

DEPARTMENT OF ENGLISH AND AMERICAN STUDIES



Detailed Course Catalogue

for M.A.-Students

Winter Term 2011/12

Departmental administration:

Prof. Dr. Anne-Julia Zwierlein
Room PT 3.2.48

Secretary:

Marion Post
Room PT 3.2.49

Student Advisory Service:

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

Wesslerle, Mödl
Kautzsch, N.N.
Palitzsch, Boehm
Bauridl
Balestrini

Office Hours Winter Term 2011/12

| Name | office hour | Room PT | Tel.: 943- |
|---------------------------------------|----------------------------------|---------|------------|
| ARRINGTON, Doris-Gudrun | Mi 14-16 | 3.2.43 | 3463 |
| A8BECK, Akad. Dir. Dr. Johann | Fr 10-12 | 3.2.46 | 3488 |
| BALESTRINI, Akad. Rätin PD Dr. Nassim | Mi 13-14 + Fr 11-12 | 3.2.85 | 3509 |
| BAURIDL, Dr. Birgit | Do 10-12 | 3.2.83 | 3507 |
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| BOEHM, Dr. Katharina | Mi 14-16 | 3.2.59 | 3499 |
| BRUNNER, Thomas | Di 17-19 | 3.2.79 | 3503 |
| BUSCHFELD, Sarah | Di 11-13 | 3.2.81 | 3505 |
| CAVANNA, Augustus | Di 12-14 | 3.2.87 | 3511 |
| DECKER, Martin | Mo 13-14 | 3.2.60 | 3500 |
| DEPKAT, Prof. Dr. Volker | Di 14-15 + Mi 10-11 | 3.2.71 | 3476 |
| DITTMANN, Dr. Joo-Young | Mo 16-18 | 3.2.60 | 3500 |
| DUNPHY, Dr. Graeme | Di 12-14 | 3.2.58 | 3498 |
| FACKLER, Katharina | Mi 14-16 | 3.2.88 | 1809 |
| FISCHER, Prof. Dr. Roswitha | Di u. Mi 12-13 | 3.2.68 | 3473 |
| FRITZE, Martin | nach Veranstaltung | | |
| 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 |
| HEBEL, Prof. Dr. Udo | Di 16-17:30 | 3.2.73 | 3478 |
| HERFELD, Dr. Dorith | Di 12-13 + Fr 12-13 | 3.2.43 | 3463 |
| HIRMER, Karin | nach Veranstaltung | | |
| HILL, Sophie | Mi 10-12 | 3.2.50 | 3469 |
| HOFSTÄTTER, Veronika | Do 10.30-12 | 3.2.70 | 3475 |
| KALINOWSKI, Fiona | 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 | | |

| Name | office hour | Room : PT | Tel.: 943- |
|---------------------------------|---------------------------------|--------------------------|------------|
| KOHEN, Jamie | Di 13-14, Mi 11-12 | 3.2.50 | 3469 |
| LEIKAM, Susanne | Mi 11-13 | 3.2.70 | 3475 |
| LENZ, Akad. Dir. Dr. Peter | Mi 12.30-14 | 3.2.44 | 3506 |
| MIETHANER, Dr. Ulrich | Kontakt: umiethaner@yahoo.de | | |
| MCINTOSH-SCHNEIDER, Julia | Mo 16-18 | 3.2.57 | 3497 |
| MÖDL, Gabriele | Mo-Do 10-12:30 | 3.2.62 | 3667 |
| MORETH-HEBEL, Christine | Kontakt: ch.moreth-hebel@web.de | | |
| NEULAND, Tina | Do 14-15 | 3.2.82 | 3502 |
| PALITZSCH, Francesca | Mi 14-17 | 3.2.63 | 3870 |
| PANKRATZ, Michaela | Fr 12.30-14 | 3.2.55 | 3046 |
| PESOLD, Ulrike | Fr 10-11 | 3.2.43 | 3463 |
| PETZOLD, Prof. Dr. Jochen | Di 16:15-18 | 3.2.45 | 2486 |
| REGNAT, Josef | nach Verantst. | josef.regnat@t-online.de | |
| SCHLEBURG, Dr. Florian | Di 14-15 | 3.2.82 | 3502 |
| SCHNEIDER, Prof. Dr. Edgar W. | s. Aushang | 3.2.65 | 3470 |
| SIEBERS, Dr. Lucia | n. Vereinbarung | | |
| STELTER, Dr. Julia | Do 14-15 | 3.2.55 | 3046 |
| SZLEZÁK, Klara-Stephanie | Do 10.30-12 | 3.2.70 | 3475 |
| THOMICZNY, Diana | nach Veranstaltung | | |
| THURSTON, Naomi | Mi 15-17 | 3.3.88 | 3429 |
| UPPENDAHL, Steve | Di 12-14 | 3.2.88 | 1809 |
| WALLER, Peter | Di 15-17 | 3.2.60 | 3500 |
| WASMEIER, Margaret | Di 11-13 | 3.2.43 | 3463 |
| WEE, Prof. Dr. Lionel | Kontakt über: PT 3.2.66 | | |
| WESSERLE, Brigitte | Mo-Do 10-12:30 | 3.2.62 | 3667 |
| ZWIERLEIN, Prof. Dr. Anne-Julia | Di 12:30-14 | 3.2.48 | 3467 |

e-mail addresses usually follow this pattern: firstname.lastname@sprachlit.uni-r.de

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

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 programme (see <www-modul.uni-r.de/master/>) 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 programme 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/ >> **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 (RKS-System)

In order to be admitted to your chosen courses, you need to register for them online.

➔ **RKS-Registration-period** [winter](#) term [2011/12](#):

- [Tue, 11.10., 4pm](#) – [Thu, 13.10., 4pm](#) for special M.A. courses in the core module (Academic Writing M.A., Readings, Reading & Discussion and Fundamentals)
- [Mon, 8.8., 2pm](#) – [Mon, 29.8.2011, 10am](#) for all other courses (Hauptseminare, Cultural Studies Advanced, Old/Middle English, ...)

1. The **login-site** can be found here: ➔ <http://www-rks.uni-r.de/links.phtml>, or via the departmental homepage >> Studium >> Online-Anmeldung.

2. You then need to choose the **correct semester** (e.g. „[WS 2011/12](#)“) directly underneath the heading „Anglistik und Amerikanistik“, and click on „**Übersicht**“.
This shows you all courses offered by the department for [winter term 2011/12](#).

Further information on registering for courses can be found in the new brochure „Organizing your M.A.-Studies“, and on the departmental homepage (www-deas.uni-r.de/studium/kursanmeldung/rks).

Please note:

Should you not have been admitted to a chosen course by the system, then please contact your programme-leader directly to help you sorting out possible alternatives.

2.3 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: the above mentioned RKS-System for course-registration does NOT automatically include your registration in FlexNow. This means that – in addition to RKS – you need to make sure also to register in FlexNow each semester!

