will then have to work out small-scale analytical projects of their own, in which an existing description of word meanings and lexical fields (mostly from the domain of mental verbs) in British and American English will have to be compared to how these same verbs behave (which meanings or words have been passed on or have possibly disappeared, or possibly replaced by innovations) in a small number of selected new varieties of English. The results of these projects will be presented in class, and will have to be worked out as seminar papers after the end of term. Recommended readings (parts of which will be obligatory): Hans Lindquist, *Corpus Linguistics and the Description of English*. Edinburgh: Edinburgh University Press; Edgar W. Schneider, *English Around the World. An Introduction*. Cambridge: Cambridge University Press 2011. Requirements for course credits: active participation; intermediate exam; oral presentation and written paper. Electronic registration.

35739 Historical Morphology

Schleburg

Module: ELG-M 32.1/3(10), ELG-M 33.1/3(10)

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

Pankratz

Übung, SWS: 1, Max. Teilnehmer: 25

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Do	wöch.	16	17	c.t.				ZH 4	Pankratz	

Die Phoneme des Englischen zu identifizieren, zu produzieren und zu beschreiben, ist eine der grundlegenden Fähigkeiten in der englischen Sprachwissenschaft. Wer sich die Artikulationsvorgänge und die distinktiven Merkmale der Laute bewusst macht und mit einem der gängigen Pronunciation Dictionaries umzugehen weiß, kann die eigene Aussprache besser kontrollieren und z.B. die typischen Fehler zukünftiger Schüler gezielt verbessern. Dieser Kurs empfiehlt vor allem auch für Studierende nach der neuen LPO, die diese examens- und lebensrelevante Fertigkeit erlernen bzw. vertiefen möchten, sowie als Examensrepetitorium (z.B. neuenglische Textaufgabe). - Transkriptionsgrundlage: Jones, D. 2003¹⁶ od. 2006¹⁷. *English Pronouncing Dictionary*. CUP, oder: Wells, J.C. 2000² od. 2008³. *Longman Pronunciation Dictionary*. London. - Erwerb von 2 Leistungspunkten für den Wahlbereich möglich.

35744 Recent Research in English Linguistics

Schneider

Module: ELG-M 35.2(6)

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 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. 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 circumstances (having successfully passed an earlier "Hauptseminar", regular attendance and active participation, in-class presentation) 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.

M.A. British Studies

Lecture

35750 Georgian Britain

Zwierlein

Module: BLK-M 33.1(8)

Vorlesung, SWS: 2, Max. Teilnehmer: 150

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

The year 2014 marks the tercentenary of the Georgian era, defined by the rule of the House of Hanover (George I-George IV, 1714-1837), which saw the rise of Britain as a commercial nation, unprecedented urban growth, and the origins of two new political parties, Whigs and Tories. Highlighting important political events, such as the 1707 Act of Union between Scotland and England, the British campaigns for animal rights and for the abolition of slavery, the French Revolution and American Independence, the lecture course will also consider defining cultural moments such as the 'Battle of the Books', the Gothic Revival, the Enlightenment and the new cultures of Sensibility and Politeness, furthermore the invention of tourism (the 'Grand Tour') as well as issues of imperial expansion, finance and taxation, not least the new dangers of stock market crashes as illustrated by the "South Sea bubble" (1720). Among the authors discussed will be Jonathan Swift, Laurence Sterne, Alexander Pope, Adam Smith, Daniel Defoe, Edmund Burke, William Godwin, James Thomson, Thomas Gray, Christopher Smart, Oliver Goldsmith, Samuel Johnson, Joseph Addison and Richard Steele. We will also look at slave narratives by, for instance, Ottobah Cugnano and Olaudah Equiano, and at William Hogarth's engravings. As this was the first time in British literary history for women writers to compete with men in terms of sales figures and literary reputations, equal emphasis will be given to Anne Finch, Eliza Haywood, Lady Mary Wortley Montagu, Mary Wollstonecraft, and Frances Burney. Requirements: regular attendance and written final exam. Texts: *The Norton Anthology of English Literature*, 9th rev. ed., vol. 1, ed. Stephen Greenblatt: *The Middle Ages through the Restoration and the Eighteenth Century* (New York: W.W. Norton, 2012); vol. 2, ed. Stephen Greenblatt: *The Romantic Period through the Twentieth Century* (New York: W.W. Norton, 2012).

