

DEPARTMENT OF ENGLISH AND AMERICAN STUDIES



Semester-Guide

for M.A.-Students

Summer Term 2010

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

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Balestrini

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SZLEZÁK, Klara	Do 9-11	3.2.88	1809
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URL of our Department's Homepage: www-deas.uni-regensburg.de

A. General Information

1. Planning your degree

1.1 Regulations 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) 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: Core Module (20CP)	BLK-M31: Core Module (20CP)	AMS-M31: Core Module (20CP)	EAS-M30: Core Module (20CP)
Readings in Linguistics (8CP) Intro OE/ME/ EModE ¹ (8CP) Academic Writing (4CP)	Reading and Discussion (6CP) Kolloq. British Studies (10CP) Academic Writing (4CP)	Fundamentals of Am.Stud. (8CP) Reading and Discussion (8CP) Academic Writing (4CP)	Readings Europ.-Am. Relations (8CP) Transatlant. Institutions (8CP) Academic Skills (4CP)
ELG-M32: Structures of English (28CP)	BLK-M32: British Studies I (22CP)	AMS-M32: American Studies I (26CP)	EAS-M31: Vertiefungsmodul (34CP)
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)
ELG-M33: Uses of English (22CP)	BLK-M33: British Studies II (28CP)	AMS-M33: American Studies II (min. 24CP)	EAS-M32 <u>od.</u> M33 <u>od.</u> M34 (24CP)²
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) ² Adv-Course (8CP) ² Adv-Course (8CP) ²
ELG-M34: Projekt-/Praxismodul (20CP)	BLK-M34: Projekt-/Praxismodul (20CP)	AMS-M34: Projekt-/Praxismodul (20CP)	EAS-M35: Projekt-/Praxismodul (12CP)
ELG-M35: Masterarbeit (30CP)	BLK-M35: Masterarbeit (30CP)	AMS-M35: Masterarbeit (30CP)	EAS-M36: Masterarbeit (30CP)
S/Kolloquium (6CP) MA-Thesis (24CP)	Research Workshop (6CP) MA-Thesis (24CP)	Research Workshop (6CP) MA-Thesis (24CP)	Research Workshop (6CP) MA-Thesis (24CP)
Total: 120 CP	Total: 120 CP	Total: 120 CP	Total: 120 CP

→ 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 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.

² 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 will be taught in English.

1.4 Announcements

All announcements are posted in our **department** (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. „**SS2010**“) directly underneath the heading „Anglistik und Amerikanistik“, and click on „**Übersicht**“.

This shows you all courses offered by the department for **summer term 2010**.

3. Now you need to find the **course** you would like to register for (e.g. No. 35 846 „Academic Writing / Skills“), 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** **summer term 2010: Mon, 22.2.10, 2pm – Mon, 08.03.10, 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 summer term 2010: Mon, 3. May – Mon, 12. July 2010 !!**

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

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 (*Lectures*)

35 703 African American English in its Linguistic and Cultural Context
2 st., Mi 08:30-10, H 8

Schneider

The dialect spoken by lower-class African Americans has been one of the most prominent topics of sociolinguistic research in the USA since the 1960s. Two central questions have been at stake, a diachronic and a synchronic one: first, whether or not African American English is derived from an earlier creole language and thus incorporates remnants of African linguistic structures, and second, the extent of its difference from dialects spoken by white Americans. For the last few years, the so-called "divergence hypothesis", which claims that African American English is becoming increasingly different from white speech, has been under debate and attracted some public attention. This lecture course provides an overview of the historical and socio-political background, of the linguistic features considered to be characteristic of African American speech (including digitized speech samples made available on the K-drive), and of the controversies mentioned above. To widen the perspective, there will be three digression sections covering the histories, methods and problems of the related disciplines of sociolinguistics, creolistics, and dialectology, respectively, thus placing the topic of African American English in a broader framework. — Recommended reading:

Green, Lisa. 2002. *African American English. A Linguistic Introduction*. Cambridge. Cambridge University Press.
Schneider, Edgar W. 1989. *American Earlier Black English*. Tuscaloosa: University of Alabama Press.