→ **FlexNow-Registration period** winter term 2011/12: **Mon, 7. Nov. – Fri, 27. Jan. 2012 !!**

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 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 Theory and Method in Linguistics

2 st., Do 10-12, H 9

Fischer

ANG - M 12.w (8), ANG - M 13.2 (8), EAS-M32.1 / 2 / 3 (8), ELG - M 32.2 (8), ELG - M 33.2 / 3 (8), ENGS - M 22.w (4), ENGYM - M 22.w (4), ENGYM-M32C.1 (4), ENHS - M 22.w (4), ENLI - M 23.2 (4), ENLI - M 25.2 / 3 (4), ENLI - M 32.1 (4), ENRS - M 22.w (4)

For a research paper in linguistics, both a sound theory and a scientific method are absolutely essential. This lecture will present some of the theoretical frameworks used in the study of language, tracing their historical development and pointing out their strengths and weaknesses. The theories will be applied to case studies, which will then be assessed. Furthermore, we will consider methodological issues in language research. We will examine the ways in which theory and methodology are intertwined, and how theory can be tested by observation. The newly acquired knowledge will be applied by critically examining a selection of seminal linguistic research papers. Questions of style will also be considered. At the end of the lecture, students should have acquired a profound knowledge of the most important linguistic theories. They should be able to criticize and evaluate the ways in which hypotheses are formulated and tested. They should also know which methods exist, and which to use for which topic and in which context. Last but not least, the lecture intends to help students conduct a linguistic research project on their own. The lecture also addresses those students who are writing or planning to write a thesis (BA, MA, Staatsexamen, Ph.D.) under my supervision. — Requirements for a *Schein*: Final exam; regular attendance is taken for granted. — Background reading:

Björk, Lennart & Christine Räisänen ²1997. *Academic writing. A university course*. Lund: Studentlitteratur.

Malmkjaer, Kirsten (ed.) ²2001. *The linguistics encyclopedia*. London: Routledge.

Wray, Alison & Aileen Bloomer ²2006. *Projects in linguistics. A practical guide to researching language*. London: Hodder Arnold.

Seminare

35 721 Altenglische Sprache u. Kultur (m. Schein gem. LPO I, §68 Abs.1 Nr.3c)

2 st., Di 16-18, PT 1.0.2

Schleburg

ANG - M 12.2 (8), ANG - M 13.w (8), ELG - M 31.3 (8), ELG - M 32.w (8), ELG - M 33.3 (8), ENGS - M 22.w (4), ENGYM - M 22.2 (4), ENGYM-M32C.w (4), ENHS - M 22.w (4), ENLI - M 22.2 (4), ENRS - M 22.w (4)

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

Mittelenglische Sprache u. Kultur (m. Schein gem. LPO I, §68 Abs.1 Nr.3c)
 ANG - M 12.2 (8), ANG - M 13.w (8), ELG - M 31.3 (8), ELG - M 32.w (8), ELG - M 33.3 (8),
 ENGS - M 22.w (4), ENGYM - M 22.2 (4), ENGYM-M32C.w (4), ENHS - M 22.w (4), ENLI - M
 22.2 (4), ENRS - M 22.w (4)

35 722 2 st., Mi 12-14, PT 2.0.4

Schleburg

35 723 2 st., Mo 14-16, PT 2.0.3A

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 Scheinerwerb: Übungsaufgaben und Klausur. Textgrundlage: W. Obst & F. Schleburg, *Die Sprache Chaucers*, Heidelberg 2010).

35 724 Altenglisch für Fortgeschrittene

2 st., Mi 16-18, PT 1.0.2

Schleburg

ANG - M 12.w (4), ANG - M 13.w (4), ELG - M 32.3 (10), ELG - M 33.3 (10), ENGS - M 22.w (4),
 ENGYM - M 22.w (4), ENGYM-M32C.w (4), ENHS - M 22.w (4), ENLI - M 22.w (4), ENRS - M
 22.w (4)

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.

35 725 Mittelenglisch für Fortgeschrittene

2 st., Mi 14-16, ZH 4

Schleburg

ANG - M 12.w (4), ANG - M 13.w (4), ELG - M 32.3 (10), ELG - M 33.3 (10), ENGS - M 22.w
 (4), ENGYM - M 22.w (4), ENGYM-M32C.w (4), ENHS - M 22.w (4), ENLI - M 22.w (4), ENRS - M
 22.w (4)

Die Fortsetzung unserer Einführung in das Mittelenglische ergänzt den 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. Eine sinnvolle Teilnahme setzt zumindest die Vorbereitung der Übersetzungstexte voraus. — Freiwilliger Vertiefungskurs, keine Anmeldung erforderlich. Scheinerwerb nach Absprache möglich.

Übungen

35 734 Phonemic Transcription, 1 st.

Do 19-20, H 7

Wesslerle

Die Phoneme des Englischen zu identifizieren, zu produzieren und zu beschreiben, ist eine der grundlegenden Fähigkeiten des Anglisten/Amerikanisten und vor allem des englischen Sprachwissenschaftlers und des Englischlehrers. 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 sich zum einen als Examensrepetitorium (zB. neuenglische Textaufgabe), zum anderen als freiwillige

Übung zum Erlernen / zur Wiederbelebung einer examens- und lebensrelevanten Fertigkeit. — Transkriptionsgrundlage: Jones, Daniel. 1997 od. 2003. *English Pronouncing Dictionary*. CUP, oder: Wells, J.C. 1990 od. 2000. *Longman Pronunciation Dictionary*. London.
Erwerb von Leistungspunkten für den Wahlbereich nach Absprache möglich.

Hauptseminare

ANG - M 12.1 (10), ANG - M 13.1 (10), ELG - M 32.1 (10), ELG - M 33.1 / 3 (10), ENGS - M 22.w (7), ENGYM - M 22.w (7), ENGYM-M32C.2 / 3 (7), ENHS - M 22.w (7), ENLI - M 32.2 / 3 (7), ENRS - M 22.w (7)

35 736 Lexical Innovation
2 st., Di 14-16, PT 2.0.3A

Fischer

This seminar is devoted to new words, phrases and meanings of the English language. Its aim is to chart the frontiers of language advance in vocabulary and build up a rounded picture of the ways in which English has grown and developed over the last 30 years. Neologisms attract our attention insofar as they reflect developments and innovations in the world at large and in society. We will deal with neologisms relating to a wide range of subject fields and spheres of interest. Different levels of use, formal and informal styles, and examples of jargon and slang will be included. Apart from the sociopragmatic context of new coinings, we will discuss different procedures for creating new words, such as modelling after existing word elements, borrowing and shift in meaning and grammar. Sources of evidence are newspapers, magazines, dictionaries and electronic text corpora. — Introductory Reading:

Ayto, John 2007. *A century of new words*. Oxford: OUP.

Hohenhaus, Peter 2005. "Lexicalization and institutionalization." In Pavol Štekauer & Rochelle Lieber (eds.), *Handbook of word-formation*. Dordrecht: Springer. 353-373.

Schmid, Hans-Jörg 2008. "New words in the mind: concept-formation and entrenchment of neologisms." *Anglia* 126.1: 1-36.

Szymanek, Bogdan 2005. "The latest trends in English word-formation." In Pavol Štekauer & Rochelle Lieber (eds.), *Handbook of word-formation*. Dordrecht: Springer. 429-448.

