

DEPARTMENT OF ENGLISH AND AMERICAN STUDIES



Semester-Guide

for M.A.-Students

Summer Term 2011

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

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Office Hours Summer Term 2011

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DECKER, Martin	Mo 13-14	3.2.47	3466
DEPKAT, Prof. Dr. Volker	Di 14-15 + Mi 10-11	3.2.71	3476
DUNPHY, Dr. Graeme	Di 12-14	3.2.58	3498
FACKLER, Katharina	Mo 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, Amy	Mi 10-12	3.3.88	3429
GESSNER, Dr. Ingrid	Mi 9-10 +13-14	3.2.70	3475
GILL, Lisa	Fr 12:30-14	3.2.87	3511
HEBEL, Prof. Dr. Udo	Di 16-17:30	3.2.73	3478
HERFELD, Dr. Dorith	Di 8:30-10	3.2.43	3463
HILL, Sophie	Mi 10-12	3.2.50	3469
HIRMER, Karin	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	Sprech-zeit	Raum PT	Tel.: 943-
KOHEN, Jamie	Di 13-14, Mi 11-12	3.2.50	3469
KOHLMANN, Dr. Benjamin	Di 14-16	3.2.59	3499
LEIKAM, Susanne	Mi 14-16	3.2.70	3475
LENZ, Akad. Dir. Dr. Peter	Mi 12.30-14	3.2.44	3506
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PETZOLD, Prof. Dr. Jochen	Di 14-16	3.2.45	2486
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SIEBERS, Dr. Lucia	Di 15-16	3.2.80	3504
STELTER, Julia	Do 12-13	3.2.55	3046
SZLEZÁK, Klara-Stephanie	Mi 10.30-12	3.2.70	3475
THURSTON, Naomi	Di 10-12	3.3.88	3429
UPPENDAHL, Steve	Di 11-13	3.2.88	1809
WALLER, Peter	Mo 15-17	3.2.60	3500
WASMEIER, Margaret	Mi 9-10:30	3.2.43	3463
WESSERLE, Brigitte	Mo-Do 10-12:30	3.2.62	3667
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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

1.2b 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:

- *Prerequisites:* - B.A. or equivalent in a related discipline
 - very good command of the English language
 - normally a stay of at least 6 months in an English-speaking country (MA British Studies or Engl. Linguistics), viz. North America (MA American Studies);
 - 2 months (North America) for European-American Studies
- *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 (<http://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 Registering for courses (RKS-System)

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

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. „**SS 2011**“) directly underneath the heading „Anglistik und Amerikanistik“, and click on „**Übersicht**“.

This shows you all courses offered by the department for **summer term 2011**.

3. Now you need to find the **course** you would like to register for (e.g. No. 35 853 „Academic Writing“), and click on „**ja, jetzt**“ in the column „Anmeldung im RKS“. Of course, you can only register for a course during the registration-period (see below).

4. The system asks you to confirm your choice by entering your **NDS-ID** and affirming „**verbindlich anmelden**“.

→ „what is my NDS-ID?“ → *You have been given this ID plus password when you first matriculated here at university. If you have never used it before (e.g. for logging on to the computers on-campus), you will first have to change the password.*

5. **Repeat** this procedure for all courses you would like to register for.

6. „**Taler**“

Now, in order to improve your chances of getting into your chosen courses, you can set „Taler“ (virtual money) for each course.

a) choose „**Mein RKS**“ (top of the page), and log on with your NDS-ID + password.

b) choose the correct semester in the left column (e.g. „**SS2010**“)

c) a list of courses you have registered for so far will appear

d) enter the number of „**Taler**“ you would like to invest for each course in the blank

e) click on „**Taler eintragen**“ (only then your entry will be registered by the system)

Remember that in total you have 12 Taler per course-type (or course-category). If you are only taking one course of a certain category, it is therefore advisable to set the entire amount of 12 Taler for that given course.

Further information can be found on our homepage (URL: see p. 3). Should you have any questions, please do not hesitate to contact the „Studienbüro“ (PT 3.2.62).

→ **RKS-Registration-period** **summer term 2011: Mon 21.2., 2pm – Mon, 14.3.2011, 10am**

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 in 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 attend in a given semester.

Note: the above mentioned RKS-System for course-registration does NOT automatically include your registration in FlexNow. This means that it is very important that – in addition to RKS – you also make sure to register yourself on FlexNow each semester!

→ **FlexNow-Registration period** summer term 2011: **Mon, 16. May – Fri, 15. July 2011 !!**

We strongly advise you to register by the latest by end of April 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, as it is very problematic to be added to the system after that period! There will be no late registrations after the exam has taken place or the term paper been handed in.

Should you have any problems / questions regarding FlexNow, please feel free to come and see B. Wesslerle (PT 3.2.62) who will be very happy to help as long as the registration period is running.