Cultural Studies Advanced

35785 The Scottish Independence Referendum

McIntosh-Schneider

Module: BLK-M 32.3(8)

Seminar, SWS: 2, Max. Teilnehmer: 15

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

On Thursday 18 September 2014, there will be a referendum in Scotland on the issue of independence from the United Kingdom. In this course we will be discussing aspects around the independence issue. We will be closely monitoring current affairs during the semester, as well as studying issues that have led up to the referendum. Discussion topics will include the economy, citizenship, defence, currency, and membership of the European Union. Students will be expected to carefully follow issues in the news. Requirements for credit: active participation, a presentation and a 10 page paper (deadline 15th September 2014).

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

“Moving from Wales to Italy is like moving to a different country.” (Welsh former Liverpool and Juventus footballer, Ian Rush). The capital of Wales is Cardiff, they have their own language, that Dylan Thomas bloke was from there (I think), and they really really like sheep. When it comes to Wales, most students in Germany will know no more than three-quarters of the facts contained in the preceding statement, and very little besides about the country. However, what is Wales really? What is it that makes its people so confidently aware of their uniqueness without there seemingly being any real desire to seek full independence? In this course, the focus will be on introducing the group to a country that otherwise receives an unjustly limited amount of attention in the education system in Germany, and in British life generally. Focus will be on the conflicting ways Wales defines itself, including feminist, linguistic, communal, political, post-colonial, mythical and visual perspectives, as well as the issue of how Wales has been defined from outside. In particular, its approach of as a country to cultural awareness and the nation state is quite singular and will therefore be discussed. The role of Wales in the UK and beyond will also feature significantly in the class discussions. The aim of the course is for all the participants to feel at the end of the semester that a full introduction to this country was offered, that a strong understanding and engagement with what it means to be Welsh has been developed, that the Ian Rush statement at the top of this summary makes sense, and that the following quote rings true: “To be born in Wales, not with a silver spoon in your mouth, but with music in your blood and poetry in your soul, is a privilege indeed” (Brian Harris). The course will also receive a 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, written exam. — 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.).

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

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

8-tägig, (ggf. zweimalige Durchführung – abhängig von der Teilnehmerzahl), Anfang Juni bzw. Mitte September. Die beiden Termine für 2014 sind bereits ausgebucht, jedoch ist die Voranmeldung für die Fahrten 2015 bereits möglich. Die genaue Festlegung der Termine für 2015 erfolgt bei einem Vortreffen zu Beginn der Vorlesungszeit des WS 2014/15. Die vorangemeldeten Teilnehmer/Innen werden per E-Mail informiert. Die Teilnahme an der 8-tägigen Exkursion steht allen Studierenden der Anglistik/ Amerikanistik offen, die sich für die Geschichte, Kultur und Literatur Irlands und die daraus resultierenden Beziehungen zwischen der “Grünen Insel” und Großbritannien bzw. den USA interessieren und die – wegen der nötigen *walking tours* in wilder Landschaft – eine sportliche Grundeinstellung aufweisen. Der vorausgehende Besuch von “An Introduction to British and Irish Studies” oder eines Seminars zur irischen Literatur oder Kultur (Grund- oder Hauptstudium) wird empfohlen, ist aber nicht Bedingung für die Teilnahme. Aus organisatorischen Gründen ist die Teilnehmerzahl pro Fahrt auf 14 begrenzt. Interessen-