Neologism sites on the web: http://www.neologia.org/html/neologism_sites.html

35 737 Managing English in a Multilingual Society: Focus on Singapore
2 st., Blockseminar (2./3. + 9./10. + 16./17.12.2011, jew. Fr 14-18 + Sa 9-13 Uhr) Wee

What are some of the challenges involved in managing the role of English in an ethnolinguistically diverse society? What kinds of considerations arise when a multicultural policy handles ethnolinguistic distinctiveness by positioning English as an inter-ethnic lingua franca? This course provides insights into these issues by focusing on the case study of Singapore. Singapore society is ethnically and linguistically diverse, with significant numbers of Chinese, Malays, Indians and 'Others'. While the state recognizes Mandarin, Malay and Tamil as official mother tongues, it considers English to be 'emotionally unacceptable' as a mother tongue. English is supposed to provide all Singaporeans with economic competitiveness and serve as an inter-ethnic lingua franca. Therefore, English officially cannot be allowed to belong to a particular ethnic group. The state's restriction of English to a pragmatic role also has implications also for how it regards Singlish, a colloquial variety of English. The state views Singlish as a threat to Singaporeans' ability to learn 'standard/good/proper' English and therefore as a variety that should be eliminated. But many Singaporeans argue that Singlish can bridge ethnic and class divisions. Debates about Singlish therefore pivot around whether it authentically represents a national identity and whether it can in fact co-exist with 'standard/good/proper' English. — Students taking this course will be asked to engage with concepts in applied linguistics and sociolinguistics, particularly in relation to language policy, language ideology, World Englishes, the socio-dynamics of community and identity. They will relate

these concepts to the Singapore situation, and they will also be encouraged to explore any implications for the role of English in other societies.

35 738 The Language of Shakespeare

2 st., Di 12-14, PT 1.0.2

Schleburg

„How goes it?“ This is not an over-literal translation from German, but a line by England's greatest poet. You can call him *Shakespeare*, *Shagspere*, or even *Saxper* – he didn't know exactly how to spell his name. Obviously, neither his grammar nor his orthography can be measured by the standards of the 21st century, and a modern reader wishing to understand and enjoy his works may find it useful to know that in Early Modern English *gone* rhymed with *alone*, *nice* did not mean 'agreeable' but 'shy' or 'fastidious', and „Why speake not you?“ was as correct an interrogative sentence as „Why don't you speak?“ – not to mention the homonymies and connotations at work in his adult jokes. In our seminar we will analyse and categorise the most important differences between the language of Shaxpere and Present Day English. This survey will (I hope) make reading Shackespere and his contemporaries more rewarding and also provide a better understanding of the structures of the modern language. — Online registration. Requirements for a *Schein*: active participation and regular homework, final exam. (**please note**: Students who took my Proseminar on Shakespeare in an earlier semester are requested to choose a different topic for their Hauptseminar.) Old-spelling texts will be made available on the K-drive.

35 007 Sprachkontakt

2 st., Do 16-18

Helmbrecht

Weitere Informationen (Beschreibung, Anmeldemodalitäten) siehe Vorlesungsverzeichnis bzw. Homepage der Allgemeinen und Vergleichenden Sprachwissenschaft.

Kurse in der Eingangsphase der MA-Programme

35 745 Readings in Linguistics

2 st., Mi 12-14, PT 3.2.69

Kautzsch

ELG - M 31.1 (8)

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 *Schein*: regular reading, oral presentation.

35 849 Academic Writing (M.A. course)

2 st., Do 10-12, PT 3.0.76

Balestrini

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

(course description: see p. 21)

M.A. British Studies

Vorlesungen

AMST - M 13.w (4), ANG - M 06.w (8), ANG - M 14.w (8), ANG - M 15.2 (8), BLK - M 32.w (8), BLK - M 33.1 (8), BRST - M 13.w (4), BRST - M 23.3 (4), BRST - M 32.1 (4), ENGS - M 13.w (4), ENGS - M 22.w (4), ENGYM - M 13.w (4), ENGYM - M 23.w (4), ENGYM-M32B.1 (4), ENHS - M 13.w (4), ENHS - M 22.w (4), ENLI - M 13.w (4), ENRS - M 13.w (4), ENRS - M 22.w (4)

35 750 Nineteenth-Century Prose Fiction and Poetry

2 st., Mi 10-12, H22

Zwierlein

This lecture course aims to give an overview of central examples of Victorian prose fiction and poetry up to the *fin de siècle* (Mary Shelley, Thomas Carlyle, Emily and Charlotte Brontë, Charles Dickens, Wilkie Collins, Mary Elizabeth Braddon, Alfred Lord Tennyson, George Eliot, Robert Browning, Elizabeth Barrett Browning, Christina Rossetti, Edward Bulwer-Lytton, Samuel Butler, Henry Rider Haggard, Walter Pater, Robert Louis Stevenson, Oscar Wilde, Thomas Hardy, Arthur Conan Doyle, H.G. Wells, Bram Stoker, Rudyard Kipling). We will discuss the Victorian publishing industry, literary modes such as 'realism', and subgenres such as the sensation novel, detective novel, horror novel and "scientific romance" along with their specific narrative strategies. Throughout, we will attend to relevant cultural contexts, e.g. industrialization and science; the 'loss of faith'; class struggle and capitalism; imperialism and 'orientalism'; gender history. The last two sessions will introduce the phenomenon of 'Neo-Victorian' fiction, analysing elements of Victorian culture and Victorian literary subgenres that have survived, or been reinvented, in late twentieth and twenty-first-century fiction. — Requirements: final written exam. — Texts: *The Norton Anthology of English Literature*, 7th ed., vol. 2B: *The Victorian Age*, ed. Carol T. Christ (New York: W.W. Norton, 1999).

35 751 A Short History of English Literature

2 st., Do 14-16, H 8

Petzold

Focussing on its major stages and developments, this lecture will provide a concise overview of English literary history: from its beginnings in the middle ages to the 21st century. Obviously, compressing more than 1000 years of literary production into just one semester requires selection. The lecture will not be able to tell you 'everything' about a given period, but it will provide you with a framework in which you can 'anchor' more detailed studies of individual texts. Hence, the lecture is aimed at 'beginners', as a supplement to the seminars you take. Simultaneously, the lecture is also aimed at students preparing for their oral exams (Magister/Staatsexamen), as a review of the major stages of English literary history. Particularly for the latter group of students there will also be a one-hour reading class which will give us the time to examine individual texts in more detail (and to talk about the 'technicalities' of the exam). If the format works out, a similar lecture will probably be offered every winter term. — Requirements: final exam

Cultural Studies Advanced

ANG - M 14.2 (8), ANG - M 15.w (8), BLK - M 32.3 (8), BLK - M 33.w (8), BRST - M 23.w (5), BRST - M 32.2 (5), ENGS - M 22.w (5), ENGYM - M 23.w (5), ENGYM-M32B.2 (5), ENHS - M 22.w (5), ENRS - M 22.w (5)

35 785 South Asia

2 st., Di 12-14, ZH 6

McIntosh-Schneider

"The outside world's reactions to Bhutan tend to swing between two extremes – it is perceived either as a paradise on earth or as a country completely isolated from the world and trapped in a time warp. Neither image is true. But it *is* true that Bhutan is like no

other place in the world." Ashi Dorji Wangmo Wangchuck, Queen of Bhutan . *Treasures of a Thunder Dragon: A Portrait of Bhutan*, New Delhi: Penguin Books India, 2006. In this course we will be studying the five South Asian countries that are bordered by the Bay of Bengal and the Arabian Sea in the east and west, and the Himalayas in the north: India, Pakistan, Bangladesh, Nepal, and Bhutan. By analysing excerpts from both fictional and non-fictional writings (e.g. novels, plays, travelogues, and academic papers), we will explore the countries and their cultures. Many of our sources are writings in English from the countries being discussed. We will examine a range of topics from different political systems through marriage traditions and the role of women to art and music. — Course requirements: active participation in class discussion, oral presentation, and an 8-page research paper.