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. Overview of courses offered this semester

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

35 702 American English: Evolution and Variation

2 st., Mi 08:30-10, H 8

Schneider

ANG-M12.w(8), ANG-M13.2(8), EAS-M32.1/2/3(8), ELG-M32.2(8), ELG-M33.2/3(8), ENGS-M22.w(4), ENGYM-M12.w(4), ENGYM-M22.w(4), ENGYM-M32C.1(4), ENHS-M22.w(4), ENLI-M12.w(4), ENLI-M23.2(4), ENLI-M32.1(4), ENRS-M22.w(4)

This lecture will familiarize participants with the historical evolution, the structural characteristics, and the major varieties of American English. Topics to be dealt with will include the following: settlement history and its linguistic consequences; the notion of "Americanisms" and differences between British and American English (the coverage of which in many stereotypical listings leaves many problems unresolved); regional variation, American dialect geography, and dialect regions in the US; Southern English (as an example of the most distinctive dialect of American English); social variation and the methods and development of sociolinguistics; immigration, bilingualism, and ethnic varieties, especially African American English; and a look at ongoing processes of sound change and prospects for the future. Tape and video samples will be played to illustrate the respective dialects and varieties. — Recommended reading: Walt Wolfram and Natalie Schilling-Estes, 2005. *American English: Dialects and Variation*. 2nd ed. Malden, Oxford: Blackwell; Edgar W. Schneider, "Chapter 6: The Cycle in Hindsight: The Emergence of American English", in EWS, *Postcolonial English*. Cambridge: Cambridge University Press, 251-308. — Requirements for a Schein: regular attendance, final exam. No RKS-registration required.

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-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)
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)

35 722 Mi 12-14, H12

Schlegel

35 723 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: Übungsaufgaben und Klausur. Textgrundlage: W. Obst & F. Schlegel, *Die Sprache Chaucers*, Heidelberg 2010).

35 746 Early English

2 st., Di 12-14, ZH 6

Schlegel

ELG-M31.3(8), ELG-M33.3(8), ENGYM-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). — Requirements: Homework and final exam.

35 724 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.

35 725 Mittelenglisch für Fortgeschrittene

2 st., Mi 14-16, ZH 5

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 Mittelenglische ergänzt den grammatischen Befund der Sprache Geoffrey Chaucers um seine germanische und altenglische Vorge-

schichte. Die Auswahl der Stoffgebiete und der Übungstexte orientiert sich an den Anforderungen der mitttelenglischen Textklausur im schriftlichen Staatsexamen. Eine sinnvolle Teilnahme setzt zumindest die Vorbereitung der Übersetzungstexte voraus. — Freiwilliger Vertiefungskurs, keine Anmeldung erforderlich. Scheinerwerb nach Absprache möglich.

Übungen

Phonemic Transcription, 1 st.

35 734 Mi 16-17, R 009

Wesserle

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-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)

35 737 English Pragmatics

2 st., Di 14-16, PT 2.0.3A

Fischer

This course provides advanced knowledge of theoretical and methodological concepts in the pragmatics of English discourse. One of its aims is also to develop an understanding of how the speaker shapes his or her message in order to achieve a certain goal, and of how the hearer decides on the intended interpretation of the utterance. The course will cover the following topics: Speech act theory, presuppositions, entailments, deixis, conversational maxims, implicatures, topic management, facework, coherence and cohesion. The discussion of relevant questions and issues will be accompanied by a practical analysis of language in use. — Requirements: active in-class participation, reading assignments, group presentation, test, research paper. — Background reading: Bublitz, Wolfram 2009. *Englische Pragmatik. Eine Einführung*. Berlin: Schmidt.

35 738 L2 Phonological Acquisition

2 st., Mi 10-12, ZH 6

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, 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. Thus, 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 end with a mid-term exam. 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 using PRAAT and an interpretation of the findings in the light of theoretical issues in L2 phonological acquisition. A written version of the presentation is to be handed in by August 31st. 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.

35 739 Language Policy and Planning in Anglophone Countries

2 st., Zeit u. Raum: s. Aushang

Pulaczewska

The course is addressed at students interested in socio-political themes and will be concerned with the role and functions of English in countries and regions where it is used along with other languages. The starting point will be a review of goals and means of language policy and planning, including corpus, usage, prestige and acquisition planning. The focus will be on the sociopolitical circumstances of the use of English vis-à-vis other languages, its legal basis and institutionalised decision-making. The regions covered will include both the countries where English has the status of an indigeneous language and post-colonial regions (Great Britain, Ireland, USA, Canada, the Philipines, India, Malaysia, anglophone Africa); we also will discuss the status of English in the European Union. Apart from current topics, we will take a look into the past, at the colonial language policies and their regional diversification. The students will be required to deliver a lecture and hand in a paper about a topic of their choice, as well as review a paper handed in by a co-participant according to criteria discussed in the course. If the quantity and quality of the papers allows it, a collection will be published in print and the authors will get one copy each.