ten/Innen wird empfohlen, sich baldmöglichst persönlich oder bei der elektronischen Kursanmeldung (immer sowohl im Herbst als auch im Frühjahr möglich) anzumelden. Reiseziel ist *Valentia Island*, eine kleine Insel im äußersten Südwesten, direkt am weltberühmten *Ring of Kerry* gelegen. Von unserem Stützpunkt *Portmagee* aus unternehmen wir Tagestouren zu prähistorischen, frühchristlichen und neuzeitlichen Stätten, die für die Bedeutung Irlands für die europäische Kultur exemplarisch sind. Auf dem Programm steht u.a. der Aufenthalt in der "Rebel City" Cork, der Besuch des beeindruckenden Museums in Cobh zur Geschichte der Emigration und der *Great Famine*, 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*), 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 ein Theaterbesuch in Cork. — Ein Überblicksvortrag vor der Abreise sowie Vorträge vor Ort zur Geschichte, Kultur und Literatur Irlands sollen den informativen Rahmen setzen, der durch Hinweise und Erläuterungen zu den jeweiligen *sites* ergänzt wird. Der Erwerb von *Cultural Studies Advanced Credit Points* ist möglich, jedoch nicht Pflicht für die Teilnahme an der Exkursion. Für den Erwerb der Credit Points gelten die üblichen Bedingungen (*oral presentation* und *term paper* (15-20 pp. in English)). Voraussichtliche Kosten (Erfahrungswert): ca. 690 Euro (incl. Linienflüge mit *Aer Lingus*, Leihbus, B&B, alle Ausflüge und Eintrittsgelder). Eine Bezuschussung ist eventuell möglich. Weitere Details sind beim Vortreffen zu erfahren.

Hauptseminare/Advanced Seminars

35790 Early Modern Epic

Zwierlein

Module: BLK-M 32.2(10), BLK-M 33.2/3(10)

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

In this seminar we will inquire into early modern English epic writing, most prominently Edmund Spenser's *Faerie Queene* (1596), John Milton's *Paradise Lost* (1667) and *Paradise Regained* (1671), and John Bunyan's *The Pilgrim's Progress* (1678-84), discussing these famous texts in terms of their ideological work – as in early-modern conceptualizations of an English or British 'nation', or investments in other philosophical and theological regimes such as the Puritan tradition. Paying attention to early modern female epics that have come to light in recent years such as Lucy Hutchinson's *Order and Disorder* (1679), we will also look at excerpts from Old English as well as classical precursors (*Beowulf*; Homer, Virgil, Dante, Ariosto – in English translation), and at later adaptations, such as the repeated eighteenth-century attempts at producing a British 'national epic'. Several distinguished experts from Britain and the US, on the English Virgil, on Milton, seventeenth-century prose epics and the 'epic' in Shakespeare will be joining us for individual sessions. Requirements: active participation, an oral presentation, and a term paper (c. 15-20 pages). Texts: Edmund Spenser, *The Faerie Queene*, ed. A.C. Hamilton (London: Longman, 1992ff.); John Milton, *Paradise Lost*, ed. Alastair Fowler, 2nd ed. (London: Longman, 1998); John Milton, *Paradise Regained*, in: *Milton: Complete Shorter Poems*, ed. John Carey (London: Longman, 1997); John Bunyan, *The Pilgrim's Progress*, ed. Roger Sharrock (London: Penguin, 1987ff.).