35 786 Cultural Narratives of the Body, 1780-2000
2 st., Mi 18-20, ZH 6

Boehm

In this course we will explore some of the various narratives that have been told about the human body since 1780. We will consider the cultural and social construction of sick bodies, healthy bodies, monstrous and deformed bodies, working bodies, guilty bodies, ageing bodies, racialized and gendered bodies. Throughout the nineteenth and twentieth centuries, ideas about the body were defined and contested in a variety of contexts – in literature, film and the arts, in science, medicine, law, city planning, social policy and philosophy. We will examine a number of different debates and cultural venues, ranging from Victorian theories of evolution and ethnological exhibitions to the cloning debates of the 1990s, and from cultural representations of illnesses, such as hysteria in the nineteenth century and AIDS in the twentieth century, to contemporary cultures of tattooing, piercing and enhancing the body. NB: You will need to read *Frankenstein* by the second week of term. — Course requirements: active participation, oral presentation, written exam. — Texts: Most of the texts, visual and other materials will be provided in electronic format. Please buy: Mary Shelley, *Frankenstein* (Oxford World's Classics Edition, ed. Marilyn Butler); Kazuo Ishiguro, *Never Let Me Go*.

35 787 Blockseminar: Irish History and Culture (Irland-Exkursion)
2 st., Zeit und Ort s. Aushang

Lenz

8-tägig, Mitte Juni bzw. Anfang September 2012 (Der genaue Termin wird bei einem Vortreffen im Januar 2012 festgelegt. Die vorangemeldeten InteressentInnen werden per E-Mail dazu eingeladen.) Die 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 *walking tours* zu historischen Stätten in wilder Landschaft — eine sportliche Grundeinstellung aufweisen. Der vorausgehende Besuch von "An Introduction to British and Irish Cultural Studies" oder eines Seminars zur irischen Literatur und Kultur (Grund- oder Hauptstudium Literaturwissenschaft/*Cultural Studies*) wird empfohlen, ist aber nicht Bedingung für die Teilnahme. Aus organisatorischen Gründen ist die Teilnehmerzahl pro Exkursion auf 16 begrenzt. InteressentInnen wird daher empfohlen, sich baldmöglichst anzumelden (per E-Mail oder bei der elektronischen Kursanmeldung). **Sollten die beiden kommenden Fahrten schon ausgebucht sein, ist Voranmeldung für die Termine im darauf folgenden Jahr bereits möglich.** — Von unserem (vor *Valentia Island* im äußersten Südwesten gelegenen) Stützpunkt *Portmagee* aus unternehmen wir Tagestouren zu prähistorischen, frühchristlichen und neuzeitlichen Stätten, die für die Bedeutung Irlands innerhalb der europäischen Kultur exemplarisch sind. Auf dem Programm stehen u.a. der Aufenthalt in der "*Rebel City*" *Cork* incl. Theaterbesuch, die Besichtigung des beeindruckenden *Heritage Centre* in *Cobh* zur Geschichte der Emigration und der *Great Famine*, die Fahrt entlang der landschaftlich berühmten Route über *Blarney* (Besichtigung von *Blarney Castle*) und *Killarney* in den Südwesten, 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 herausragende Rolle O'Connells für die *Catholic Emancipation*), die Fahrt entlang des *Skellig Ring* nach *Ballinskelligs* (*Gaeltacht*), der Besuch des *Skellig Heritage Centre* (Film und Ausstellung zur Geschichte von *Skellig Michael*) und von *singing pubs* (*traditional Irish music/Irish dance*) sowie (wetterabhängig) eine vierstündige Bootsfahrt auf dem Atlantik zum Weltkulturerbe *Skellig Michael*. Drei Vorträge vor Ort zur Geschichte und Kultur sowie zur Literatur Irlands und eine Führung auf *Skellig Michael* sollen den informativen Rahmen setzen, der durch detaillierte Hinweise und Erläuterungen zu den jeweiligen Kulturstätten ergänzt wird. — Der Erwerb von Leistungspunkten für *Cultural Studies Advanced* ist möglich, jedoch nicht Pflicht für die Teilnahme an der Exkursion. Für die Anrechnung des Blockseminars gelten die üblichen Bedingungen (*oral presentation* und ausgearbeitete Version als *term paper*). Voraussichtliche Kosten (Erfahrungswert): ca. 680 Euro (incl. Linienflüge mit *Aer Lingus*, Leihbus, B&B, alle Ausflüge und Eintrittsgelder, Bootsfahrt nach *Skellig Michael*, Theaterticket). Um die Kosten zu senken, werden Zuschüsse beantragt. Weitere Details über die Exkursion sind beim Vortreffen im Januar 2012 zu erfahren.

Hauptseminare

ANG - M 14.1 (10), ANG - M 15.1 (10), BLK - M 32.2 (10), BLK - M 33.2 / 3 (10), BRST - M 32.3 (7), ENGS - M 22.w (7), ENGYM - M 23.w (7), ENGYM-M32B.3 (7), ENHS - M 22.w (7), ENRS - M 22.w (7)

35 791 Old Age and Ageing: Science, Literature, Culture
2 st., Mo 14-16, ZH 2

Zwierlein

Taking its cue from the international conference on "The Cultural Politics of Ageing in the Nineteenth Century: Interdisciplinary Perspectives" that the Regensburg Chair of English Literature and Culture is organizing this winter term jointly with the Law Faculty (24-26 November – all students welcome!), this seminar will explore concepts of old age and ageing in a diachronic survey of British literary and cultural history, from the early modern period to the twenty-first century. We will attend to changing perceptions of old age, shifting sociological and demographical perspectives, and legal and medical contexts such as inheritance laws and old-age pensions, geriatric medicine and nursing homes. We will also be concerned with the performance and representation of old age and with the question of the narrative unity of life. The following texts will be covered – the longer texts mostly in the form of excerpts –: Thomas More, *Utopia* (1516); Francis Bacon, *New Atlantis* (1627) and *The History of Life and Death* (1638); Ben Jonson, *Volpone* (1606); William Shakespeare, *King Lear* (1603-6); John Milton, "How soon hath time" (1632) and "When I consider how my light is spent" (1652); Jonathan Swift, "Struldbruggs" episode from *Gulliver's Travels* (1726); Alfred Lord Tennyson, "Ulysses" (w.1833, p.1842); Charles Dickens, *The Old Curiosity Shop* (1841) and *Our Mutual Friend* (1864-5); Oscar Wilde, *Dorian Gray* (1891); James Joyce, "Clay" from *Dubliners* (1914); Samuel Beckett, *All That Fall* (1956) and *Endgame* (1958); Dylan Thomas, "Do not go gentle into that good night" (w.1945, p.1952); Stevie Smith, "Exeat" (1965); Philip Larkin, "The Old Fools" (1973); Margaret Drabble, *The Witch of Exmoor* (1996); Julian Barnes, "Appetite" (2000); John Banville, *The Infinities* (2009). — Requirements: reading the assigned texts; oral presentation; term paper in English (c. 15-20 pages). — Texts: most of the texts will be provided in electronic format / as excerpts; there will also be a 'Semesterapparat' containing secondary literature. But please buy the following texts (and read them in advance!): William Shakespeare, *King Lear*, ed. Kenneth Muir (repr. London: Routledge, 1993); Samuel Beckett, *All That Fall*, in *Collected Shorter Plays of Samuel Beckett* (London: Faber, 1984) and *Endgame* (London: Faber, 1976 and ff.); Margaret Drabble, *The Witch of Exmoor* (London: Penguin, 1996); John Banville, *The Infinities* (London: Picador, 2009).