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

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. Diese Übung 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 Nachbereitung des Stoffes im Semester voraus. — Anforderungen für Scheinerwerb: Klausur. Textgrundlage: W. Obst & F. Schleburg, *Lehrbuch des Altenglischen*, Heidelberg 2004.

35 723 Mi 12-14, H21

Schleburg

35 724 Mo 14-16, ZH 6

Schleburg

Die Werke des Dichters Geoffrey Chaucer (†1400) gehören zu den vergnüglichsten Texten der englischen Literaturgeschichte. Seine Sprache, der spätmittelenglische Dialekt der Hauptstadt London, weist bereits die Mischung von germanischen und romanischen Elementen auf, die das heutige Englisch charakterisiert, und ist mit etwas Übung genussvoll zu lesen. Anhand von Ausschnitten aus dem tragikomischen Liebesroman *Troilus and Criseyde* stellt dieser Kurs Schreibkonventionen, Aussprache, Wortschatz, Morphologie und Syntax der Sprache Chaucers vor und setzt sie in Beziehung zu den Strukturen des Neuenglischen und des verwandten Deutschen. Eine erfolgreiche Teilnahme setzt regelmäßige Vor- und Nachbereitung des Stoffes im Semester voraus. — Elektronische Anmeldung. Anforderungen für Scheinerwerb: Klausur. Textgrundlage: W. Obst & F. Schleburg, *Die Sprache Chaucers*, Heidelberg 1999 (oder 2. Auflage 2010).

35 725 Mittelenglisch für Fortgeschrittene

2 st., Mi 14-16, ZH4

Schleburg

Dieser freiwillige Lektürekurs wendet sich an Studenten, die die Einführung „Mittelenglische Sprache und Kultur“ absolviert haben und ihre Kenntnisse aus historischem Interesse und/oder im Hinblick auf eine Prüfung zu vertiefen wünschen. In der Auswahl der Übersetzungstexte und der behandelten Stoffgebiete richten wir uns nach den Empfehlungen der „Orientierungshilfe“ für das schriftliche Staatsexamen bzw. den Wünschen der Teilnehmer. Der Kurs eignet sich auch für Studenten, die einen mittelenglischen Text für die mündliche Staatsexamens- oder Magisterprüfung vorbereiten möchten. — Keine Anmeldung erforderlich. Erwerb von Leistungspunkten nach Absprache möglich.

35 726 Altenglisch für Fortgeschrittene

2 st., Mi 16-18, PT 1.0.2

Schleburg

Dieser freiwillige Lektürekurs wendet sich an Studenten, die die Einführung „Altenglische Sprache und Kultur“ erfolgreich absolviert haben und ihre Kenntnisse aus historischem Interesse und/oder im Hinblick auf eine Prüfung zu vertiefen wünschen. In der Auswahl der Übersetzungstexte und der behandelten Stoffgebiete richten wir uns nach den Empfehlungen der „Orientierungshilfe“ für das schriftliche Staatsexamen und nach den Wünschen der Teilnehmer. Der Kurs eignet sich auch für Studenten, die einen altenglischen Text für die mündliche Staatsexamens- oder Magisterprüfung vorbereiten möchten. — Keine Anmeldung erforderlich. Erwerb von Leistungspunkten nach Absprache möglich.

Hauptseminare (*Higher-level Seminars*)

35 733 South-East Asian Englishes

2 st., Blockseminar, Juli 2010

Deterding

This course presents an introduction to South-East Asian Englishes, focusing mainly on the analysis of Singapore English. In addition to considering the current status of English in Singapore and other places in South-East Asia, the course will focus on the detailed analysis and description of data from Singapore. Examples will be given of how to analyse and describe the pronunciation, syntax, lexis and discourse of selected data, and then students will be expected to complete the same kind of analysis on a sample of spoken Singapore English that they are given. Topics will include the following: the historical background; modelling World Englishes; the status of Singapore English, Brunei English, and Hong Kong English; variation in Singapore English; the pronunciation of Singapore English; the syntax of Singapore English; the lexis and semantics of Singapore English; the discourse of Singapore English; current attitudes towards Singapore English; differences between Singapore English

and other Englishes in South-East Asia. — Background Reading: Deterding, David. (2007) *Singapore English*. Edinburgh: Edinburgh University Press. A course pack will also be distributed, providing students with additional reading for each session, to enable them to develop skills in the analysis of spoken Singapore English data. — Assessment: Classroom Presentation (30%): students will be expected to make a presentation of the features of a 5-minute extract of Singapore English speech; Assignment (70%): students are required to perform a detailed analysis of the sample of Singapore English speech they are given, analyzing the features they find and describing them comprehensibly while making reference to published work.