Oberseminare/Kolloquium

35 744 Recent Research in English Linguistics

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

Schneider

ELG-M35.2(6)

This colloquium is open to all students with an interest in linguistics who wish to gain an impression of the possible approaches, topics and methods of research into the structure and history of the English language. In particular, it is meant as a discussion forum for advanced students who are working on doctoral, Master's or Staatsexamen theses. Ongoing work on such projects will be presented and discussed in class, giving the authors a chance to collect useful reactions on a broader scale, and the listeners an impression of the range of ongoing research, and of possible methodological approaches. Research projects carried out at the *Lehrstuhl* in Regensburg will also be presented and discussed. In addition, it will be possible to devote individual sessions to discussions of recent publications in English linguistics or other ongoing research projects. Participation in this class is strongly recommended to students who are writing or are planning to write a thesis under my supervision. It is obligatory for students writing a Master's thesis in English linguistics. Under specific circumstances (regular attendance and active participation, in-class presentation) it is possible to obtain an „Oberseminar“ *Schein*, equivalent to a Hauptseminar, in this class. If you are interested in this possibility, please contact me beforehand.

Kurse in der Eingangsphase des MA-Programms

35 746 Early English
2 st., Di 12-14, ZH 6

Schleburg

ELG-M31.3(8), ELG-M33.3(8), ENGYM-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). — Requirements: homework and final exam.

M.A. British Studies

Vorlesungen

35 750 The Long Eighteenth Century: Literature and Culture
2 st., Mi 10-12, H14

Zwierlein

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)

The 'Long Eighteenth Century' – from the Restoration until the British victory over Napoleon at Waterloo – saw the rise of England as a commercial nation, the rise of the middle class, unprecedented urban growth, and the origins of two new political parties, Whigs and Tories. Highlighting important political events, such as the 1707 Act of Union between Scotland and England, the British campaigns for animal rights and for the abolition of slavery, and the loss of the American colonies and American Independence, the lecture course will also consider cultural moments such as the 'Battle of the Books', the Gothic Revival, the Enlightenment and the new cultures of Sensibility and Politeness, furthermore the invention of tourism (the 'Grand Tour') as well as issues of colonial expansion, finance and taxation, not least the new dangers of stock market crashes as illustrated by the "South Sea bubble" (1720). Among the authors discussed will be Jonathan Swift, Laurence Sterne, Alexander Pope, Adam Smith, Daniel Defoe, Edmund Burke, William Godwin, James Thomson, Thomas Gray, Christopher Smart, Oliver Goldsmith, Samuel Johnson, Joseph Addison and Richard Steele. We will also look at slave narratives by, for instance, Ottobah Cuguano and Olaudah Equiano, and at William Hogarth's engravings. As this was the first time in British literary history for women writers to compete with men in terms of sales figures and literary reputations, equal emphasis will be given to Anne Finch, Eliza Haywood, Lady Mary Wortley Montagu, Mary Wollstonecraft, and Frances Burney. The Romantic period and its writers (late eighteenth century until the 1830s) will be treated separately in another lecture course. — 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).

35 751 Modern Theories of Literature
1 st., Do 12-13, H 8 Petzold

BLK-M32.1(4), ENGYM-M23.w(4), ENRS-M23.w(4), BRST-M23.w(4), AMST-M23.w(4)

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

Cultural Studies Advanced

35 782 Building the British Isles
2 st., Di 10-12, PT 1.0.2

McIntosh-Schneider

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)

In the introduction to his book *How we Built Britain* (2007, Bloomsbury Publishing) David Dimbleby writes: "From the grandest to the most humble they (buildings) seem to send out a message about how and why they came to be built. Often we do not have time to notice that they tell a story. We can live in them or use them without looking at them, without even thinking about them. It does not mean that they do not affect us. Our surroundings always affect us, even if we are not fully aware of their impact". We can expand this statement to embrace all our constructed surroundings. Throughout history advances in engineering and science have changed the materials and structures that surround us and these in turn have influenced or are influenced by society. In this course we will look closely at buildings and constructions of various historical ages and study their vocabulary and purpose. — Course requirements: active participation in class discussion, oral presentation, and an 8-page research paper.

35 784 Blockseminar: Irish History and Culture (Irland-Exkursion)
2 st., Termine: 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 2011 sind bereits ausgebucht, jedoch ist eine Voranmeldung für die Fahrten 2012 bereits möglich.** Die genaue Termin-Festlegung erfolgt bei einem Vortreffen im Januar des jeweiligen Reisejahres. Die vorangemeldeten Teilnehmer/innen werden per E-Mail informiert. Die Teilnahme an der 8-tägigen Exkursion steht allen Studierenden der Anglistik/ Amerikanistik offen, die sich für die Geschichte, Kultur und Literatur Irlands und die daraus resultierenden Beziehungen zwischen der "Grünen Insel" und Großbritannien bzw. den USA interessieren und die – wegen der nötigen *walking tours* in wilder Landschaft – eine sportliche Grundeinstellung aufweisen. Der vorausgehende Besuch von "An Introduction to British and Irish Studies" oder eines Seminars zur irischen Literatur oder Kultur wird empfohlen, ist aber nicht Bedingung für die Teilnahme. **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 stehen u.a. der Aufenthalt in der "*Rebel City*" *Cork*, der Besuch des beeindruckenden Museums in *Cobh* zur Ge-

schichte 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 eines *Cultural Studies Advanced* Scheins ist möglich, jedoch nicht Pflicht für die Teilnahme an der Exkursion.** Für den Scheinerwerb 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). 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)

