

INSTITUT FÜR ANGLISTIK UND AMERIKANISTIK



Detailed course catalogue for M.A. students

Winter Term 2012/13

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Prof. Dr. Edgar Schneider
Zimmer PT 3.2.65

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Student Advisory Service:

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

Mödl
Kautzsch, Siebers
Farkas, Palitzsch
Bauridl
Balestrini

Office Hours Winter Term 2012/13

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ABBECK, Akad. Dir. Dr. Johann	Fr 10-12	3.2.46	3488
BALESTRINI, Akad. Rätin PD Dr. Nassim	Mi 13-13.45 + Fr 11-12	3.2.85	3509
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BUSCHFELD, Dr. Sarah	Di 10.30-12.30	3.2.81	3505
CAVANNA, Augustus	Di 10-12	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 12-14	3.2.58	3498
FACKLER, Katharina	Mi 16-18	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
FRITZE, Martin	nach Veranstaltung		
GEBAUER, Dr. Amy	Mi 14.15-16	3.3.88	3429
GESSNER, Dr. Ingrid	Mi 9-10.30	3.2.70	3475
HEBEL, Prof. Dr. Udo	Di 16-17.30	3.2.73	3478
HERFELD, Dr. Dorith	Mi 12-13 + Fr 11-12	3.3.106	5782
HILL, Sophie	Mi 10-12	3.2.50	3469
HITZFELDER, Heike	nach Veranstaltung		
KARG, Prof. Dr. Jakob	Do 10-11	3.2.61	3501
KAUTZSCH, Dr. Alexander	Di 11-13	3.2.69	3474
KOCH, Walter	nach Veranstaltung		
KOHEN, Jamie	Di 13-14, Mi 11-12	3.2.50	3469

Name	Sprech- zeit	Raum PT	Tel.: 943-
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LENZ, Akad. Dir. Dr. Peter	Mi 12.30-14	3.2.44	3506
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PANKRATZ, Michaela	Do 15.30-17	3.3.105	3046
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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	Di 16-17	3.2.80	3504
SZLEZÁK, Klara-Stephanie	Mo 12-14	3.2.70	3475
THURSTON, Naomi	Mi 15-17	3.3.88	3429
UPPENDAHL, Steve	Di 13-14 Do 16-17	3.2.88	1809
WALLER, Peter	Do 15-17	3.2.60	3500
WASMEIER, Margaret	Mi 9.30-12	3.2.43	3463
WESS, Doris	Mi 10-12	3.1.84	3508
WESSERLE, Brigitte	nach Verantst.		
ZWIERLEIN, Prof. Dr. Anne-Julia	Di 14-15	3.2.48	3467

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Contents

A. General Information	4
1. Planning Your Degree	4
1.1 Regulations of Studies & Modular Structure	4
1.2 Announcements	4
2. Important Dates and Deadlines	4
2.1 Registering for courses	4
2.3 FlexNow Registration	4
B. Course Catalogue & Descriptions.....	5
M.A. English Linguistics.....	5
M.A. British Studies	10
M.A. American Studies	15
M.A. European-American Studies	15
C. For Fun.....	22
RUPs, too	24
MultiMediaZentrum, Universitätsbibliothek	24
Rivendell.....	24
English Language Resources	24
Field Trip to Ireland	24
Field Trip to Scotland	24

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 of Studies & Modular Structure

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 **module descriptions** of your program (see www.uni-regensburg.de/studium/modulbeschreibungen/master-arts/index.html) and the official **regulations** called „Masterprüfungsordnung“ (see the link on our homepage). Further information on how to successfully plan your studies as well as a table summarizing the obligatory modules and courses in your program of studies can be found in our new brochure “**Organizing your M.A.-Studies**” which will soon be accessible via our homepage.

1.2 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/ >> **Information für Studierende**). Here, you can also register for our **newsletter-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 Registering for courses

To register for your chosen courses, please get in touch with your course instructors by e-mail.

2.2 FlexNow Registration

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

Note: the above mentioned course registration by e-mail does NOT automatically include your registration in FlexNow. This means that – in addition to registering by e-mail – you need to make sure also to register in FlexNow each semester!

→ **FlexNow-Registration period** winter term 2012/13: **Mon, Nov 5, 2012 – Fri, Jan 25, 2013!!**

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: → www-verwaltung.uni-regensburg.de/flexnow.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 program:

Please note that also after this booklet has been issued there may be changes in the program (e.g. room changes, timetable changes, new courses, etc.).

Thus it is very **important that you inform yourself regularly** via our homepage, or the notice-board next to PT 3.2.62.