35 792 Victorian Constructions of Femininity
2 st., Di 10-12, ZH 4

Zwierlein

Complicating the usual dichotomy of the nineteenth-century 'Angel in the House' on the one hand and the 'New Woman' on the other, this seminar will explore the multifaceted constructions of femininity during the Victorian age, starting with early Victorian conceptions about the 'duties of women', discussing the problem of prostitution and the debate about the 'Contagious Diseases Act', the marriage and divorce laws, the beginnings of the suffragette movement, and the question of female participation in the labour market. Besides prose pamphlets and essays by, among others, Sarah Stickney Ellis, John Stuart Mill, Caroline Norton, Barbara Leith Smith Bodichon, Frances Power Cobbe, William R. Greg, Mona Caird, Mrs Humphry Ward and Ella Hepworth Dixon, we will also look at literary representations of the 'woman question'. The following literary texts will be covered – the longer texts mostly in the form of excerpts –: Robert Browning, "My Last Duchess" (1842); Coventry Patmore, *The Angel in the House* (1854-62); Charles Dickens, *David Copperfield* (1849-50); John Ruskin, "Of Queen's Gardens" (1864); Mary Elizabeth Braddon, *Lady Audley's Secret* (1862); George Eliot, *The Mill on the Floss* (1860); Elizabeth Barrett Browning, *Aurora Leigh* (1864); George Eliot, *Middlemarch* (1871-2); Thomas Hardy, *Tess of the D'Urbervilles* (1891). — Requirements: reading the assigned texts; oral presentation; term paper in English (c. 15-20 pages). — Texts: most of the texts will be provided in electronic format / as excerpts; there will also be a 'Semesterapparat' containing secondary literature. But please buy the following texts (and read them in advance!): Mary Elizabeth Braddon, *Lady Audley's Secret*, ed. David Skilton (Oxford: OUP, 1987, reiss. 2008); George Eliot, *Middlemarch*, ed. David Carroll (Oxford: OUP, 1996); Thomas Hardy, *Tess of the D'Urbervilles*, ed. Juliet Grindle and Simon Gatrell (Oxford: OUP, 1988, reiss. 1998). — You might also consider buying the following anthologies: *Victorian Prose: An Anthology*, ed. Rosemary J. Mundhenk and LuAnn McCracken Fletcher (New York: Columbia UP, 1999); *The Fin de Siècle: A Reader in Cultural History, c. 1880-1900*, ed. Sally Ledger and Roger Luckhurst (Oxford: OUP, 2000); *The Norton Anthology of English Literature*, 7th ed., vol. 2B: *The Victorian Age*, ed. Carol T. Christ (New York: W.W. Norton, 1999).

35 793 Romantic Poetry
2 st., Do 10-12, ZH 6

Petzold

With its emphasis on the individual and on 'emotions', the Romantic period (c. 1798 to 1832) is still highly influential for our concepts of (lyrical) poetry. In this seminar, we will read a (fairly large) selection of poetry by the 'big names' of romanticism (and some less well-known writers). We will identify major topics, and look at how similar topics were treated differently by different poets. — Requirements: short oral presentation, term-paper (15 to 20 pages). — Text: Michael O'Neill & Charles Mahoney (eds.), *Romantic Poetry: An Annotated Anthology*, (Blackwell Annotated Anthologies) 2008. ISBN-13: 978-0631213178.

35 794 Pirates as a Cultural Phenomenon
2 st., Di 10-12, ZH 5

Petzold

In this seminar, we will explore the cultural representation of piracy from the eighteenth to the twenty-first century. We will examine how (and in what stages) dangerous criminals were 'romanticized' and what values were attributed to (or projected onto) pirates at various stages of their cultural history. Starting with the *General History of the Robberies and Murders of the Most Notorious Pirates* (1724), we will then primarily focus on text for juvenile readers published in the nineteenth century. With Sabatini's *Captain Blood* (1922) we will examine a key text for the romanticization of pirates before we turn to a small selection of films: *Captain Blood* (1935, dir. Michael Curtiz, starring Errol Flynn) and *Pirates of the Caribbean: The Curse of the Black Pearl* (2003, dir. Gore Verbinski). — Requirements: participation in an 'expert group', term-paper (15 to 20 pages). — Texts: Capt. Johnson (Defoe), *A General History of the Pyrates* (excerpt, master copy); John Gay, *Polly* (excerpt, master copy); Captain Marryat, *The Pirate* (e-text); R.M. Ballantyne, *The Coral Island* (excerpt, e-text); R.L. Stevenson, *Treasure Island* (ed. Emma Letley, Oxford World's Classics); Rafael Sabatini, *Captain Blood* (e-text); the films are available on DVD at the university library.

Übungen

35 796 Reading Class: A Short History of English Literature

1 st., Di 15-16, ZH 4

Petzold

AMST - M 13.w (2), ANG - M 06.w (4), ANG - M 07.w (4), ANG - M 14.w (4), ANG - M 15.w (4), BLK - M 31.w (2), BLK - M 32.w (2), BLK - M 33.w (2), BRST - M 13.w (2), BRST - M 23.w (2), BRST - M 32.w (2), ENGS - M 13.w (2), ENGS - M 22.w (2), ENGYM - M 13.w (2), ENGYM - M 23.w (2), ENGYM-M32B.w (2), ENHS - M 13.w (2), ENHS - M 22.w (2), ENLI - M 13.w (2), ENRS - M 13.w (2), ENRS - M 22.w (2)

This reading class accompanies the lecture "A Short History of English Literature." It is primarily intended for students preparing for their final exams (Magister/Staatsexamen), but it is open to all students who are interested in exploring a range of texts in more detail than it is possible during the lecture. We will look at examples from all major genres (drama, poetry, narrative prose) and all periods. There will also be sessions on the 'technicalities' of the final exam. — Requirements: final exam — Texts: all texts will be taken from *The Norton Anthology of English Literature* (2 vols, 8th ed., 2006), or will be made available as master copies.

35 797 Reading Class: Nineteenth Century Prose Fiction and Poetry

1 st., Di 14-15, R 009

Zwierlein

AMST - M 13.w (2), ANG - M 06.w (4), ANG - M 07.w (4), ANG - M 14.w (4), ANG - M 15.w (4), BLK - M 31.w (2), BLK - M 32.w (2), BLK - M 33.w (2), BRST - M 13.w (2), BRST - M 23.w (2), BRST - M 32.w (2), ENGS - M 13.w (2), ENGS - M 22.w (2), ENGYM - M 13.w (2), ENGYM - M 23.w (2), ENGYM-M32B.w (2), ENHS - M 13.w (2), ENHS - M 22.w (2), ENLI - M 13.w (2), ENRS - M 13.w (2), ENRS - M 22.w (2)

This reading class will explore in more detail some of the texts covered in the lecture course on 'Nineteenth-Century Prose Fiction and Poetry'. 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 welcome to co-design the reading programme in the first session.

