

# ***DEPARTMENT OF ENGLISH AND AMERICAN STUDIES***



## **Semester-Guide**

**for M.A.-Students**

***Winter Term 2010/11***

**Departmental administration:**

Prof. Dr. Jochen Petzold  
Room PT 3.2.45

**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  
Kautzsch, N.N.  
Palitzsch, Boehm  
Bauridl  
Balestrini

Name	office hour	room PT	Tel. 943-
ARRINGTON, Doris-Gudrun	Wed 14-16	3.2.43	3463
ÄBBECK, Akad. Dir. Dr. Johann	Fri 10-12	3.2.46	3488
BALESTRINI, Akad. Rätin PD Dr. Nassim	Wed 13-14 u. Fri 11-12	3.2.85	3509
BAURIDL, Birgit	Wed 16-18	3.2.83	3507
BOEHM, Dr. Katharina	Wed 14-16	3.2.63	3870
CAVANNA, Augustus	Thu 14-16	3.2.87	3511
DECKER, Martin	Mon 13-14	3.2.47	
DEPKAT, Prof. Dr. Volker	Tue 14-15 + Wed 10-11	3.2.71	3476
DUNPHY, Dr. Graeme	Tue 12-14	3.2.58	3498
FACKLER, Katharina	Thu 16-18	3.2.88	1809
FISCHER, Prof. Dr. Roswitha	Tue u. Wed 12-13	3.2.68	3473
FRIITZE, Martin	nach Veransth		
GARCÍA, Francisco	Fri 12-13	3.2.46	
GEBAUER, Amy	s. Aushang	3.3.88	3429
GESSNER, Dr. Ingrid	Wed 9:30-11:30	3.2.70	3475
GILL, Lisa	s. Aushang	3.2.83	3507
HEBEL, Prof. Dr. Udo	Tue 16-17:30	3.2.73	3478
HERFELD, Dr. Dorith	Mon 19-20	3,2.43	3463
HILL, Sophie	Wed 10-12	3.2.50	3469
HOFFMANN, Dr. Thomas	Mon 14-16	3.2.79	3503
KARG, Prof. Dr. Jakob	Thu 10-11	3.2.61	3501
KAUTZSCH, Dr. Alexander	Tue 11-13	3.2.69	3474
KOCH, Walter	nach der Veranstaltung		

Name	office hour	room PT	Tel. 943-
KOHEN, Jamie	Tue 13-14, Wed 11-12	3.2.50	3469
KOHLMANN, Benjamin	Tue 14-16		
LEIKAM, Susanne	Wed 14-16	3.2.70	3475
LENZ, Akad. Dir. Dr. Peter	Wed 12.30-14	3.2.44	3506
MCINTOSH-SCHNEIDER, Julia	Wed 16-18	3.2.57	3497
MIETHANER, Dr. Ulrich	Kontakt: umiethaner@yahoo.de		
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PALITZSCH, Francesca	Tue 10-11, Wed 11-13	3.2.59	3499
PESOLD, Ulrike	Fri 10-11	3.2.43	3463
PETZOLD, Prof. Dr. Jochen	Thu 13-15	3.2.45	2486
REGNAT, Josef	nach Veransth.	josef.regnat@t-online.de	
SCHLEBURG, Dr. Florian	Tue 14-15	3.2.82	3502
SCHNEIDER, Prof. Dr. Edgar W.	Wed 10-12	3.2.65	3470
SIEBERS, Dr. Lucia	Tue 14-15	3.2.80	3504
STEGE, Maria	Tue 18-19	3.2.81	3505
STELTER, Julia	Thu 12-13	3.2.55	3046
SZLEZÁK, Klara	Wed 13:30-15	3.2.70	3475
THURSTON, Naomi	Tue 10-12	3,3.88	3429
UPPENDAHL, Steve	Tue 12-14	3.2.88	1809
WALLER, Peter	Tue 16-18	3.2.60	3500
WASMEIER, Margaret	Wed 9-10:30	3.2.43	3463
WESSERLE, Brigitte	Mon-Fri 10-13	3.2.62	3667
ZWIERLEIN, Prof. Dr. Anne-Julia	Kontakt über Sekretariat PT 3.2.49		

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**URL of our Department's Homepage:**     [www-deas.uni-regensburg.de](http://www-deas.uni-regensburg.de)

## 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/](http://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) 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)