M.A. English Linguistics

Vorlesungen (Lectures)

35700 English Lexicology

Schneider

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

Vorlesung, SWS: 2, Max. Teilnehmer: 100

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

Lexicology is the sub-discipline of linguistics which deals with the vocabulary as a level of language organization. More specifically, it shows that the set of words of a language, at first sight merely an enormously large number of independent items which can at best be listed alphabetically, is in fact not a chaotic accumulation but rather an ordered network of units which are connected by complex internal structures - and these relationships have psycholinguistic reality and constitute part of our linguistic knowledge, so, for instance, they can also make language learning and vocabulary acquisition more effective. Conventionally, lexicology is subdivided into the two disciplines of lexical semantics and word formation, which describe systematic relationships on each of the two sides of a linguistic sign (after Saussure), i.e. signifié-signifiant, or meaning- form, respectively. Thus,

after an introductory part the first half of this lecture will give a survey of the concepts and problems of lexical semantics, the description of word meanings. After addressing some basic questions of semantics in general, we will be looking at the theories of word fields, lexical features, semantic prototypes, semantic relations, metaphor and metonymy, syntagmatic semantics, polysemy and vagueness of meaning, and semantic change. The second part will then be devoted to word formation, including fundamental issues like productivity or lexicalization, as well as the types and processes of word formation in English. - Requirements for course credits: final exam. No registration required (except FlexNow)

Seminare

35722 Altenglische Sprache u. Kultur (m. Schein gem. LPO I, §68 Abs.1 Nr.3c) Schleburg

Module: ELG-M31.3(8), ELG-M32.w(8), ELG-M33.3(10)

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. Eine erfolgreiche Teilnahme setzt regelmäßige Vor- und Nachbereitung des Stoffes im Semester voraus. — Elektronische Anmeldung. Anforderungen für den Erwerb von Leistungspunkten: Übungsaufgaben und Klausur. Textgrundlage: W. Obst & F. Schleburg, *Lehrbuch des Altenglischen*, Heidelberg 2004.

35723 Mittelenglische Sprache u. Kultur (m. Schein gem. LPO I, §68 Abs.1 Nr.3c) Schleburg

Module: ELG-M31.3(8), ELG-M32.w(8), ELG-M33.3(10),

Seminar, SWS: 2, Max. Teilnehmer: 25

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mo	wöch.	14	16	c.t.			Gruppe 1	PT 2.0.3A	Schleburg	
Mi	wöch.	12	14	c.t.			Gruppe 2	PT 2.0.4	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 vergleicht sie mit den Strukturen des Neuenglischen. Eine erfolgreiche Teilnahme setzt regelmäßige Vor- und Nachbereitung des Stoffes im Semester voraus. — Elektronische Anmeldung. Anforderungen für den Erwerb von Leistungspunkten: Übungsaufgaben und Klausur. Textgrundlage: W. Obst & F. Schleburg, *Die Sprache Chaucers*, Heidelberg 2010).

35724 Altenglisch für Fortgeschrittene**Schleburg**

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

Seminar, SWS: 2, Max. Teilnehmer: 30

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mi	wöch.	16	18	c.t.				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. Trotz der Freiwilligkeit dieses Vertiefungskurses empfiehlt sich eine aktive Arbeitseinstellung während des Semesters. — Keine Anmeldung erforderlich, Erwerb von Leistungspunkten nach Absprache möglich.

35725 Mittelenglisch für Fortgeschrittene**Schleburg**

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

Seminar, SWS: 2, Max. Teilnehmer: 30

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mi	wöch.	14	16	c.t.				ZH 4	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. Trotz der Freiwilligkeit dieses Vertiefungskurses empfiehlt sich eine aktive Arbeitseinstellung während des Semesters. — Keine Anmeldung erforderlich, Erwerb von Leistungspunkten nach Absprache möglich.

35734 Your Final Thesis: Researching and Writing Strategies**Schneider**

Seminar, SWS: 1

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Do	14-tägig	10	12	c.t.				ZH 6	Schneider	

The purpose of this class is to provide structured advice and continuous guidance to students who are writing a final thesis (BA, Master, or Zulassungsarbeit) in English Linguistics. Participation is obligatory for students currently working on such a thesis under my supervision, and open to those who consider doing so in the near future. In each session I will address and survey a topic of general interest (like finding references; finding data and sources; structuring a thesis; preparing a references list; quantifying results; working with corpora; handling tables, graphs, and appendices; grading criteria; writing and style; etc.) before we move on to a discussion of progress reports and queries based on individual, ongoing projects.

Übungen

35735 Phonemic Transcription

Pankratz, Wesslerle

Übung, SWS: 1, Max. Teilnehmer: 25

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	17	18	c.t.			Gruppe 1	PHY 9.1.10	Wesslerle	
Di	wöch.	18	19	s.t.			Gruppe 2	PHY 9.1.10	Wesslerle	
Do	wöch.	17	18	c.t.			Gruppe 3	ZH 5	Pankratz	

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

Hauptseminare

35738 English-oriented Pidgins and Creoles

Schneider

Module: ELG-M32.1(10), ELG-M33.1 / 3(10)

