



Detailed course catalogue for M.A. students

Winter Term 2013/14

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

Mödl
Kautzsch, Siebers
Farkas, Decker
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Office Hours Winter Term 2013/14

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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
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BUSCHFELD, Dr. Sarah	Di 10.30-12.30	3.2.81	3503
CAVANNA, Augustus	Di 12-14	3.2.87	3511
DECKER, Martin	Mo 14-15	3.2.47	3466
DEPKAT, Prof. Dr. Volker	Di 14-15 + Do 14-15	3.2.71	3476
DUNPHY, Dr. Graeme	Di 14-16	3.2.58	3498
FACKLER, Katharina	Do 14-16	3.2.88	1809
FARKAS, Dr. Anna	Di 14-16	3.2.59	3499
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FRITZE, Martin	nach Veranstaltung		
GEBAUER, Dr. Amy	Mi 14.15-16	3.3.88	3429
GESSNER, Dr. Ingrid	Mi 10-12	3.2.70	3475
GRAF, Thomas	siehe Homepage	3.2.56	3781
HEBEL, Prof. Dr. Udo	siehe Homepage	3.2.73	3478
HERFELD, Dr. Dorith	Mi 12-13 + Fr 11-12	2.3.61	3501
HILL, Sophie	Mi 10-12	3.2.50	3469
HITZFELDER, Heike	nach Veranstaltung		
KAUTZSCH, Dr. Alexander	Di 11-13	3.2.69	3474
KIRCHHOFF, Prof. Dr. Petra	Mi 16-17	3.3.104	3501
KOCH, Walter	nach Veranstaltung		

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SCHNEIDER, Prof. Dr. Edgar W.	Mi 10-12	3.2.65	3470
SIEBERS, Dr. Lucia	Di 16-17	3.2.80	3504
STADLER, Sandra	Mo 13-14	3.2.56	3781
SZLEZÁK, Klara-Stephanie	Di 12-13.30	3.2.70	3475
UPPENDAHL, Steve	Di 13-14 Do 16-17	3.2.88	1809
WALLER, Peter	Mi 14-16	3.2.60	3500
WASMEIER, Margaret	Mi 9.30-11	3.2.43	3463
WEIG, Heide-Marie	Mo 14.30-16	3.2.43	3463
WIDLITZKI, Bianca	siehe Homepage	3.2.81	3505
ZEHELEIN, Prof. Dr. Eva-Sabine	Mi 14-15	3.2.86	3510
ZWIERLEIN, Prof. Dr. Anne-Julia	siehe Homepage	3.2.48	3467

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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 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/EE (Middle / Old / Early English) Introduction	8
ME/OE (Middle / Old English) Advanced	10
Academic Writing / Skills	4

Tab. 1.2a: Credit Points per course type

Table: Overview of Compulsory Modules and Courses

Obligatory modules in the Masters-programmes (cf. regulation of studies: Masterprüfungsordnung vom 11.01.2006 in der Änderungsfassung vom 25.06.2007)

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 (> Studium > Studiengaenge) + www-modul.uni-r.de

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

² Die 3 Veranstaltungen müssen aus einem Themenbereich stammen:

- europäisch-amerikanische Sprachbeziehungen für EAS-M32, *oder*
- europäisch-amerikanischen Beziehungen in Literatur und Kultur für EAS-M33, *oder*
- europäisch-amerikanische Beziehungen in Geschichte o. Politik o. Wirtschaft für EAS-M34.

1.3 Language of instruction

Courses with an English language title are taught in English.

1.4 Announcements

All announcements are posted in our **department** (building PT, second floor) on the notice board. Further important information can be found on the departmental **internet** site (www-deas.uni-r.de/ >> **Informationen für Studierende**). Here, you can also register for our **news-letter-service** which will help you not to forget important dates (e.g. registration deadlines on FlexNow, see section 2.2).

2. Important Dates and Deadlines

2.1 Registration for Courses

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

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

→ **Mo, 8.7.2013 – So, 11.8.2013** for Hauptseminare, Cultural Studies Advanced, Old / Middle / Early English, Vorlesungen.

2.2 FlexNow Registration

FlexNow is a system for managing your transcript of records. In order for you to be awarded credit points for successfully completed courses, your grade will have to be entered into this programme. This requires that, during the registration-period, **you register yourself for all courses** you have chosen to get credit for in a given semester.

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

→ **FlexNow-Registration period** winter term 2013/14: **Mon, Nov 4, 2013 – Fri, Jan 24, 2014**

We strongly advise you to register by the latest by **end of November** in order to have a certain “time buffer” in case you need to sort out potential problems during your registration (forgotten passwords, TANs, missing courses, etc.). It is normally not possible to sort out such problems on the last days of registration.

Please make sure that you do not miss this date! There will be **no late registrations**.

Login-site: → <https://www-flexnow.uni-regensburg.de/Flexnow/DiensteFrames.htm>

It is strongly recommended to log on after the registration process and double check under “Studentendaten einsehen” whether you are registered for the courses you actually intended to register. Also, you should note down the “**Transaktions-ID**” that is displayed on the screen after each registration process and keep it safely.

