



Detailed course catalogue for M.A. students

Summer Term 2013

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

Mödl
Kautzsch, Siebers
Farkas, Palitzsch
Bauridl
Balestrini

Sprechstunden Sommersemester 2013

Name	Sprech-zeit	Raum PT	Tel.: 943-
ARRINGTON, Doris-Gudrun	Mi 14-16	2.3.61	3501
ABBECK, Akad. Dir. Dr. Johann	Fr 10-12	3.2.46	3488
BALESTRINI, Akad. Rätin PD Dr. Nassim	Mi 9-10 + Fr 11-12	3.2.85	3509
BAURIDL, Dr. Birgit	Do 10-12	3.2.83	3507
BOEHM, Dr. Katharina	beurlaubt		
BRUNNER, Thomas	Mi 14-16	3.2.79	3503
BUSCHFELD, Dr. Sarah	beurlaubt		
CAVANNA, Augustus	Di 12-14	3.2.87	3511
DECKER, Martin	Mo 13-14	3.2.47	3466
DEPKAT, Prof. Dr. Volker	Di 14-15 + Mi 10-11	3.2.71	3476
DUNPHY, Dr. Graeme	Di 14-16	3.2.58	3498
FACKLER, Katharina	Do 10-12	3.2.88	1809
FARKAS, Dr. Anna	Di 14-16	3.2.59	3499
FISCHER, Prof. Dr. Roswitha	Di u. Mi 12-13	3.2.68	3473
GEBAUER, Dr. Amy	Mo 11-13	3.3.88	3429
GESSNER, Dr. Ingrid	Di 10-12	3.2.70	3475
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	siehe Homepage	3.3.104	5727
KOCH, Walter	nach Veranstaltung		
KOHEN, Jamie	Di 12-13, Mi 11-12	3.2.50	3469

Name	Sprech-zeit	Raum PT	Tel.: 943-
LEIKAM, Susanne	Mi 11-13	3.2.83	3507
LENZ, Akad. Dir. Dr. Peter	Mo 11-13	3.2.44	3506
MCINTOSH-SCHNEIDER, Julia	Mo 16-18	3.2.57	3497
MÖDL, Gabriele	Mo-Do 10-12:30	3.2.62	3667
MORETH-HEBEL, Christine	Fr 14-15	ch.moreth-hebel@web.de	
NEULAND, Christina	Fr 10-11	3.2.82	3502
N.N., Prof. Dr.	siehe Homepage		
PALITZSCH, Francesca	Di 15-17	3.2.63	3870
PANKRATZ, Michaela	Mi 14.30-16	3.2.55	3046
PETZOLD, Prof. Dr. Jochen	Di 15:15-17	3.2.45	2486
REGNAT, Josef	nach 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
SZLEZÁK, Klara-Stephanie	Do 16-17.30	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 9.30-12	3.2.43	3463
WESS, Doris	Mi 10-12	3.2.84	3508
WIDLITZKI, Bianca	siehe Homepage	3.2.81	3505
ZWIERLEIN, Prof. Dr. Anne-Julia	Di 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

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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 (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 (> 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 2.3).

2. Important Dates and Deadlines

2.1 Registration for Courses

In order to be admitted to your chosen courses, please email your course instructors.

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** summer term 2013: **Mon, May 6 – Friday, July 7, 2013**

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 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 our homepage or the notice-board next to PT 3.2.62.

M.A. English Linguistics

Thematische Vorlesungen

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

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

V (lecture), SWS: 2

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

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

Seminare

35722 Altenglische Sprache und Kultur **Schleburg**

Module: ELG-M31.3(8), ELG-M32.w(8), ELG-M33.3(8)

OE (Old English) Introduction, 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. Eine erfolgreiche Teilnahme setzt regelmäßige Vor- und Nachbereitung des Stoffes im Semester voraus. — Elektronische Anmeldung. Anforderungen für Erwerb von Leistungs-

punkten: Übungsaufgaben und Klausur. Textgrundlage: W. Obst & F. Schlegel, *Lehrbuch des Altenglischen*, Heidelberg 2004.

35723 Mittelenglische Sprache und Kultur

Schlegel

Module: ELG-M31.3(8), ELG-M32.w(8), ELG-M33.3(8)

ME (Middle English) Introduction, SWS: 2, Max. Teilnehmer: 25

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

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 vergleicht sie mit den Strukturen des Neuenglischen. Eine erfolgreiche Teilnahme setzt regelmäßige Vor- und Nachbereitung des Stoffes im Semester voraus. — Elektronische Anmeldung. Anforderungen für Erwerb von Leistungspunkten: Übungsaufgaben und Klausur. Textgrundlage: W. Obst & F. Schlegel, *Die Sprache Chaucers*, Heidelberg 2010.