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

Pidgins and creoles are languages (or rather, daughter varieties of English) which have developed in language contact situations all around the globe, especially among slaves in plantation cultures where no common language known to all speakers was available. Such varieties are still spoken today by millions of people, mainly in West Africa, the Caribbean, and the South Pacific area. They are of great interest to linguists because the special circumstances of their origin and use have given rise to fundamental issues in the understanding of how languages work. In this class, we will thus be concerned with the origin, distribution, and characteristic forms and functions of English-oriented pidgins and creoles in their respective contexts. In a first part of the semester, we will consider general issues which are fundamental to pidgin and creole studies, such as under which social circumstances pidgins and creoles develop, whether their structure reflects either underlying African language structures or a genetically determined human "bioprogram for language", whether they ought to be considered varieties of their European lexifier languages or independent linguistic systems, and which are their characteristic properties on several language levels. Subsequently, in a second part, a survey of the existing English-related pidgins and creoles will be provided, such as Cameroon Pidgin English, Jamaican Creole, or Papua New Guinea "Tok Pisin", considering their respective social and historical backgrounds and some prominent linguistic features. Tape recordings and texts for illustration and analysis will be provided whenever possible. Some of this material will be covered by myself, or will be discussed in class on the basis of background readings. In addition, the regional survey, including a discussion of characteristic features of linguistic sample texts from the respective regions, will largely be provided by student groups in in-

class presentations. — Recommended background reading: John Holm, 2000. *An Introduction to Pidgins and Creoles*. Cambridge: Cambridge University Press. (Additional reading material, partly obligatory, will be provided before or distributed in class.) Requirements for course credits: active participation; final exam; oral presentation and written paper. Electronic registration.

35739 Historical Morphology

Schleburg

Module: ELG-M32.1(10), ELG-M33.1/3(10)

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

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

35740 Discourse Analysis

Fischer

Module: ELG-M32.1(10), ELG-M33.1/3(10)

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

In this course, we will deal with the social and political dimensions of language use. We will investigate the ways in which language functions to construct and reproduce ideas which are shared by a community or society. Students will learn how to carry out a critical analysis of public discourse, and how to interpret and explain the findings in a wider socio-political context. Tools of the analysis are, among others, naming devices, representation of actions/events/states, relations of equation and contrast, prioritizing and hypothesizing (cf. Jeffries 2010). The discourses analyzed include newspaper articles, political speeches, advertising, websites of public institutions and marketing companies, and social networking. — Requirements: Reading assignments, oral presentation, paper. Text: Lesley Jeffries 2010. *Critical stylistics. The power of English*. Palgrave macmillan. Further reading: Meriel Bloor & Thomas Bloor 2007. *The practice of critical discourse analysis. An introduction*. Hodder Arnold; Jan Renkema 2004. *Introduction to discourse studies*. Benjamins.

Kurse in der Eingangsphase der MA-Programme

35745 Readings in Linguistics

Siebers

Module: ELG-M31.1 (8)

Seminar, SWS: 2, Max. Teilnehmer: 25

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	14	16	c.t.				S 014B	Siebers	

This course forms part of the Master's Programme in English Linguistics, but students in the traditional Hauptstudium or the new Profilmodul 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 (M.A. course)

Balestrini

Module: AMS-M31.3(4), BLK-M31.2(4), EAS-M30.3(4), ELG-M31.2(4)

Seminar, SWS: 2, Max. Teilnehmer: 20

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

(course description see p. 20)

M.A. British Studies

Vorlesungen (Lectures)

35750 From Renaissance to Restoration

Zwierlein

Module: BLK- M32.w(8), BLK-M33.1 (8)

Vorlesung, SWS: 2, Max. Teilnehmer: 150

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	16	18	c.t.				H23	Zwierlein	

This lecture course will focus on central cultural and historical developments of the early modern period (or 'Renaissance') up to the Restoration, emphasizing the political significance and interpretation of literary texts - and the 'ideology' of genre (Fredric Jameson). With a view to domestic politics, foreign policy, and questions of the legitimation of government and social stratification, we will discuss the ideological work done by early modern poetry (sonnet cycles; country-house poems; elegies; epic poetry), drama (tragedies; comedies; history plays; romances; 'city comedies'; 'revenge tragedies'), and narrative ('proto-novels'; utopias; travel narratives; mothers' advice books). Our topical issues will be overseas travel and colonization, the beginnings of racialization, early modern

science, religion and superstition, early modern capitalism, urban expansion, gender relations and the special social and cultural situation of female writers. Among the authors covered will be Philip Sidney, Edmund Spenser, Thomas Nashe, Walter Raleigh, Ben Jonson, Christopher Marlowe, William Shakespeare, Elizabeth I., Thomas Middleton, Mary Wroth, and Margaret Cavendish. - Requirements: written final exam. — Texts: *The Norton Anthology of English Literature*, 8th rev. ed., vol. 1, ed. Stephen Greenblatt: *The Middle Ages through the Restoration and the Eighteenth Century* (New York: W.W. Norton, 2006).