B. Course Catalogue & Descriptions

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

M.A. English Linguistics

Thematische Vorlesungen

35700 English Around the World **Schneider**

Module: ELG-M 32.2(8), ELG-M 33.2 / 3(8), ENGS-M 22.w(4), ENGYM-M 22.w(4), ENGYM-M32C.1(4), ENHS-M 22.w(4), ENLI-M 23.2(4), ENLI-M 25.2 / 3(4), ENLI-M 32.1(4), ENRS-M 22.w(4)

Vorlesung, SWS: 2, Max. Teilnehmer: 100

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

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

Seminare

35722 Altenglische Sprache u. Kultur Schleburg

Module: ELG-M 31.3(8), ELG-M 33.3(8), ENGS-M 22.w(4), ENGYM-M 22.2(4), ENGYM-M32C.w(4), ENHS-M 22.w(4), ENLI-M 22.2(4), ENRS-M 22.w(4)

Seminar, SWS: 2, Max. Teilnehmer: 25

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

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

35723 Mittelenglische Sprache u. Kultur Schleburg

Module: ELG-M 31.3(8), ELG-M 33.3(8), ENGS-M 22.w(4), ENGYM-M 22.2(4), ENGYM-M32C.w(4), ENHS-M 22.w(4), ENLI-M 22.2(4), ENRS-M 22.w(4)

Seminar, SWS: 2, Max. Teilnehmer: 25

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mi	wöch.	12	14	c.t.				ZH 5	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 der Sprache Chaucers vor und arbeitet die wichtigsten Veränderungen zum Neuenglischen heraus. — Elektronische Anmeldung. Anforderungen für Erwerb von Leistungspunkten: Übungsaufgaben und Klausur. Textgrundlage: W. Obst & F. Schleburg, *Die Sprache Chaucers*, Heidelberg 2010.

35724 Early English Schleburg

Module: ELG-M 31.3(8), ELG-M 33.3(8), ENGS-M 22.w(4), ENGYM-M 22.2(4), ENGYM-M32C.w(4), ENHS-M 22.w(4), ENLI-M 22.2(4), ENRS-M 22.w(4)

Seminar, SWS: 2, Max. Teilnehmer: 25

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

“Early English” is the English-classroom alternative to our German introductions to Old English and Middle English. As such, it is particularly recommended to international students who do not yet sufficiently trust their German for the purpose of scientific discourse and translation. Of course local students (*Lehramt vertieft*) will also be able to acquire the historical qualification needed for the Bavarian state exam. After a short introduction to the Indo-European roots of English, some sessions will be devoted to the sounds and the grammatical system of Old English, illustrated by authentic little prose texts of the Anglo-Saxon

period. Later in the semester we will discuss some of the developments that took place after the Norman Conquest and in Early Modern times, and apply a contrastive analysis to extracts from the works of Geoffrey Chaucer (†1400) and William Shakespeare (1564-1616). — Online registration. Regular homework and final exam.

35725 Altenglisch für Fortgeschrittene **Schleburg**

Module: ELG-M 32.3(10), ELG-M 33.3(10), ENGS-M 22.w(4), ENGYM-M 22.w(4), ENGYM-M32C.w(4), ENHS-M 22.w(4), ENLI-M 22.w(4), ENRS-M 22.w(4)

Seminar, SWS: 2, Max. Teilnehmer: 30

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mi	wöch.	16	18	c.t.				PT 1.0.2	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), ENGS-M 22.w(4), ENGYM-M 22.w(4), ENGYM-M32C.w(4), ENHS-M 22.w(4), ENLI-M 22.w(4), ENRS-M 22.w(4)

Seminar, SWS: 2, Max. Teilnehmer: 30

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

Module: ELG-M 32.1(10), ELG-M 33.1 / 3(10), ENGS-M 22.w(7), ENGYM-M 22.w(7), ENGYM-M32C.2 / 3(7), ENHS-M 22.w(7), ENLI-M 32.2 / 3(7), ENRS-M 22.w(7)

35738 Corpus Linguistics: Principles, Procedures, Practice **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	

With the advent of powerful personal computers since roughly the 1980s “Corpus Linguistics” has emerged as a new, highly productive and insightful sub-discipline of English linguistics, offering radically new opportunities for a systematic investigation of principles of linguistic usage in all kinds of texts and varieties, predominantly on a quantitative basis. Corpora are large-scale electronic text collections, ranging initially from “megaword” corpora of one million words in size, representing written British and American English, via modern corpora comprising hundreds of millions of words from a wide range of different varieties and

historical periods, to the billion-words Google Books collection. Corpora have turned out to be particularly useful for diachronic investigations (like the Helsinki Corpus of Historical English Texts, or the Corpus of Historical American English) and for comparing properties of different varieties of English (the components of the “International Corpus of English”, or the “Global Web-based English” corpus). Special software has been written to facilitate systematic investigations of such monumental sources (such as the freeware program Antconc and the program WordSmith). During the first part of the term, we will get familiarized with the principles and procedures of Corpus Linguistics – its theoretical foundations and its character as “just a new tool” or a fundamentally new approach to language study; the principles behind corpus compilation, corpus annotation, and corpus analysis; the most important corpora of English available and their characteristic properties; and the software tools and techniques of corpus analysis. This will essentially be based on an obligatory reading list of selections from various textbooks as well as classroom lecturing and discussions, and it will end in a written exam. Participants will then have to select a single corpus and a structural topic for analysis and will have to work out a small-scale project of their own for presentation in class during the second half of term, which will then also have to be worked out into a seminar paper. Recommended background reading (selections from which will be obligatory, to be communicated to registered participants): Douglas Biber, Susan Conrad, and Randi Reppen, *Corpus Linguistics. Investigating Language Structure and Use*. Cambridge: Cambridge University Press 1998; Charles F. Meyer, *English Corpus Linguistics. An Introduction*. Cambridge: Cambridge University Press 2002; Joybrato Mukherjee, *Anglistische Korpuslinguistik. Eine Einführung*. Berlin: Erich Schmidt Verlag 2009; Toni McEnery and Andrew Hardie, *Corpus Linguistics: Method, Theory and Practice*. Cambridge: Cambridge University Press 2012. Requirements for course credits: active participation; intermediate exam; oral presentation and written paper. Electronic registration.