35724 Early English

Schlegel

Module: ELG-M31.3(8)

ME/OE (Middle / Old English) Introduction, 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	Schlegel	

“Early English” is the English-classroom alternative to our German introductions to Old English and Middle English. As such, it is particularly recommended to international students who do not yet sufficiently trust their German for the purpose of 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

Schlegel

Module: ELG-M32.3(10), ELG-M33.3(10)

OE (Old English) Advanced, SWS: 2, Max. Teilnehmer: 30

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

Die Fortsetzung unserer Einführung in das Altenglische fasst jene Prozesse des lautlichen, morphologischen und syntaktischen Wandels ins Auge, die über das Mittelenglische zur Gegenwartssprache führen. Die Auswahl der Stoffgebiete und der Übungstexte orientiert sich an den Anforderungen der altenglischen Textklausur im schriftlichen Staatsexamen. Eine sinnvolle Teilnahme setzt zumindest die Vorbereitung der Übersetzungstexte voraus. In der ersten Sitzung werden erfahrungsbasierte Strategien der langfristigen Examensvorbereitung erörtert. — Freiwilliger Vertiefungskurs, keine Anmeldung erforderlich. Erwerb von Leistungspunkten nach Absprache möglich.

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

Die Fortsetzung unserer Einführung in das Mittelenglische ergänzt den lautlichen und grammatischen Befund der Sprache Geoffrey Chaucers um seine germanische und altenglische Vorgeschichte. Die Auswahl der Stoffgebiete und der Übungstexte orientiert sich an den Anforderungen der mittelenglischen Textklausur im schriftlichen Staatsexamen. Obgleich es sich um eine regelmäßig angebotene freiwillige Übung handelt, sollte sich die Teilnahme nicht auf körperliche Anwesenheit beschränken. In der ersten Sitzung werden erfahrungsbasierte Strategien der langfristigen Examensvorbereitung erörtert. — Freiwilliger Vertiefungskurs, keine Anmeldung erforderlich. Erwerb von Leistungspunkten nach Absprache möglich.

Hauptseminare

35738 World Englishes: YouTube as Evidence?

Schneider

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

The second half of the 20th century has seen new varieties of English emerge around the globe as a consequence of the colonial expansion of the British Empire. Interestingly enough, the demise of the colonial period has not resulted in the English language disappearing in many of these countries but, in contrast, the language evolution gaining new momentum, with new varieties developing and English now being spoken natively by increasing numbers of people also in Asia and Africa. The language has been nativized and has developed specific forms and functions in many countries around the world. In some countries, such as Australia and New Zealand, it is the mother tongue of the majority or, as in South Africa, a significant portion of the population. In many other countries in Africa and Asia, such as Nigeria, Cameroon, Uganda, India, Sri Lanka, Malaysia, or Singapore, it serves as a widely used second language and frequently enjoys official, constitutional status. Furthermore, there are countries in the Caribbean, in Africa, and in the Pacific area where English is the official language but in practice the dominant language spoken by the population is a variety derived from English with significant non-English structural properties, a pidgin or creole. In the first half of the term, we will get familiarized with the topic of World Englishes, including the historical background, current sociolinguistic settings, and main locations and properties of these new varieties. This part will be based on readings and discussions of my 2011 textbook and the linguistic samples covered in it. While just a few decades ago these new varieties of English would have been largely out of reach for the majority of Germans, increasing global travel and especially the internet have provided access and facilitated an increasing amount of exposure to them. In particular, YouTube turns out to be a goldmine for such purposes, with clips uploaded from all kinds of countries, representing all kinds of varieties of English, deliberately or indirectly. The main purpose of the second half of the term will be to jointly investigate the value of this source from a linguistic perspective, i.e. what type of illustrative evidence can be gained from YouTube on World Englishes and how reliable and useful these presentations are. It will be the seminar participants' duty to investigate what kind of evidence can be found for specific varieties on YouTube, and to assess one specific sample with respect to the linguistic properties represented. These topics will be covered by students in in-class presentations. – Obligatory reading: Edgar W. Schneider. 2011. *English Around the World. An Introduction*. Cambridge: Cambridge University

Press; and possibly other samples of scholarly writing provided in class. Requirements for course credits: active participation; intermediate exam on the general part; oral presentation and written paper. Electronic registration.

35739 The Language of Persuasion

Fischer

Module: ELG-M32.1(10), ELG-M 33.1/3(10)

HS (Higher level seminar), 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	

Persuasion refers generally to the use of language by one party to influence another to accept a point of view. In this course, we will focus on the linguistic manifestations of the persuasion process, taking into account the construction of speaker/writer credibility (ethos), emotional appeal (pathos), and forms of reasoning (logos). Questions to be asked are: How do texts try to persuade? What are the common denominators of persuasive language? How is persuasion realized linguistically across genres? Spoken/written genres considered will be from the public sphere, such as political language, advertising and media discourse. The course will also include a methods section, i.e. it will show how to write a linguistic research paper, and how to work with electronic text corpora. Requirements: Students will be requested to participate actively (reading assignments, homework questions), present a topic of their choice in class, and do a corpus-based case study. Introductory reading: Hosman, Laurence A. 2002. "Language and persuasion." In James Price Dillard & Michael Pfau (eds.), *The handbook of persuasion: Developments in theory and practice*. Sage. 371-390 (scan on GRIPS).

Übungen

35735 Phonemic Transcription

Kautzsch, Neuland

Übung, SWS: 1, Max. Teilnehmer: 25

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	15	16	c.t.			Gruppe 1	PT 2.0.3A	Kautzsch	
Fr	wöch.	11	12	c.t.			Gruppe 2	ZH 5	Neuland	

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.