<b>Master English Linguistics</b>	<b>Master British Studies</b>	<b>Master American Studies</b>	<b>Master European-American Studies</b>
<b>ELG-M31: Core Module (20CP)</b>	<b>BLK-M31: Core Module (20CP)</b>	<b>AMS-M31: Core Module (20CP)</b>	<b>EAS-M30: Core Module (20CP)</b>
Readings in Linguistics (8CP) Intro OE/ME/ EModE <sup>1</sup> (8CP) Academic Writing (4CP)	Reading and Discussion (6CP) Kolloq. British Studies (10CP) Academic Writing (4CP)	Fundamentals (8CP) Reading and Discussion (8CP) Academic Writing (4CP)	Readings Europ.-Am. Relations (8CP) Fundamentals (8CP) Academic Skills (4CP)
<b>ELG-M32: Structures of English (28CP)</b>	<b>BLK-M32: British Studies I (22CP)</b>	<b>AMS-M32: American Studies I (26CP)</b>	<b>EAS-M31: Vertiefungsmodul (34CP)</b>
HS/OS Engl. Linguistics (10CP) V Engl. Linguistics (8CP) Adv. OE/ME/EModE (10CP)	HS British Studies (10CP) V Modern Theories of Lit. (4CP) CS-Adv. Brit. Isles (8CP)	HS American Studies (10CP) V American Studies (8CP) CS-Adv. USA (8CP)	S/HS Cultural Relations (10CP) V International Politics (8CP) CS-Adv. Europ.-Am. Studies (8CP) V/S American or European Topics (8CP)
<b>ELG-M33: Uses of English (22CP)</b>	<b>BLK-M33: British Studies II (28CP)</b>	<b>AMS-M33: American Studies II (min. 24CP)</b>	<b>EAS-M32 <u>od.</u> M33 <u>od.</u> M34 (24CP)<sup>2</sup></b>
HS/OS Engl. Linguistics (10CP) V Engl. Linguistics (8CP) Adv-Course Engl. Ling. o.ä. (min. 4CP)	V British Studies (8CP) HS British Studies (10CP) HS British Studies (10CP)	HS/OS American Studies (10CP) Adv-Course Am. Studies (min 7CP) Adv-Course Am. Studies (min 7CP)	Adv-Course (8CP) <sup>2</sup> Adv-Course (8CP) <sup>2</sup> Adv-Course (8CP) <sup>2</sup>
<b>ELG-M34: Projekt-/Praxismodul (20CP)</b>	<b>BLK-M34: Projekt-/Praxismodul (20CP)</b>	<b>AMS-M34: Projekt-/Praxismodul (20CP)</b>	<b>EAS-M35: Projekt-/Praxismodul (12CP)</b>
<b>ELG-M35: Masterarbeit (30CP)</b>	<b>BLK-M35: Masterarbeit (30CP)</b>	<b>AMS-M35: Masterarbeit (30CP)</b>	<b>EAS-M36: Masterarbeit (30CP)</b>
S/Kolloquium (6CP) MA-Thesis (24CP)	Research Workshop (6CP) MA-Thesis (24CP)	Research Workshop (6CP) MA-Thesis (24CP)	Research Workshop (6CP) MA-Thesis (24CP)
<b>Total: 120 CP</b>	<b>Total: 120 CP</b>	<b>Total: 120 CP</b>	<b>Total: 120 CP</b>

### → 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](http://www-modul.uni-r.de)

<sup>1</sup> In case you have already completed such a course within your BA-programme, you will need to choose a different stage of the English language.

<sup>2</sup> All three courses must belong to one of the following subject areas:

- European-American language relations, for EAS-M32, or
- European-American relations in literature and culture, for EAS-M33, or
- European-American relations in history, politics or economy, for 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 → „Online-Anmeldung“.

2. You then need to choose the **correct semester** (e.g. „[WS 2010/11](#)“) directly underneath the heading „Anglistik und Amerikanistik“, and click on „**Übersicht**“.

This shows you all courses offered by the department for [winter term 2010/11](#).

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.

- choose „**Mein RKS**“ (top of the page), and log on with your NDS-ID + password.
- choose the correct semester in the left column (e.g. „[SS2010](#)“)
- a list of courses you have registered for so far will appear
- enter the number of „**Taler**“ you would like to invest for each course in the blank
- 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** [winter term 2010/11](#): **Mon, 2.8.10, 2pm – Mon, 23.8.10, 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** winter term 2010: **Mon, 5. Nov – Fri, 28. Jan. 2011 !!**

**Please make sure that you do not miss this date**, as it is very difficult to add you to the system after that period!

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

We strongly advise you not to wait until the last day of registration, as it may need some time to fix potential technical or personal problems.

Login-site: ➔ [www-verwaltung.uni-regensburg.de/flexnow.htm](http://www-verwaltung.uni-regensburg.de/flexnow.htm)

## B. Overview of courses offered this semester

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### 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.

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## M.A. English Linguistics

### **Thematische Vorlesungen (Lectures)**

*ELG-M32.2 (8), ELG-M33.2+3 (8)*

35 703 English as a Global Language  
2 st., Mi 08:30-10, H 8

Schneider

After the end of the colonial period, the English language has been retained in many former colonies. In dozens of nations all around the globe, it is now an official language or a strong second language, widely used in everyday communication, in addition to its global role as a language of international communication, business, the media, and so on. Interestingly enough, in many of these countries for the last few decades the English language has become "nativized", i.e. it has developed local varieties used in informal situations, as identity carriers; and in several countries in Asia and Africa it is also spreading as a mother tongue. In this lecture, this process is surveyed and described in a systematic fashion. I suggest a coherent theoretical perspective which claims that despite all apparent differences from one location to another a fundamentally uniform developmental process has motivated this spread and diversification of English all around the globe. The nature of this process, called the "Dynamic Model", and grounded in theories of language contact, accommodation, and identity, is outlined, and the roles and contributions of colonizers and the colonized in these processes are highlighted. I will then discuss the forms and functions of English in more than a dozen individual countries, paying attention to historical causes of the diffusion of the language, sociocultural ethnographies of communication, contact ecologies, and resulting consequences on all levels of language structure. Part of the lecture will be devoted specifically to linguistic aspects of this evolutionary process, focussing upon widespread features, methodological and conceptual issues, and the nature of the processes involved. Whenever possible, the general statements made will be supported by presenting and discussing language samples from the respective countries. Requirements for a Schein: final exam. No RKS-registration required. — Recommended reading: Edgar W. Schneider, *Postcolonial English: Varieties Around the World*. Cambridge: Cambridge University Press 2007.