35740 Lexical Change

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	

New words enter the English vocabulary all the time, for instance *mouse potato*, *spyware*, *wavepool*, *manga*, *agritourism*. But there are also others that drop out, such as *gobemouche*, *roynish*, *nidulation*, *slubberdegullion*. There are various ways to enlarge the vocabulary. Already existing word constituents are combined. Words are borrowed from other languages. Established words change their meaning. We are interested in conditions and causes for lexical change, and the theories that exist about them. We want to know what types of change there are and how to classify them. We would also want to find out whether there are any restrictions on lexical change, either language internal ones, such as phonological and morphological constraints, or extralinguistic ones. Another issue is the question of the consequences of lexical change. What developments and innovations in the world at large and in society do new words reflect? Furthermore, we can ask ourselves what happens in the mind of the language users when producing or interpreting a novel word. Requirements: Reading assignments, oral presentation, paper. Introductory reading: Andrew Radford 2009. *Linguistics. An introduction*. CUP. Chp. 16: “Lexical variation and change.” 224-241.

Übungen

35735 Phonemic Transcription

Kautzsch

Module: ENGS-M 22.w(2), ENGYM-M 22.w(2), ENHS-M 22.w(2), ENLI-M 22.w(2), ENRS-M 22.w(2)

Übung, SWS: 1, Max. Teilnehmer: 25

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	14	15	c.t.				PT 3.0.75*	Kautzsch	

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 Leistungspunkten für den Wahlbereich möglich.

Kurse in der Eingangsphase der MA-Programme

35745 Readings in Linguistics

Brunner

Module: ELG-M 31.1(8)

Seminar, SWS: 2, Max. Teilnehmer: 25

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

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

35850 Academic Writing (MA course)

Balestrini

Module: AMS-M 31.3(4), BLK-M 31.2(4), EAS-M30.3(4), ELG-M 31.2(4)

Seminar, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mi	wöch.	18	19:30	s.t.				ZH 6	Balestrini	

Course description see page 21.

M.A. British Studies

Vorlesungen

11157 Gewalt, Aggression und Konflikt in Sprach-, Literatur- und Kulturwissenschaften und Katholischer Theologie (Ringvorlesung) von Treskow et al.

Module: AMST-M13.w(4), BLK-M33.1(8), BRST-M13.w(4), BRST-M23.3(4), BRST-M32.1(4), ENGS-M13.w(4), ENGS-M22.w(4), ENGYM-M13.w(4), ENGYM-M23.w(4), ENGYM-M32B.1(4), ENHS-M13.w(4), ENHS-M22.w(4), ENLI-M13.w(4), ENRS-M13.w(4), ENRS-M22.w(4)

Vorlesung, SWS: 2, Max. Teilnehmer: 200

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Do	wöch.	16	18	c.t.				H 3	von Treskow et al.	Beteiligung IAA: Fischer, Zwierlein

Die Ringvorlesung *Gewalt, Aggression und Konflikt in Sprach-, Literatur- und Kulturwissenschaften und Katholischer Theologie* stellt systematisch die Fächer und Disziplinen der Sprachwissenschaften, Literaturwissenschaften und Kulturwissenschaften sowie der Theologie vor und führt in Forschungsfelder, Forschungsfragen und Theorien ein, in deren Zusammenhang bzw. mit deren Instrumentarium jeweils Gewalt, Aggression und Konflikt untersucht werden. Die Vorlesung entfaltet damit ein breites Spektrum an Themen und Gegenständen. Sie setzt keinerlei fachliches Vorwissen voraus, sondern wendet sich an alle Interessierten auf Master-Niveau. Die Abschlussklausur findet am 13.2.2014 statt. Die Ringvorlesung *Gewalt, Aggression und Konflikt in Sprach-, Literatur- und Kulturwissenschaften und Katholischer Theologie* wird durch ein Tutorium begleitet, in dem die Teilnehmer/innen unter Anleitung den Vorlesungsstoff vor- und nachbereiten sowie Definitionen, Theorien und konkrete Beispiele diskutieren. Das Tutorium bereitet ferner auf die Abschlussklausur vor.