Oberseminare

35744 Recent Research in English Linguistics

Schneider

Module: ELG-M35.2(6)

OS (Advanced Seminars), SWS: 2, Max. Teilnehmer: 25

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Do	wöch.	8:30	10	c.t.				PT 1.0.2	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 show-room 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. Research projects carried out at the *Lehrstuhl* in Regensburg will also 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 (regular attendance and active participation, in-class presentation) it is possible to obtain credit points for an „Oberseminar“, equivalent to a Hauptseminar, in this class. If you are interested in this possibility, please contact me beforehand.

M.A. British Studies

Vorlesungen

35750 Culture and Politics of the Commonwealth Period

Zwierlein

Module: BLK-M33.1(8)

V (lecture), SWS: 2

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mi	wöch.	10	12	c.t.	24.4.13			H23	Zwierlein	

Between 1649 and 1660, England went through a phase of republicanism ("the Commonwealth"), following upon a protracted period of revolutionary upheaval, civil war, and the execution of Charles I. In the fields of pamphleteering, prose, and poetry, contemporary writers were engaged both in "writing the English republic" (David Norbrook) and in mourning the past days of the monarchy. This lecture will analyse a number of central literary texts in terms of their cultural and political interventions, such as poems by Andrew Marvell; essays and prose writings by Francis Bacon; Aemilia Lanyer's passion poem *Salve Deus Rex Iudaeorum* (1611); Rachel Speght's religious dream vision *Mortalities Memorandum* (1621); Mary Wroth's romance *Urania* (1621); excerpts from Thomas Browne's *Religio Medici* (1643); Margaret Cavendish's utopia *The New Blazing World* (1666); John Milton's shorter poems, his political prose and his epics *Paradise Lost* (1667) and *Paradise Regained* (1671); John Dryden's long poems *Astraea Redux* (1660) and *Annus Mirabilis* (1667); Henry Neville's utopia *The Isle of Pines* (1668); Lucy Hutchinson's epic *Order and Disorder* (1679); and Aphra Behn's novel *Oronooko* (1688). The focus on the political context, including reactions to the restoration of the monarchy in 1660, will be supplemented by discussions of publication forms, questions of genre, narrative stance, and paratexts like dedications or authorial introductions and glossaries. Recurring points of interest will be seventeenth-century writers' depictions of divine creation and their related concerns about the legitimacy of human intervention in a seemingly 'natural' political order. Requirements: final exam. Texts: *The Norton Anthology of English Literature*, 8th rev. ed., vol. 1, ed. Stephen Greenblatt: *The Middle Ages through the Restoration and the Eighteenth Century* (New York: W.W. Norton, 2006). In addition, you might consider purchasing: *The Poems of Andrew Marvell*, ed. Nigel Smith (London: Longman, 2003); Margaret Cavendish, *The Blazing World and Other Writings*, ed. Kate Lilley (London: Penguin, 1994); John Milton, *Paradise Lost*, ed. Alastair Fowler, 2nd ed. (London: Longman, 1998); John Dryden, *The Major Works*, ed. Keith Walker (Oxford: Oxford University Press, 2003); Aemilia Lanyer, *The Poems of Aemilia Lanyer: Salve Deus Rex Iudaeorum*, ed. Susanne Woods (New York: Oxford University Press, 1993).

35751 The Empire Writes Back**Petzold**

Module: BLK-M33.1(8)

V (lecture), SWS: 2

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Do	wöch.	14	16	c.t.				H 9	Petzold	

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

35752 Modern Theories of Literature**Petzold**

Module: BLK-M32.1(4)

V (lecture), SWS: 1

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	14	15	c.t.				PT 2.0.3A	Petzold	

In this lecture, we will look at various theoretical approaches to literature. A brief historical survey will take us to the middle of the twentieth century; the main focus will then be placed on developments after the 'New Critics': e.g. 'post structuralism'/'deconstruction', 'feminist criticism', 'new historicism', 'post-colonial criticism', 'eco-criticism', etc. The main aim of the lecture will be to give students an overview of theoretical approaches, and to demonstrate how the theoretical 'lens' you use determines the kinds of questions you ask of a text -- and the answers you will get. The lecture is required in the Master 'British Studies', but students from all programmes are welcome. Note, however, that the lecture is only 1 SWS and that in BA and Lehramt programmes it can only be booked into "freier Wahlbereich" (2 LP). Requirements: final exam.

Cultural Studies Advanced**35786 Nineteenth-Century Media Cultures****Farkas**

Module: BLK-M32.3(8)

CS-Adv. (Cultural Studies Advanced), SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mi	wöch.	18	20	c.t.				CIP-PT4	Farkas	

The major digitization projects of historical newspapers and periodicals in the last ten years have created unprecedented opportunities for students of British culture outside the major Anglo-American research centres. Databases like *19th Century British Library Newspapers* and *British Periodicals Collection I & II* allow us to explore the varied world of nineteenth-century media first hand, without having to travel to dusty archives and trawl through cumbersome bound volumes. In this course, we will make use of these resources to trace the development of the press in Britain in the nineteenth century. We will consider how gender, class and age became decisive factors in the emergence of new readerships, how image and text were combined to report, evaluate and advertise, and we will see how literature, news and politics converged in the pages of nineteenth-century newspapers and periodicals. Participants will have the opportunity to practice research skills that may prove valuable for the preparation of BA-theses or Zulassungsarbeiten. Course re-

quirements: active participation, a research task/presentation and a term paper (8-10 pages).