35 790 Doubles and Revenants in Late-Victorian Fiction
2 st., Di 16-18, ZH 5

Zwierlein

Victorians were obsessed with tales of death and resuscitation, uncanny doubles and sinister revenants from the 'other side'. Tracing the history of this fascination from eighteenth-century Gothic tales and poems to Victorian 'tales of terror' and sensation novels, we will consider possible (theoretical) frameworks such as *fin-de-siècle* spiritualism, Freud's ideas on the "uncanny" and Todorov's investigations of the "fantastic" and then analyse a broad range of texts from the 1840s onwards, with an emphasis on late-Victorian fiction. Narratives of doubles and revenants, negotiating conceptions of sameness and otherness, identity and iterability, the public and the private, life and death, provide deep insights into Victorian cultural change, tied as they are to debates in theology, evolutionary theory, inheritance law, economic theory (especially on the (re)circulation of commodities), forensic medicine, and gender relations. — The following texts will be dealt with:

Edgar Allan Poe, "William Wilson" (1839) and "The Facts in the Case of M. Valdemar" (1845), anon., "Secrets of the Lecture Room" (1844), Emily Brontë, *Wuthering Heights* (1847) (excerpt), Charlotte Brontë, *Jane Eyre* (1847) (excerpt), Charles Dickens, *Our Mutual Friend* (1864-5) (excerpts), George Eliot, *The Lifted Veil* (1859), Wilkie Collins, *The Woman in White* (1860), Robert Louis Stevenson, *Dr Jekyll and Mr Hyde* (1886), Oscar Wilde, *Dorian Gray* (1891) (excerpts), Thomas Hardy, *The Well-Beloved* (1897). — Requirements: reading the assigned texts, active participation, an oral presentation, and a 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'. But please buy the following texts (and read them in advance!): Wilkie Collins, *The Woman in White* (1860), ed. John Sutherland (Oxford: OUP, 1998); Robert Louis Stevenson, *Dr Jekyll and Mr Hyde* (1886), in: *The Strange Case of Dr Jekyll and Mr Hyde and Other Tales of Terror*, ed. Robert Mighall (London: Penguin, 2002); Thomas Hardy, *The Pursuit of the Well-Beloved and The Well-Beloved* (1892 / 1897), ed. Patricia Ingram (Oxford: OUP, 1998).

35 791 Early Comedy: Shakespeare, Dekker, Jonson, Massinger
2 st., Do 10-12, H21

Petzold

In this seminar we will read and discuss a range of five comedies, all written and performed during the last decade of the 16th century and the first decades of the 17th. While Shakespeare's *A Midsummer Night's Dream* takes us to a magical dream-world and his *Merchant of Venice* is set in distant Italy, Thomas Dekker's *The Shoemaker's Holiday*, Ben Jonson's *The Alchemist* and Philip Massinger's *The City Madam* are all set in the London of their time and are, by comparison, much more 'realistic'. Thus, we will encounter various conceptions of comedy and discover traces of different 'problems' or 'conflicts' in early modern society. Three of the plays discussed in the seminar will also be part of the "Shakespeare Exkursion" to Stratford-upon-Avon which will take place in early October; hence, the seminar prepares for the excursion, but participation in the seminar is not a prerequisite for the excursion – nor is the excursion a mandatory part of the seminar. — Requirements: regular attendance, active participation, participation in an 'expert group' for one session, term paper (15-20 pages). — Texts: I recommend the following editions of the plays: William Shakespeare, *A Midsummer Night's Dream*, ed. R. A. Foakes (New Cambridge Shakespeare, updated ed. 2003) (ISBN 0521532477); Shakespeare, *The Merchant of Venice*, ed. M.M. Mahood (New Cambridge Shakespeare, updated ed. 2003) (ISBN 0521532515); Thomas Dekker, *The Shoemaker's Holiday*, ed. Jonathan Gil Harris (New Mermaids) (ISBN 0713673788); Ben Jonson, *The Alchemist and Other Plays*, ed. Gordon Campbell (Oxford World's Classics) (ISBN 0199537313); Philip Massinger, *The City Madam*, an electronic version will be made available on the K-drive.

35 792 The South Africa of J.M. Coetzee
2 st., Do 16-18, PT 2.0.4

Petzold

If famous literary prizes are an indicator for 'high quality', J.M. Coetzee is certainly an author to read: he is a Noble laureate and the only author to have won the prestigious Booker Prize twice. In this seminar, we will look at four novels by Coetzee that represent a 'cross section' of his South African oeuvre. We will read *In the Heart of the Country* (1977); *Life and Times of Michael K* (1983); *Age of Iron* (1990) and *Disgrace* (1999), examining the texts both for narrative technique and political implications. We will discuss to what extent these novels are 'representations' of South Africa, and to what extent they reflect South African 'realities' of their respective times. Hence, the seminar will also provide an introduction to South Africa's literary and political history in the second half of the twentieth century, both during the system of apartheid and in the post-apartheid era. — Requirements: regular attendance, active participation, participation in an 'expert group' for one session, term paper (15-20 pages). — Texts: any edition of the four novels named above is fine.