Cultural Studies Advanced

35785 British Film Pre-1950

McIntosh-Schneider

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

Seminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	12	14	c.t.				ZH 6	McIntosh-Schneider	
Di	wöch.	18	21	c.t.				ZH 6	McIntosh-Schneider	Screening (opt.)

The 1940s are generally considered the 'golden age' of British cinema. From 1889, when the first moving pictures on celluloid were made in Hyde Park, to the end year of films considered in this course, the British film industry underwent many ups and downs in its competition with the American film industry. After the Cinematograph Films Act of 1927, which aimed to protect the British film industry by requiring that cinemas show a given percentage of British films, film makers began to make so-called 'quota quickies' which some consider to have slowed down the development of the industry. However, it was during this time that many great British film makers learnt how to make films. Among these were Alfred Hitchcock and Michael Powell. These film makers, together with early British actors, like Charlie Chaplin and Ivor Novello, made 'silent' films a success in Britain. Hitchcock went on to produce sound films successfully until he went to Hollywood. Other directors, like Alexander Korda and the partners Powell and Pressberger, went on to make British film the success it became in the 1940s. In this course we will be studying a selection of pre-1950 British film. We will take a closer look at directors and others who were 'behind the scenes', so to speak; look at the technological advances that led to the sound and colour films as we know them today; re-discover the actors of early British film, and, discuss the cultural issues that the films 'reproduce'. There will be a film viewing session of the films we will discuss in the course. If students cannot attend the film viewing session they will be expected to view the film in their own time. Course requirements: active participation in class discussion, oral presentation, and a 10-page research paper.

35786 Constructions of Scottishness (mit Exkursion)

Petzold

Module: BLK-M32.3(8), BLK-M32.2(10), BLK-M33.w(8), BLK-M33.2/3(10)

Hauptseminar / Cultural Studies Adv., SWS: 2, Max. Teilnehmer: 16

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

This seminar, which can be taken either as 'Hauptseminar' (M32.3) or as 'CS-Adv.' (M32.2), will examine cultural constructions of Scottishness in a wide range of texts and settings. The seminar will comprise two parts: The first part will be a classroom-seminar (8 sessions), and during this time we will primarily discuss literary texts and films from the late 20th and the

early 21st centuries. The second part will be an **excursion to Scotland (Edinburgh and Glasgow)**, taking place **from Monday, 18 February 13 to Saturday, 23 February 13**. Edinburgh will offer a large array of objects for examination and discussion: How is Scottishness constructed and presented in the National Museum of Scotland? In the War Museum? In Edinburgh Castle? In the new Parliament (and its architecture)? In the Scotland collection of the National Gallery? In the (newly re-opened) National Portrait Gallery? In monuments and statues throughout Edinburgh? Hopefully we can also discuss the topic with politician(s) and with students in the Scottish Studies Programme of the University of Edinburgh. A day trip to Glasgow will offer insights to Scotland's largest city, usually described as being rougher than Edinburgh, and its versions of Scottishness. My estimate is that the excursion will cost roughly € 500,- per person (travel to/from Edinburgh, accommodation, entrance fees). How do you sign up for the seminar? Final registration will not be possible electronically, but I have set up a course on GRIPS and I would appreciate it if those interested in the course would sign up on GRIPS. If you want to participate, you **must** attend a meeting on **Wednesday, 25 July**, in room **PT 2.0.3a**, at **14 h (c.t.)**. If you cannot attend the meeting, please send a friend and/or contact me beforehand. Actual registration will start after this meeting, and you will need to pay a deposit (since I will have to book flights, hotels, etc.). For practical reasons, group-size is limited to 16 participants. — Texts: Irvine Welsh, *Trainspotting* (1993), Ian Rankin, *Set in Darkness* (2000), Mark McNay, *Fresh* (2007); shorter texts will be made available electronically (GRIPS); we will also discuss the film *Braveheart* (1995) and possibly *Trainspotting* (1996) and the tv-mini-series *Hamish Macbeth* (1995-97). Requirements: active participation in class discussion, participation in an 'expert group', participation in the excursion to Scotland (18.02. to 23.02.13), term-paper.

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

Lenz

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

Seminar, SWS: 2, Max. Teilnehmer: 14

8-tägig, (ggf. zweimalige Durchführung - abhängig von der Teilnehmerzahl) bzw. Mitte September. Der Termin für September 2012 ist bereits ausgebucht, jedoch ist die **Voranmeldung für die Fahrten 13 bereits möglich**. Die genaue Terminfestlegung für 2013 erfolgt bei einem Vortreffen im November 2012. 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 (sowohl im Herbst als auch im Frühjahr möglich) anzumelden. Reiseziel ist *Valentia Island*, eine kleine Insel im äußersten Südwesten, direkt am weltberühmten *Ring of Kerry* gelegen. Von unserem Stützpunkt *Portmagee* aus unternehmen wir Tagestouren zu prähistorischen, frühchristlichen und neuzeitlichen Stätten, die für die Bedeutung Irlands für die europäische Kultur exemplarisch sind. Auf dem Programm steht u.a. der Aufenthalt in der "*Rebel City*" Cork, der Besuch des beeindruckenden Museums in Cobh zur Geschichte der Emigration und der *Great Famine*, die Fahrt durch Gaeltacht-Gebiete in den Südwesten mit Zwischenstopp in *Blarney Castle*, Wanderungen entlang der Steilküste zu prähistorischen *wedge tombs*, *dolmens*, *alignments*, *Ogham Stones*, zu frühchristlichen *beehive-dwellings* und *St Brendan's Well*, zu einer