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

Lenz

Module: BLK-M32.3(8)

CS-Adv. (Cultural Studies Advanced), SWS: 2, Max. Teilnehmer: 14

8-tägig, (ggf. zweimalige Durchführung - abhängig von der Teilnehmerzahl) Mitte Juni bzw. Mitte September. Die Termine für Juni und September 2013 sind bereits ausgebucht, jedoch ist die Voranmeldung für die Fahrten 2014 bereits möglich. Die genaue Terminfestlegung für 2014 erfolgt bei einem Vortreffen im Oktober 2013. 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. Interessenten/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 stehen 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. 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

35790 The Victorian Invisible

Zwierlein

Module: BLK-M32.2(10), BLK-M33.2 / 3(10)

HS (Higher level seminar), SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	16	18	c.t.	23.04.13			ZH 5	Zwierlein	

Reflecting on the dominance of visual media in today's Western cultures, this seminar will investigate Victorian media innovations which instigated new ways of perceiving and knowing, but also provoked a new 'crisis of seeing'. From the mid- to the late-Victorian phase, literary texts reflected ambivalent strategies of 'making visible the invisible'. Realist and naturalist novels negotiated new diagnostic medical technologies such as the microscope and stethoscope, x-rays and the discoveries of bacteriologists, which enabled physicians to penetrate the interior parts of the body, at least by way of mediation, and reinforced the importance of processes below the threshold of sight. Late-Victorian chronophotography, 'spirit photography' and 'automatic writing' partly corresponded with techniques of representing – or producing – the invisible in Victorian horror, detective, and sensation novels. Situating the Victorian obsession with tales of death, resuscitation, and revenants from the 'other side' in its literary-historical context, we will also consider *fin-de-siècle* spiritualism and Freud's ideas on the "uncanny". In sum, the seminar will inquire into Victorian visual and literary representations of the invisible and their relevance for today's mediated (in)visibilities. Finally, we will investigate further dimensions of inaccessibility and their literary mediations: the invisibility and inaudibility of (past) oral speech, the paradoxical late-Victorian 'cult of presence', and transformations of the voice through phonography, the phonograph, and the telephone. Requirements: active participation, oral presentation, term paper (15-20 pages). We will look at the following literary texts: 1. excerpts from: poems by Edgar Allan Poe, Alfred Lord Tennyson, Emily and Charlotte Brontë, Christina Rossetti, Matthew Arnold, Elizabeth Barrett Browning, Thomas Hardy; Charles Dickens, *A Christmas Carol* (1843); Emily Brontë, *Wuthering Heights* (1847); Charlotte Brontë, *Jane Eyre* (1847); Charles Dickens, *Bleak House* (1852-53); Wilkie Collins, *The Woman in White* (1860); Sheridan Le Fanu, "Green Tea" (1869); Thomas Carlyle, "On History" (1830) with George Eliot, *Middlemarch* (1871-72); George Eliot, *Daniel Deronda* (1876); Oscar Wilde, *The Picture of Dorian Gray* (1891); Arthur Conan Doyle, "The Voice of Science" (1891). 2. full texts: please buy (see below). Texts: Edgar Allan Poe, "The Tell-Tale Heart" (1843); "The Purloined Letter" (1845); "The Shadow" (1835); "The Silence" (1839), Edgar Allan Poe: *Tales of Mystery and Imagination*, ed. Graham Clarke (London: Everyman, 1993); George Eliot, *The Lifted Veil* (1859), ed. Sally Shuttleworth (London: Penguin, 2001); Robert Louis Stevenson, *Dr Jekyll and Mr Hyde* (1886), ed. Robert Mighall (London: Penguin, 2002); Thomas Hardy, *The Pursuit of the Well-Beloved and The Well-Beloved* (1892 / 1897), ed. Patricia Ingram (Oxford: OUP, 1998); Bram Stoker, *Dracula* (1897), ed. Maurice Hindle (London: Penguin, 2003); H.G. Wells, *The Invisible Man* (1897), ed. Patrick Parrinder (London: Penguin, 2005). For preparation I recommend: Kate Flint, *The Victorians and the Visual Imagination*. Cambridge: Cambridge University Press, 2000; Jonathan Crary, *Techniques of the Observer: On Vision and Modernity in the Nineteenth Century*. Boston: MIT Press, 1992; John M. Picker, *Victorian Soundscapes*. Oxford: Oxford University Press, 2003; Susanne Scholz und Julika Griem, Hrsg. *Medialisierungen des Unsichtbaren um 1900*. München: Wilhelm Fink, 2010.

35791 Adventures on African Soil

Petzold

Module: BLK-M32.2(10), BLK-M33.2 / 3(10)

HS (Higher level seminar), SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Do	wöch.	10	12	c.t.				W 112	Petzold	

One of the most popular genres of Victorian fiction was the adventure story. Particularly during the last decades of the 19th century, dozens of volumes each year took their readers (usually boys and young men) on exciting journeys to exotic locations, where heroic Englishmen could show their mettle and further the cause of the British Empire. In this seminar, we will focus on novels set in Africa, discussing topics like 'manliness', the depiction of Africa and Africans, colonisation and empire. We will read the following novels (all e-texts placed on GRIPS): Captain Marryat, *The Mission, or: Scenes in Africa* (1845), R.M. Ballantyne, *Black Ivory* (1873), G.A.

