

DEPARTMENT OF ENGLISH AND AMERICAN STUDIES



Detailed Course Catalogue

for M.A.-Students

Summer Term 2012

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American Studies
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DECKER, Martin	Mo 13-14	3.2.47	3466
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FARKAS, Dr. Anna	Di 14-16	3.2.59	3499
FISCHER, Prof. Dr. Roswitha	Di u. Mi 12-13	3.2.68	3473
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GARCÍA, Francisco	Fr 12-13	3.2.46	
GEBAUER, Dr. Amy	Mi 10-12	3.3.88	3429
GESSNER, Dr. Ingrid	n. Vereinb.	3.2.70	3475
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UPPENDAHL, Steve	Di 13-14+ Do 14-15	3.2.88	1809
WALLER, Peter	Mi 16-18	3.2.60	3500
WASMEIER, Margaret	Mi 9.30-11	3.2.43	3463
WESSERLE, Brigitte	nach Veranstaltung		
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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.

Example:

- module ELG-M32 „HS/OS“: you may choose one of the courses listed on pp. 10-11
- module BLK-M32 „V“: you may choose one of the courses listed on p. 12
- module AMS-M32 „CS-Adv.“: you may choose one of the courses listed on pp. 19-20

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
other courses: see table overleaf	

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/ >> **Studium**). 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 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 2012: **Mon, 7. May – Fri, 6. Jun. 2012 !!**

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: → 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 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

35 700 The Evolution of English: A Historical Survey
2 st., Mi 08:30-10, H 8

Schneider

ANG-M12.w(8), ANG-M13.2(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-M22.w(4)

Languages keep changing constantly, and Modern English is the product of some 1500 years of evolution and changes. This lecture will survey this evolutionary process, and in doing so it will also touch upon material which can be found in traditional "History of English" textbooks. The emphasis will be different, however: Rather than looking at Old English or Middle English as linguistic systems in their own right, I will focus upon distinctive properties of Modern English, including its major varieties, and will look back in time to see where these properties have come from, i.e. how the respective linguistic sub-system (lexis, phonology, grammar) has evolved in the course of time. I begin by providing a survey of the periodization and extralinguistic history of English, including short sample texts from different periods, but the main emphasis, reflected in the structure of the lecture, will then be placed on evolutionary trajectories of change through time which at certain points introduced innovations and system modifications of the English vocabulary, sound system, and morphosyntactic conventions. Amongst other things, we will find that many irregularities of modern English, and properties found in dialects, can be traced back to earlier regularities and properties; that the sound system has constantly rearranged articulatory options; and that the grammatical system has been characterized by the change from a predominantly synthetic to a largely analytic language, with many characteristic syntactic structures of modern English going back to rather late innovations. — Requirements for a "Schein": final exam, paper assignment (for M.A. students only).

Seminare

35 722 Altenglische Sprache u. Kultur (m. Schein gem. LPO I, §68 Abs.1 Nr.3c)
2 st., Mo 8-10, ZH 2

Brunner

ANG-M12.2(8), ANG-M13.w(8), ELG-M31.3(8), ELG-M32.w(8), ELG-M33.3(8), ENGS-M22.w(4), ENGYM-M22.2(4), ENGYM-M32C.w(4), ENHS-M22.w(4), ENLI-M22.2(4), ENRS-M22.w(4)

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

Mittelenglische Sprache u. Kultur (m. Schein gem. LPO I, §68 Abs.1 Nr.3c), 2 st.,
ANG-M12.2(8), ANG-M13.w(8), ELG-M31.3(8), ELG-M32.w(8), ELG-M33.3(8), ENGS-
M22.w(4), ENGYM-M22.2(4), ENGYM-M32C.w(4), ENHS-M22.w(4), ENLI-M22.2(4), ENRS-
M22.w(4)

35 723 Mi 12-14, H12

Schlegel

35 724 Mo 14-16, ZH 6

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. — Anforderungen für Scheinerwerb: Übungsaufgaben und Klausur. Textgrundlage: W. Obst & F. Schlegel, *Die Sprache Chaucers*, Heidelberg 2010).

35 725 Early English (m. Schein gem. LPO I, §68 Abs.1 Nr.3c)
2 st., Di 12-14, ZH 6

Schlegel

ELG-M31.3(8), ENGYM-M22.2(4), ENLI-M22.2(4), ENRS-M22.w(4)

"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 Master Students who do not yet sufficiently trust their German for the purpose of scientific discourse and translation. 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). — Homework and final exam.

35 726 Altenglisch für Fortgeschrittene
2 st., Mi 16-18, PT 1.0.2

Schlegel

ANG-M12.w(4), ANG-M13.w(4), ELG-M32.3(10), ELG-M33.3(10), ENGS-M22.w(4), ENGYM-
M22.w(4), ENGYM-M32C.w(4), ENHS-M22.w(4), ENLI-M22.w(4), ENRS-M22.w(4)

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. — Freiwilliger Vertiefungskurs, keine Anmeldung erforderlich. Scheinerwerb nach Absprache möglich.

35 727 Mittelenglisch für Fortgeschrittene
2 st., Mi 14-16, ZH 5

Schleburg

ANG-M12.w(4), ANG-M13.w(4), ELG-M32.3(10), ELG-M33.3(10), ENGS-M22.w(4), ENGYM-M22.w(4), ENGYM-M32C.w(4), ENHS-M22.w(4), ENLI-M22.w(4), ENRS-M22.w(4)

Die Fortsetzung unserer Einführung in das Mittelenglische ergänzt den lautlichen und grammatischen Befund der Sprache Geoffrey Chaucers um seine germanische und alt-englische Vorgeschichte. Die Auswahl der Stoffgebiete und der Übungstexte orientiert sich an den Anforderungen der mittelenglischen Textklausur im schriftlichen Staatsexamen. Eine sinnvolle Teilnahme setzt zumindest die Vorbereitung der Übersetzungstexte voraus. — Freiwilliger Vertiefungskurs, keine Anmeldung erforderlich. Scheinerwerb nach Absprache möglich.