35 734 Genre Analysis
2 st., Di 14-16, PT 2.0.3A

Fischer

The concept *genre* is taken to be the organizing principle of language in use. According to Swales, it is a "class of communicative events, the members of which share some set of communicative purposes" (1990: 58). The notion of *genre analysis* extends linguistic analysis from linguistic description to explanation, taking functional and socio-cultural aspects into account. In this Hauptseminar, we will investigate language variation across (non-literary) genres. First of all, we will deal with general characteristics of genre analysis as well as comprehensive analytical frameworks including both situational and linguistic characteristics of genres. Then we will zoom in on the differences of particular genres, which will enable us to recognize the defining features of genres in general, and to understand the reasons why genres have certain characteristics, in terms of their functions and intended audiences. Students are asked to choose a genre of their interest. You are then supposed to become familiar with the research findings and applications of the respective genre, and, working in a group, introduce the genre to the class through practical application. Apart from that, a course pack with basic texts will be provided, which will be discussed as well (available at Digital Print, Ludwig-Thoma-Str. 27 in the week prior to the first meeting). The reading of the texts is mandatory and will be checked. Possible genres are: news reportage, academic writing, computer-mediated discourse (websites, emails, chats), TV programmes (talk shows, sitcoms), university lectures, radio interviews, business communication, classroom English, conversations (face-to-face, speeches, story-telling), tourist brochures.... – Requirements: regular attendance, reading assignments, group presentation, one research paper. — Introductory reading:

Bhatia, Vijay K. 1993. "Approach to genre analysis." In: *Analysing genre. Language use in professional settings*. London: Longman. pp. 13-41.

Bhatia, Vijay K. 2004. "Perspectives on written discourse." In: *Worlds of written discourse*. London: Continuum, pp. 3-25.

Swales, John M. 1990. "The concept of genre." In: *Genre analysis. English in academic and research settings*. Cambridge: CUP, pp. 33-67.

Swales, John M. 2004. "Toward a world of genre." In: *Research genres. Explorations and applications*. Cambridge: CUP, pp. 1-32.

Kolloquium (Colloquium)

35 741 Recent Research in English Linguistics
2 st., Do 8-10, PT 2.0.3A

Schneider

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, Staatsexamen or B.A. 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 publica-

tions 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. Not infrequently it happens that students who wish to write a linguistics thesis come to see me about this in my office hours but have little idea of the range of possible topics or of how to proceed methodologically – this is the context to find an answer to such questions beforehand. 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.

Academic Writing

35 850 2 st., Mi 8-10, ZH5

Balestrini

→ see description on p. 19

Credit for: all MAs of Department of English and American Studies

M.A. British Studies

Vorlesungen (Lectures)

35 751 The Empire Writes Back: From Colonial Fiction to New English Literatures

2 st., Do 12-14, H8

Petzold

In the first part of this lecture, we will look at British texts representing colonialism and the colonies from Shakespeare to the 20th century. We will examine how 'colonial discourse' shapes its object, reinforcing racist hierarchies, suppression and exploitation. In the second part, we will then look at some texts of the 'New English Literatures' that have developed in the former colonies; here, my focus will be on texts from India and the African continent, particularly South Africa. Thus, the lecture will provide an introduction to 'colonial' and 'post-colonial' literature in English, and it will examine some of the key concepts of 'post-colonial studies'. — Requirements: regular attendance, final exam.

Cultural Studies Advanced

35 781 The British Media and Publishing Industries, 1800-2000

2 st., Di 12-14, W 116

Boehm

Tabloid Killers, Press Scandals and Propaganda: in this course we will look at some of the most notorious scandals in the press and publishing industries of the nineteenth and twentieth centuries: the famous Victorian child murder case of Road Hill House, the obscenity debates about sensationalist journalism in the 1860s, the tabloid hoax that gave birth to "Jack-the-Ripper", anti-German propaganda during the second world war, the controversy surrounding the publication of Salman Rushdie's *Satanic Verses* in 1988, and the public life and death of Diana Princess of Wales. By exploring these media events from a cultural studies perspective, we will think about the relationship between the media and social and cultural change. We will also consider the ways in which economic, political and technological conditions shape the production and consumption of media. — Course requirements: Active in-class participation, oral presentation and an 8-page research paper.