Henty, *The Young Colonists* (1885), Rider Haggard, *King Solomon's Mines* (1885), John Buchan, *Prester John* (1910). Requirements: short oral presentation, participation in class discussion, term-paper (15-20 pages).

Oberseminare

35794 Research Seminar

Zwierlein

Module: BLK-M31.3(10), BLK-M25.1(6)

OS (Advanced Seminars), SWS: 2

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	18	20	c.t.	23.04.13			ZH 6	Zwierlein	

This seminar addresses students of the M.A. "British Studies" preparing or writing their final theses but is also a forum for doctoral and postdoctoral candidates as well as 'Magister' or 'Staatsexamen' degree finalists. 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, dos and don'ts for a good introduction or conclusion. Doctoral and postdoctoral researchers will present parts of their ongoing projects and share their experiences, and there will be a number of informative and inspiring guest lectures. 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

35785 Shakespeare-Exkursion

Petzold

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
-	Block			c.t.	08.09.13	13.09.13			Petzold	

The field trip to Stratford-upon-Avon (and London) will take place from 8-13 September 2013. We are going to see the following productions of the renowned Royal Shakespeare Company: *As You Like It*, *Titus Andronicus*, *A Mad World My Masters*, *Hamlet* und *All's Well That Ends Well*. We will be able to talk to actors, get a tour behind the scenes and visit the house of Shakespeare's birth. Those who are interested in joining are asked to come to our meeting on 23 April 2013 at 18:00 in H3, or to get in touch with Prof. Dr. Petzold.

35795 Reading Class: Culture and Politics of the Commonwealth Period

Zwierlein

Seminar, SWS: 1, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mi	wöch.	9	10	c.t.	24.04.13			PT 1.0.2	Zwierlein	

This reading class will explore in more detail some of the texts covered in the lecture course on "Culture and Politics of the Commonwealth Period". 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.

M.A. American Studies

M.A. European-American Studies

Vorlesungen

35802 "Home is where the heart is": American love affairs with places called "home" N.N.

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

V (lecture), SWS: 2

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

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"? The lecture will attempt to answer these and related questions by looking closely at American texts, paintings, photography and film from colonial times to the 21st century. Texts: Assigned readings will be posted on our online course platform. Course Requirement: final exam.

35803 The History of North America V: The Age of Catastrophe, 1914-1945 Depkat

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

V (lecture), SWS: 2

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

The concept of a "Short Twentieth Century" lasting from the beginning of the First World War in 1914 to the end of the Cold War in 1990/91 was developed by the late British historian Eric Hobsbawm in his pathbreaking book *Age of Extremes*. It appeared shortly after the Cold War had ended, and it identified the antagonism between democracy and communism as the core of the last century's history. Other historians have expanded Hobsbawm's interpretation, and have argued that the antagonism between democracy and totalitarian anti-democracies was the single most important factor shaping historical developments between 1914 and 1990/91. This global antagonism affected the history of the North American continent deeply: It led to the self-destruction of Europe, propelled the United States' rise to world power status and brought Canada to full statehood. However, the century-long global antagonism between democracies and anti-democracies also structured the developments at home: the rise of American-style welfare states, the "consumer revolution", the fierce inner social conflicts structured by race, gender and class or the emergence of a thoroughly commercialized popular culture in the whole of North America cannot be understood without taking the global competition between the systems into consideration. Hobsbawm was thinking in terms of world history when he wrote his book; over the next three semesters, this lecture will explore the value of the concept of a "Short Twentieth Century" for understanding the political, social, economic, and cultural developments in the United States, Canada and Mexico. The first part will deal with what Hobsbawm and others have called the "Age of Catastrophe", i.e. the period from 1914 to 1945 which is structured by two world wars and the social, economic and cultural crisis of the "Great Depression." The approach taken will be thoroughly continental, looking at the developments in the U.S., Canada and – in parts – Mexico. Requirements: regular attendance, midterm essay (take-home exam), final exam. Readings: Eric Hobsbawm, *Age of Extremes. The Short Twentieth Century* (London 1994). Meiron 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* (New York 1980). David M. Kennedy, *Freedom from Fear. The American People in Depression and War, 1929-1945* (New York 1999). Volker Depkat, *Geschichte Nordamerikas. Eine Einführung*

(Köln 2008). Walter LaFeber, Richard Polenberg, and Nancy Woloch, *The American Century: A History of the United States since the 1890s* (5th ed., Boston 1998). 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 American Feelings