Cultural Studies Advanced

Module: BLK-M 32.3(8), BRST-M 23.w(5), BRST-M 32.2(5), ENGS-M 22.w(5), ENGYM-M 23.w(5), ENGYM-M32B.2(5), ENHS-M 22.w(5), ENRS-M 22.w(5)

35785 The Industrial Revolution McIntosh-Schneider

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	

In this course we will be studying all aspects of the changes that the Industrial Revolution brought about. Traces of the Industrial Revolution can still be seen in many parts of Britain and are still influencing people's lives today. Starting with the pre-conditions for the Industrial Revolution in the early 18th century, we will explore areas such as the development of the infrastructure and changes in transportation, the inventions in industrial machinery, the development of towns and urban life, politics and legislation, advances in medicine, architecture, literature and the arts. Each week we will be looking at a particular aspect of the Industrial Revolution and how it affected the lives of the population. Requisites: Regular attendance, presentation, active participation and a 15 page term paper. Registration via LSF. A reading list will be handed out in the first session.

Seminar, SWS: 2, Max. Teilnehmer: 14

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. Der September-Termin für 2013 ist bereits ausgebucht, jedoch ist die Voranmeldung für die Fahrten 2014 bereits möglich. Die genaue Festlegung der Termine für 2014 erfolgt bei einem Vortreffen zu Beginn der Vorlesungszeit des WS 2013/14. 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 wird empfohlen, ist aber nicht Bedingung für die Teilnahme an der Exkursion. Wer die Exkursion als Cultural Studies Advanced Seminar einbringen möchte, braucht jedoch die "An Introduction to British and Irish Studies" und das Seminar "British and Irish Cultures" als Vorleistung. Aus organisatorischen Gründen ist die Teilnehmerzahl pro Fahrt auf 14 begrenzt. Interessenten/Innen wird empfohlen, sich baldmöglichst persönlich oder bei der elektronischen Kursanmeldung (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* (12-15 pp. in English)). Voraussichtliche Kosten (Erfahrungswert): ca. 680 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

Module: BLK-M 32.2(10), BLK-M 33.2 / 3(10), BRST-M 32.3(7), ENGS-M 22.w(7), ENGYM-M 23.w(7), ENGYM-M32B.3(7), ENHS-M 22.w(7), ENRS-M 22.w(7)

35791 (Almost) 20 Years of Post-Apartheid Literature: Writing the Rainbow Nation? Petzold

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	Petzold	

The (early) 1990s brought about the legal end of apartheid and the elections of 1994 made Nelson Mandela the first black president of South Africa. In this seminar, we will read and discuss a selection of texts written in – and looking at – the ‘Rainbow Nation’, as Bishop Desmond Tutu termed the ‘new’ South Africa. We will examine texts by (white) established writers and by (black) ‘new voices’ who emerged after the end of apartheid: André Brink’s *Imagined of Sand* (1996), J.M. Coetzee’s *Disgrace* (1999), Sello Duiker’s *Thirteen Cents* (2000), Phaswane Mpe’s *Welcome to Our Hillbrow* (2001), Niq Mhlongo’s *After Tears* (2007), and Nadine Gordimer’s *No Time Like the Present* (2012). Students who participate in the seminar are also invited to attend an international conference on post-apartheid writing that will take place in Regensburg in early April 2014. Requirements: participation in class discussion and in an ‘expert group’, term-paper (15-20 pages).

35792 ‘West Britain’ into Éire: The Shaping of National and Cultural Identity in Colonial and Postcolonial Irish Writing Lenz

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

Although once belittled as “West Britain” or “John Bull’s Other Island” by her mighty neighbour beyond the Irish Sea, Ireland has always given expression to her ethnic and cultural otherness. Nevertheless, Irish culture and its literary expression are undeniably hybrid – both rooted in Celtic tradition and characterised by English, the language of the colonial power which dominated the Emerald Isle for almost eight hundred years. Sad and painful as the centuries of colonial oppression may have been, they were also a hothouse for the development of a rich literary and cultural awareness in which ethnic and national stereotypes both clashed and were transformed respectively to gradually shape the concept of a nation based upon Anglo-Norman and Celtic traditions. In 19th century Irish literature, the suffering and hardships of the oppressed Catholic population group and their hope of a national renewal were of central importance in all genres. The first quarter of the 20th century saw Ireland gradually develop from a relatively quiescent colony to an emerging nation engaged in finally shaking off the shackles of English dominion. The literature written in the time between the foundation of the Irish Free State (1922) and the beginning of the Celtic Tiger boom (1980s) was marked by an often merciless and sarcastic analysis of the status quo of Irish society and its priest-riddenness. In the wake of the Celtic Tiger, Ireland developed from a backward nation to a postmodern one, a fact which is mirrored in the shockingly straight-in-your-face works of present-day writers such as Martin McDonagh, Marina Carr or the shock-to-the-system TV-serial *Father Ted*, in which the formerly omnipotent clergy present themselves as the laughing stock of the nation. Against the backdrop of history, politics, culture and gender theories, this seminar will look at a wide variety of Irish literature of the 19th and 20th centuries – poetry, drama, and prose – as well as at some present-day works and the TV-serial *Father Ted*. Anthologies (compulsory purchase): David Pierce. *Irish Writing in the Twentieth Century: A Reader*. Cork: CUP, 1999. Stephen Regan. *Irish Writing: An Anthology of Irish Literature in English 1789-1939*. Oxford World’s Classics. Oxford: OUP, 2008. Texts will be available at Pustet’s. Some master copies and the seminar’s schedule will be put on the K-drive. — Course requirements: active participation, oral report, term-paper (15-20 pp.).