Hauptseminare

ANG-M12.1(10), ANG-M13.1(10), ELG-M32.1(10), ELG-M33.1 / 3(10), ENGS-M22.w(7), ENGYM-M22.w(7), ENGYM-M32C.2/3(7), ENHS-M22.w(7), ENLI-M32.2 / 3(7), ENRS-M22.w(7)

35 738 Register Variation in English
2 st., Di 14-16, PT 2.0.3A

Fischer

In this course, we will investigate the language used in different kinds of spoken and written texts. The focus lies on the register perspective, which combines an analysis of linguistic characteristics that are common in a text variety with analysis of the situation of use of the variety. The underlying assumption is that core linguistic features are functional, and, as a result, particular features are commonly used in association with the communicative purposes and situational context of texts. After the introduction of the analytical framework employed for studying registers, we will move on to a more detailed description of different registers, such as conversation, newspaper writing, academic prose and e-forum postings. We will also approach registers from a historical perspective. Apart from working through the individual chapters of our textbook (see below), students will be asked to choose a register of interest and present it to the class through practical application. — Requirements: Weekly assignments, presentation, paper. Textbook (to be purchased, ca. 30€): Douglas Biber & Susan Conrad 2009. *Register, genre, and style*. CUP.

35 739 Grammatical variation in World Englishes: corpus-based exercises
2 st., Di 10-12, ZH 4

Schneider

This seminar will familiarize students with and combine three fashionable sub-disciplines and research approaches of English linguistics, namely World Englishes, corpus linguistics, and the study of ongoing change, and will "translate" this set-up into small-scale research projects to be carried out by the students in the class. As to the three sub-disciplines in question: 1. Due to colonial history and its attractiveness in the age of globalization, English is now not only the world's leading language but a national or widely used second language in many countries around the globe, notably in Asia and Africa. These new "World Englishes" are the outcomes of diachronic evolutionary processes, have typically undergone "structural nativization", and are marked by characteristic forms and structures of their own; 2. For the last few decades the discipline of corpus linguistics, the compilation and software-based semi-automatic analysis of large-scale electronic text collections, has grown tremendously and transformed research strategies. Notably, as parts of the "International Corpus of English" project a series of one-million word corpora, including 60 % spoken data, from countries and regions as diverse as India, Singapore, the Philippines, Hong Kong, East Africa, etc. have been compiled and made available; 3. These new opportunities of investigating large-scale text collections of different origins have allowed linguists to document processes of ongoing grammatical change in different varieties of English, showing, for instance, that the progressive has been expanding, semi-modals tend to replace traditional modal verbs, and so on. During the first part of the term, students will be made familiar with basic notions, facts, and methods

from these three sub-disciplines, based essentially on obligatory readings and classroom discussions. ICE corpora and software to investigate them will be made available and introduced. On this basis, small groups of students will jointly have to work out small-scale projects of their own, i.e. document and investigate realizations of grammatical structures which are possibly changing in different varieties of World Englishes, and they will then present their results in class and have them discussed. — Prerequisites for admission: "Zwischenprüfungszeugnis" or "Proseminar Linguistik (Vertiefungsmodul)". Obligatory reading: Edgar W. Schneider, 2011. *English Around the World. An Introduction*. Cambridge: Cambridge University Press; Chapters 1 ("Setting the scene") and 2 ("Ongoing language change: problems of detection and verification" from Christian Mair, 2006. *Twentieth Century English. History, Variation, Standardization*. Cambridge: Cambridge University Press. Additional recommended reading: Selections from Joybrato Mukherjee, *Anglistische Korpuslinguistik. Eine Einführung*. Berlin: Erich Schmidt Verlag 2009; and Geoffrey Leech, Marianne Hundt, Christian Mair, and Nicolas Smith, *Change in Contemporary English*. Cambridge: Cambridge University Press 2009. — Requirements for course credits: regular participation; written exam based on obligatory reading and general part; oral presentation and written term paper on student project.

35 740 L2 Phonological Acquisition
2 st., Mi 10-12, ZH 5

Kautzsch

The linguistic discipline of second language acquisition describes how learners acquire pronunciation, morpho-syntax, and vocabulary of a language other than their first language (L1). This seminar will focus on the acquisition of a second language (L2) sound system, in our case English. In recent years, research has shown that the explanation of L2 phonological acquisition is a more complex enterprise than a direct comparison of the first language and the second, as proposed in the 1950s by scholars in favour of the Contrastive Analysis Hypothesis. A number of factors seem to influence the relative level of ease or difficulty in acquiring a new sound system and the degree of approximating native-like pronunciation. Issues like transfer, markedness, variability, perception, aptitude, motivation, and the like have to be taken into account. In addition, what has changed the methodology of L2 phonological acquisition is the availability of free or inexpensive speech analysis software. Such applications facilitate acoustical measurements of sounds and thus take research beyond auditory / impressionistic analyses, which highly increases objectivity and precision in the description of sound systems. The first part of the seminar will introduce participants to the theoretical background of L2 phonological acquisition and will make them familiar with PRAAT (www.praat.org), one of the most popular speech analysis tools. This section of the seminar will be accompanied by practical assignments in which participants will demonstrate their methodological skills. In the second part of the seminar, students will present the results of group research projects. These projects will entail acoustic analyses of German learners of English by means of PRAAT and an interpretation of the findings in the light of theoretical issues in L2 phonological acquisition. Further assignments will be an essay on theoretical issues of L2 phonological acquisition, as well as an annotated bibliography. The theoretical part will be largely based on the following collection of state-of-the-art articles: Edwards, Jette G. Hansen and Mary L. Zampini, eds. 2008. *Phonology and Second Language Acquisition*. Amsterdam and Philadelphia: John Benjamins. Very useful introductory manuals for PRAAT can be found at www.praat.org.