Burgruine der anglo-normannischen Eroberer und zum gewaltigen *Leacanabuaile Stone Fort*, ein Abstecher in den *Killarney National Park* (Muckross House, Muckross Abbey) und in den *Derrynane National Park* (Besichtigung der *Church Island* und des Hauses von Daniel O'Connell incl. Filmvorführung über die Bedeutung O'Connells innerhalb der irischen Geschichte), die Fahrt entlang des *Skellig Ring* nach *Ballinskelligs* (Gaeltacht), der Besuch des *Skellig Heritage Centre* (Diashow und Ausstellung zur Geschichte von *Skellig Michael*), des *Valentia Heritage Centre* (Dokumentierung des ersten *Transatlantic Cable*) und von *singing pubs* (*traditional Irish music/Irish dance*) sowie (*weather permitting!*) eine vierstündige Bootsfahrt auf dem Atlantik zum Weltkulturerbe *Skellig Michael* und ein Theaterbesuch in Cork. Ein Überblicksvortrag vor der Abreise sowie Vorträge vor Ort zur Geschichte, Kultur und Literatur Irlands sollen den informativen Rahmen setzen, der durch Hinweise und Erläuterungen zu den jeweiligen *sites* ergänzt wird. Der Erwerb von *Cultural Studies Advanced Credit Points* ist möglich, jedoch nicht Pflicht für die Teilnahme an der Exkursion. Für den Erwerb der Credit Points gelten die üblichen Bedingungen (*oral presentation* und *term paper* (15-20 pp. in English)). Voraussichtliche Kosten (Erfahrungswert): ca. 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

35792 Early Modern Literary Couples

Zwierlein

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

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

A significant number of early modern literary texts was structured around a central couple (sometimes a love triangle). While 'the Renaissance Beloved', especially with reference to Petrarchan antecedents, has become a cliché in literary studies, this seminar will set out to reinvestigate some of the relevant texts and fictional couples, with a view to specific early modern social, legal and cultural developments, changing (or contested) gender relations and hierarchies. We will inquire into humanistic notions of 'male friendship', conventions of homosociality, the traditional wife-taming plot, the topicality of cross-dressing, and constructions of the marriage market, while not neglecting structural and stylistic devices such as doubling and mirroring, intertextual referencing, or the uses of rhetorics and staging techniques for the performance of gendered identities. The literary couple might seem the stuff of comedy, but we will also look at examples in tragedy and epic. The following texts will be covered: Philip Sidney, *Astrophil and Stella* (1582); Christopher Marlowe, *Hero and Leander* (1598); William Shakespeare, *Sonnets* (1609), *Venus and Adonis* (1592-93), *The Taming of the Shrew* (1593), *A Midsummer Night's Dream* (1595/96), *Much Ado about Nothing* (1598/99), *Romeo and Juliet* (1597), *Othello* (1603/04); Mary Wroth, *Pamphilia to Amphilanthus* (1621); John Milton, *Paradise Lost* (1667); Aphra Behn, *Oroonoko* (1688). - Requirements: active participation, an oral presentation, and a term paper (c. 15-20 pages). - Texts: Christopher Marlowe, *Hero and Leander* (1598), in *Christopher Marlowe: The Complete Poems and Translations*, ed. Stephen Orgel, rev. ed. (London: Penguin, 2007). For the Shakespeare plays and poems, I recommend buying either the Arden series editions, or a complete works edition such as *William Shakespeare: The Complete Works*, ed. Stanley Wells and Gary Taylor (Oxford University Press). And further: John Milton, *Paradise Lost* (1667), ed. Alastair Fowler, 2nd ed. (London: Longman, 1998); Aphra Behn, *Oroonoko*, or *The Royal Slave* (1688), in *Aphra Behn: Oroonoko, The Rover and Other Works*, ed. Janet Todd (London: Penguin, 1992). Other texts will be made available on the K- Drive.