Kurse in der Eingangsphase der MA-Programme

35797 Reading and Discussion

Petzold

Module: BLK-M 31.1(6)

Seminar, SWS: 2, Max. Teilnehmer: 15

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

The reading class in the MA British Studies programme will focus on key texts of postcolonial studies. We will read essays (or excerpts from larger works) by critics like Edward Said, Stuart Hall, Homi K. Bhabha, Gayatri Spivack (and others), to discuss concepts concerning identity formation and individual human agency. Although the essays form part of the critical framework of 'postcolonial studies', many of the questions raised are also pertinent to other critical/theoretical approaches to literature and culture. Texts will be made available via GRIPS. Requirements: participation in class discussion; final exam (in-class).

35850 Academic Writing (MA course)

Balestrini

Module: AMS-M 31.3(4), BLK-M 31.2(4), EAS-M30.3(4), ELG-M 31.2(4)

Seminar, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mi	wöch.	18	19:30	s.t.				ZH 6	Balestrini	

Course description: see page 21.

M.A. American Studies

M.A. European-American Studies

Vorlesungen

35802 Home Revisited

Zehelein

Module: AMS-M 32.2(8), AMS-M 33.2 / 3(8), AMST-M 13.w(4), AMST-M 23.3(4), AMST-M 32.1(4), BRST-M 13.w(4), EAS-M 33.1/2/3(8), EAS-M 34.1/2/3(8), ENGS-M 13.w(4), ENGS-M 22.w(4), ENGYM-M 13.w(4), ENGYM-M 23.w(4), ENGYM-M32A.1(4), ENHS-M 13.w(4), ENHS-M 22.w(4), ENLI-M 13.w(4), ENRS-M 13.w(4), ENRS-M 22.w(4)

Vorlesung, SWS: 2, Max. Teilnehmer: 100

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

Last semester, I asked: what exactly is a hometown? Why is small town life either desired or despised? Why do people call places "home" which are not their places of birth or even places where their families live? How – if at all – have definitions of "home" changed over time? What is the relevance of "home" for American politics? What role does real estate play? How strong is nostalgia in the projection of "home"? I attempted to answer these and related questions by looking closely at American texts, paintings, photography and film from colonial times to the 21st century. It turned out that way too many themes and aspects could not be taken under closer scrutiny. Thus, I wish to continue the investigation into American "home(s)." Some sessions will focus on selected literary examples. Required reading: Gabrielle Zevin, *The Hole We're In* (2010). Further texts will be announced at the beginning of the semester. Requirement for credit: final exam.

35803 The History of North America VI: The Cold War, Act I, 1945-1975 Depkat

Module: AMS-M 32.2(8), AMS-M 33.2 / 3(8), AMST-M 13.w(4), AMST-M 23.3(4), AMST-M 32.1(4), BRST-M 13.w(4), EAS-M 33.1/2/3(8), EAS-M 34.1/2/3(8), ENGS-M 13.w(4), ENGS-M 22.w(4), ENGYM-M 13.w(4), ENGYM-M 23.w(4), ENGYM-M32A.1(4), ENHS-M 13.w(4), ENHS-M 22.w(4), ENLI-M 13.w(4), ENRS-M 13.w(4), ENRS-M 22.w(4)

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 Cold War was more than just a military and diplomatic confrontation between two blocs armed to their teeth. Rather, it was a comprehensive and multi-layered antagonism between two mutually exclusive political, social, economic, and cultural systems that defined the history of the second half of the "Short Twentieth Century," i.e. the time from 1945 to 1991. This lecture deals with the first half of this period, taking a continental approach that involves the histories of Canada, the United States and – in parts – Mexico. Seeing itself involved in a global struggle to contain Communism, the U.S. rebuilt Japan, Germany, and other Western European countries as market democracies after World War II, went to war in Asia twice, and pursued a whole spectrum of political, economic and cultural strategies to stop the global spread of the Soviet Union. During this period, Canada was one of the U.S.'s closest allies that, however, was pursuing its own political goals on the path to full statehood. At the same time, the pressures of the Cold War had far-reaching effects on domestic developments in the United States, Canada, and Mexico, which all became ever more entangled with each other, and yet continued to develop apart. The lecture will elaborate on the major problems, developments, and events of the first three decades of Cold War North America. Topics to be discussed include among others the Cold War ideology, the wars in Korea and Vietnam, the affluent societies, the turmoil of the 1960s, and the crisis of the 1970s. The course continues my lecture series on North American history but it also stands by itself. Requirements: regular attendance, midterm (take-home exam), and final. Reading: 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. James T. Patterson, *Great Expectations: The United States, 1945-1974*, New York 1996. Walter LaFeber, Richard Polenberg, and Nancy Woloch, *The American Century: A History of the United States since the 1890s*, 5th ed., Boston 1988. 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. Volker Depkat, *Geschichte Nordamerikas: Eine Einführung*, Köln 2008.