35 793 Colonial and Postcolonial Irish Literature: Writing as Self-Assertion
2 st., Mi 16-18, ZH 5

Lenz

Irish literature is thoroughly hybrid – rooted in Celtic mythology and characterised by English, the language of the former coloniser, used by the authors to assert their national autonomy and their cultural and literary originality respectively. In 19th century Irish literature, the suffering and hardships of the oppressed population and their hope of a national renewal were of central importance in all genres. Besides, humour and wordplay – the latter developed to perfection by James Joyce –, have also characterized much of Irish literature. The first quarter of the 20th century saw Ireland gradually develop from a relatively quiescent colony to an emerging nation engaged in finally shaking off the shackles of almost 800 years of English dominion. The literature written in the time between the foundation of the Irish Free State (1922) and the beginning of the Celtic Tiger boom (1980s) was marked by an often merciless and sarcastic analysis of the status quo of Irish society and its priest-riddenness. In the wake of the Celtic Tiger, Ireland developed from a backwoods nation to a postmodern one, a fact which is mirrored in the shockingly straight-in-your-face works of present-day writers such as Martin McDonagh or Marina Carr. Against the backdrop of history, politics and cultural theory, this seminar will look at a wide variety of 19th and 20th century Irish literature – poetry, drama, and prose – as well as at some pre-

sent-day works. Among the writers to be dealt with will be Jonathan Swift, Maria Edgeworth, William Carleton, George Bernard Shaw, William Butler Yeats, Lady Gregory, Douglas Hyde, James Joyce, Seán O'Casey, Frank O'Connor, Seán O'Faoláin, Liam O'Flaherty, Brian Friel, Marina Carr, Conor McPherson, Tom Murphy, and Martin McDonagh. Texts will be available at Pustet's or can be attained online on Project Gutenberg; some mastercopies will be put on the K-drive (for details see reading list on K-Drive by mid-March 2011). — Course requirements: active participation, oral report, term-paper (in English, 15-20 pages).

Oberseminar

35 796 Research Seminar
2 st., Di 18-20, PT 2.0.3A
BLK-M31.3(10), BLK-M35.1(6)

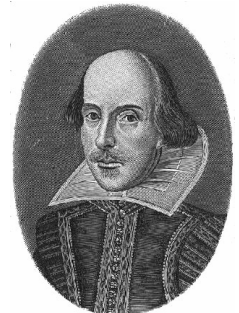
Zwierlein/ Petzold

This seminar addresses students of the M.A. "British Studies" preparing or writing their final thesis but is also open to those writing theses for a 'Magister' or 'Staatsexamen' degree. Students will have the opportunity to present their work-in-progress and receive feedback by lecturers and fellow students. We will discuss theoretical approaches, writing techniques and the most important writing stages, such as finding and defining your topic, researching the material, structuring and presenting your arguments, dos and don'ts for a good introduction or conclusion. Doctoral candidates and advanced researchers preparing their 'Habilitation' will be invited to join us for individual sessions in order to present parts of their ongoing projects and share their experiences. In addition, we will organize / attend some guest lectures. — Requirements: BLK-M31: active participation, reading the assigned texts, an oral presentation and a transcript of one of the sessions / lectures; BLK-M35: active participation, reading the assigned texts, and an oral presentation.

Vorankündigung:

Lust auf Shakespeare in Stratford?

Vom **2. bis 8. Oktober 2011** wird es eine Shakespeare-Exkursion nach Stratford-upon-Avon geben. Wir sehen Inszenierungen der berühmten Royal Shakespeare Company, besichtigen 'Shakespeare Sight's' und nehmen an einem Kursprogramm des Shakespeare Birthplace Trust teil. Im Rahmen der Exkursion können auch Studienleistungen erbracht werden (Proseminar oder CS Adv.).



Auf dem Spielplan stehen:

Shakespeare, **Macbeth**

Shakespeare, **The Merchant of Venice**

Shakespeare, **A Midsummer Night's Dream**

Fletcher/Shakespeare, **Cardenio**

Massinger, **The City Madam**

Interessiert?

Dann kommen Sie bitte zur Vorbesprechung

am Mittwoch, den **11.05.2011**, um **18 Uhr** c.t., Hörsaal **H3**.