35786 Constructions of Scottishness (mit Exkursion)**Petzold**

Module: BLK-M32.3(8), BLK-M32.2(10), BLK-M33.w(8), BLK-M33.2/3(10)

Hauptseminar / Cultural Studies Adv., SWS: 2, Max. Teilnehmer: 16

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

For further information, please see "M.A. British Studies/Cultural Studies Advanced"

35793 English Music Theatre from Dryden and Purcell to Gilbert and Sullivan**Hiley, Petzold**

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

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	10	12	c.t.				PT 2.0.4	Petzold, Hiley	PT 2.0.4

Through much of English cultural history, musical entertainment commanded the stage and drew large audiences. In this seminar, jointly offered by Prof. Dr. D. Hiley (Musicology) and Prof. Dr. J. Petzold (British Studies), we will explore and discuss textual and musical aspects of a range of (semi-) operas, focussing both on the stories told and the specific ways of telling them through words and music. Knowledge of musicology is not a prerequisite for students of English; you don't need to be able to read music. We will listen to, look at and analyse: ...the construction of Englishness and English identity in John Dryden's (libretto) and Henry Purcell's (composer) *King Arthur* (1691); ...the satire on the 'great men' of London society that John Gay & J.C. Pepusch create in *The Beggar's Opera* (1728) and *Polly* (1729); ... how William Congreve & G.F. Handel put Greek mythology on the stage in *Semele* (1743); ...how some of the apparently 'light' comic operas of W.S. Gilbert & Arthur Sullivan, *Patience* (1881) and *Iolanthe* (1882), interact with and comment on contemporary society, its fashions and institutions.- Texts: Electronic versions will be made available where possible (via GRIPS). Requirements: participation in class discussion and in an 'expert group', term-paper (15-20 pages).

Kurse in der Eingangsphase der MA-Programme**35797 Reading and Discussion****Zwierlein**

Module: BLK-M31.1(6)

Seminar

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Di	wöch.	18	20	c.t.				PT 1.0.2	Zwierlein	

This reading class in the MA British Studies will revisit decisive moments of nineteenth-century culture, such as the extension of the vote, social reform movements, scientific developments, (female) education, imperialism, and ideologies of 'progress' versus visions of degeneration. Alongside historical sources, newspaper articles and visual material (photography, panorama and diorama displays), we will study selected texts in poetry, drama and prose, and explore the changing conditions of literary production and consumption during the nineteenth century. Texts will be approached from a diverse set of critical positions that reflect current debates in the fields of Victorian Studies. — Requirements: active participation, an oral presentation, final written exam. — Texts: *The Norton Anthology of English Literature*, 8th rev. ed., vol. 2B, ed. Carol T. Christ; *The Victorian*

Age (New York: W.W. Norton, 2006); Rosemary J. Mundhenk and LuAnn McCracken Fletcher, eds, *Victorian Prose: An Anthology* (New York: Columbia UP, 1999); Sally Ledger and Roger Luckhurst, eds, *The Fin de Siècle: A Reader in Cultural History, c. 1880-1900* (Oxford: OUP, 2000). Supplementary texts will be made available (K-Drive and Reader).

35850 Academic Writing (M.A. course)

Balestrini

Module: AMS-M31.3(4), BLK-M31.2(4), EAS-M30.3(4), ELG-M31.2(4)

Seminar, SWS: 2, Max. Teilnehmer: 20

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

(course description see p. 20)

M.A. American Studies

M.A. European-American Studies

Thematische Vorlesungen

35802 The Breakthrough of Modernity: History of North America, 1865 to 1914

Depkat

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

Vorlesung, SWS: 2, Max. Teilnehmer: 100

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

The lecture deals with the history of the North American continent from the end of the American Civil War to the eve of World War I, integrating the histories of the United States, Canada and Mexico of this period. It was the time when the United States and Canada became modern – and to the degree this happened, their hitherto very distinct histories began follow a similar tact. As both countries underwent the transition from the agrarian to the industrial stage, their cities grew and their societies became more pluralistic due to immigration from Europe, Asia and Latin America reaching unprecedented heights. This chaotic and rapidly accelerating change produced social cleavages and violent conflicts along the lines of class, gender and ethnicity that the U.S. and Canada, although with distinct national differences, shared. Interconnected with these economic and social transformations was the emergence of a new, thoroughly commercialized popular culture catering to a mass audience on both sides of the 49th parallel. While the United States and Canada became industrial and modern with their histories converging, Mexico fell behind, being economically penetrated by U.S. commercial interests and ending up as a colony of U.S. industrial capitalism. The lecture will cover the major problems of this multifaceted and exciting period of North American history; it continues my lecture series on “The History of North America from a Continental Perspective” but it also stands on its own. — Requirements: midterm (take-home exam) and final exam. — Reading: Volker Depkat,

Geschichte Nordamerikas: Eine Einführung (Köln: Böhlau 2008). Margaret Conrad and Alvin Finkel, *History of the Canadian Peoples: Volume II: 1867 to the Present* (3rd ed., Toronto: Addison Wesley Longman, 2002). J.M. Bumsted, *The Peoples of Canada: A Post-Confederation History* (2nd ed., Oxford: Oxford UP, 2004). Leon Fink (ed.), *Major Problems in the Gilded Age and the Progressive Era: Documents and Essays* (2nd ed., Boston: Houghton Mifflin 2001). Olivier Zunz, *Making America Corporate, 1870-1920* (Chicago: U. of Chicago P, 1990). William Cronon, *Nature's Metropolis: Chicago and the Great West* (New York, NY: Norton, 1991). Michael C. Meyer, William L. Sherman, and Susan M. Deeds, *The Course of Mexican History* (9th ed., New York: Oxford UP, 2011). — Credit for: BA, MAS, MEAS, Lehramt