Kurse in der Eingangsphase der MA-Programme

35 798 Reading and Discussion

2 st., Mo 16-18, ZH 2

Zwierlein

BLK - M 31.1 (6), BRST - M 32.w (6), ENGYM-M32B.w (6)

As an accompaniment to the international conference on "The Cultural Politics of Ageing in the Nineteenth Century: Interdisciplinary Perspectives" that the Regensburg Chair of English Literature and Culture is organizing this winter term jointly with the Law Faculty (24-26 November – all students welcome!), this seminar will explore the theoretical backgrounds for, history of, and approaches to concepts of 'ageing' and 'ageism'. — Requirements: reading the assigned texts; final written exam. — Texts: Pat Thane, *Old Age in English History: Past Experiences, Present Issues* (Oxford: Oxford University Press, 2000); Helen Small, *The Long Life* (Oxford: Oxford University Press, 2007); other texts will be provided in electronic format / as excerpts.

35 849 Academic Writing (M.A. course)

2 st., Do 10-12, PT 3.0.76

Balestrini

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

(course description: see p. 38)

M.A. American Studies

M.A. European-American Studies

Vorlesungen

- 35 801 Colonial America
 2 st., Do 10-12, H22 Hebel
 AMS - M 32.2 (8), AMS - M 33.2 / 3 (8), AMST - M 13.w (4), AMST - M 23.3 (4), AMST - M 32.1 (4), ANG - M 16.w (8), ANG - M 17.2 (8), BRST - M 13.w (4), EAS-M31.4 (8), EAS-M33.1/2/3 (8), EAS-M34.1/2/3 (8), ENGS - M 13.w (4), ENGS - M 22.w (4), ENGYM - M 13.w (4), ENGYM - M 23.w (4), ENGYM-M32A.1 (4), ENHS - M 13.w (4), ENHS - M 22.w (4), ENLI - M 13.w (4), ENRS - M 13.w (4), ENRS - M 22.w (4)

The lecture course surveys American cultures and literatures from the earliest European-American encounters in the so-called 'New World' through the beginnings of the American Revolution. Individual meetings will focus on Native American (including pre-Columbian) cultures and (oral) traditions, the multinational colonization of North America, intercultural encounters in colonial North America, the establishment and development of political and social institutions especially in the British colonies, the rise and decline of Puritan New England, religious groups and cultures in colonial North America, the Great Awakening, and the American Enlightenment. Topics and texts to be discussed will include travel writings of early explorers and colonists (e.g., Columbus, Cabeza de Vaca, Harriot, Smith), the formulation of national U.S. American ideologies in prenational texts (e.g., American exceptionalism), the writings of seventeenth-century New England Puritans (e.g., sermon literature, histories, legal self-definitions), Indian captivity narratives (e.g., Rowlandson), the works of colonial American women writers (e.g., Hutchinson, Bradstreet, Knight), early American poetry (e.g., Bradstreet, Taylor), the origins and development of autobiographical writing (including, e.g., diaries, letters). Visual documents will be included prominently in the individual lectures as visual constructions have been a defining feature of American cultures (and their perception on both sides of the Atlantic) since their very beginnings. Requirements for credit: final exam (and one additional paper for students in the master programs). — Recommended course materials:

Baym, Nina et al., eds. *The Norton Anthology of American Literature*. 7th Edition. New York: Norton, 2008.

Boyer, Paul et al, eds. *The Enduring Vision: A History of the American People*. 6th or 7th ed. Boston: Houghton Mifflin 2008 or 2011.

Credit for: BA, MAS, MEAS, Lehramt

- 35 802 The History of North America II: The Age of the American Revolution, 1763-1815
 2 st., Di 10-12, H 23 Depkat
 AMS - M 32.2 (8), AMS - M 33.2 / 3 (8), AMST - M 13.w (4), AMST - M 23.3 (4), AMST - M 32.1 (4), ANG - M 16.w (8), ANG - M 17.2 (8), BRST - M 13.w (4), EAS-M31.4 (8), EAS-M33.1/2/3 (8), EAS-M34.1/2/3 (8), ENGS - M 13.w (4), ENGS - M 22.w (4), ENGYM - M 13.w (4), ENGYM - M 23.w (4), ENGYM-M32A.1 (4), ENHS - M 13.w (4), ENHS - M 22.w (4), ENLI - M 13.w (4), ENRS - M 13.w (4), ENRS - M 22.w (4)

The lecture deals with the history of North America from the end of the French and Indian War to the end of the War of 1812 from a continental perspective, integrating the histories of the United States, Canada and Mexico. This period saw the escalation of the imperial conflict between Great Britain and thirteen of her North American colonies into the American Revolution, the foundation of the United States as federal union without precedent, and the consolidation of the young republic in bitter political struggles over the direction of the domestic and foreign policy. However, July 4, 1776, witnessed the birth not of one but of two nations in North America, as Canada was founded by those North Americans who were against the "principles of 1776." From a continental perspective, therefore, the Revolutionary War appears as North America's first civil war that found its sequel in the largely forgotten War of 1812. The latter is sometimes described as a second

war of independence, which, however, did not only ensure the independence of the United States but also the one of Canada. Meanwhile further down South, Miguel Hidalgo y Costilla in 1810 sparked a revolt by Indians and mestizos in New Spain that marks the beginning of the end of Spanish rule in America. 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 crucial transition period that brought the whole of North America on different paths to independence. — Requirements: midterm (take-home exam) and final exam. — Reading:

Depkat, Volker. *Geschichte Nordamerikas: Eine Einführung*. Köln: Böhlau 2008.

Cogliano, Francis D. *Revolutionary America, 1763-1815: A Political History*. 2nd ed. New York: Routledge, 2009.

Conrad, Margaret, and Alvin Finkel. *History of the Canadian Peoples: Beginnings to 1867: Volume 1*. 3rd ed. Toronto: Addison Wesley Longman, 2002.

Bumsted, J.M. *The Peoples of Canada: A Pre-Confederation History*. Oxford: Oxford UP, 2003.

Elliott, J.H. *Empires of the Atlantic World: Britain and Spain in America 1492-1830*. New Haven: Yale UP, 2006.

Weber, David J. *The Spanish Frontier in North America*. New Haven: Yale UP, 1992.