Kontakt: Prof. Dr. Jochen Petzold jochen.petzold@sprachlit.uni-r.de

M.A. American Studies

M.A. European-American Studies

Vorlesungen

- 35 801 American Literatures and Cultures from the Beginning of the 20th to the Beginning of the 21st Century
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 will combine surveys of major cultural and literary developments throughout the so-called "American century" with more in-depth analyses of particular phenomena of wider cultural and political implications. Individual sessions will present overviews of twentieth-century American history and politics as well as surveys of developments in twentieth-century American literature and culture in regard to e.g. major movements, the rise of ethnic writing, American drama and theatre, protest movements. Meetings will also be focused on specific topics such as e.g. photographic representations of twentieth-century America, American suburbia, the 1930s and the 1960s as crucial decades of the twentieth century, one-act plays and politics. The format of the lecture is to give students the possibility to acquire survey knowledge and at the same time develop an interest in selected topics and issues that have been of special interest in recent American Studies research and teaching. — Requirements for credit: final exam (and additional paper for students in the master's programs). — Recommended course texts:

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

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

Credit for: BA, MAS, MEAS, Lehramt

- 35 802 The History of North America I: Precolumbian and Colonial North America
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-M31.4(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)

This lecture course is the first in a new series of lectures that will pursue a continental approach to the history of North America from the precolumbian beginnings to the present. Its overall aim is to highlight the major trends and problems of Canadian, U.S.-American and Mexican history (insofar as it relates to the history of the North American continent), and think about what defines the continental specificity of historical developments in North America. This first lecture course of the series deals with the history of North America from the first peopling of the continent by Paleo-Indian cultures at the end of the last ice age to the end of the Seven Years War in 1763. It will describe the diversity of Indian cultures, reflect on the convergences and divergences of French, British and Spanish colonial rule in North America and look at the struggle of the European great powers for the continent that unfolded in a series of wars spanning the 17th and 18th centuries. It will become clear that the directions for the very different paths to modernity that the United States, Canada and Mexico took were to a considerable extent defined in the colonial era already. — Readings:

Taylor, Alan. *American Colonies: The Settling of North America*. New York: Penguin, 2001.

Greene, Jack P. *Pursuits of Happiness: The Social Development of Early Modern British Colonies and the Formation of American Culture*. Chapel Hill: U of North Carolina P, 1988.
 Wellenreuther, Hermann. *Niedergang und Aufstieg: Geschichte Nordamerikas vom Beginn der Besiedlung bis zum Ausgang des 17. Jahrhunderts*. Münster: LIT, 2000.
 ---. *Ausbildung und Neubildung: Die Geschichte Nordamerikas vom Ausgang des 17. Jahrhunderts bis zum Ausbruch der Amerikanischen Revolution 1775*. Münster: LIT, 2001.
 Depkat, Volker. *Geschichte Nordamerikas: Eine Einführung*. Köln: Böhlau 2008.
 Credit for: BA, MAS, MEAS, Lehramt

Cultural Studies Advanced

35 832 American Ads 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), EAS-M31.3 / 4(8), EAS-M33.1/2/3(8), EAS-M34.1/2/3(8), ENGS-M22.w(5), ENGYM-M23.w(5), ENGYM-M32A.2(5), ENHS-M22.w(5), ENRS-M22.w(5)

Much has been written about the development of an American consumer culture and how it spread to Europe in the 20th century. In this context, the rise of American corporate capitalism, the global flow of American consumer goods, the institutions of consumer culture like department stores and mail order catalogues, the formation of an advertisement industry and many other major developments have been investigated into. Hardly anyone, however, has looked at advertisements as visual arguments and sites of cultural transfer that functioned as major factors in these transformations. This seminar will therefore approach American ads as an art form in its own right from a transatlantic perspective and analyze their visual grammar in order to find out how they communicated a new consumer mentality that put European-American relations on a new footing. — Requirements: active participation, presentation, 10- to 15-page research paper. — Readings:

Matt, Susan J. *Keeping Up with the Joneses: Envy in American Consumer Society, 1890-1930*, Philadelphia: U of Pennsylvania P, 2003.

Cohen, Lizabeth. *A Consumers' Republic: The Politics of Mass Consumption in Postwar America*, New York: Vintage, 2003.

de Grazia, Victoria. *Irresistible Empire: America's Advance through 20th-Century Europe*, Cambridge, Mass.: The Belknap Press of Harvard UP, 2006.

Credit for: BA, MAS, MEAS, Lehramt

35 833 Topical Issues in Contemporary American Culture

2 st., Do 10-12, R 009

Balestrini

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)

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 that will allow for a discussion of America's many tensions, paradoxes, and promises. Most of the readings will be available on Kurssoft. — Requirements will include in-class participation, oral presentation/discussion leading, and an 8- to 10-page research paper.

Credit for: BA, MAS, Lehramt

35 834 Hip-Hop Culture: Rap Music, Beats, MC's, and the Politics of Race
2 st., Mi 14-16, H12

Gill

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)

This course will take an extensive look at the development of Hip-hop culture in the 20th century. Specifically, this course will examine the development of the culture of rap music and its subsequent political meanings and implications. Course methodology includes an examination of rap artists' image manufacturing and usage, lyrical content, and an exploration of various music videos. Additionally, the course will cover the political messages of rap lyrics and review the meanings of rap content for a discussion of black identity in a globalized context; particularly the gendered and sexualized image of rap artists, male and female. Course requirements: in-class participation, presentation, research paper (8 to 10 pages due 1 week after the end of instruction).