Cultural Studies Advanced

35834 Major Problems of American History since 1975 Depkat

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

Seminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mi	wöch.	8:30	10	s.t.				PT 1.0.2	Depkat	

The last quarter of the twentieth century witnessed both the re-escalation of the Cold War and its termination. With the disintegration of the Soviet Union in 1991, liberal democracy and free-market capitalism seemed to be the only games in town. However, American triumphalism soon waned in the light of new threats posed by Islamic fundamentalism and terrorism. Seen through a post-9/11 prism, therefore, the period since 1975 was not only defined by the landslide bringing about the end of Communism; it also was the formative period of the conflict constellation that is with the U.S. to this very day. Domestically, the years since 1975 were a time of rapidly accelerating social and cultural change, in the course of which the U.S. reached a new level of multicultural diversity. This diversity forced Americans to rethink their notions of identity and in which kind of country they wanted to live—a process that was as exciting as it was divisive, producing 'culture wars' that are not over yet. The seminar will deal with a selection of key issues and major problems of U.S. history in the last quarter of the 20th century on the basis of a broad and diverse selection of primary texts. Topics to be discussed include: Watergate, the crisis of the 1970s, the 'Reagan Revolution,' changes in the gender order, the culture wars of the 1990s, immigration and the computer revolution, '9/11' and the 'War on Terror.' — Requirements: presentation and an essay (10 to 15 pages). — Reading: Godfrey Hodgson, *More Equal than Others: America from Nixon to the New Century* (Princeton: Princeton UP, 2004). James T. Patterson, *Restless Giant: The United States from Watergate to Bush v. Gore* (Oxford: Oxford UP, 2005). Sean Wilentz, *The Age of Reagan* (New York: Harper, 2008). William H. Chafe, *The Unfinished Journey: America since World War II* (7th ed., New York: Oxford UP, 2011). Credit for: BA, MAS, MEAS, Lehramt

35835 Mapping American Spaces**Bauridl**

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

Seminar, SWS: 2, Max. Teilnehmer: 15

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mi	wöch.	10	12	c.t.				ZH 5	Bauridl	

Located at the nexus of the spatial and the transnational turns in American Studies, this course investigates 'American' spaces in- and outside the United States which are, on the one hand, characterized by enactments of national self-definition and which are, on the other hand, simultaneously entangled in and defined by transnational processes of border crossings, immigration, tourism, imperial strivings, warfare, etc. Taking spaces, their contemporary visual and audiovisual cultural representations, and their contemporary negotiation on the stage as well as on the page as a starting point, this course examines not only the present but also the past cultural and social meaning and power of 'American' spaces. In an age of global mobility, it is particularly interested in cultural encounters that take place in these specific locations. Briefly introducing students to perspectives on and concepts of space and transnational American Studies, this course is designed to explore questions such as: how are spaces impacted by transnational mobility? How do ideas of the nation interact with places in- and outside the United States? How are contested spaces-places that are claimed by various cultures determined by various narratives of belonging, and constructed by various memories-negotiated? What are the dynamics of cultural encounters which are experienced in 'American' spaces? Case studies will, among others, explore maps, museum spaces, living spaces, and locations from rural America to suburbia to urban neighborhoods and include: Subway Art (graffiti photography by Martha Cooper); Over: The American Landscape at the Tipping Point (landscape photography Alexander McLean); American Mural Art; the Washington Mall and Philadelphia Independence Park; the World Trade Center Site and the New York City landscape; U.S. Military bases in Germany; music videos; TV series and movies such as *How I Met Your Mother* or *Extremely Loud and Incredibly Close*; and written texts such as Jenna Blum's *Those Who Save Us*. 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 research paper proposal; participation in a critical response blog / discussion. Credit for: BA, MAS, MEAS, Lehramt

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

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

Seminar, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Fr	wöch.	12	14	c.t.				PT 3.0.77	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 already 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 an 8- to 10-page research paper. Credit for: BA, MAS, Lehramt

Hauptseminare

35839 Adventure Novels and Modernity

Depkat

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

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

The concept of modernity is closely tied to notions of growing security through regulation, standardization, mechanization and bureaucratization. At the same time, the popular literature of modernity is to a considerable degree characterized by an unmistakable longing for the insecure, the dangerous and the adventurous. This paradox is the point of departure for the Hauptseminar, which will proceed in two steps. The first, shorter part will deal with sociological theories of modernity as suggested by scholars like Max Weber, Emile Durkheim, Niklas Luhman, Anthony Giddens, Bruno Latour, Ulrich Beck and others. In the second, longer part we will read a selection of popular American adventure novels from the 20th and 21st centuries, ranging from western novels, spy and detective novels, to science fiction stories and vampire novels. -- Requirements: presentation and term paper (15 to 20 pages). Credit for: BA, MAS, MEAS, Lehramt