Credit for: BA, MAS, MEAS, Lehramt

Cultural Studies Advanced

35 835 Topical Issues in Contemporary American Culture

2 st., Do 08:30-10, PT 3.0.77

Balestrini

AMS - M 32.3 (8), AMS - M 33.2 / 3 (8), AMST - M 23.w (5), AMST - M 32.2 (5), ANG - M 16.2 (8), ANG - M 17.w (8), ENGS - M 22.w (5), ENGYM - M 23.w (5), ENGYM-M32A.2 (5), ENHS - M 22.w (5), ENRS - M 22.w (5)

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

35 836 The American Media Presidency in the Twentieth Century

2 st., Do 16-18, PT 2.0.3A

Depkat

AMS - M 32.3 (8), AMS - M 33.2 / 3 (8), AMST - M 23.w (5), AMST - M 32.2 (5), ANG - M 16.2 (8), ANG - M 17.w (8), ENGS - M 22.w (5), ENGYM - M 23.w (5), ENGYM-M32A.2 (5), ENHS - M 22.w (5), ENRS - M 22.w (5), EAS-M31.3/4 (8), EAS-M33.1/2/3 (8), EAS-M34.1/2/3 (8)

In the twentieth century, the media and communications revolution entered into a new round and accelerated dramatically. The 1920s were the Radio Days, in the 1930s the movies learned to talk, the 1950s saw the advent of television (a medium that was radically diversified by the arrival of cable tv in the 1980s), and the 1990s experienced the first stirrings of the internet and e-mail. With this media revolution hand in hand went a deep transformation of America's political culture: Franklin D. Roosevelt skillfully used the radio to communicate directly with the American people, the election of 1960 was arguably the first to be decided by the televised debate between Richard Nixon and John F. Kennedy, and Barack Obama was the first presidential candidate to make

innovative use of the new communicative possibilities offered by the internet. All the while, images (in the form of photographs or film) acquired an ever higher degree of importance for the way in which political communication went in the United States. Structured by a series of case studies spanning the period from 1920 to 2008, this seminar will investigate into the formation and repeated transformations of the American media presidency in the twentieth century. — Requirements: presentation and an essay (10 to 15 pages) — Reading: A reader containing all course materials will be available at the beginning of the term. Credit for: BA, MAS, MEAS, Lehramt

35 837 American Spaces: Building Many Americas or Uniting the States

2 st., Block: Do, 20.10., 12-14, ZH6 + Do, 15.12., 12-14; the remaining sessions betw. Feb. 13 – 22, the exact schedule will be announced at the meeting on Oct. 20 Gessner

AMS - M 32.3 (8), AMS - M 33.2 / 3 (8), AMST - M 23.w (5), AMST - M 32.2 (5), ANG - M 16.2 (8), ANG - M 17.w (8), ENGS - M 22.w (5), ENGYM - M 23.w (5), ENGYM-M32A.2 (5), ENHS - M 22.w (5), ENRS - M 22.w (5), EAS-M31.3/4 (8), EAS-M33.1/2/3 (8), EAS-M34.1/2/3 (8)

Taking our cue from the U.S. seal's motto "E Pluribus Unum" we will ponder the adaptability of these words. The dictum has been called upon by Barack Obama in his much acclaimed speech on race during his presidential campaign in March 2008: "that this nation is more than the sum of its parts – that out of many, we are truly one." Yet, by 2011 with the economy in crisis and a deep polarization of U.S. politics division rather than unity seems to mark the country. In light of the social and cultural realities of the United States the possibility of an "E Pluribus Plures" version has been suggested. Using various American spaces as test cases, we will focus on the role of these spaces, of public art and architecture, and of textual interpretation in shaping the spatial appearance of 'America' as well as its sense of self. Working at the intersection of the concepts of space, identity and ethnicity, we will see how unity and difference are negotiated through artistic creation and the appropriation of landscapes and cityscapes. We will examine political and cultural tensions between the need for a national consensus on the one hand and the interests of (ethnic) groups to rewrite the national narrative and/or inscribe themselves into it on the other. Issues addressed in this seminar might include, but are not limited to: iconic American spaces in nature and culture (e.g. Little Bighorn Battlefield National Monument, or Philadelphia's Liberty Bell Center); (re)constructions of urban spaces (e.g. the Mall in Washington, DC, or post-Katrina New Orleans) and spaces of terror and tragedy (e.g. the reconstruction of Ground Zero and the memorialization of 9/11). Course requirements include: an oral presentation, an annotated bibliography, and an 8-10-page research paper in English. A course reader will be available on Kurssoft at the beginning of the term. — Requirements include: an oral presentation, an annotated bibliography, and an 8-10-page research paper in English. A course reader will be available on Kurssoft at the beginning of term. Credit for: BA, MAS, MEAS, Lehramt

Hauptseminare

35 838 American Speeches

2 st., Di 14-16, ZH 6

Hebel

AMS - M 32.1 (10), AMS - M 33.1/2/3 (10), AMST - M 32.3 (7), ANG - M 16.1 (10), ANG - M 17.1 (10), EAS-M31.1/4 (10), EAS-M33.1/2/3 (10), ENGS - M 22.w (7), ENGYM-M32A.3 (7), ENHS - M 22.w (7), ENRS - M 22.w (7)

From early colonial times until the immediate present, the course of American cultural history and U.S. American politics has been shaped decidedly by rhetoric and great orators. Famous speeches have contributed decisively to the construction, contestation, and revision of notions of 'America' and 'Americans', from the sermons of seventeenth-century Puritan preachers and the orations of eighteenth-century American revolutionaries to the speeches and (inaugural) addresses of nineteenth- and twentieth-

century social reformers, politicians, and presidents. The diverse panorama of views of 'America' from the inside and the outside has been determined by the speeches of presidents such as Abraham Lincoln, Franklin Delano Roosevelt, John F. Kennedy, and Barack Obama as well as by the oppositional voices of Native American and African American orators from Chief Seattle to Malcolm X and many others. The seminar will discuss major examples of American rhetoric in their respective historical contexts in order to explore the cultural and political power of both individual speeches and particular oratorical conventions. Speeches since the early twentieth-century will also be considered in regard to their performative dimensions, esp. in cases where video documentation is available. — Course materials: Speeches discussed in class will mostly be taken from <<http://www.americanrhetoric.com>>. A syllabus and bibliography will be mailed to registered participants by early October 2011. — Requirements for credit: readings/viewings; (group) presentation; preparatory notes; annotated bibliography, term paper. Credit: BA, MAS, MEAS, Lehramt

35 839 The War of 1812 and American Identity

2 st., Di 16-18, ZH 4

Depkat

AMS - M 32.1 (10), AMS - M 33.1/2/3 (10), AMST - M 32.3 (7), ANG - M 16.1 (10), ANG - M 17.1 (10), EAS-M31.1/4 (10), EAS-M33.1/2/3 (10), EAS-M34.1/2/3 (10), ENGS - M 22.w (7), ENGYM-M32A.3 (7), ENHS - M 22.w (7), ENRS - M 22.w (7)

From many angles, the War of 1812 appears as America's oddest war. It was officially declared to sanction British abuses of American trade, which had disappeared by the time Congress voted for war. Once declared, the war boosted American nationalism carried by a militant anglophobia, which, however, lacked determination to really mobilize all resources for the war effort. Warfare, therefore, was half-hearted and – particularly on the American side – chaotic. Great Britain, wound up in a titanic struggle with Napoleonic France, did not want to wage war, and the U.S. lacking a standing army and military expertise could not do it. America's capital Washington D.C. was first sacked and then abandoned by the British; America's most glorious victory – the one at New Orleans in 1815 – was achieved after the Peace of Ghent had already been signed in December 1814. The war ended in a draw with the Peace of Ghent only reestablishing the status quo ante bellum. As the U.S. did not really win the war, Americans chose to forget it, and to this very day "Mr. Madison's War" still is a largely forgotten conflict. Yet, the war boosted American nationalism, produced another charismatic military hero to become president in the footsteps of George Washington (Andrew Jackson), gave us the text of the Star Spangled Banner, America's national anthem, and completed America's independence from Great Britain in many ways. Drawing on a wide selection of diverse historical documents, the seminar will investigate the history of the War of 1812 and its relevance for the construction of American national identity. — Requirements: presentation and term paper (15 to 20 pages) — Reading:

Hickey, Donald R. *The War of 1812: A Forgotten Conflict*. Urbana: Illinois UP, 1989.