Credit for: BA, Lehramt

Hauptseminare

35 837 American Music
2 st., Di 14-16, ZH 5

Hebel

AMS-M32.1(10), AMS-M33.1/2/3(10), AMST-M32.3(7), ANG-M16.1(10), ANG-M17.1(10), EAS-M31.4(10), EAS-M33.1/2/3(10), EAS-M34.1/2/3(10), ENGYM-M32A.3(7), ENRS-M22.w(7), ENHS-M22.w(7), ENGS-M22.w(7)

The seminar will explore the histories, cultures, and politics of American music from late colonial times to the immediate present. In the wider contexts of popular culture studies, material culture studies, and performance studies, individual sessions will focus on the following fields and topics: the music and songs related to specific historical events and developments such as e.g. the American Revolution, the Civil War, the westward movement, and the Great Depression; on music and the historical experiences and cultures of ethnic groups in the U.S. (in particular the African American experience); on political protest movements and their songs (e.g. anti-Vietnam war movement); on songs about specific cultural phenomena such as e.g. suburbia; on musical movements and styles such as e.g. Motown or Reggae and their cultural and political significance; on individual musicians and performers such as e.g. Bruce Springsteen, Michael Jackson, Johnny Cash, Janis Joplin; on issues of race and popular culture/popular music. In-class discussions, presentations, and papers will also include music videos and movies (e.g. *Ray*; *Walk the Line*). A syllabus and bibliography will be mailed to registered participants by 15 April 2011. — Requirements for credit: readings/viewings; (group) presentation; preparatory notes; mid-term; term paper.

Credit for: BA, MAS, MEAS, Lehramt

35 838 9/11 - Ten Years After
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-M31.4(10), EAS-M33.1/2/3(10), EAS-M34.1/2/3(10), ENGYM-M32A.3(7), ENRS-M22.w(7), ENHS-M22.w(7), ENGS-M22.w(7)

Ten years after the events of September 11, 2001, the seminar will assess the impact of the day that supposedly "changed everything." Throughout the world, people think of the attacks on the World Trade Center in New York and on the Pentagon building outside Washington, D.C. as a pivotal event that brought their routines to a standstill. In journalism, the arts, and popular culture, references to "9/11" are ubiquitous. The terrorist attacks have been reenacted in movies and incorporated into the plot structures of novels; they have inspired songs and poems and triggered diverse forms of commemoration. Over the past decade, "9/11" has thus become the site of fierce memory battles over the meaning of

the September attacks. The seminar will circumscribe the spectrum of negotiations about the meaning of the events of September 11, 2001, in historiography, literature, the visual arts, and at official as well as un-official sites of memory. — Requirements: active participation, presentation, 15- to 20-page research paper. — Readings:

Melnick, Jeffrey. *9/11 Culture*. Chichester: Wiley-Blackwell, 2009.

Simpson, David. *9/11: The Culture of Commemoration*. Chicago: U of Chicago P, 2006.

Meyerowitz, Joanne ed., *History and September 11th*. Philadelphia: Temple UP, 2003.

Rubin, Derek, and Jaap Verheul, eds. *American Multiculturalism after 9/11: Transatlantic Perspectives*. Amsterdam: Amsterdam UP, 2009.

Credit for: BA, MAS, MEAS, Lehramt

35 839 Social Utopias in Colonial British North America

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

Depkat

AMS-M32.1(10), AMS-M33.1/2/3(10), AMST-M32.3(7), ANG-M16.1(10), ANG-M17.1(10), EAS-M31.4(10), EAS-M33.1/2/3(10), EAS-M34.1/2/3(10), ENGYM-M32A.3(7), ENRS-M22.w(7), ENHS-M22.w(7), ENGS-M22.w(7)

Colonial British North America was a site of tremendously diverse social experiments aiming at creating ideal orders that supposedly could not be realized under the conditions of Europe. From the Pilgrim Fathers and Congregationalists to the Quakers and Shakers and the more secular experiments in Georgia, many Early Modern Europeans migrated to North America to realize religious and secular utopias, i.e. orders that could only be anticipated as future in Europe. This seminar will investigate into the stunning diversity of colonial projects to unearth the role of Colonial British North America as a place for making European dreams come true. — Requirements: active participation, presentation, 15- to 20-page research paper. — Readings:

Taylor, Alan. *American Colonies: The Settling of North America*. New York: Penguin, 2001.

Greene, Jack P. *Pursuits of Happiness: The Social Development of Early Modern British Colonies and the Formation of American Culture*. Chapel Hill: U of North Carolina P, 1988.

Wellenreuther, Hermann. *Niedergang und Aufstieg: Geschichte Nordamerikas vom Beginn der Besiedlung bis zum Ausgang des 17. Jahrhunderts*. Münster: LIT, 2000.