Cultural Studies Advanced

35834 The Challenges of Biography Depkat

Module: AMS-M 32.3(8), AMS-M 33.2 / 3(8), AMST-M 23.w(5), AMST-M 32.2(5), EAS-M 33.1/2/3(8), EAS-M 34.1/2/3(8), EAS-M31.3/4(8), ENGS-M 22.w(5), ENGYM-M 23.w(5), ENGYM-M32A.2(5), ENHS-M 22.w(5), ENRS-M 22.w(5)

Seminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	16	18	c.t.				ZH 4	Depkat	

In recent years, historians, social scientists, cultural critics, and scholars from other disciplines have begun to engage more critically with the challenges presented by biography as a method of research, a literary genre and a category of social self-description. As a result, biography is currently one of the most fascinating and innovative fields in the humanities, addressing such interesting problems as the exceptionality and collectivity of individual lives, the relationship of biography and history, or the communicative pragmatics of biography in social contexts. As a result, individuals known for their achievements, like respected political figures, captains of industry, or renowned writers and artists, are no longer the sole

target of biographical endeavors. Furthermore, there is a lot of experimentation with forms of collective biography like group or family biographies. Finally, the big question of how to narrate a life – the question of biography as a literary genre – continues to attract much attention in a poststructuralist academic context. The aim of this seminar, therefore, is to combine case studies on American biographies with larger theoretical reflections on biography as both a method and a literary genre. Requirements: regular attendance, presentation and essay (10-15 pages). Readings: Christian Klein (Ed.), *Handbuch Biographie: Methoden, Traditionen, Theorien*, Stuttgart: Metzler 2009.

35835 From Stage to Street: Transnational Identification and Performance Bauridl
Taught in cooperation with Prof. Nicole Hodges Persley, University of Kansas

Module: AMS-M 32.3(8), AMS-M 33.2 / 3(8), AMST-M 23.w(5), AMST-M 32.2(5), EAS-M 33.1/2/3(8), EAS-M31.3/4(8), EAS-M34.1/2/3, ENGYM-M 23.w(5), ENGYM-M32A.2(5), ENRS-M 22.w(5)

Seminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	Einzel	10	12	c.t.	01.10.13	01.10.13		PT 1.0.2	Bauridl	
Mi	Einzel	9	12	s.t.	09.10.13	09.10.13		PT 1.0.2	Bauridl	
Do	Einzel	9	12	s.t.	10.10.13	10.10.13		PT 1.0.2	Bauridl	
Mi	wöch.	14	16	c.t.		11.12.13		ZH 5	Bauridl	

From Stage to Street offers students the opportunity to not only study but participate in transnational scholarship by exploring two major foci in recent American Studies—transnational processes and the performative dimension of culture—together with graduate students at the University of Kansas at Lawrence (KU). Students on both sides of the Atlantic investigate ways in which theatre and performance construct identities of individuals and communities shaped by transnational mobility/ies. As a part of our cooperation with KU and taught in tandem with Prof. Nicole Hodges Persley (Theater Studies), this interdisciplinary course enables students to discuss their perspectives and findings obtained in regular course sessions and project work via online forms of communication (v/blogs and joint skype sessions). More precisely, by scrutinizing diverse on- and off-stage performances—ranging from contemporary theater to film; from music to installations and street art; from commemorative events to holiday celebrations; from political enactments to activism and protest—we will illuminate the intersections between identity and issues of transnational processes, e.g. nationhood, citizenship, belonging; (forced) migration, refugee status, and diaspora; multiple consciousness and ethnic/cultural plurality. We will discuss the capacity of live and digitally captured bodies and voices to cross cultural, racial, national, and gender borders to negotiate transnational identifications through theatrical practice. Thus, course goals include exploring how performer and performances as objects and subjects of study negotiate, cross, manipulate, or subvert political, cultural, and linguistic borders through performance. *Course requirements*: project presentation and online-based exchange with KU students; concluding essay (5 pp.). *Course schedule*: 1 Oct. 2013 (Tues) 10-12; 9 Oct. 2013 (Wed) 9st-12; 10 Oct. 2013 (Thurs) 9st-12; 16 Oct. 2013 (Wed) 14-16; 23 Oct. 2013 (Wed) 14-16; 30 Oct. 2013 (Wed) 14-16; 6 Nov. 2013 (Wed) 14-16; 13 Nov. 2013 (Wed) 14-16; 27 Nov. 2013 (Wed) 14-16; 4 Dec. 2013 (Wed) 14-16; *final session*: 11 Dec. 2013 (Wed) 14-16; two joint sessions with KU will be arranged in consultation with course participants.

35836 Topical Issues in Contemporary American Culture **Balestrini**

Module: AMS-M 32.3(8), AMS-M 33.2/3(8), AMST-M 23.w(5), AMST-M 32.2(5), ENGS-M 22.w(5), ENGYM-M 23.w(5), ENGYM-M32A.2(5), ENHS-M 22.w(5), ENRS-M 22.w(5)

Seminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Fr	wöch.	12	14	c.t.				VG_2.39	Balestrini	

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 have or to acquire a firm footing in American history and culture. – Course materials will encompass textual as well as visual materials which allow for a discussion of America’s many tensions, paradoxes, and promises. — Requirements will include an oral presentation, in-class participation, and a 10- to 12-page research paper.