### **Seminare (Seminars)**

35 722 Altenglische Sprache u. Kultur (m. Schein gem. LPO I, §68 Abs.1 Nr.3c)  
2 st., Mo 12-14, ZH 5

Schleburg

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

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 wer-



den 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: 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)

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

35 723 Mi 12-14, PT 2.0.5

Schlegel

35 724 Mo 14-16, PT 2.0.3A

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 setzt sie in Beziehung zu den Strukturen des Neuenglischen. Eine erfolgreiche Teilnahme setzt regelmäßige Vor- und Nachbereitung des Stoffes im Semester voraus. — Elektronische Anmeldung. Anforderungen für Scheinerwerb: Klausur. Textgrundlage: W. Obst & F. Schlegel, *Die Sprache Chaucers*, Heidelberg 2010).

35 725 Altenglisch für Fortgeschrittene  
2 st., Mi 16-18, PT 1.0.2

Schlegel

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

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.

35 726 Mittelenglisch für Fortgeschrittene  
2 st., Mi 14-16, ZH 4

Schlegel

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

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..

### Hauptseminare (*Higher-level Seminars*)

ELG-M32.1 (10), ELG-M33.1+3 (10)

35 733 How words mean: Corpus-based exercises in lexical semantics  
2 st., Do 08:30-10, PT 2.0.3A

Schneider

Word meanings are frequently, and mistakenly so, assumed to "come naturally", to be clear entities which are simply known to native speakers or competent users of a language. But once we look closely we find out that this is simply not true: to determine and define the meanings and the usage conditions of words exactly and objectively is one of the most difficult tasks in linguistics, given the variability and fuzziness that is

characteristic of lexical semantics. Therefore, the emphasis in this course will be on the practical side of describing the meanings of words properly. Students who wish to complete the course successfully will have to work out a limited project in semantic description for themselves, based upon textual attestations (examples) of these words found in electronic text corpora of natural usage; i.e. they will have to describe the meanings of some words, synonymic or antonymic word groups, or small lexical fields. At the beginning of the semester we will be discussing the methodological tools and procedures to be used in these projects. The corpus-linguistic tools for analysis will be introduced, i.e. the electronic text corpora available in the University of Regensburg network and the concordance software (WordSmith) necessary for analysis. A survey of useful concepts from semantic theory (features, fields, roles, prototypes, syntagmatic co-occurrence and complementation) will also be given, based on an obligatory reading assignment. After the treatment of these fundamental methodological and theoretical aspects, the remaining part of the semester will be devoted to the presentation and discussion of individual student projects. — Reading assignments for the theoretical and methodological aspects and a possible model of the practical procedure will be drawn from my book *Variabilität, Polysemie und Unschärfe der Wortbedeutung* (2 vols.), Tübingen: Niemeyer 1988.

### 35 734 Corpora in Applied Linguistics

2 st., Do 10-12, CIP-Pool RZ1 (RZ 1.02)

Fischer

Over the last few decades, electronic text corpora have revolutionized the study and applications of language. In addition, the improved accessibility of computers has made corpus study available on a broad basis, opening the field to new approaches and manifold analyses. The course explores the techniques of investigating a corpus, as well as demonstrating the application of corpora in a variety of fields. At the beginning, we will deal with issues around corpus design and purpose, then moving on to the description of methods used to investigate corpora. After that, we will focus on the application of corpora in applied linguistics. In particular, we will investigate the impact of corpus linguistics on dictionary-making, the writing of grammar books, the study of ideology and culture, translation studies, stylistics, forensic linguistics, and language learning and teaching. — Requirements: active participation, reading assignments, group presentation, quizzes, one corpus-based research paper. — Textbook (to be purchased): Susan Hunston 2002. *Corpora in Applied Linguistics*. Cambridge: CUP.

### 35 735 Language Contact: English-German

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

Fischer

The course examines forms and functions of English-German contact phenomena from an individual and a societal perspective. It takes its departure from a look at relevant theoretical approaches to language contact phenomena. After that, we will consider various kinds of contact phenomena, such as code-switching/mixing in bilingual speakers, transfer/interference/crosslinguistic influence (including second language acquisition), and borrowings and their effects in various discourses. We will also deal with the role of English as a lingua franca, European language policy, and contact-induced language change. — Requirements: active participation, reading assignments, group presentation, quizzes, one research paper. — Introductory reading: Romaine, Suzanne 2004. "Language-contact studies/Sprachkontaktstudien." In Ulrich Ammon et al. (eds.), *Sociolinguistics. An international handbook of the science of language and society / Soziolinguistik. Ein internationales Handbuch zur Wissenschaft von Sprache und Gesellschaft*. De Gruyter Reference Global: 49-58 (e-text, Regensburg University Library); Romaine, Suzanne 2002. "Multilingualism". In Mark Aronoff / Janie Rees-Miller (eds.), *The handbook of linguistics*. Blackwell Reference Online, 27 May 2009, 14 pages (e-text, Regensburg University Library).

## **Kurse in der Eingangsphase der Master-Programme (*Courses in the first semesters of graduate studies: Core Module*)**

- 35 745 Readings in Linguistics  
2 st., Di 14-16, PT 3.2.80 Siebers  
ELG-M31.1 (8)

This course forms part of the budding Master's Programme in English Linguistics, but students in the traditional *Hauptstudium* 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: BA or *Grundstudium* completed, regular reading, oral presentation.

- 35 853 Academic Writing (M.A. course)  
2 st., Do 08:30-10, ZH 5 Balestrini  
AMS-M31.3 (4), BLK-M31.2 (4), EAS-M30.3 (4), ELG-M31.2 (4)

Course description: see p. 20.