Gessner

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

CS-Adv. (Cultural Studies Advanced), SWS: 2, Max. Teilnehmer: 15

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

This class will focus on the production, visualization, and public performance of feelings in America. The representation of public emotions will be examined in its historical dimension, and in forms recently mobilized and manipulated in the field of politics and political elections (the Tea Party Movement, the 2012 Campaign), immigration, reproductive rights, or the war on terror. Whether emphasizing specific feelings (e.g. happiness, anger, loss, fear) or whether pondering the significance of feelings displayed in public life, the scholarship on affect offers new approaches to thinking through the relationship of image and public. Taking its cue from the "emotional turn" (cf. Lauren Berlant, "sensual turn") the class examines structures of (public) feeling, embodied – mainly, but not exclusively – in visual evidence. Looking at different visual and political cultures – including war photography from the Civil War to present wars, documentary photography of political activism (e.g., countercultures of the 1960s, or immigration and health/reproduction policy protests), politicians (from Kennedy to Obama), living conditions (from tenement housing to suburbia), and sports events – this class considers how and why feelings define America and have been reaffirmed as a fruitful lens for cultural analysis. A full list of texts and case studies will be available by the beginning of the semester. Course requirements: a research paper (8-10 pp.) incl. an oral presentation; participation in discussions.

35835 Traitors and Spies in American Cultural History

Depkat

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

CS-Adv. (Cultural Studies Advanced), 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	

Benedict Arnold, Aaron Burr, Julius and Ethel Rosenberg, Aldrich Ames – American history is full of spies and traitors who attempted to change the course of history by overthrowing or sabotaging the United States government to which they owed allegiance. They either tried to make war against the U.S., or they supported its enemies by selling secrets and collaborating in conspiracies. However, treason and espionage is not only a criminal offense, it is also a cultural pattern, a discourse that reveals a lot about value systems and the anxieties circulating in a culture. Traitors and spies are subject of social and cultural battles that create both the 'good guys' and the 'bad guys' in the same discursive operation. This seminar will conduct a series of case studies on individual traitors and spies, each pursuing the double goal of a thick description of what happened, on the one hand, and an investigation into the cultural history of traitors and spies in America on the other. Requirements: regular attendance, presentation and essay (10-15 pages). Readings: A reader will be available at the beginning of the term.

35836 Transnational Pictures of America**Bauridl**

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

CS-Adv. (Cultural Studies Advanced), SWS: 2, Max. Teilnehmer: 15

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

The 'pictorial turn' of the 1990s challenges the dominance of the written text and draws attention to the cultural, political, and social efficacy of visuals. Concordantly, this course focuses on visuals as both a reflection and constituent of American culture(s). Moreover, in times when discussions of global mobility and the porousness of physical, cultural, and national borders figure prominently in American Studies discourses, this course is particularly interested in an exploration of the role visual culture takes in negotiations of cultural encounters and diverse ethnic, cultural, and national identities. After familiarizing students with theories of visual culture studies and concepts of transnational American Studies, it investigates images from and of America produced within and outside the United States. Scrutinizing various elements of visual culture which range from paintings to photographs to murals and graffiti art to memorials to consumer products to landscapes and urban design and which debate similarly diverse instances of cultural contact from colonial encounters to the African American experience to immigrant and emigrant perspectives to tourism to international warfare to the export of American pop culture, we will elaborate on questions such as: Which iconic images prove especially productive in the construction of American identity/ies and to what effect? How does visual culture by diverse agents generate protest and counter narratives? How is America represented in visuals produced outside the United States? And how does visual culture participate in the negotiation of self and Other? Course requirements include preparation and participation, a research paper (8-10 pp.) including an oral proposal, and a critical response blog.

35838 1913 - The U.S. and Europe on the Eve of World War I**Depkat**

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

Seminar, SWS: 2, Max. Teilnehmer: 15

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

The contemporaries of 1913 did not know that they were only a year away from the First World War, the "seminal catastrophe of the twentieth century" (George F. Kenan). Yet, the paradoxes of modernity had fully developed by then. It was a time of faith in technology and rational planning as the instruments of progress and the roads to an ever-increasing standard of living. In 1913, industry was booming, the Western colonialism was at its height, the knowledge revolution of the sciences created a great optimism that many things were doable, and the great metropolitan centres like London, Berlin, Paris and New York were breeding grounds of an exciting cultural modernism. However, all these developments had a downside to them: technological progress, rationalization, and bureaucratization were creating new dependencies and forms of domination, the emerging mass-society created multiple forms of alienation, and the agitation of the two great emancipatory movements of the twentieth century – the women's movement and the African American civil rights movement – triggered violent social conflicts. All in all, therefore, the tumultuous breakthrough of industrial modernity produced a deep sense of crisis, and disorientation triggered modernist literature and culture to a very large degree. The seminar will aim at a cross-section of the year 1913, when contemporaries were dancing on a volcano. Looking at the developments in politics, society and culture, the seminar will deliver a thick description of the year's historical contexts and constellations in Europe and America. Requirements: regular attendance, presentation and essay (10-15 pages). Readings: Barbara W. Tuchman, *The Proud Tower: A Portrait of the World before the War, 1890-1914* (London 1966). —, *The Guns of August* (New York 1962). Florian Illies, 1913. Robert Wohl, *The Generation of 1914* (Cambridge, MA 1979).