35 782 London: History, Culture, Politics
2 st., Di 16-18

McIntosh-Schneider

London is constantly changing space and place with many faces and many names. It has frequently been compared to a body: for some healthy and well-formed for others a sick monster. In this course we will explore these many facets of the city by tracing its progress from a group of settlements on the Thames to one of the largest cities in the world. We shall examine its institutions and politics, and study the effects these had on the population. — Course requirements: active participation in class discussion, oral presentation, and a 8-10 page research paper. — Recommended reading:

Peter Ackroyd, *London . The Biography*, any edition; Roy Porter, *London. A Social History*, any edition; Iain Sinclair (ed.), *London. City of Disappearances*, any edition.

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 2010. Die genaue Termin-Festlegung erfolgt bei einem Vortreffen Ende des Wintersemesters 2009/10. 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 sowie 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 Geschichte der Emigration und der *Great Famine*, die Fahrt durch Gaeltacht-Gebiete in den Südwesten mit Zwischenstopp in *Blarney Castle*, Wanderungen entlang der Steilküste zu prähistorischen *wedge tombs*, *dolmens*, *alignments*, *Ogham Stones*, zu frühchristlichen *beehive-dwellings* und *St Brendan's Well*, zu einer Burgruine der anglo-normannischen Eroberer und zum gewaltigen *Leacanabuaile Stone Fort*, ein Abstecher in den *Killarney National Park* (*Muckross House*, *Muckross Abbey*) und in den *Derrynane National Park* (Besichtigung der *Church Island* und des Hauses von Daniel O'Connell incl. Filmvorführung über die Bedeutung O'Connells innerhalb der irischen Geschichte), die Fahrt entlang des *Skellig Ring* nach *Ballinskelligs* (*Gaeltacht*), der Besuch des *Skellig Heritage Centre* (Diashow und Ausstellung zur Geschichte von *Skellig Michael*), des *Valentia Heritage Centre* (Dokumentierung des ersten Transatlantic Cable) und von *singing pubs* (*traditional Irish music/Irish dance*) sowie (*weather permitting!*) eine vierstündige Bootsfahrt auf dem Atlantik zum Weltkulturerbe *Skellig Michael* und ein Theaterbesuch in *Cork*. — Ein Überblicksvortrag vor der Abreise sowie Vorträge vor Ort zur Geschichte, Kultur und Literatur Irlands sollen den informativen Rahmen setzen, der durch Hinweise und Erläuterungen zu den jeweiligen *sites* ergänzt wird. **Der Erwerb 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)

35 787 Robinson Stories: From Defoe to Coetzee
2 st., Do 10-12, PT 2.0.3A

Petzold

In 1719, Daniel Defoe published *Robinson Crusoe* and inadvertently created a literary genre that proved to be highly productive and remains highly popular. In addition to Defoe's *Robinson*, we will discuss three key texts of this genre (and some additional material), which represent distinct developments of the basic pattern: R.M. Ballantyne's *The Coral Island* (1857), William Golding's *Lord of the Flies* (1954) and J.M. Coetzee's *Foe* (1986). Focus will be placed on historical contexts and political implications of the texts, as well as on questions of literary representation and narrative strategy. — Requirements: regular attendance, active participation, oral report or team-teaching session, term paper in English (15-20 pages). — Texts: Daniel Defoe, *Robinson Crusoe*, introd. & notes by Thomas Keymer and James Kelly, Oxford World's Classics (Oxford: OUP, 2008) (ISBN: 0199553971) – since the text is not subdivided into chapters, it is vital that we all have the same edition! R.M. Ballantyne, *The Coral Island* (any ed.); William Golding, *Lord of the Flies* (London: Faber and Faber); J.M. Coetzee, *Foe*, King Penguin (London: Penguin, 1987). Additional texts will be made available in a reader at the start of term.