35791 Irish Drama: From the Celtic Renaissance to the Present**Lenz**

Module: BLK-M 32.2(10), BLK-M 33.2/3(10)

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

After 700 years of unsuccessful Irish military resistance to the English colonial power, Douglas Hyde's famous speech "The Necessity for De-Anglicising Ireland" (1882) seemed to be a promising (yet purely idealistic) wake-up call for many Irish intellectuals of both Catholic and Protestant origins. According to Hyde, Ireland's national independence of England was to be achieved by means of the 'weapon' of indigenous Irish (Celtic) culture, with the short-lived movement labelled Irish (or Celtic) Renaissance to become the platform for activities in this respect. Under the aegis of its main representatives W.B. Yeats, Lady Gregory, John Millington Synge, and George Russell, the new movement was also destined to bring back poetic imagination to Irish literature and the theatre. In contrast to it, immediately after the petering out of the Irish Renaissance, the tragedy of the 1916 Easter Rising and the Civil War of 1922-1923, Sean O'Casey launched his drama with the focus on Dublin's poor working class, which was realistic and unvarnished. The playwrights in the decades to follow, as, for instance, Tom Murphy, Brian Friel, Stewart Parker, Christina Reid, Martin McDonagh, Conor McPherson, and Enda Walsh, focus on social critique and put conflicts in the present down to events that happened in Irish history. Many of these plays are characterised by post-modern features, black humour, and shock effects. To gain an insight into characteristics of (Anglo-) Irish literature, we will first shed some light on the emergence and the cultural impact of the *Irish Renaissance*, on the national importance of the Abbey Theatre, and then analyse and interpret some of the most important plays between 1892 and the present against the backdrop of Irish history and culture. Requirements: active participation, oral presentation/expert talk, term-paper (15-20 pp.). Anthologies (available at Pustet's): 1. *The Methuen Drama Anthology of Irish Plays*, ed. Patrick Lonergan (London: Methuen, 2008). 2. *Modern and Contemporary Irish Drama*, ed. John P. Harrington. Norton Critical Editions (New York and London, 2009).

Oberseminare**35794 Research Seminar****Zwierlein**

Module: BLK-M 31.3(10), BLK-M 35.1(6)

Seminar

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	16	18	c.t.				ZH 6	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, an oral presentation 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: Georgian Britain

Zwierlein

Seminar, SWS: 1, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mi	wöch.	9	10	c.t.				PT 1.0.2	Zwierlein	

This reading class will explore in more detail some of the texts covered in the survey lecture on 'Georgian Britain'. 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: *The Norton Anthology of English Literature*, 9th rev. ed., vol. 1, ed. Stephen Greenblatt: *The Middle Ages through the Restoration and the Eighteenth Century* (New York: W.W. Norton, 2012); vol. 2, ed. Stephen Greenblatt: *The Romantic Period through the Twentieth Century* (New York: W.W. Norton, 2012).

M.A. American Studies

M.A. European-American Studies

Lectures

35802 "From the lean-to to the McMansion and beyond": American Houses

Zehelein

Module: AMS-M 32.2(8), AMS-M 33.2/3(8), EAS-M 33.1/2/3(8), EAS-M 34.1/2/3(8)

Vorlesung, SWS: 2, Max. Teilnehmer: 100

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

This lecture examines the development of American architecture over the centuries, as well as the symbolic significance of houses for the American Dream as well as for American Democracy (the House of State). Through select examples, we will also investigate a variety of roles that houses play in/for American popular culture, film, and literature. Texts: will be announced at the beginning of the semester. Credit requirement: final exam.

35803 The History of North America VII: The Cold War, Act II, 1975-1991

Depkat

Module: AMS-M 32.2(8), AMS-M 33.2/3(8), EAS-M 33.1/2/3(8), EAS-M 34.1/2/3(8)

Vorlesung, SWS: 2, Max. Teilnehmer: 100

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	10	12	c.t.				H 5	Depkat	

The years from 1975 to 1991 witnessed both the re-escalation of the Cold War and its termination. The collapse of the Soviet Union and the Communist bloc did not only end the historical constellation that had shaped North American history since World War II; it also marked the end of the twentieth century as such – if one applies Eric Hobsbawm's concept of a "short twentieth century". From this "short twentieth century" the U.S. as leader of the "Free World" emerged triumphant, but also Canada congratulated itself on a successful defense of freedom and democracy. However, seen through a post-9/11 prism, the years since 1975 saw not only the end of the Cold War, but also the formation of a new conflict constellation that is with us to this very day. Domestically, the years since 1975 were a time of rapidly accelerating social, cultural, and technological change, in the course of which the United States and Canada reached a new level of multicultural diversity in an essentially post-industrial world. Taking a continental ap-