Hauptseminare**35839 Alice Munro** **Zehelein**

Module: AMS-M 32.1(10), AMS-M 33.1/2/3(10), AMST-M 32.3(7), EAS-M 33.1/2/3(10), EAS-M 34.1/2/3(10), EAS-M31.1/4(10), ENGYM-M32A.3(7)

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

Cynthia Ozick has called Munro “our Chekhov” - and this for good reason. Munro is clearly one of the best short story writers of the 20th (and 21st) century. This class will look at a broad array of Munro’s short stories to trace her artistic development from the late 1960s to the present, to chart “Munroviana” (the fictional(ized) Canadian landscape of her writings), and to gather a panoply of elements of her (mostly) psychological fiction. Requirements include in-class participation, an oral presentation, and a 15- to 20-page research paper in English. Texts: Alice Munro, *Dear Life* (2012), which will be published in paperback in July 2013 (Vintage international). All other texts will be collected on K-drive.

35840 Fifty Years after the Shots Heard Around the World: A Critical Reassessment of John F. Kennedy and His Presidency **Depkat, Bierling**

Module: AMS-M 32.1(10), AMS-M 33.1/2/3(10), AMST-M 32.3(7), EAS-M 33.1/2/3(10), EAS-M 34.1/2/3(10), EAS-M31.1 / 4(10), ENGYM-M32A.3(7)

Hauptseminar, SWS: 2, Max. Teilnehmer: 10

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mi	wöch.	10	12	c.t.				VG_1.36	Depkat, Bierling	

Fifty years after his assassination in Dallas, Texas, on November 22, 1963, John F. Kennedy, the man and the president, continues to fascinate audiences all over the world. His youthfulness, his new style of politics, the glamour he exuded together with his wife, Jackie, and most importantly his tragic death have turned “JFK” into a popular icon and myth in the

U.S. and around the globe. Everybody still seems to know where they were when Kennedy was shot. All the while, historians and political scientists have labored hard to critically assess John F. Kennedy and his presidency. In light of this highly diverse and controversy-ridden research, JFK's record appears rather mixed. This team-taught course (with Prof. Dr. Bierling) takes the fiftieth anniversary of the Kennedy assassination as an opportunity to take fresh looks at the man and his presidency from historical and political science perspectives. Topics to be discussed include, among others, Kennedy's foreign policy, his domestic agenda, his stand on civil rights, his political style, and his use of the modern mass media. Requirements: regular attendance, presentation and research paper (15-20 pages). Readings: Robert Dallek, *An Unfinished Life: John F. Kennedy, 1917-1963*, Boston 2003. Andreas Etges, *John F. Kennedy*, München 2003. James N. Giglio, *The Presidency of John F. Kennedy*, 2nd ed., Lawrence, KS, 2006.

35841 The Rise of American Popular Print Culture **Gessner**

Module: AMS-M 32.1(10), AMS-M 33.1/2/3(10), AMST-M 32.3(7), EAS-M 33.1/2/3(10), EAS-M 34.1/2/3(10), EAS-M31.4(10), ENGYM-M32A.3(7)

Hauptseminar, 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	Gessner	

The late eighteenth- and nineteenth-century America saw a rise in literacy as well as an emergence of a popular print culture. In this seminar, print will be taken to include text and visuals. The term 'popular' entails several, sometimes conflicting meanings, from pertaining to and representing the people, widespread, much frequented, favored, admired and liked, to low-brow and cheap in both form and content. A set of questions will serve to guide us: What did people look at and read? How did they get access to printed material? How were popular print products circulated and used? How did they emerge and develop over time? How was popular print culture both shaped by historical and socio-political crises, and how did it attend to and influence these events? Fields addressed in this seminar include: the emergence of advertising in America; (illustrated) American newspapers and magazines; daguerreotype and photography; postcards, humor and cartoons; popular literature and dime novels; science and medicine in popular print culture; and children's literature. A list of texts, visuals, and case studies will be available at the beginning of the semester. Course requirements: in-class participation, presentation, and research paper (15-20 pages). Recommended reading: Christine Bold, ed. *US Popular Print Culture 1860-1920* (Oxford: Oxford UP, 2012).

Oberseminare

35842 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 roundtables 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) will have to submit written responses to two of the presentations (one regarding a research project conducted at the University of Regensburg and one on a lecture given by a guest speaker). M.A. students who wish to present their master's thesis in progress are expected to submit the (tentative) title of the master's thesis by 23 September 2013 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 presentation of the master's thesis project does not have to occur in the same semester in which the class is taken for credit. The schedule will be available by early October 2013 (and be mailed to participants and M.A. students registered for the course).

35846 Reading and Discussion: American Cultural and Literary History **Bauridl**

Module: AMS-M 31.2(8)

Seminar, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Do	wöch.	10	12	c.t.				ZH 4	Bauridl	

The course is designed as both an introductory reading course and an advanced review course for incoming students in the M.A. program in American Studies. The course is to frame and focus students' familiarity with major forces and developments in American cultural history from the early colonial period until the immediate present. In-class discussions will be based on representative selections of primary materials from different fields of cultural production, including in particular e.g. major literary works, seminal political documents, and samples of visualizations of 'America.' Reviews of influential works of cultural criticism and literary history as well as of master narratives of American cultural and political history will be also incorporated into the chronological review of American cultural history. Students enrolled in the 'old' LPO I Lehramt Gymnasium may participate if they have written their Zulassungsarbeit in American Studies (and after prior consultation with Dr. Bauridl). The course syllabus will be mailed to students registered for the course by the beginning of October 2013. Requirements for credit in the master's program: presentation, final paper (some 10 pp.).