35843 Blackness, Multiculturalism and the American Screen Pospíšil

Module: AMS-M32.1(10), AMS-M33.1/2/3(10), EAS-M33.1/2/3(10), EAS-M34.1/2/3(10), EAS-M31.1/4(10), AMS-M32.3(8), AMS-M33.2 / 3(8), EAS-M33.1/2/3(8), EAS-M34.1/2/3(8), EAS-M31.3/4(8)

HS (Higher level seminar), / CS-Adv. (Cultural Studies Advanced), SWS: 2, Max. Teilnehmer: 15

For further information see „Amerikanistik: Hauptseminare“.

Hauptseminare

35839 Capital Stories: Washington D.C. N.N.

Module: AMS-M32.1(10), AMS-M33.1/2/3(10), EAS-M33.1/2/3(10), EAS-M34.1/2/3(10), EAS-M31.1/4(10)

HS (Higher level seminar), SWS: 2, Max. Teilnehmer: 15

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

D.C. is probably the world's first planned capital, based in principle on Charles Pierre L'Enfant's plans. It was created on the basis of ideas and future hopes and projections, on thoughts and self-understandings of what that newly created nation, the United States of America, under that innovative and never before seen document, the *Constitution*, should be, become, and represent. In the course of this semester, we will aim at an elucidation of a variety of aspects which all take the geo-political and social space of Washington D.C. as its launching pad. We will look at the plans for Washington, the visions and realizations. We will look at icons of American self-understanding and auto-mythology, at various important monuments and memorials, most of them to be found on the National Mall, the "Monumental Core". We will also see how Washington features in literature. And we will discuss what Washington's role is in international and global affairs. Is it a global city? This class will rely on active student participation, each student taking up one theme/text/film etc. to prepare for class presentation. Texts: Henry Adams, *Democracy*. Dan Brown, *The Lost Symbol*. All other texts will be part of a course reader. Course Requirements: Active participation, homework assignments, and a term paper of 15-20 pages.

35840 Bob Dylan Depkat

Module: AMS-M32.1(10), AMS-M33.1/2/3(10), EAS-M33.1/2/3(10), EAS-M34.1/2/3(10), EAS-M31.1 / 4(10)

HS (Higher level seminar), 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	

Bob Dylan may well be the single most important American musician of the twentieth century. His biography and work is inextricably tied to the major phases and problems of American music since 1945. He started out as a folk singer and became the poet and voice of the emerging protest culture in the 1960s. In 1965 he went electric, producing some of the most important albums in music history but alienating large parts of his audience. In the 1970s/80s Dylan had his spiritual good-seeking phase, only to return around 2000 with a much admired late work that has not ended yet. In it he fashioned himself as the mere medium of a vast pool of anonymous musical traditions in America. Bob Dylan's lyrics are of a literary quality that has led many a journalist and scholar to demand that Dylan should be given the Nobel Prize, and his music was as trendsetting as it was path-breaking. Thus, dealing with the life and music of Bob Dylan paves many paths into the political, social, economic, and cultural history of the United States and Europe since 1945.

The seminar will deal with the biography of Bob Dylan and his music in the multiple and repeatedly changing contexts of the twentieth and twenty-first centuries. Requirements: regular attendance, presentation and research paper (15-20 pages). Readings: Clinton Heylin, *Behind the Shades*. 20th Anniversary Edition (London 2011). Heinrich Detering, *Bob Dylan* (3rd ed., Stuttgart 2009). DVD: Martin Scorsese, *No Direction Home. Bob Dylan* (2009).

35841 Some highlights in late 20th and early 21st century Canadian literature **N.N.**

Module: AMS-M32.1(10), AMS-M33.1/2/3(10), EAS-M33.1/2/3(10), EAS-M34.1/2/3(10), EAS-M31.1/4(10)

HS (Higher level seminar), SWS: 2, Max. Teilnehmer: 15

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

We will look at some of the most outstanding later-twentieth-century Canadian authors, and, covering all major genres (short stories, novels, poems, and plays), aim to analyze how Canada's literati have reacted to social, political and cultural change since the 1980's. The sessions will feature a combination of lecture, discussion, and group work. Texts: Margaret Atwood, *The Year of the Flood*. Carol Shields, *The Stone Diaries*. All other texts will be provided in a reader. Course Requirements: Active participation, homework assignments, and a term paper of 15-20 pages.

35842 Concepts of Reality in American Culture **Balestrini**

Module: AMS-M32.1(10), AMS-M33.1/2/3(10), EAS-M33.1/2/3(10), EAS-M34.1/2/3(10), EAS-M31.1/4(10)

HS (Higher level seminar), 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	Balestrini	

Postmodernist theorists posit that not *what* but *how* we see is crucial. The writer and entomologist Vladimir Nabokov demanded that the word "reality" should always be written in quotation marks in order not to elevate a supposedly "common sense" of existence to the level of truth. Linda Hutcheon argues in her seminal study *The Politics of Postmodernism* that "[p]ostmodern art cannot but be political, at least in the sense that its representations—its images and stories—are anything but neutral, however 'aestheticized' they may appear to be in their parodic self-reflexivity" (2nd ed., New York: Routledge, 2002: 3). In this seminar, we will discuss how literature, the visual arts, and popular culture negotiate competing approaches to "reality," especially when it comes to social and political taboos related to issues of race, economic status, sexuality, and aesthetics. We will study works and/or excerpts from works such as Nabokov's *Lolita* with its solipsistic narrator who cannot fathom his victim's perception of reality, Ralph Ellison's *Invisible Man* with its central trope of racism as blindness, Grace Metalious's *Peyton Place* (as well as its film adaptation and its sequels), Maxine Hong Kingston's *Tripmaster Monkey*, narratives and poems by Beat writers, and a broad range of visuals and performances found in "real" and "virtual" environments (such as the Internet). A reading list and preliminary syllabus will be emailed to registered course participants so that participants can select presentation topics before the beginning of instruction. Course requirements: in-class participation, presentation, paper proposal with annotated bibliography, 15- to 20-page research paper.