35 789 The Enlightenment and Its Reverberations in Neoclassicism and Romanticism
2 st., Mi 16-18, ZH 5

Lenz

The term 'Enlightenment' (in German *Aufklärung*) is used to describe a literary and philosophical movement in Europe between c. 1660 and c. 1770. In England it is usually referred to as the 'Age of Reason' as the period was characterized by a profound faith in the powers of human reason and a devotion to clarity of thought, to harmony, proportion and balance. Some of the most notable thinkers in England were John Locke, Isaac Newton, George Berkeley, the Earl of Shaftesbury, and David Hume. In literary culture, enlightenment thought permeated the works of writers such as John Dryden, Samuel Johnson, Jonathan Swift, Joseph Addison, Richard Steele, Alexander Pope, and Henry Fielding. As they all shared a great admiration for Classical authors and the clarity of thought and form in their works, they are generally subsumed under the term "Writers of Neoclassicism". Fuelled by enlightenment ideas, there thus evolved a literature which presented a general view of nature and mankind, a general vision of man's position and function in the universe, his relationship to the natural order and his relationship to God. English Romanticism is traditionally defined as the period between the year 1798, the publication of the *Lyrical Ballads* by William Wordsworth and Samuel T. Coleridge, and 1832, the year Sir Walter Scott died. But the shift from neoclassical sobriety towards sensibility and feeling was already foreshadowed by pre-romantic writers such as, for instance, William Blake and Thomas Gray. The Romantics were sceptical about the messianic expectations put in man's reason and considered the destruction of the environment caused by industrialization the proof to their scepticism. Besides new modes of feeling and sentiment, some other aspects of Romanticism are an increasing interest in Nature, and in the natural, primitive and uncivilized way of life, a growing interest in untamed manifestations of scenery, emphasis on spontaneity, natural genius and the power of the imagination. This seminar will explore how and to what extent enlightenment thought reverberated in neoclassical and romantic literature of all genres. Questions relating to philosophy and religion, gender, politics and state will be discussed against the backdrop of selective literary works and critical essays of both periods. Most of the texts are contained in *The Norton Anthology of English Literature*, 8th rev. ed. vols. 1 and 2, ed. Stephen Greenblatt (New York: Norton, 2006). Others will be available at Pustet's or be put on the K-Drive. The schedule and the reading list will be made available on the K-Drive by mid-March. — Requirements: regular attendance, reading the compulsory texts, active participation, an oral presentation or a team-teaching session, and a term paper in English (~ 15-20 pages).

35 790 Poetry of the 'Great War'
2 st., Do 16-18, PT 2.0.4

Petzold

In Britain, the 'Great War' of 1914-18 is much more culturally 'present' than it is in Germany. One of many reasons for this may be the wealth of excellent poetry that was written during the war, both in and about the trenches. The poems we will be reading in this course are neither 'pretty' nor 'nice', in fact, many of them are deliberately ugly and disturbing, trying to put into words the horror that marked (and often maimed or killed) a whole generation. We will read and discuss a fairly large selection of poetry on various aspects of the war (including the 'home front'), and our anthology will also provide us with material for contextualization. — Requirements: regular attendance, active participation, a short oral presentation, in-class written exam and a shorter term paper in English (12 to 15 pages). — Text: David Roberts, ed., *Minds at War: The Poetry and Experience of the First World War* (Burgess Hill: Saxon Books, 1999) (ISBN-13: 978-0952896906).

Übung (Reading Classes – voluntary)

35 799 The Empire Writes Back: Reading Class
1 st., Mi 12-13, W 113

Petzold

This course gives you the opportunity to discuss some of the texts introduced in the lecture "The Empire Writes Back" in greater depth and detail. You will be able to practice your close-reading skills and your skills of analysing literary discourse. Texts will be made available in the first session. — Requirements: regular attendance, active participation, final exam.