### **Übungen (Exercises, voluntary)**

Phonemische Transkription

- 35 739 Mi 16-17, PT 2.0.9 Wesslerle  
35 740 Mi 17-18, Phy 5.1.03 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/oder 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.

## **M.A. British Studies**

### **Vorlesungen (Lectures)**

BLK-M31.w (8), BLK-M32.w (8), BLK-M33.1 (8)

- 35 750 The English Sonnet from Wyatt to the 21st Century  
2 st., Do 16-18, H 4 Petzold

The poetic form of the sonnet came to England comparatively late: in the middle of the sixteenth century. By the end of the century, the English literati had been gripped by a veritable sonnet-craze; among the notable sonnet collections are those by Philip Sidney, Edmund Spenser and, of course, William Shakespeare. After Shakespeare, enthusiasm for extensive sonnet collections started to wane, but the poetic form itself has never completely gone out of fashion. This lecture will offer a journey through English literary history in which the (near-)similarity of form will help us to look at the differences in poetic diction

and poetic taste. After Shakespeare, some of the major 'ports of call' will be the sonnets of John Donne, George Herbert, John Milton, William Lisle Bowles, William Wordsworth, Elizabeth Barrett Browning, Lord Tennyson, Christina Rossetti, Thomas Hardy, Rupert Brooke. – Requirements: final exam.

35 751 Early Modern English Comedies: Shakespeare and His Contemporaries (1590-1623)  
2 st., Mi 10-12, H22 Ruge

In Shakespeare's time the distinction between comedy and tragedy was rather straightforward: a comedy ended with (at least one) marriage, a tragedy with death. It is the aim of this lecture to show that the comedies of the late 16th and the early 17th century were far more complex than this rule of thumb suggests. Just look at the plays listed under "Comedies" in the "Catalogue" of the First Folio edition of Shakespeare's works (1623). Besides, Shakespeare's fellow playwrights add to the genre's great variety of forms and subjects, see e.g. Ben Jonson's *comedy of humours* or the satirical *London comedies* by Thomas Middleton, John Marston and others. This lecture introduces a selection of representative comedies of the period with regard to subject and form, the circumstances of production and staging as well as the socio-cultural context of Elizabethan and Jacobean England. Plays to be discussed include: Shakespeare, *The Comedy of Errors*, *Twelfth Night*, *The Merchant of Venice*, *Measure for Measure*; Jonson, *Volpone*, *The Alchemist*; Middleton, *A Chaste Maid in Cheapside*; Marston, *The Dutch Courtesan*; Chapman, Jonson, Marston, *Eastward Ho*. Requirements: final exam.

### Cultural Studies Advanced

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

35 783 Cultural Theory: Exploring Film, Popular Culture and Literature  
2 st., Mi 18-20, ZH 6 Boehm

This course serves as an introduction to contemporary cultural theory. We will read essays by a diverse range of influential critics, including Jean Baudrillard, Fredric Jameson, Michel de Certeau and Judith Butler. Particular attention will be paid to theoretical concepts of space and place, history and national identity, gender, race, sexuality, and the "post-modern condition". In a second step, we will test the usefulness of these critical theories by applying them to a selection of contemporary films, comics, objects and books which take inspiration from both popular culture and postmodernism: Danny Boyle's *28 Days Later* and *Slum Dog Millionaire*, James McTeigue's *V for Vendetta*, Steampunk art, objects and comics, Sarah Waters's *Fingersmith* and Angela Carter's *Nights At the Circus*. — Course requirements: Active in-class participation, oral presentation and an 8-page research paper.

35 784 Blockseminar: Irish History and Culture (Irland-Exkursion)  
2 st., genauer Termin: siehe Aushang an PT 3.2.44 Lenz

8-tägig, (ggf. zweimalige Durchführung – abhängig von der Teilnehmerzahl) Mitte Juni bzw. Mitte September. Die genaue Termin-Festlegung erfolgt bei einem Vortreffen im Januar 2011. Die vorangemeldeten Teilnehmer/innen werden per E-Mail informiert. Die Teilnahme an der 8-tägigen Exkursion steht allen Studierenden der Anglistik/ Amerikanistik offen, die sich für die Geschichte, Kultur und Literatur Irlands und die daraus resultierenden Beziehungen zwischen der "Grünen Insel" und Großbritannien bzw. den USA interessieren und die – wegen der nötigen *walking tours* in wilder Landschaft – eine sportliche Grundeinstellung aufweisen. Der vorausgehende Besuch von "An Introduction to British and Irish Studies" oder eines Seminars zur irischen Literatur oder Kultur (Grund- oder Hauptstudium) wird empfohlen, ist aber nicht Bedingung für die Teilnahme. **Aus organisatorischen Gründen ist die Teilnehmerzahl pro Fahrt auf 14 begrenzt. Interessenten/innen wird empfohlen, sich baldmöglichst persönlich oder bei der elektronischen Kursanmeldung (sowohl im Herbst als auch im Frühjahr möglich) anzumelden.** — Reiseziel ist *Valentia Island*, eine klei-