Übungen

Phonemic Transcription, 1 st.

35 734 Di 17-18, PHY 9.1.10

Wesslerle

35 735 Di 18-19, PHY 9.1.10

Wesslerle

ENGs-M22.w(2), ENGYM-M22.w(2), ENHS-M22.w(2), ENLI-M22.w(2), ENRS-M22.w(2)

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. Diese Übung empfiehlt vor allem auch für Studierende nach der neuen LPO, die diese examens- und lebensrelevante Fertigkeit erlernen bzw. vertiefen möchten, sowie als Examensrepetitorium (zB. neuenglische Textaufgabe). — Transkriptionsgrundlage: Jones, D. 2003. *English Pronouncing Dictionary*. CUP, oder: Wells, J.C. 2000 od. 2008. *Longman Pronunciation Dictionary*. London. — Erwerb von Leistungspunkten für den Wahlbereich nach Absprache möglich.

M.A. British Studies

Vorlesungen

AMST-M13.w(4), ANG-M14.w(8), ANG-M15.2(8), BLK-M32.w(8), BLK-M33.1(8), BRST-M13.w(4), BRST-M23.3(4), BRST-M32.1(4), ENGS-M13.w(4), ENGS-M22.w(4), ENGYM-M13.w(4), ENGYM-M23.w(4), ENGYM-M32B.1(4), ENHS-M13.w(4), ENHS-M22.w(4), ENLI-M13.w(4), ENRS-M13.w(4), ENRS-M22.w(4)

35 750 Gender and Disease/Geschlecht und Erkrankung (Ringvorlesung)
2 st., Di 16-18, H23

Zwierlein

This lecture series, organized together with Prof. Iris Heid (Faculty of Medicine, University of Regensburg), will feature scholars working in the Humanities and Medicine from the UK, English Departments in Germany, as well as the University of Regensburg. Investigating the construction, diagnosis and perception of diseases and illnesses from the perspective of gender studies, it will include individual lectures on insanity, masculinity and paternity during the Roman principate, on the link between disease and redemption in medieval literature, on gender aspects of Defoe's description of the 'Great Plague', on fashionable diseases and gender during the long eighteenth century, on childbed and child-birth during the nineteenth century, on gendered medicine and yellow fever in the late-nineteenth-century American South, or on nymphomania and sexual 'deviancy' in Spanish films. These cultural and literary investigations will be supplemented by members of the Faculty of Medicine offering insights into medical research and the link between gender and individual diseases from a medical(/ medico-historical) point of view. — 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); vol. 2, ed. Stephen Greenblatt: *The Romantic Period through the Twentieth Century* (New York: W.W. Norton, 2006); Hadumod Bußmann and Renate Hof, eds., *Genus: Zur Geschlechterdifferenz in den Kulturwissenschaften* (Stuttgart: Kröner, 1995); Christina von Braun and Inge Stephan, eds, *Gender@Wissen: Ein Handbuch der Gender-Theorien* (Köln: Böhlau, 2005); Michel Foucault, *Die Geburt der Klinik: Eine Archäologie des ärztlichen Blicks* (München, 1973 [1963]); Alison Bashford, *Purity and Pollution: Gender, Embodiment and Victorian Medicine* (Houndmills, 1998).

35 751 Early Modern Drama
2 st., Do 14-16, H 8

Petzold

In the last decades of the 16th century, drama rose to unprecedented heights in England; and some 450 years later, not a day goes by on which a play by Marlowe, Jonson or Shakespeare is not staged somewhere around the world. In this lecture, we will look at how Elizabethan drama developed out of 'medieval' traditions and we will examine the material, social and political contexts in which Early Modern dramatists worked. A wide selection of plays will be introduced, covering all major dramatic genres of the time (i.e. various types of comedies, tragedies and history plays). A reading class will accompany the lecture and give students a chance of exploring individual texts in more detail, and of practicing their skills in close reading. Those interested in Early Modern Drama are also en-

couraged to take part in the "Shakespeare-Exkursion" to Stratford-upon-Avon in September 2012 (see section C: "For Fun" for details).

Cultural Studies Advanced

35 786 An Introduction to Wales: History, Culture, Literature
2 st., Do 16-18, PT 1.0.2

Waller

ANG-M14.2(8), ANG-M15.w(8), BLK-M32.3(8), BLK-M33.w(8), BRST-M23.w (5), BRST-M32.2(5), ENGS-M22.w (5), ENGYM-M23.w (5), ENGYM-M32B.2(5), ENHS-M22.w (5), ENRS-M22.w (5)

"Moving from Wales to Italy is like moving to a different country." (Welsh former Liverpool and Juventus footballer, Ian Rush). The capital of Wales is Cardiff, they have their own language, that Dylan Thomas bloke was from there (I think), and they really really like sheep. When it comes to Wales, most students in Germany will know no more three-quarters of the facts contained in the preceding statement, and very little besides about the country. However, what is Wales really? What is it that makes its people so confidently aware of their uniqueness without there being any real desire to seek full independence? In this course, the focus will be on introducing the group to a country that otherwise receives a unjustly limited amount of attention in the education system in Germany, and in British life generally. Attention will be paid to the conflicting ways Wales defines itself, including feminist, linguistic, communal, political, post-colonial, mythical and visual perspectives, as well as the issue of how Wales has been defined from outside. In particular, its approach of as a country to cultural awareness and the nation state is quite singular and will therefore be discussed. The role of Wales in the UK and beyond will also feature significantly in the class discussions. The aim of the course is for all the participants to feel at the end of the semester that a full introduction to this country was offered, that a strong understanding and engagement with what it means to be Welsh has been developed, that the Ian Rush statement at the top of this summary makes sense, and that the following quote rings true: "To be born in Wales, not with a silver spoon in your mouth, but with music in your blood and poetry in your soul, is a privilege indeed" (Brian Harris). — Course requirements: active participation, oral presentation, written exam. — Texts: *Williams, Raymond. Who Speaks for Wales? Nation, Culture, Identity* Ed. Daniel Williams (University of Wales Press, 2008). Each student will also receive a list of recommended texts at the start the course, all of which have been ordered and should be available in the library.