proach, the lecture will deal with the major problems and developments of the international and domestic history in both the United States and Canada from the mid-seventies to the end of the Cold War. Credit for: Lehramt, Magister, B.A., M.A. 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. Eric Hobsbawm, *The Age of Extremes: The Short Twentieth Century*, London 1994. William H. Chafe, *The Unfinished Journey: America since World War II*, 6th ed., New York 2007. 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

Module: AMS-M 32.3(8), AMS-M 33.2/3(8), EAS-M31.3/4(8), EAS-M 33.1/2/3(8), EAS-M 34.1/2/3(8),

Seminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mi	14-tägig	12	16	c.t.				PT 2.0.3A	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 workshops. Last but not least, students will be asked to participate in a final student conference. — Please note: This course will start in the first week of the 2014 summer term. It will then follow a (mostly) biweekly schedule (Wednesdays 12-4pm) and include field trips. Details and readings tba prior to the semester. — Requirements: participation in and submission of content to joint e-learning platform (blog; research projects); final presentation in student conference.

35835 American Material Cultures**Depkat**

Module: AMS-M 32.3(8), AMS-M 33.2/3(8), EAS-M31.3/4(8), EAS-M 33.1/2/3(8), EAS-M 34.1/2/3(8)

Seminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mi	wöch.	8:30	10	c.t.				PT 2.0.3A	Depkat	

Material culture refers to the world of things and their meaning in the historical contexts of American culture. Material culture is the whole universe of physical objects, resources, and spaces that Americans have used to define themselves. These include clothing, tools, goods, machines, furniture, or decorative arts as used in homes, schools, churches, offices, factories or stores. Material culture, however, also is the 'meaning' and the 'language' of these artifacts in larger systems of meaning, and their usage in situative contexts. Looking at a broad variety of objects and their settings, the seminar will try to understand the language these objects were speaking in the course of American cultural history. Topics to be discussed are among others the material cultures of the American Indians, the settler societies, the American state, race and racism, gender, sports, and suburbia. Requirements: regular attendance, presentation and essay (10-15 pages). Readings: Jules David Prown and Kenneth Haltman, eds., *American Artifacts: Essays in Material Culture*, East Lansing 2000. Thomas J. Schlereth, ed., *Material Culture Studies in America*, Walnut Creek, CA 1999. ---, *Artifacts and the American Past*, Walnut Creek, CA 1996. ---, *Cultural History and Material Culture: Everyday life, Landscapes, Museums*, Charlottesville, VA 1992.

35836 The American Revolution**Depkat**

Module: AMS-M 32.3(8), AMS-M 33.2/3(8), EAS-M31.3/4(8), EAS-M 33.1/2/3(8), EAS-M 34.1/2/3(8)

Seminar, SWS: 2, Max. Teilnehmer: 15

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

The American Revolution is a highly complex process spanning the years from 1763 to 1789. It comprises the escalation of an increasingly violent conflict over taxes into the declaration of independence, a bloody war to achieve the independence once declared, and the invention of a federal republic that rested on the sovereignty of the people in all its parts. In its time, a political order like America's democracy was a historical novelty. Based on historical documents, the seminar will take a close look at how it came to pass that subjects of the British crown in North America, who initially based their resistance against taxes on their proclaimed "Rights of Englishmen," invented modern democracy in the course of their revolution. Requirements: regular attendance, presentation and essay (10-15 pages). Readings: Edward G. Gray and Jane Kamensky, eds., *The Oxford Handbook of the American Revolution*, Oxford 2013. Francis D. Cogliano, *Revolutionary America, 1763-1815*, 2nd ed., New York 2009. Gordon S. Wood, *The Radicalism of the American Revolution*, New York 1992. ---, *The Creation of the American Republic, 1776-1787*, Chapel, NC 1969. Robert Middlekauff, *The Glorious Cause. The American Revolution, 1763-1789*, Oxford 1982. Hermann Wellenreuther, *Von Chaos und Krieg zu Ordnung und Frieden: Der Amerikanischen Revolution Erster Teil, 1775-1783*, Berlin 2006.