ne Insel im äußersten Südwesten, direkt am weltberühmten *Ring of Kerry* gelegen. Von unserem Stützpunkt *Portmagee* aus unternehmen wir Tagestouren zu prähistorischen, frühchristlichen und neuzeitlichen Stätten, die für die Bedeutung Irlands für die europäische Kultur exemplarisch sind. Auf dem Programm stehen u.a. der Aufenthalt in der "Rebel City" *Cork*, der Besuch des beeindruckenden Museums in Cobh zur Geschichte der Emigration und der *Great Famine*, die Fahrt durch Gaeltacht-Gebiete in den Südwesten mit Zwischenstopp in *Blarney Castle*, Wanderungen entlang der Steilküste zu prähistorischen *wedge tombs, dolmens, alignments, Ogham Stones*, zu frühchristlichen *beehive-dwellings* und *St Brendan's Well*, zu einer Burgruine der anglo-normannischen Eroberer und zum gewaltigen *Leacanabuaile Stone Fort*, ein Abstecher in den *Killarney National Park* (*Muckross House, Muckross Abbey*) und in den *Derrynane National Park* (Besichtigung der *Church Island* und des Hauses von Daniel O'Connell incl. Filmvorführung über die Bedeutung O'Connells innerhalb der irischen Geschichte), die Fahrt entlang des *Skellig Ring* nach *Balinskelligs* (*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 (*Higher-level seminars*)

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)

35 786 Shakespeare's Principal Tragedies  
2 st., Di 16-18, H23

Ruge

The critic A. C. Bradley, from whom I borrowed the title of this seminar, believed that the study of character was the key to Shakespearean tragedy. Even though Bradley's exclusive focus on 'character' has been criticised for good reasons, it cannot be denied that Shakespeare's tragedies have always fascinated audiences not least because they portray "the struggle of a remarkable individual against implacable, impersonal forces, a struggle no less impressive for its failure" (R. N. Watson). This seminar aims at exploring Shakespeare's representation of his tragic protagonists' individuality in the light of Renaissance discourses of politics, religion, madness, and gender. In addition to that we shall examine the plays' performance history and look at various reworkings of the tragedies. — Requirements: regular attendance, active participation, oral presentation, term paper in English (15-20 pages). — Texts: *Hamlet*, ed. G. R. Hibbard. Oxford UP, 1987; *King Lear*, ed. R. A. Foakes. The Arden Shakespeare, 3<sup>rd</sup> Series, 1997; *Othello*, ed. E. A. J. Honigsmann, Arden Shakespeare, 3<sup>rd</sup> Series, 1999; *Macbeth*, ed. A. R. Braunmuller, Cambridge UP, 1997.

35 787 Ian McEwan  
2 st., Do 10-12, PT 2.0.3A

Ruge

Today one of Britain's leading novelists, Ian McEwan originally established himself as a writer of short stories. His stories about obscure adolescent fantasies, isolation and depravity quickly earned him the reputation of the bad boy of English literature. As his interest in more complex social relations and in politics increased, his fiction gradually became longer. McEwan's "struggle for form" will be a recurrent topic of our seminar discussion. We shall read several short stories, mostly from his first published collection *First Love, Last Rites* (1975), his first attempts at a longer work, the short novel *The Cement Garden* (1978), as well as

the novels *The Innocent* (1990), *Atonement* (2001), *Saturday* (2005). — Requirements: regular attendance, active participation, oral presentation, term paper in English (15-20 pages). — Texts: *First Love, Last Rites* (London: Picador, 1976), *The Cement Garden* (London: Vintage, 1980), *The Innocent* (London: Random House, 1998), *Atonement* (London: Vintage, 2002), *Saturday* (London: Vintage, 2006) (other editions welcome).

35 788 Literary Representations of India  
2 st., Mi 10-12, W 112

Petzold

For centuries, India had been one of the most important colonies of the British Empire; after independence in 1947, India has become the largest democracy in the world. Its 'exoticism' and cultural diversity, its multitude of regions from the sea to the highest mountains has fascinated foreign writers – and remains a challenge for modern conceptions of what 'is' India. In this seminar we will look at literary representations of India from the late nineteenth century to the late twentieth century. Our reading will include both British authors and those born in India, offering a variety of perspectives (and literary styles). – Texts: We will read G.A. Henty's *Rujub the Juggler* (1893; available via Project Gutenberg, will be put on the k-drive), Rudyard Kipling's *Kim* (1901), E.M. Forster's *A Passage to India* (1923), Mulk Raj Anand's *Untouchable* (1935), Salman Rushdie's *Midnight's Children* (1981) and Arundhati Roy's *The God of Small Things* (1997). – Course requirements: active participation, oral report, term-paper (in English, 15-20 pages).

35 789 The Victorian 'Social-Problem-Novel'  
2 st., Do 10-12, ZH 5

Petzold

By the early nineteenth century, the industrial revolution had fundamentally altered British cities and British society. For hundreds of thousands of workers there was little chance of escaping their state of (near-)poverty – with all the hardships this implied: crowded, unsanitary accommodation; hard and often dangerous working conditions; bad food; little or no education. Particularly after the economic climate had worsened in the 1830s, many contemporary commentators saw Britain divided into 'two nations' – and on the road to upheaval and violence. In this seminar, we will read and discuss a wide selection of novels that examine contemporary social 'reality': Thomas Carlyle, *Past and Present* (1843), Benjamin Disraeli, *Sybil, or: The Two Nations* (1845), Elizabeth Gaskell, *Mary Barton* (1848), Charles Kingsley, *Alton Locke* (1850), Charles Dickens, *Hard Times* (1853) and Elizabeth Gaskell, *North and South* (1855). (All texts are available online on Project Gutenberg; master-copies will be put on the K-drive) – Course requirements: active participation, oral report, term-paper (in English, 15-20 pages).