35843 Blackness, Multiculturalism and the American Screen**Pospíšil**

Module: AMS-M32.1(10), AMS-M33.1/2/3(10), EAS-M33.1/2/3(10), EAS-M34.1/2/3(10), EAS-M31.1/4(10), AMS-M32.3(8), AMS-M33.2 / 3(8), EAS-M33.1/2/3(8), EAS-M34.1/2/3(8), EAS-M31.3/4(8)

HS (Higher level seminar), / CS-Adv. (Cultural Studies Advanced), SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mo	Einzel	16	20	c.t.	24.6.13	24.6.13		Künstler-garderobe	Pospíšil	
Fr	Einzel	14	20	c.t.	28.6.13	28.6.13		PT 1.0.2	Pospíšil	
Mo	Einzel	16	20	c.t.	1.7.13	1.7.13		Künstler-garderobe	Pospíšil	
Do	Einzel	16	20	c.t.	4.7.13	4.7.13		ZH 6	Pospíšil	
Fr	Einzel	14	20	c.t.	5.7.13	5.7.13		PT 1.0.2	Pospíšil	

Since their introduction into American culture, movies have become not only a dominant form of public entertainment; they have also functioned as an important source of information. The film viewers – many of them recent immigrants – drew from them lessons about the nature and operation of American institutions, the geography and history of the country, and about the lifestyle and principal characteristics of its inhabitants. Such representations were anything but objective windows into American reality. Heavily mediated and embedded in the dominant discourse, mainstream films frequently misinformed rather than informed their viewers, particularly when the representation of the privileged groups was at stake. Using the screen construction of African Americans as its principal example, the course attempts to map the evolution of the cinematic image of “the other” at various stages in the development of American society, from negative stereotyping to the deployment of its more subtle forms; from malevolent racial caricatures to complex representations granting minority characters a much merited complexity and humanity; from the omnipresence of whiteness on the screen to the embracing of the nation’s ethnic and racial plurality. The course is structured chronologically around selected case studies illustrating the various stages in the evolution of the Black screen image. While initially we will focus on historical developments, in the second half of the course we will assess in what manner images of blackness have been employed in this millennium (by Hollywood, by independent filmmakers as well as by cable networks). While doing so, attention will be paid not only to the problem of representation and mediation, but also to questions concerning production, consumption, and reception of the selected films. In this way students will become acquainted with basic approaches toward film as a cultural document (and social practice). Moreover they will gain an intimate knowledge of the representation of an important piece of the American multicultural mosaic and about its transformations over time. Requirements: Regular attendance and active participation; independent viewing of the selected films; reading from the reading package; presentation of a film in class; research paper (for CS Adv: 8 to 10 pages; for HS: 15 pages).

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

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

OS (Advanced Seminars), SWS: 2, Max. Teilnehmer: 20

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

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 re-

search 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 25 March 2013 and an abstract of their thesis project (some 400 words) two weeks before the respective date of their presentation (both by mail to nassim.balestrini@ur.de). The schedule will be available by early April 2013 (and be mailed to participants and M.A. students registered for the course).

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:

Englische Sprachwissenschaft

35700 African American English in its Linguistic and Cultural Context

Schneider

Module: AMS-M33.2/3(8), EAS-M32.1/2/3(8), ELG-M32.2(8), ELG-M33.2/3(8), ENGS-M22.w(4), ENGYM-M22.w(4), ENGYM-M32C.1(4), ENHS-M22.w(4), ENLI-M23.2(4), ENLI-M25.2/3(4), ENLI-M32.1(4), ENRS-M 22.w(4)

Vorlesung, SWS: 2

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

Weiteres siehe "Englische Sprachwissenschaft: Thematische Vorlesungen"

Politikwissenschaft

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

Maier

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

HS (Higher level seminar), SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
	Block				28.7.13	8.8.13			Maier	

Weiteres siehe Vorlesungsverzeichnis des Instituts für Politikwissenschaft

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

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

For further information, see section „British Studies/ Cultural Studies Advanced“.

35853 Scots Gaelic Dunphy

Übung, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
-	wöch.								Dunphy	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 www.rups.info.

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.

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.

Shakespeare Field Trip

The field trip to Stratford-upon-Avon (and London) will take place from 8-13 September 2013. We are going to see the following productions of the renowned Royal Shakespeare Company: *As You Like It*, *Titus Andronicus*, *A Mad World My Masters*, *Hamlet* und *All's Well That Ends Well*. We will be able to talk to actors, get a tour behind the scenes and visit the house of Shakespeare's birth. Those who are interested in joining are asked to come to our meeting on 23 April 2013 at 18:00 in H3, or to get in touch with Prof. Dr. Petzold.