35 787 Blockseminar: Irish History and Culture (Irland-Exkursion)
2 st., genauer Termin: siehe Aushang an PT 3.2.44

Lenz

ANG-M14.2(8), ANG-M15.w(8), BLK-M32.3(8), BLK-M33.w(8), BRST-M23.w (5), BRST-M32.2(5), ENGS-M22.w (5), ENGYM-M23.w (5), ENGYM-M32B.2(5), ENHS-M22.w (5), ENRS-M22.w (5)

8-tägig, (ggf. zweimalige Durchführung – abhängig von der Teilnehmerzahl) Mitte Juni bzw. Mitte September. Die beiden Termine für 2012 sind bereits ausgebucht, jedoch ist die **Voranmeldung für die Fahrten 2013 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

ANG-M14.1(10), ANG-M15.1(10), BLK-M32.2(10), BLK-M33.2/3(10), BRST-M32.3(7), ENGS-M22.w(7), ENGYM-M23.w(7), ENGYM-M32B.3(7), ENHS-M22.w(7), ENRS-M22.w(7)

35 791 Victorian Maladies: Literature and Disease
2 st., Di 10-12, PT 2.0.3A

Zwierlein

Taking its cue from the lecture series on 'Gender and Disease' offered this semester jointly with the Faculty of Medicine, this seminar will concentrate on the nineteenth century, an age when medical and statistical sciences became increasingly professionalised (but also simultaneously popularised). We will inquire into cultural negotiations of specific medical conditions such as addictions (opium, alcohol), catalepsy, states of melancholia and depression, 'hysteria' and extrasensory perception, neurasthenia and the various mental conditions grouped under the terms of insanity or 'madness'. Paying attention to the two-way traffic between the medical sciences and literature, we will attend to the following questions: What is a symptom? What are the medical and literary strategies of narrating disease? How is disease represented / visualized? How does the rise of statistical science influence the relationship between doctor and patient? There are also plans for a co-teaching session with Dr Clark Lawlor (University of Northumberland) and a guest lecture. The following texts will be covered: Edgar Allan Poe, "The Tell-Tale Heart" (1843); Thomas De Quincey, *Confessions of an English Opium-Eater* (1856); excerpts from Charles Dickens, *David Copperfield* (1849-50), George Eliot, *Silas Marner* (1861) and *The Lifted Veil* (1859); Mary Elizabeth Braddon, *Lady Audley's Secret* (1862); George Eliot, *Middlemarch* (1871-72) and *Daniel Deronda* (1876); Arthur Conan Doyle, "The Parasite" (1894); Thomas Hardy, *Jude the Obscure* (1895). — Requirements: active participation, an oral presentation, and a term paper (c. 15-20 pages). — Texts: see above. I also recommend Lawrence Rothfield, *Vital Signs: Medical Realism in Nineteenth-Century Fiction* (Princeton, 1992); Athena Vrettos, *Somatic Fictions: Imagining Illness in Victorian Culture* (Stanford, 1995); Peter Melville Logan, *Nerves and Narratives: A Cultural History of Hysteria in Nineteenth-Century British Prose* (Berkeley, 1997); Helen Small, *Love's Madness: Medicine, the Novel, and Female Insanity, 1800-1865* (New York, 1998); Erin O'Connor, *Raw Material: Producing Pathology in Victorian Culture* (Durham, 2000).

35 792 Writing the 'Rainbow Nation': Literature from Post-Apartheid South Africa
2 st., Do 10-12, H21 Petzold

During the years of 'apartheid', much South African literature was part of the 'struggle' against racial segregation and discrimination. After the transition of power from white minority rule to a democratically elected parliament in the 1990s, the 'necessity' to engage with apartheid diminished and new topics emerged. In this seminar, we will read a selection of South African novels published since the advent of the 'New South Africa', focusing our discussion on how black authors portray life in the 'Rainbow Nation', as Archbishop Tutu called the country in 1994. — Requirements: participation in an 'expert group' and in class discussion; term-paper (15-20 pages) — Texts: Zakes Mda, *The Heart of Redness* (2000) [this text seems to be currently out of print, but there are plenty of used copies available via Amazon, eBay, etc.]; Sello Duiker, *Thirteen Cents* (2000); Phaswane Mpe, *Welcome to Our Hillbrow* (2001); Niq Mholongo, *Dog Eat Dog* (2004); Kopano Matlwa, *Coconut* (2007).

35 793 Adventures on African Soil: Adventure Fiction from Captain Marryat to John Buchan
2 st., Di 10-12, PT 2.0.4 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).

Übungen

AMST-M13.w (2), ANG-M14.w(4), ANG-M15.w(4), BLK-M31.w (2), BLK-M32.w (2), BLK-M33.w (2), BRST-M13.w (2), BRST-M23.w (2), BRST-M32.w (2), ENGS-M13.w (2), ENGS-M22.w (2), ENGYM-M13.w (2), ENGYM-M23.w (2), ENGYM-M32B.w (2), ENHS-M13.w (2), ENHS-M22.w (2), ENLI-M13.w (2), ENRS-M13.w (2), ENRS-M22.w (2)

35 795 Reading Class: Early Modern Drama
1 st., Di 15-16, VG_1.30 Petzold

This reading class is intended for students who want to practice their skills in reading and discussing drama from the early modern period (16th/17th cent.). We will read excerpts of a selection of plays (or entire plays over the course of a few sessions), text-selection can be partially decided by the group. Attendance of the lecture "Early Modern Drama" (35 751) is recommended but no requisite. — Requirements: participation in class discussion, final exam. — Texts: will be made available either electronically (via GRIPS) or as "Kopiervorlage".