---, *Ausbildung und Neubildung: Die Geschichte Nordamerikas vom Ausgang des 17. Jahrhunderts bis zum Ausbruch der Amerikanischen Revolution 1775*. Münster: LIT, 2001.

Credit for: BA, MAS, MEAS, Lehramt

35 840 Twenty-First-Century American Fiction

2 st., Mi 08:30-10, ZH 5

Balestrini

AMS-M32.1(10), AMS-M33.1/2/3(10), AMST-M32.3(7), ANG-M16.1(10), ANG-M17.1(10), EAS-M31.4(10), EAS-M33.1/2/3(10), EAS-M34.1/2/3(10), ENGYM-M32A.3(7), ENRS-M22.w(7), ENHS-M22.w(7), ENGS-M22.w(7)

By reading and discussing several contemporary narrative texts, we will try to gauge each individual work's trajectory of reconnecting with traditions within American fiction and/or of venturing into new forms of narrative. The challenges of competing with other arts and media, the creation of intermedial works, the local, ethnic, religious, and other contexts of writing, and the mechanisms of promoting and reviewing fiction will be some of our concerns. The novels and short works of fiction will be selected from the range of Pulitzer Prize winners and from other realms. For instance, we will be reading Siri Hustvedt's *What I Loved* (2003), Garth Risk Hallberg's *A Field Guide to the North American Family* (2007), Jonathan Franzen's *Freedom* (2010), and a selection of works by Miranda July. A reading list will be available on Kurssoft by early April 2011. — Requirements for credit: regular attendance, presentation, annotated bibliography, paper proposal, two papers (8-10 pages each).

Credit for: BA, MAS, MEAS, Lehramt

Oberseminar

35 843 Recent Research in American Studies
2 st., Do 12-14, ZH 5
AMS-M35.1(6), EAS-M36.1(6)

Hebel

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. The schedule will be available by mid-April 2011 (and be mailed to students registered for the course).

Credit for: MAS, MEAS

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

(Raumangaben: siehe Vorlesungsverzeichnis des jeweiligen Instituts)

English Linguistics Vorlesung

35 702 American English: Evolution and Variation" Mi 8:30-10

Schneider

Political Science, Vorlesung

33 304 *Einführung in die Internationale Politik*
2 st., Di 16-18
EAS-M31.2

Bierling

Anmeldung: im RKS während der Vorlesungszeit (further information cf. Lehrstuhl Politikwissenschaft)

Political Science, Übung

33 331 *Zivil-militärische Beziehungen in den USA*
2 st., Mo 14-16
EAS-M31.4, EAS-M34.1-3(8)

Groittl

Anmeldung: im RKS während der Vorlesungszeit (further information cf. Lehrstuhl Politikwissenschaft)

Political Science, Hauptseminare

33 339 *Washington Summer Symposium on U.S. Foreign Policy under President Obama* Bierling
Exkursion nach Washington D.C.: 31.7.-11.8.2011; Vorbereitungssitzungen nach Absprache
EAS-M31.1, EAS-M31.4, EAS-M34.1-3

Anmeldung: im RKS während der Vorlesungszeit (further information cf. Lehrstuhl Politikwissenschaft)

33 340 *Superpower China? The New Player in the Global Economy and World Politics* Bierling
Blockseminar mit Prof. Bob Sutter/Georgetown University, USA (06.07.2011-07.07.2011);
Vorbereitungssitzungen nach Absprache (06.07.2011-07.07.2011), 10 CP
EAS-M31.1, EAS-M31.4, EAS-M34.1-3

Anmeldung: im RKS während der Vorlesungszeit (further information cf. Lehrstuhl Politikwissenschaft)

33 341 *"Global Zero" - Realisierungschancen der Vision einer atomwaffenfreien Welt* Meier-Walser
2 st, Mo 16-19
EAS-M31.1, EAS-M31.4, EAS-M34.1-3

Anmeldung: im RKS während der Vorlesungszeit (further information cf. Lehrstuhl Politikwissenschaft)

Romance Languages, Hauptseminar

Französisch in Kanada und den USA: Die Acadie und Louisiana Neumann-Holzschuh

Anmeldung und weitere Informationen siehe Lehrstuhl Spanische Sprachwissenschaft

C. For Fun

(open to students of all levels)

35 784 Blockseminar: Irish History and Culture (Irland-Exkursion)
2 st., Termine: siehe Aushang an PT 3.2.44 Lenz
weitere Informationen siehe Rubrik „Anglistik/Cultural Studies Advanced“

35 860 Video Hour Amerikanistik
2 st., Mo 18-21, H 7 (14-tägig) 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!

Bitte beachten Sie die aktuellen Aushänge

35 862 Scots Gaelic
2 st., Zeit und Ort: s. Aushang Dunphy

35 863 Tandem Mentoring
2 st., Zeit und Ort: s. Aushang Uppendahl

35 864 DAAD / TA Großbritannien (Beratung, Informationsveranstaltung)
1 st., Zeit und Ort: s. Aushang Waller

35 865 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.