### Übung (Reading Classes – voluntary)

BLK-M31.w (2), BLK-M32.w (2), BLK-M33.w (2)

35 798 Reading Class: The English Sonnet  
1 st., Mi 12-13, W 113

Petzold

This reading class will give you a chance to read and analyze a selection of sonnets from the Renaissance to today – and hence a chance to practice your skills in close-reading. – Texts: will be made available on the K-drive. – Requirements: active participation, final exam.

35 799 Reading Class: Early Modern English Comedies: Shakespeare and His Contemporaries (1590-1623)  
1 st., Do 12-13, W 116

Ruge

This course gives you the opportunity to discuss some of the texts introduced in the lecture "Early Modern English Comedies: Shakespeare and His Contemporaries (1590-1623)" in greater depth and detail. You will be able to practice your close-reading skills and your skills of analysing literary discourse. Text: William Shakespeare: *Twelfth Night*, eds. Roger Warren, Stanley Wells (Oxford: OUP, 1994) — Requirements: regular attendance, active participation, final exam.

## **Kurse in der Eingangsphase der Master-Programme (*Courses in the first semesters of graduate studies: Core Module*)**

35 797 Reading and Discussion: Literature and Film  
2 st., Mi 16-18, ZH 4

Ruge

BLK-M31.1 (6), BRST-M32.w (6), ENGYM-M32B.w (6)

"It wasn't like that in the book." According to Brian McFarlane this complaint about film adaptations of literature can be heard not only from ordinary filmgoers but also from professional theorists, critics and reviewers. This indicates that we may still tend to privilege literary texts over the moving image despite all critical awareness. The aim of this seminar is to examine adaptations of literary narratives without regarding them as merely derivative of an 'original' text. Instead, we will turn to the process of adaptation itself in view of theories of adaptation and intermediality. — Requirements: regular attendance, active participation, oral presentation, term paper in English (15-20 pp). — Texts: John Fowles, *The French Lieutenant's Woman* (London: Vintage, 2004). Jane Austen, *Pride and Prejudice* (Oxford: OUP, 2008). Ian Fleming, *Casino Royale* (London: Penguin, 2004.) Daphne Du Maurier, *Don't Look Now and Other Stories* (London: Penguin, 2006). William Shakespeare, *Macbeth*, ed. A.R. Braunmuller (Cambridge: CUP, 1997). (Other editions welcome).

35 853 Academic Writing (M.A. course)  
2 st., Do 08:30-10, ZH 5

Balestrini

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

Course description: see p. 20.

## **M.A. American Studies and M.A. European-American Studies**

### **Vorlesungen (Lectures)**

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

35 802 U.S. History in the Short Twentieth Century Part III: 1975 to the End of the Cold War  
2 st., Di 10-12, H 9

Depkat

The last quarter of the twentieth century witnessed both the re-escalation of the Cold War and its termination. The collapse of the Soviet Union and the Communist bloc did not only end the historical constellation that had shaped U.S. history since World War II; it also marks the end of the twentieth century as such – if one applies Eric Hobsbawm's concept of a "short twentieth century," the unity of which is basically being defined by the existence of the Soviet Union and the great alternative to liberal democracy and free-market capitalism it represented. From this "short twentieth century" the U.S. emerged triumphant. With the disintegration of the Soviet Union in 1991, liberal democracy and free-market capitalism seemed to be the only games in town. However, American triumphalism soon waned in the light of new threats posed by Islamic fundamentalism and terrorism. These conflicts had been building up during the Cold War period already and partly because of U.S. Cold War policies in the Third World. Seen through a post-9/11 prism, therefore, the period since 1975 saw not only the landslide bringing about the end of Communism, it also was the formative period of the conflict constellation that is still with us to this very day. Domestically, the years since 1975 were a time of rapidly accelerating social and cultural change in the course of which the U.S. reached a new level of multicultural diversity. This diversity forced Americans to rethink their notions of identity – a process that was as excit-

ing as it was divisive, producing “culture wars” that are not over yet. The lecture will deal with the major problems and developments of U.S. international and domestic history since the mid-seventies. It continues my lecture series on American history since the colonial period but it also stands for itself. — Requirements: midterm (take-home exam) and final. — Reading:

Hodgson, Godfrey. *More Equal than Others: America from Nixon to the New Century*. Princeton 2004.

Patterson, James T. *Restless Giant: The United States from Watergate to Bush v. Gore*. Oxford 2005.

Hobsbawm, Eric. *The Age of Extremes: The Short Twentieth Century*. London 1994.

Chafe, William H. *The Unfinished Journey: America since World War II*. 6th ed. New York 2007.

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

Credit for: BA, MAS, MEAS, Lehramt

## Cultural Studies Advanced

35 838 Topical Issues in Contemporary American Culture  
2 st., Do 10-12, ZH 2

Balestrini

AMS-M32.3 (8), AMS-M33.2+3 (8)

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

35 839 Transnational American Studies  
2 st., Mi 08:30-10, PT 2.0.3A

Balestrini

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

Since the mid-1990s, scholars in the United States and elsewhere have been debating in which ways the field of American Studies can profit from a transnational, postnational(ist), and/or hemispheric turn. In her presidential address at the 1998 American Studies Association conference, Janice Radway credits scholars who have worked on “the social, political, cultural, and intellectual consequences of both internal and external forms of U.S. imperialism” with having become catalysts of “new ways of thinking the relationship between geography, culture, and identity” (Radway, “What’s in a Name?,” *The Futures of American Studies*, ed. Donald E. Pease and Robyn Wiegman (Durham: Duke UP, 2002) 51). She argues that awareness of political and sociopolitical hierarchies contributes to a relentlessly dynamic view of culture as the continuously shifting intersection and struggle of social predicaments and traditions that are both spatially rooted and mobile. Critics of the transnational movement worry that transnational American Studies may foster a new type of American(ist) exceptionalism even though exceptionalism is the very thing it decries. They also stress that the deconstruction of the nation has not led to a postnational(ist) age but that it has rather highlighted the power of the nation as a concept and as a politically and culturally pervasive phenomenon. We will first discuss the current debate about transnational American Studies. Subsequently we will apply transnational Americanist thinking to literary and cultural phenomena, moving from Sandra Cisneros’s novel *Caramelo* (2002) to phenomena