Stagg, J.C.A. *Mr. Madison's War: Politics, Diplomacy and Warfare in the Early Republic*. Princeton, N.J.: Princeton UP, 1983.

Remini, Robert V. *The Battle of New Orleans: Andrew Jackson and America's First Military Victory*. New York: Penguin, 2001.

Credit for: BA, MAS, MEAS, Lehramt

35 840 The Politics of Poetry

2 st., Mi 08:30-10, PT 2.0.3A

Balestrini

AMS - M 32.1 (10), AMS - M 33.1/2/3 (10), AMST - M 32.3 (7), ANG - M 16.1 (10), ANG - M 17.1 (10), EAS-M31.4 (10), EAS-M33.1/2/3 (10), EAS-M34.1/2/3 (10), ENGS - M 22.w (7), ENGYM-M32A.3 (7), ENHS - M 22.w (7), ENRS - M 22.w (7)

In this seminar, we will contemplate multiple ways in which poetry by twentieth- and twenty-first-century authors has been a player in sociopolitical relations. Besides the immediate usage of poetry as a political tool in the struggle for attaining political goals in

American society, the links between poems – both printed and performed – as effect- and affect-oriented expressions of individual or group identity, of particularism (identity politics), and of cultural politics will be parts of our inquiry. We will study the publication and reception contexts of North American poets of various ethnic origins and social contexts, ranging from printed and anthologized poetry via works published by very small presses or online to poetry featured in popular music distributed through audio-CDs or audiovisual means (such as music videos). We will address issues such as: why does the U.S. federal government appoint a poet laureate? How has the World Wide Web contributed to the demise or the flourishing of American poetry? How can we research phenomena such as performance poetry, poetry slams, rap, and hip-hop from a cultural studies perspective? Which standing and function does which particular theory and practice of poetry have in which segments of American society? Texts: A reading list will be available on Kurssoft shortly before the beginning of the semester. — Course requirements: in-class participation, presentation, paper proposal with annotated bibliography, two 8- to 10-page research papers or one 16- to 20-page paper. Credit: BA, MAS, MEAS, Lehramt

Oberseminare

35 841 Recent Research in American Studies
2 st., Do 12-14, ZH 6
AMS - M 35.1 (6), EAS-M36.1 (6)

Hebel

The course provides a forum of scholarly exchange in the field of American Studies. Students who are currently working on their doctoral 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 will also be part of the course program and will give course participants the opportunity to share their ideas with external experts in their respective fields. — The schedule will be available by early October 2011 (and be mailed to students registered for the course). Credit: MAS, MEAS

Kurse in der Eingangsphase der MA-Programme

35 846 Reading and Discussion: American Literary and Cultural History
2 st., Mi 10-12, ZH 6
AMS - M 31.2 (8)

Hebel

The course is designed as an advanced review course for incoming students in the M.A. program in American Studies. Students enrolled in the 'old' LPO I *Lehramt Gymnasium* are most welcome to participate as part of their preparation for the final exams (but must have completed all their course requirements before attending the course). The course is to frame and focus students' familiarity with major forces and developments in American cultural and literary 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 literary and cultural production, including in particular samples of visual documents. Reviews of major theoretical approaches and influential works of cultural criticism and literary history will be incorporated into the chronological review of American cultural and literary history. — A detailed syllabus will be mailed to students registered for the course by the beginning of October 2011. — Requirements for credit in the master's program: presentation, final paper.

35 848 Readings in European-American Cultural Relations
2 st., Mi 08:30-10, PT 1.0.2
EAS-M30.1 (8)

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

35 847 Fundamentals: Approaches, Concepts, Theories
2 st., Do 08:30-10, ZH 6
AMS - M 31.1 (8), ANG - M 16.2 (8), ANG - M 17.w (8), EAS-M30.2 (8)

Bauridl

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 review (6-7 pages), 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

35 849 Academic Writing (M.A. course)
2 st., Do 10-12, PT 3.0.76
AMS - M 31.3 (4), BLK - M 31.2 (4), EAS-M30.3 (4), ELG - M 31.2 (4)

Balestrini

This course is specially 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 a Schein 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

(Raumangaben: siehe Vorlesungsverzeichnis des jeweiligen Instituts)

Vorlesung

33 304 *Brennpunkte der Weltpolitik* Bierling
Di 16-18, 8 CP; EAS-M31.2; EAS-M31.4; EAS-M34.1-3
Anmeldung: elektronisch während der Vorlesungszeit

Übung

33 327 *Simulation Conference National Model United Nations (NMUN)* Edelmann
8-18 täglich, 1.-5. April 2012 oder 3.-7. April 2012, 8 CP; EAS-M31.4, EAS-M34.1-3
Anmeldung: Bewerbung bis 4. Juli 2011 bei der Professur für Internationale Politik; Informationen zum Programm auf der Homepage unter „Exkursionen“

33 328 *The United Nations: Norms, Structures, Processes (Preparatory course for the NMUN conference)* Edelmann
Mi 18-20, 8 CP, EAS-M31.4, EAS-M34.1-3
Anmeldung: automatisch bei erfolgreicher Bewerbung für Kurs 33327

33 329 *America's Wars in Afghanistan and Iraq* Groitl
Mo 14-16, 8 CP, EAS-M31.4, EAS-M34.1-3
Anmeldung: elektronisch im RKS vor Beginn der Vorlesungszeit

33 359 *Praxisseminar: Regensburg Model United Nations 2010* (Blockseminar) Jungbauer
8-20 täglich, 9.-11. Dezember 2011
Nicht-Politikwissenschaftler erhalten einen Schein mit 3LP; Anmeldung: Bitte Aushänge bzw. aktuelle Mitteilungen auf der Homepage beachten

Hauptseminar

33 336 *Der Irakkrieg*, Mi 10-12, 10 CP, EAS-M31.4, EAS-M34.1-3 Bierling
Anmeldung: elektronisch im RKS vor Beginn der Vorlesungszeit

Die Fristen für die elektronische Kursanmeldung werden zu gegebener Zeit auf der Homepage des Instituts für **Politikwissenschaft** (Rubrik „Lehrveranstaltungen“) veröffentlicht.

C. For Fun

(open to students of all levels)

- | | | |
|--------|---|-------------------|
| 35 787 | Blockseminar: Irish History and Culture (Irland-Exkursion) 2 st., Termine: s. Aushang an PT 3.2.44 weitere Informationen siehe Rubrik „Anglistik/Cultural Studies Advanced“ | Lenz |
| 35 854 | Video Hour Amerikanistik 2 st., Mo 18-21, H 21 Bitte beachten Sie die aktuellen Aushänge | Balestrini et al. |
| 35 855 | Scots Gaelic 2 st., Zeit und Ort: s. Aushang | Dunphy |
| 35 856 | Tandem Mentoring 2 st., Zeit und Ort: s. Aushang | Uppendahl |
| 35 857 | DAAD / TA Großbritannien (Beratung, Informationsveranstaltung) 1 st., Zeit und Ort: s. Aushang | Waller |
| 35 858 | 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>, also accessible via the Homepage of the Department (URL: see page 3!) >> "Links and Resources").

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.