35 796 Reading Class: Gender and Disease
1 st., Mo 18-19, ZH 2 Zwierlein

This reading class will explore in more detail some of the texts covered both in the lecture series on 'Gender and Disease' and in the HS 'Victorian Maladies'. 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

35 801 American Literatures and Cultures from the American Revolution through the Civil War

2 st., Do 10-12, H23

Hebel

AMS-M32.2(8), AMS-M33.2/3(8), AMST-M13.w(4), AMST-M23.3(4), AMST-M32.1(4), ANG-M16.w(8), ANG-M17.2(8), BRST-M13.w(4), EAS-M31.4(8), EAS-M33.1/2/3(8), EAS-M34.1/2/3(8), ENGS-M13.w(4), ENGS-M22.w(4), ENGYM-M13.w(4), ENGYM-M23.w(4), ENGYM-M32A.1(4), ENHS-M13.w(4), ENHS-M22.w(4), ENLI-M13.w(4), ENRS-M13.w(4), ENRS-M22.w(4)

The lecture course presents an in-depth survey of American cultural and literary history from the middle of the eighteenth century to the Civil War and its aftermath. Individual lectures will discuss, e.g., nationally and ideologically defining documents of the American Revolution and the Early National Period, (late) eighteenth-century American autobiographies as constructions and propagations of exemplary 'American' lives, the conventions and politics of the American novel, the emergence and rise of the American short story, prospect poetry and romantic (Fireside) poetry and their cultural and political implications, women writers in the Early Republic and in antebellum America, African American literature and culture during slavery, abolitionism and other reform movements, Native American voices, early American drama, American Transcendentalism, the so-called American Renaissance and its later reception. Visual materials from the fields of history painting, popular prints, and early photography will be included prominently in the presentations as visual representations have played a significant role in the construction and contestation of American identities. Theoretical issues widely debated in American Studies, e.g. the redefinition of the American Renaissance and the role of textual documents in the processes of national identity formation, will be given due consideration throughout the lecture course. — Requirements for credit: final exam (and one additional paper for students in the master programs) — Course texts: Baym, Nina, et al., eds. *The Norton Anthology of American Literature*. 7th Edition. Vol. A. New York: Norton, 2007. Boyer, Paul, et al. *The Enduring Vision: A History of the American People*. 6th or 7th Edition. Boston: Houghton Mifflin 2008 or 2011. — Credit for: BA, MAS, MEAS, Lehramt

35 802 The History of North America III: De-Colonization and State-Building, 1815-1867

2 st., Di 10-12, H 5

Depkat

AMS-M32.2(8), AMS-M33.2/3(8), AMST-M13.w(4), AMST-M23.3(4), AMST-M32.1(4), ANG-M16.w(8), ANG-M17.2(8), BRST-M13.w(4), EAS-M31.2/4(8), EAS-M33.1/2/3(8), EAS-M34.1/2/3(8), ENGS-M13.w(4), ENGS-M22.w(4), ENGYM-M13.w(4), ENGYM-M23.w(4), ENGYM-M32A.1(4), ENHS-M13.w(4), ENHS-M22.w(4), ENLI-M13.w(4), ENRS-M13.w(4), ENRS-M22.w(4)

From a continental perspective, the history of North America between 1815 and 1867 saw the formation and consolidation of several nation-states, although the paths to state- and nationhood in the United States, Canada and Mexico were very different, producing very different results. In the United States, the founding compromises struck on the slavery issue and the federal question eroded rapidly under the conditions of tumultuous growth and expansion. This development culminated in the Civil War (1861–1865) that in many respects marks the end of the state- and nation-building process in the United States. Around that time, the foundations for Canada's statehood were laid also, when the Dominion of Canada was formed in 1867 by way of imperial reform. Mexico's path to independence was neither revolution nor reform. At the same time, the first half of the nineteenth century witnessed the intensification of entanglements between the nascent North American nation-states: a huge wave of immigrants spilt over the whole North American continent, the Second Great Awakening affected Canada and the U.S. alike, the "age of democracy" dawned in the whole of North America. While Canada and the

U.S. embarked on a race for the Pacific coast, Mexico and the U.S. went to war against each other. The lecture continues last term's course but also stands on its own. Its overall aim is to highlight the major trends and problems of Canadian, U.S.-American and Mexican history in this period from a continental perspective. **The course starts on April 24.** — 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: Beginnings to 1867: Volume 1* (3rd ed., Toronto: Addison Wesley Longman, 2002). J.M. Bumsted, *The Peoples of Canada: A Pre-Confederation History* (Oxford: Oxford UP, 2003). J.H. Elliott, *Empires of the Atlantic World: Britain and Spain in America 1492-1830* (New Haven: Yale UP, 2006). David J. Weber, *The Spanish Frontier in North America* (New Haven: Yale UP, 1992). — Credit for: BA, MAS, MEAS, Lehramt

Cultural Studies Advanced

35 834 Environment and History in Transatlantic Perspective

2 st., Mi 8-10, PT 1.0.2

Depkat

AMS-M32.3(8), AMS-M33.2/3(8), AMST-M23.w (5), AMST-M32.2(5), ANG-M16.2(8), ANG-M17.w(8), ENGS-M22.w (5), ENGYM-M23.w (5), ENGYM-M32A.2(5), ENHS-M22.w (5), ENRS-M22.w (5), EAS-M31.3/4(8), EAS-M33.1/2/3(8), EAS-M34.1/2/3(8)