such as popular music (lyrics and videos), theater (anything from Josephine Baker to contemporary plays), food culture (such as the history of chop suey), and fashion/clothing (such as ethnic clothing and Gothic Lolitas in Japan). — Texts: Sandra Cisneros. *Caramelo*. Vintage Edition. A reader will be available by the beginning of the semester. — Course requirements: in-class participation, presentation, research paper (8 to 10 pages, due in the last week of the semester)  
Credit for: BA, MAS, MEAS, Lehramt

35 841 Visual Images of the Civil Rights Movement  
2 st., Do 10-12, H 23

Gill

This course will look at the black struggle for equality throughout the 20th century with a particular focus on the years 1940-1975, typically referred to as the modern-day civil rights movement. Students will develop an understanding of the significance of black equality struggles, politically and culturally, to American society. During the course of the semester, students will encounter scholarly debates about the lasting influence of the movement on American society, and its influence on global representations of blacks Americans in the media. Primary and secondary sources will be examined for information and evidence about the movement in its totality. Various images (including: films, photographs, clothing, artworks, monuments, museums, television programs, etc.) will be reviewed. Students will also see and/or hear key figures of the movement discuss their participation, views, and the trajectory of the movement. At the end of the course, students should be able to establish a working definition of the civil rights movement, identify key images, people, organizations, places, of the movement, and critically examine their own definitions and historical contextualization of the civil rights movement. — Course requirements: in-class participation, presentation, research paper (8 to 10 pages)

### **Hauptseminare (*Higher-level seminars*)**

35 843 American Suburbia  
2 st., Di 14-16, ZH 5

Hebel

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

At the beginning of the twenty-first century, suburban areas are home to more than half of all Americans. The ever-increasing suburbanization since World War II has evoked descriptions of the United States as a "suburban nation" and as the "United States of Suburbia." Cultural geographers have viewed American suburbia as a distinctively American contribution to urban and metropolitan forms. Cultural historians have discussed the ideological implications of the desire to live in a suburban middle-class family home, surrounded by a garden and lawn and securely distanced from the city. Critics of suburbia have emphasized, among other things, the maintenance of traditional gender roles, the conformity and group pressure reigning supreme in the suburbs, the increase of dysfunctional families in suburban areas, and the ecological consequences of the suburban sprawl. Long regarded as a white middle-class residential space, American suburbs have become culturally and economically more diverse in recent decades. In view of these developments, it is hardly surprising that political and demographic analysts point to the far-reaching consequences of the move of large portions of the U.S. American population to the suburbs. Some social observers even claim that suburbanization was the most significant demographic development of the twentieth-century; others argue that since the early 1990s, by the latest, presidential elections have been won in the suburbs. The recent financial crisis, however, has taken many suburban Americans to the end of their dreams of unlimited opportunities and upward mobility. Despite the evident changes which American suburbs have undergone in the past decades, the cultural construction of suburbia still holds a powerful grip on the collective American imagination and figures prominently, though vehemently contested, in contemporary representations of different kinds and media. The

seminar will explore the representation of American suburbia in a varied sample of contemporary literary texts (including in particular Richard Yates's *Revolutionary Road*, Joyce Carol Oates's *Expensive People*, short stories by John Cheever), movies (esp. *The Graduate*, *American Beauty*, *Revolutionary Road*), photography and paintings (esp. Bill Owens), popular songs (including video clips). — A syllabus and bibliography of secondary sources will be mailed to registered participants by the end of September 2010. — Requirements for credit: presentation, annotated bibliography, two papers (some 8-10 pages each). Credit: BA, MAS, MEAS, Lehramt

35 844 Cowboys and Indians in Europe  
2 st., Do 16-18, PT 2.0.3A Depkat  
AMS-M32.1 (10), AMS-M33.1+2+3 (10), EAS-M31.1+4 (10), EAS-M33.1+2+3 (10), EAS-M34.1+2+3 (10)

The frontier and the American West have captured the imagination of Europeans just as much as the one of the Americans themselves. The European fascination with the American West was multifaceted and highly complex. For some, life on the American frontier was pure and simple fascination; for others the West was a site of heroism, manliness, and primitivism. Europeans discussed the American West as an adventure land in a time when life in Europe was becoming less and less adventurous. Images of the American West could thus serve as a critique of the urban and bureaucratic world of industrial modernity, but they could also be used as a projection surface for racist utopias or a critique of America's capitalism. The seminar seeks to explore the presence of the American West in European literature and culture of the nineteenth and twentieth centuries by analyzing a broad variety of historical documents, literary texts and visual material ranging from paintings and prints to photographs and movies. — Requirements: active participation, presentation, 15- to 20-page research paper. — Reading: A reader containing the relevant course materials will be ready at the beginning of the term. Credit: BA, MAS, MEAS, Lehramt

35 845 First Ladies  
2 st., Di 16-18, ZH 4 Depkat  
AMS-M32.1 (10), AMS-M33.1+2+3 (10), EAS-M31.1+4 (10), EAS-M33.1+2+3 (10), EAS-M34.1+2+3 (10)