Hauptseminare/Advanced Seminars

35840 Graphic Novels

Zehelein

Module: AMS-M 32.1(10), AMS-M 33.1/2/3(10), EAS-M31.1/4(10), EAS-M 33.1/2/3(10), EAS-M 34.1/2/3(10),
Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

This class looks at a much discussed form of recent decades: graphic narratives. We will scrutinize graphic novels and comics as emblems of intermedial exchange, as complex “texts” which, due to their characteristic fusion of image, word, and sequentiality, warrant close scrutiny and careful analysis. Required reading: Art Spiegelman: *The Complete Maus* (1996), Alison Bechdel: *Fun Home* (2007), Marjane Satrapi: *Persepolis I and II* (2000) (please purchase and read these three texts; they will be available at Pustet). We will also discuss excerpts from other graphic novels which will be made available – e.g. *Binky Brown Meets the Holy Virgin Mary* (Green, 1972), *City of Glass: The Graphic Novel* (Auster/Karasik, 1994), *Desolation Jones* (Ellis/Williams III et al., 2005-07), *Epileptic* (Cape, 1996), *The Sandman* (Gaiman, 1989-06) and *Watchmen* (Moore/Gibbons, 1986). Additional texts will be announced in the first session. Credit requirements: in-class participation, an oral presentation, and a 15- to 20-page research paper in English.

35841 The U.S. and Canada in World War I

Depkat

Module: AMS-M 32.1(10), AMS-M 33.1/2/3(10), EAS-M31.1/4(10), EAS-M 33.1/2/3(10), EAS-M 34.1/2/3(10),
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	

With the centennial of its outbreak coming up, everybody seems to be talking about the First World War these days. Interpreted as the “great seminal catastrophe” of the twentieth century, the war in many respects marks the end of the “long nineteenth” and the beginning of the “short twentieth century” (Eric Hobsbawm). Whichever way we choose to look at it, the First World War was the first war fought under the conditions of a fully developed industrial modernity. As such, the industrial warfare, producing unprecedented carnage on the European battlefields, exposed the Janus-faced nature of modernity to its full extent. Canada was in the war from the start, long before the U.S. entered it in 1917, but for both countries the war was epochal and a strong motor of political, social, economic, and cultural change. The seminar will deal with the military history of the war and the developments on the North American homefronts, looking at the emerging new role of the state, the re-definition of labor relations, and the transformations of the gender and race orders in both Canada and the U.S. Requirements: regular attendance, presentation and research paper (15-20 pages). — Readings: Modris Eksteins, *Rites of Spring: The Great War and the Birth of the Modern Age*, Boston 1989. Meirion Harries and Susie Harries, *The Last Days of Innocence: America at War, 1917-1918*, New York 1997. David M. Kennedy, *Over Here: The First World War and American society*, 25th anniversary ed., Oxford 2004. Desmond Morton and J.L. Granatstein, *Marching to Armageddon: Canadians the Great War, 1914-1918*, Toronto 1989. ---, *When Your Number's Up: The Canadian Soldier in the First World War*, Toronto 1993. G.W.L. Nicholson, *Canadian Expeditionary Force 1914-1919*, Ottawa 1964.