35847 Fundamentals: Approaches, Concepts, Theories **Leikam**

Module: AMS-M 31.1(8), EAS-M30.2(8)

Seminar, SWS: 2, Max. Teilnehmer: 20

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

The course traces methods and theoretical perspectives within the field of American Studies from its beginnings to the historical, political, visual, performative, spatial, and transnational turns of New American Studies and European American Studies. The course provides an introduction to graduate work in American Studies and European American Studies and offers a broad understanding of theoretical concepts defining both fields. We will trace the development of the discipline by looking at the kinds of scholarly works that have made up the corpus of American Studies over time, including texts by European Americanists as well as programmatic *American Quarterly* articles. Course requirements include regular attendance, active in-class participation, an oral presentation, a critical essay, and one annotated bibliography defining a subset of works in American Studies methods, theories, or topics. A course reader will be available. Recommended Material: Maddox, Lucy, ed. *Locating American Studies: The Evolution of a Discipline*. Baltimore, MD: Johns Hopkins UP, 1999; Pease, Donald E., and Robyn Wiegman, eds. *The Futures of American Studies*. Durham, NC: Duke UP, 2002; Rowe, John Carlos, ed. *Post-Nationalist American Studies*. Berkeley: U of California P, 2000; *American Literary History*. Spec. issue *Twenty Years of American Literary History: The Anniversary Volume 20.1-2* (2008). Credit for: MAS, MEAS.

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

Module: EAS-M30.1(8)

Seminar, SWS: 2, Max. Teilnehmer: 20

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

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

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

Module: AMS-M 31.3(4), BLK-M 31.2(4), EAS-M30.3(4), ELG-M 31.2(4)

Seminar, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mi	wöch.	18	19:30	s.t.				ZH 6	Balestrini	

This course is designed to guide students through the complexities of organizing and drafting an advanced research project and paper. Besides the acquisition of language and information management skills, students will learn how to read their drafts as their potential readers might so that they can recognize unnecessarily difficult or empty passages and then revise them effectively. We will analyze and critically evaluate different text types from the fields of literary studies, linguistics, and cultural studies in order to acquire the skills necessary for the writing of convincing academic discussions. Participants will also gain insight into the vast area of general and specific sources which are indispensable for a successful academic approach to a topic and learn how to distinguish between sources which are both valuable and reliable and those which are not. By the end of this course, students should be able to approach a topic in an analytical way, select appropriate information, discuss contrary views, and master text cohesion and academic style in their own writing. Prerequisites for course credits will be regular attendance, active participation, oral presentations on research projects, and two short essays (one research proposal and one critical analysis) on topics relating to either literary studies, linguistics, or cultural studies. – Texts: Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams, eds. *The Craft of Research*. 3rd ed. Chicago: U of Chicago P, 2008; information on further readings will be given in class. Credit for: all MAs of the Department of English and American Studies.

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 in den MA-Programmen MAS und MEAS:

33304 Die Außenpolitik der USA

Bierling

Module: AM4 (POL - M13).2 , EAS-M31.2,4(8), EAS-M34.1-3 , POL-BA-M24.2(7)

Vorlesung, SWS: 2, Max. Teilnehmer: 250

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

Die Vorlesung gibt eine Bestandsaufnahme der US-Außenpolitik. Im ersten Teil geht es um die verfassungsrechtlichen Voraussetzungen, die Machtverteilung im amerikanischen Regierungssystem und Erklärungsansätze. Der zweite Teil identifiziert und analysiert die wichtigsten Entwicklungen von 1941 bis heute. Besondere Aufmerksamkeit wird den Ereignissen seit dem 11. September 2001 und der Obama-Regierung gewidmet. Die Studenten lernen, dass die Außenpolitik der USA zwischen Realismus und Idealismus oszilliert und kaum eine Krise der internationalen Politik ohne Mitwirkung der USA bewältigt werden kann. Weiter Informationen (Anmeldung, Literatur, Semesterplan): siehe Vorlesungsverzeichnis im LSF.

36034 Sprachkontakt in der Hispanophonie

Neumann-Holzschuh

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

Hauptseminar, SWS: 2, Max. Teilnehmer: 25

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

C. For Fun

(open to students of all levels)

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

Lenz

Weitere Informationen siehe „Anglistik. Cultural Studies Advanced“.

35852 Video Hour Amerikanistik

Balestrini

Übung, SWS: 2, Max. Teilnehmer: 35

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mo	wöch.	18	21	c.t.				ZH 6	Balestrini	

35854 Tandem Mentoring

Uppendahl

Übung, SWS: 2

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

35855 DAAD / TA Großbritannien (Beratung, Informationsveranstaltung)

Waller

Übung, SWS: 2

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

35856 RUPs, too

Kohen

Übung

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
-	n. V.			c.t.					Kohen	Zeit und Ort siehe Aushang

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

MultiMediaZentrum, Universitätsbibliothek

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

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

Rivendell

This is an English-language e-mail forum for students, a great opportunity to practice your English and have some fun. (URL: <http://www.dunphy.de/rivendell.htm>, or via the Homepage of the Department (URL: see page 3!) >> “Links and Resources”).

English Language Resources

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

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

Trip to Ireland

Each semester, 1-2 trips to Ireland are offered by the department (see section „M.A. British Studies“). If you are interested, contact Dr. Lenz (PT 3.2.62) as soon as possible, as participation is limited.