Environmental history currently is one of the most rapidly expanding, highly innovative fields of scholarship, resting on the premise that political and social orders, economies and cultural systems have always been shaped by natural and man-made environments. While the ecosystems of the planet have always been transformed and reshaped by the societies inhabiting them, nature has also been an agent of political, social, economic, and cultural change. This complex relationship between history and nature will be at the heart of the seminar, which seeks to explore major problems and patterns of environmental history in Europe and America from a transatlantic perspective. Topics include among others the history of natural environments in North America and Europe, the spatial reorganization of landscapes in the course of settlement, urbanization and industrialization, the problems of environmental protection and politics, and the convergences and divergences of environmental cultures in Europe and America, disaster management. **The course starts on April 25.** — Readings: Louis S. Warren (ed.): *American Environmental History* (Malden, Mass. 2003). Carolyn Merchant (ed.): *Major Problems in American Environmental History. Documents and Essays* (Lexington, Mass. et. al. 1993). Ian G. Simmons, *An Environmental History of Great Britain: From 10,000 Years Ago to the Present* (Edinburgh: Edinburgh UP, 2001). Andrew C. Isenberg, *The Destruction of the Bison: An Environmental History, 1750 – 1920* (Cambridge: Cambridge UP, 2000). Verena Winiwarter and Martin Knoll, *Umweltgeschichte: Eine Einführung* (Köln: Böhlau, 2007). — Credit for: BA, MAS, MEAS, Lehramt

35 835 Stages, Sites, and Spectacles: Contemporary Enactments of Trans/National Identities

2 st., Do 08:30-10, R 009

Bauridl

AMS-M32.3(8), AMS-M33.2 / 3(8), AMST-M23.w (5), AMST-M32.2(5), ANG-M16.2(8), AM17.w(8), ENGS-M22.w (5), ENGYM-M23.w (5), ENGYM-M32A.2(5), ENHS-M22.w (5), ENRS-M22.w (5), EAS-M31.3/4(8), EAS-M33.1/2/3(8), EAS-M34.1/2/3(8)

Situated within the realm of transnational American Studies and drawing on the interdisciplinary field of performance studies, this course investigates issues of individual/communal identity and of political participation that emanate from trans/national experiences in an age of global mobility and that are presented in various cultural performances. Taking into consideration the power of performance to reflect, constitute, and transform cultural, social, and political realities, this course engages in questions posed by transnational American Studies such as: What processes ensue when various cultures and nations meet in- or outside the U.S.? How do the diverse cultural and national identities in- and outside the U.S. negotiate their relationships to and beyond the U.S.? Or: what role does the U.S. as a nation play in times of transnational interconnectedness? To approach these questions, this course will commence with a critical discussion of the concepts of the 'transnational'

and 'performativity' and analyze a broad variety of contemporary trans/national stages, sites, and spectacles from theater to film to performance art; from music to slam poetry; from museums to web sites; from holiday celebrations to street and protest art to activism. Case studies will include performances by Guillermo Gómez-Peña; visual installations by Nikki Seung-hee Lee; the Trinidadian carnival in NYC; the movie *Babel* (2006); Columbus Day Celebrations; Philadelphia Independence Park (NPS); the Ali G and Chappelle show; the plays *Clybourne Park* by Bruce Norris (2010) and *Tiger at the Baghdad Zoo* by Rajiv Joseph (2010). A full list of case studies and texts will be available by the end of March. Course requirements include preparation and participation, a research paper (8-10 pp.), and a critical response blog / discussion. — Credit for: BA, MAS, MEAS, Lehramt

35 836 Industrialization and Deindustrialization in Europe and America
2 st., Do 16-18, PT 2.0.3A

Depkat

AMS-M32.3(8), AMS-M33.2 / 3(8), AMST-M23.w (5), AMST-M32.2(5), ANG-M16.2(8), ANG-M17.w(8), ENGS-M22.w (5), ENGYM-M23.w (5), ENGYM-M32A.2(5), ENHS-M22.w (5), ENRS-M22.w (5), EAS-M31.3/4(8), EAS-M33.1/2/3(8), EAS-M34.1/2/3(8)

Industrialization is a key factor in the process of modernity, affecting not only the economy but politics, society, and culture as well. While industrialization is a shared historical experience of the Western World, it took on specific shape in the various national contexts, producing a specific form of industrial capitalism and culture in the U.S., which in the eyes of many Europeans was the essence of American modernity. From the start, industrialization went hand in hand with de-industrialization, creating industrial wastelands, destroying notions of identity, and forcing industrial regions to organize the transition from an industrial to a post-industrial state. The seminar will be structured in the form of case studies taken from the U.S. and Europe to highlight the major patterns and overall development of industrialization and deindustrialization. Topics to be discussed are among others the features of American industrial capitalism, patterns of industrialization and de-industrialization in Europe and America, European and American working class cultures, industrial life and notions of identity, visual cultures of the industrial world, the problem of postindustrial identities, the musealization of industrial sites, consumer cultures. **The course starts on April 26.** Reading: A reader containing all relevant course materials will be available when classes start. — Credit for: BA, MAS, MEAS, Lehramt

Hauptseminare

35 838 Picture Politics
2 st., Di 14-16, ZH 6

Hebel

AMS-M32.1(10), AMS-M33.1/2/3(10), AMST-M32.3(7), ANG-M16.1(10), ANG-M17.1(10), EAS-M31.1/4(10), EAS-M33.1/2/3(10), EAS-M34.1/2/3(10), ENGYM-M32A.3(7)