35842 Images in the Contact Zone: Euro-American and Indigenous Relations in Visual Culture**Simonsen**

Module: AMS-M 32.1(10), AMS-M 33.1/2/3(10), EAS-M31.1/4(10), EAS-M 33.1/2/3(10), EAS-M 34.1/2/3(10),

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

This course will examine the way that visual depictions—especially portraiture, photography, and film—have functioned as a way of negotiating identity for Euro-Americans and Indigenous Americans between early colonization and the present. Beginning with early explorers' images of Native Americans as "noble savages" and ending with postmodern reinterpretations of indigeneity by contemporary Native American artists, we'll come to understand how imagery both reinforces powerful narratives about Manifest Destiny even as it provides the terms through which Native Americans have always negotiated their own self-representation. Students will be especially encouraged to investigate how Germans' historical and contemporary interest in Native American imagery informs cultural exchange. Course requirements: in-class participation, presentation, 15- to 20-page research paper. — Required texts: Paul Chaat Smith, *Everything You Know About Indians is Wrong*. University of Minnesota Press, 2009. ISBN 978-0816656011 (available at Pustet); Philip J. Deloria, *Playing Indian*, Yale University Press, 1999. ISBN-13: 978-0300080674 (available at Pustet); Pauline Turner Strong, *American Indians and the American Imaginary: Cultural Representation Across the Centuries*, Paradigm Publishers, 2013. ISBN-13: 978-1612050485 (available in the university library); William Truettner, *Painting Indians and Building Empires*. University of California Press, 2010. ISBN-13: 978-0520266315 (available in the university library).

Oberseminare**35844 Recent Research in American Studies****Zehelein**

Module: AMS-M 35.1(6), EAS-M36.1(6)

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	Zehelein	

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 Monday, 24 March 2014, and an abstract of their thesis project (some 400 words) two weeks before the respective date of their presentation (both by mail to eva-sabine.zehelein@ur.de). The schedule will be available by mid-April 2014 (and be mailed to participants and M.A. students registered for the course).

Reviews

35846 Reading-Kurs zur American Studies-Vorlesung 35802 "From the lean-to to the McMansion and beyond": American Houses Zehelein

Seminar, SWS: 1, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	13	14	c.t.				VG 2.39	Zehelein	

Texts: will be announced at the beginning of the semester.

Übungen

35852 Video Hour Amerikanistik Balestrini

Übung, SWS: 2

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mo	wöch.	18	21	c.t.				ZH 5	Balestrini	s. Aushang

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

35700 American English: Evolution and Variation Schneider

Module: AMS-M 33.2/3(8), EAS-M32.1/2/3(8)

Vorlesung, SWS: 2, Max. Teilnehmer: 100

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

Weitere Informationen siehe "Englische Sprachwissenschaft: Thematische Vorlesungen".

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

Module: EAS-M31.1+4, EAS-M34.1-3

Hauptseminar

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
								H 8	Bierling	

33324a, HS Washington Summer Symposium on U.S. Foreign Policy under President Obama (Bierling); Informational meeting: April 14, 2014, 6:00 p.m. (s.t.), PT 3.0.79; Application deadline: April 30, 2014; Course meetings: tba; Summer Symposium: August 3-14, 2014; For further information see the course catalogue: <http://www.uni-regensburg.de/philosophie-kunst-geschichte-gesellschaft/politikwissenschaft/studium/veranstaltungen>.

36000 Die Frankophonie Neumann-Holzschuh

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

Vorlesung, SWS: 2

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

C. For Fun

(open to students of all levels)

35852 Video Hour Amerikanistik Balestrini

Übung, SWS: 2

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mo	wöch.	18	21	c.t.				ZH 5	Balestrini	s. Aushang

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/>.

35857 Discussion Group: Current affairs and more McIntosh-Schneider

Übung

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mo	Wöch.	18	20	c.t.				PT 2.0.4	McIntosh-Schneider	

This is a group for students who are interested in practising their oral skills while looking at current affairs and other interesting issues. It is a chance to put your thoughts into words and to share them with others. The group is open to anyone, so bring along the topics that interest you and let's discuss them together. There are no pre-requisites, except an inquisitive mind.

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.