Michelle Obama has renewed scholarly interest in the history and culture of the "First Ladyship." Although not institutionalized by the U.S. Constitution, the First Lady has developed into a political office of its own right in the course of the history of the American Presidency. However, as they were moving in a constitutional grey zone, the First Ladies from the start were confronted with the task of having to invent themselves as "First Ladies" in the first place, and invent themselves as "First Ladies" they did time and again. Starting with Martha Washington and currently ending with Michelle Obama, the history of the First Ladyship reveals a kaleidoscope of possible role models ranging from Martha Washington's "Mother of the Nation" to the ostentatiously political Eleanor Roosevelt or Hillary Clinton, from fashion icon Jackie Kennedy to Barbara Bush as national grandma. Dealing with the history of the First Ladyship in America's democracy thus not only reveals variations of female politics, it also opens up multiple paths into America's political, popular and media culture. — Requirements: active participation, presentation and 15- to 20-page research paper. — Reading: Boyd-Caroli, Betty. *First Ladies*. Oxford 1995. Anthony, Carl S. *First Ladies: The Saga of the Presidents' Wives and Their Power*. 2 vols. New York 1990/91. Gassert, P., and C. Mauch, eds. *Mrs. President: Von Martha Washington bis Hillary Clinton*. Stuttgart 2000. Credit: BA, MAS, MEAS (nicht Lehramt)

## Oberseminar

35 847 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 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 2010 (and be mailed to students registered for the course).

35 849 Reading and Discussion: American Literary and Cultural History  
2 st., Mi 10-12, ZH 6  
AMS-M31.2 (8)

Hebel

The course is designed as an advanced review course for incoming students in the (new) master's program *Amerikanistik/American Studies* and for exam candidates in the (old) *Lehramt Gymnasium* and *Magister* programs. It 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. Participants from the state exam and (old) Magister programs must have completed all their course requirements before attending the course. A detailed syllabus will be mailed to students registered for the course by the end September 2010. — Requirements for credit in the master's program: presentation, final paper.

### **Kurse in der Eingangsphase der Master-Programme (*Courses in the first semesters of graduate studies: Core Module*)**

35 849 Reading and Discussion: American Literary and Cultural History  
2 st., Mi 10-12, ZH 6  
AMS-M31.2 (8)

Hebel

Description: see "Oberseminare"

35 850 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

35 851 Fundamentals: Approaches, Concepts, Theories  
2 st., Mi 12-14, R 008  
AMS-M31.1 (8), EAS-M30.2 (8)

Gessner

The course traces methods and theoretical perspectives within the field of American Studies from its beginnings to the historical, political, visual, performative, spatial, and transnational turns of New American Studies and European American Studies. The course provides an introduction to graduate work in American Studies and European American Studies and offers a broad understanding of theoretical concepts defining both fields. We will trace the development of the discipline by looking at the kinds of scholarly works that have made up the corpus of American Studies over time, including texts by European Americanists as well as programmatic *American Quarterly* articles. Course requirements include regular attendance, active in-class participation, an oral presentation, a critical 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

35 853 Academic Writing (M.A. course)  
2 st., Do 08:30-10, ZH 5

Balestrini

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

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

### Courses offered by other departments:

#### Politikwissenschaft Grundkurs

33 313 Grundkurs: Einführung in die Internationale Politik  
2 st., Di 14-16, BM4 (POL-M05).2, EAS-M30.2, POL-BA-M14.2, POL-BA-NF.3-4;

Groiß

#### Politikwissenschaft Übung

33 327 Simulation Conference National Model United Nations (NMUN) mit Exkursion nach New York, N.Y./ U.S.A. vom 17.-23.4.2011, EAS-M30.2, EAS-M31.4, EAS-M34.1-3, Steiler

- 33 328 The United Nations: Norms, Structures, Processes (Preparatory course for the NMUN conference), 2st., Mi 18-20; *EAS-M30.2, EAS-M31.4, EAS-M34.1-3*; Steiler
- 33 330 World Order, Disorder, and Change: Current IR Crises & Controversies (auf Englisch); 2 st., Di 10-12; *EAS-M30.2, EAS-M31.4, EAS-M34.1-3*; Groitl
- 33 331 Zwischen „Global Zero“ und „Nuclear Posture Review“: Amerikanische Nuklearpolitik im 21. Jahrhundert; 2 st., Di 12-14; *EAS-M30.2, EAS-M31.4, EAS-M34.1-3*; Maier

**Politikwissenschaft Hauptseminar**

- 33 334 Energieaußen- und Energiesicherheitspolitik  
2 st., Mo 9-12 14-tägig; *EAS-M31.1*

Meier-Walser



## C. For Fun

(open to students of all levels)

- |        |  |           |
|--------|--|-----------|
| 35 866 | Tandem Mentoring<br>2 st., Zeit und Ort s. Aushang   | Uppendahl |
| 35 867 | DAAD / TA Großbritannien (Beratung, Informationsveranstaltung)<br>1 st., Zeit und Ort s. Aushang | Waller    |
| 35 868 | RUPs, too<br>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](mailto:jamie.kohen@sprachlit.uni-regensburg.de), or check out the RUPs, too website at [www.rups.info](http://www.rups.info).

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|--------|---|-------------------|
| 35 869 | Gaelic (Beginners)<br>2 st., Tue 14-16, PT 3.2.58 | Dunphy            |
| 35 851 | American Studies Video Hour<br>Mo 18-21, H 45     | 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!

### 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 Irland

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.