The interpretation of visual representations of 'America' has been central to American Studies since the early years of the discipline. The so-called 'iconic turn' or 'pictorial turn' in various fields of the humanities since the 1990s and recent studies of visuals as a particularly prominent part of U.S. American iconographies and collective memories have increased the significance of visual culture studies and visual literacy for American Studies. The seminar will focus on paintings and photographs as one major corpus of visual constructions of American history. It will explore a wide spectrum of visuals of 'Americans' and 'America' from late sixteenth-century ethnographic drawings and revolutionary and early national period history paintings to twentieth- and early twenty-first-century iconic photographs. Materials and topics to be engaged will include the following: visual representations of the colonization of North America; historical paintings and their role in the construction of U.S. American identities and ideologies; photographs and their function for war propaganda and social reform; portrait paintings and photography as prototypical American narratives; paintings and photographs of 'American' landscapes and spaces; the ambivalences of paintings and photographs of immigrants and ethnic

groups; the role and function of iconic pictures in U.S. American politics and public culture. Further aspects to be covered will include inter pictorial dialogs, the visual politics of history textbooks, intermediality (e.g., *Let Us Now Praise Famous Men*), photographs and U.S. American national memory, photographic representations of the U.S. by international photographers. A syllabus and bibliography will be mailed to registered participants by early April 2012. Requirements for credit: readings/viewings; (group) presentation; preparatory notes; annotated bibliography, term paper. — Credit: BA, MAS, MEAS, Lehramt

35 839 Feminism in America
2 st., Di 16-18, ZH 4

Depkat

AMS-M32.1(10), AMS-M33.1/2/3(10), AMST-M32.3(7), ANG-M16.1(10), ANG-M17.1(10), EAS-M31.1/4(10), EAS-M33.1/2/3(10), EAS-M34.1/2/3(10), ENGYM-M32A.3(7)

American feminism began in the American Revolution and took on different forms in the changing contexts of nineteenth- and twentieth-century America. Drawing on a broad range of documents, literary texts, and visual materials, the seminar will highlight the major aspects, manifestations, and problems of feminism in the United States, embedding the phenomena into the development and multiple transformations of American democracy. Topics to be discussed are among others the formation of the American women's movement, the problem of Republican Motherhood, the campaign for female suffrage, female reformers in the Progressive Era, the "New Women" of the 1920s, the second wave of feminism, and the role of women activists in the formation of the New Right. **The course starts on April 24.** — Requirements: presentation and term paper (15 to 20 pages). — Reading: Linda K. Kerber, ed. *United States History as Women's History: New Feminist Essays* (Chapel Hill, NC: U of North Carolina P, 1995). Mary Beth Norton, ed. *Major Problems in American Women's History: Documents and Essays* (4th ed., Boston: Houghton Mifflin, 2007). — Credit for: BA, MAS, MEAS, Lehramt

35 840 American Music Videos
2 st., Mi 10-12, ZH 6

Balestrini

AMS-M32.1(10), AMS-M33.1/2/3(10), AMST-M32.3(7), ANG-M16.1(10), ANG-M17.1(10), EAS-M31.1/4(10), EAS-M33.1/2/3(10), EAS-M34.1/2/3(10), ENGYM-M32A.3(7)

For more than half a century, popular music has been employing combinations of moving images and sound with aesthetic and promotional goals in mind. While this phenomenon predates the launching of MTV in 1981, television and the World Wide Web (especially YouTube) have together ensured the unabated proliferation of this art form. We will study American music videos from perspectives such as (a) visual culture studies, (b) the semiotics and histories of film, popular music, and song lyrics, and (c) cultural studies approaches to music and sound, which are currently being debated as complementary to the concerns of visual culture studies. The editors of the *American Quarterly* special issue "Sound Clash: Listening to American Studies" (63.3 [2011]) ask in their introduction: "What role can sound play in analyzing contemporary debates around empire, immigration, and national culture? [. . .] What role have hearing and listening played in 'American' formations of race, ethnicity, sexuality, gender, community, and class, and how has the birth of recorded sound in the late nineteenth century informed those formations? [. . .] Does citizenship have a sound?" (446). We will negotiate possible responses to such questions in conjunction with analogous inquiries regarding the cultural semiotics and poetics of the visual and textual components of music videos. Our analysis of a broad range of works from at least the 1980s through the present (as well as some of their precursors) will also make use of the interdisciplinary theoretical and methodological tools of transnational American studies. A preliminary reading and viewing/listening list will be made available on Kurssoft in early April 2012. — Course requirements: active in-class participation, presentation, two short (8- to 10-page) or one long (16- to 20-page) research paper. — Credit: BA, MAS, MEAS, Lehramt

35 841 Trans-Atlantic Musical Exchanges
2 st., Mi 14-16, VG_1.31

Shank

AMS-M32.1(10), AMS-M33.1/2/3(10), AMST-M32.3(7), ANG-M16.1(10), ANG-M17.1(10), EAS-M31.1/4(10), EAS-M33.1/2/3(10), EAS-M34.1/2/3(10), ENGYM-M32A.3(7)

With increasing intensity, scholars are turning their attention to the auditory aspects of culture. The role of music, and indeed of sound itself, in the construction of political groups and the formation of social identities is producing exciting scholarship, as evidenced by recent special issues of *American Quarterly* and *Social Text*, and a forthcoming special issue of *Journal of Popular Music Studies*. This course will focus on current theoretical and empirical investigations of the power of music to respond to and even to shape social and political discourse. Beyond that work, however, it will ask new questions about the impact of place on music's social force. Music's power and music's meaning is directly connected to the contexts of production and consumption. This raises the question of what happens when music travels? Does music produced in the United States carry the same meanings when it is performed or heard beyond its borders? When genres that originated in the States become established elsewhere should it be considered the same genre? When the most successful music producer in the U.S. commercial charts is Swedish and when hip-hop is produced around the world, does it make sense to speak of a global popular music? This course will examine a range of performers, music styles, scholarship and even fiction that addresses these questions. We will be paying careful attention to the trans-Atlantic flows that generated popular music in the U.S. (as articulated by Paul Gilroy and numerous other authors) as well as the ongoing exchange of musical ideas and their accompanying social force. A syllabus and bibliography will be mailed to registered participants by early April 2012. — Requirements for credit: readings/viewings/listenings; (group) presentation; preparatory notes; annotated bibliography, term paper. — Credit: BA, MAS, MEAS, Lehramt

Oberseminare

35 842 Recent Research in American Studies
2 st., Do 12-14, ZH 6

Hebel

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

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. American Studies) or EAS-M36 (M.A. European American Studies) are expected to submit the (tentative) title of the master's thesis by 15 March 2012 and an abstract of their thesis project (some 400 words) two weeks before the respective date of their presentation (both by mail to hebel@uni-regensburg.de). The schedule will be available by early April 2012 (and be mailed to participants and M.A. students registered for the course). — Credit: MAS, MEAS

Übungen

35 852 Video Hour Amerikanistik
2 st., Mo 18-21, H 6

Balestrini et al.