35840 American Lives

Balestrini

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

Hauptseminar, SWS: 2, Max. Teilnehmer: 15

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

Writing about one's own life or about the lives of others has enjoyed a long tradition in North America. In this seminar, we will discuss recent developments in the study of life writing and of a selection of the multiple forms and media in which such depictions of oneself and/or of others has occurred since the mid-twentieth century. Through verbal as well as nonverbal types of life writing (ranging from traditional linear narratives to hypertextually organized aural and visual narratives found, for instance, in interactive digital format online), we will explore the implications of creative self-fashioning regarding selfhood, normativity, Otherness, and the perception of how individuals relate to each other within the American body politic. In terms of recent trends in life writing research, the multimedial features of life writing will be especially pertinent to our discussion of "performativity, positionality, and relationality" (Sidonie Smith and Julia Watson, *Reading Autobiography: A Guide for Interpreting Life Narratives* [2nd ed. Minneapolis: U of Minneapolis P, 2010] 214), that is, of the constructedness of written lives and of their embeddedness in understanding both individual identity and social contexts. A reading list and preliminary syllabus will be available on NetStorage in early October 2012. — Course requirements: in-class participation, presentation, paper proposal, two 8- to 10-page research papers or one 16- to 20-page paper. Credit: BA, MAS, MEAS, Lehramt

Oberseminare

35842 Recent Research in American Studies

Bauridl

Module: AMS-M35.1 (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	Bauridl	

The course provides a forum for scholarly exchange in the field of American Studies. Students who are currently working on their doctoral dissertations and master's theses will present their projects and invite critical responses from the audience. American Studies research projects currently pursued or in the planning stage at the University of Regensburg will be presented for critical examination. Special guest lectures and round tables with international scholars visiting Regensburg American Studies and the Regensburg European American Forum (REAF) will also be part of the course program and give course participants the opportunity to share their ideas with experts in their respective fields. M.A. students who wish to take the course for credit in AMS-M35 (M.A. program American Studies) or EAS-M36 (M.A. program European American Studies) are expected to submit the (tentative) title of the master's thesis by 17 September 2012 and an abstract of their thesis project (some 400 words) two weeks before the respective date of their presentation (both by mail to birgit.bauridl@sprachlit.uni-regensburg.de). The schedule will be available by early October 2012 (and be mailed to participants and M.A. students registered for the course). Credit: MAS, MEAS

Kurse in der Eingangsphase der MA-Programme

35847 Fundamentals: Approaches, Concepts, Theories

Gessner

Module: AMS-M31.1 (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	s.t.				ZH 6	Gessner	

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

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

Module: AMS-M31.2(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 2012. — Requirements for credit in the master's program: presentation, final paper (some 10 pp.). Credit for: MAS

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 (M.A. course)**Balestrini**

Module: AMS-M31.3(4), BLK-M31.2(4), EAS-M30.3(4), ELG-M31.2(4)

Seminar, SWS: 2, Max. Teilnehmer: 20

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

This course is designed to meet some of the targets of the new Master's programs and aims to guide students through the complexities of organizing and drafting an advanced research 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 basic literacy 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 in analytical in-class discussions, 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 Department of English and American Studies

Kurse anderer Lehrstühle und Institute in den Master-Programmen MAS und MEAS

Proseminar

35717 African American English

Miethanerr

Module: AMS-M33.2/3(7/8), EAS-M32.1/2/3(8)

Proseminar, SWS: 2, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
Mo	wöch.	18	20	c.t.				ZH 6	Miethaner	

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

Hauptseminar

36055 Spanisch in Nordamerika

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.	10	12	c.t.				VG_1.31	Neumann-Holzschuh	

For further information, please see the website of the Romanistik department.

C. For Fun

(open to students of all levels)

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

Lenz

Seminar, SWS: 2, Max. Teilnehmer: 14

For further information, please see „M.A. British Studies/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		18	21	s.t.	22.10.			H21	Balestrini	Termine s. Aushang

35853 Scots Gaelic

Dunphy

Übung, Max. Teilnehmer: 20

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
-	wöch.								Dunphy	Zeit und Ort siehe Aushang

35854 Tandem Mentoring

Uppendahl

Übung, SWS: 2

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Dozent	Bemerkung
-	-								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
-	-							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	Zeit und Ort siehe Aushang

RUPs, too

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, Di 13-14 und Mi 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

Mo.–Do.: 9.00–12.00 und 13.30–15.30 (Mi. 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.

Field Trip to Ireland

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

Field Trip to Scotland

If you are interested, please get in touch with Prof. Dr. Petzold soon as participation is limited. Those who are interested **must** attend a meeting on **Wednesday, 25 July**, in room **PT 2.0.3a**, at **14 h (c.t.)**. For further information, please see section „M.A. British Studies: Cultural Studies Advanced“.