Details will be posted in the department hallways.

35 857 Reading American Literature for Beginners
2 st., Mi 18-20, ZH 5

Fackler

This course addresses students at all levels who wish to extend their knowledge of American literature. We will explore various texts, including a novel, short stories, poems, songs, and a memorial, and locate them in their respective historical contexts, which range from the early colonial period to contemporary debates about race, class, and gender. As the course is located outside the compulsory curriculum, its special format allows for an in-depth analysis that considers the participants' individual questions and interests. There are no prerequisites and no requirements.

Kurse anderer Lehrstühle und Institute in den Master-Programmen MAS und MEAS:
(Raumangaben: siehe Vorlesungsverzeichnis des jeweiligen Instituts)

Politikwissenschaft, Vorlesung

33 305 Einführung in die Internationale Politik
2 st., Di 16-18
EAS-M31.2

Bierling

Anmeldung: elektronisch im RKS (weitere Informationen siehe Lehrstuhl Politikwissenschaft)

Politikwissenschaft, Übung

33 340 Amerikanische Hegemonie nach dem Kalten Krieg
2 st., Mo 14-16
EAS-M31.4, EAS-M34.1-3

Groitzl

Anmeldung: elektronisch im RKS (weitere Informationen siehe Lehrstuhl Politikwissenschaft)

Politikwissenschaft, Hauptseminar / Oberseminar

33 349 Washington Summer Symposium on U.S. Foreign Policy under President Obama
(inkl. Exkursion nach Washington D.C. vom 1.8.-12.8.2012, und zwei Vorbereitungssitzungen in Regensburg nach Absprache)
EAS-M31.1+4, EAS-M34.1-3

Bierling

Anmeldung: elektronisch im RKS (weitere Informationen siehe Lehrstuhl Politikwissenschaft)

33 350 Die Obama-Präsidentschaft
(+ 2 Tage internationale Konferenz im Juni), (Diskussion von Aufsätzen)
EAS-M31.1+4, EAS-M34.1-3

Bierling

Anmeldung: elektronisch im RKS (weitere Informationen siehe Lehrstuhl Politikwissenschaft)

Course registration: please get in touch with the Department of Political Studies

Romanistik Hauptseminar

Französische Kreolsprachen

Neumann-Holzschuh

(Please get in touch with the French Department for information on course dates and registration)

C. For Fun

(open to students of all levels)

- 35 785 Field trip to England: Shakespeare Exkursion
2 st., Zeit und Ort s. Aushang Petzold
AMST-M13.w (2/4), AMST-M22.w (2/4), ANG-M06.2(7), ANG-M07.2(7), BRST-M13.w (2/4),
BRST-M16.w (2/4), BRST-M22.w (2/4), BRST-M23.1+2(4), ENGS-M13.w (2/4), ENGS-M22.w
(2/4), ENGYM-M13.w (2/4), ENGYM-M23.w (2/4), ENHS-M13.w (2/4), ENHS-M22.w (2/4),
ENLI-M13.w (2/4), ENRS-M13.w (2/4), ENRS-M22.w (2/4)
- 35 787 Trip to Ireland: Irish History and Culture
2 st., Zeit und Ort s. Aushang an PT 3.2.44 Lenz
ANG-M14.2(8), ANG-M15.w(8), BLK-M32.3(8), BLK-M33.w(8), BRST-M23.w (5), BRST-M32.2(5),
ENGS-M22.w (5), ENGYM-M23.w (5), ENGYM-M32B.2(5), ENHS-M22.w (5), ENRS-M22.w (5)
For further information, see section „British Studies/Cultural Studies Advanced“
- 35 852 Video Hour American Studies
2 st., Mo 18-21, H 6 Balestrini et al.
The American Studies Video Hour will offer a broad range of audiovisual material
on American cultural and literary history. All students are welcome to enjoy an
exciting array of documentaries and feature films!
- 35 857 Reading American Literature for Beginners
2 st., Mi 18-20, ZH 5 Fackler
Weitere Informationen siehe Rubrik “American Studies/Übungen”
- 35 853 Scots Gaelic
2 st., Zeit und Ort: s. Aushang Dunphy
- 35 854 Tandem Mentoring
2 st., Zeit und Ort: s. Aushang Uppendahl
- 35 855 DAAD / TA Großbritannien (Beratung, Informationsveranstaltung)
1 st., Zeit und Ort: s. Aushang Waller
- 35 856 RUPs, too
2 st., Zeit und Ort: s. Aushang Kohen
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 13-14 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 September 9-15 2012. We are going to see the following productions of the renowned Royal Shakespeare Company: *Richard III*, *King John*, *The Tempest*, *The Comedy of Errors*, *Twelfth Night*. We will be able to talk to actors, get a tour behind the scenes and visit the house of Shakespeare's birth. There is the option of watching another production in “Shakespeare's Globe“ in London. Those who are interested in joining are asked to come to our meeting on 24 April 2012 at 18.15 in H3, or to get in touch with Prof. Dr. Petzold.