Academic Writing

35 850 2 st., Mi 8-10, ZH5

Balestrini

→ see description on p. 19

Credit for: all MAs of Department of English and American Studies

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

Vorlesungen (Lectures)

35 801 American Cultures and Literatures from the Civil War Through World War I
2 st., Do 10-12, H23

Hebel

The lecture continues the ongoing survey course of American cultures and literatures. As all the other parts, this one has also been designed to stand by itself and can be attended separately from any of the previous and/or following courses. This semester's lecture course will cover major cultural and literary developments from the 1860s through the 1910s. Discussions of sample texts from the works of seminal writers and influential critics of the time period under consideration will serve to explore the emergence, productivity, and contestation of specific modes of literary representation such as realism, naturalism, impressionism. "Classic" writers to be presented will include, e.g., Walt Whitman, Emily Dickinson, William Dean Howells, Mark Twain, Henry James, Stephen Crane, Theodore Dreiser. Special emphasis will also be given to women's narratives, African-American literature,

regionalist fiction, immigrant literature(s), and a variety of topical writings. In view of the emphasis now put on visual materials in both research and teaching in American Studies, the lecture course will discuss paintings and photographs of major historical events and social conditions in the time period covered this term. — Requirements for credit: Regular attendance, final test. — Course materials and recommended readings (all with extended bibliographical documentation; further bibliographical references will be provided throughout the term):

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

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

Hebel, Udo. *Einführung in die Amerikanistik/American Studies*. Stuttgart: Metzler, 2008.

Credit for: BA, Lehramt, MAS, MEAS (EAS-M31.4, EAS-M33.1+2+3, EAS-M34.1+2+3)

35 802 The United States in the Short Twentieth Century: Part II: Great Expectations and Great Disorientation, 1945-1975

2 st., Di 10-12, H 5

Depkat

The Cold War was more than just a military and diplomatic confrontation between the United States and the Soviet Union, the two mightiest states the world had seen until then. Rather, it was a comprehensive and multi-layered antagonism between two mutually exclusive political, social, economic and cultural systems that defined the history of the second half of the "Short Twentieth Century," i.e., the time from 1945 to 1991. This lecture deals with the first half of this period. Seeing itself involved in a global struggle to contain Communism, the U.S. rebuilt Japan, Germany, and other Western European countries as market democracies after World War II, went to war in Asia twice, and pursued a whole spectrum of political, economic, and cultural strategies to stop the global spread of Soviet Russia. At the same time, the pressures of the Cold War had far-reaching effects on domestic developments in the United States. The emergence of a military-industrial complex, the enormous technological innovations, and the consolidation of both "big government" and the "imperial presidency" were immediate reverberations of the international constellation. Furthermore, the Cold War produced a specific Cold War culture, a culture carried by fears and anxieties as they surfaced in the McCarthy era, a culture that propelled the rise of Christian fundamentalism, but also a culture that produced inexorable pressures for reform. The African American Civil Rights Movement and Lyndon B. Johnson's "War on Poverty" cannot be understood properly without taking the Cold War constellation into consideration. The lecture will elaborate on the formation of the American Cold War ideology, describe the wars in Korea and Vietnam, deal with the affluent society of the 1950s, the turmoil of the 1960s and the crisis of the 1970s. The course continues my lecture series on American history but it also stands by itself. — Requirements: regular attendance, mid-term (take-home exam) and final. — Reading:

Eric Hobsbawm, *The Age of Extremes: The Short Twentieth Century*, London 1994. William H. Chafe, *The Unfinished Journey: America since World War II*, 6th ed., New York 2007. James T. Patterson, *Grand Expectations: The United States, 1945-1974*, New York 1996. Walter LaFeber, Richard Polenberg, and Nancy Woloach, *The American Century: A History of the United States since the 1890s*, 5th ed., Boston 1988. William E. Leuchtenburg, ed., *The Unfinished Century: America since 1900*, Boston 1973. Volker Depkat, *Geschichte Nordamerikas: Eine Einführung*, Köln 2008.

Credit for: BA, Lehramt, MAS, MEAS (EAS-M31.4, EAS-M34.1+2+3)

Cultural Studies Advanced

35 830 Topical Issues in Contemporary American Culture

2 st., Do 10-12, R009

Balestrini

This class will explore major developments in recent American culture. Attention will be paid to important trends and crucial events since the 1990s and their historical and cultural significance. Issues to be discussed will include landmark U.S. Supreme Court cases; trends in American foreign policy and relations; demographical changes; major social

and political controversies involving race and ethnicity; Native Americans; issues in education (e.g., admission policies, bilingual education, home schooling, creationism); American self-definitions and collective memory after 9/11; religion in America; American culture and violence; U.S. economy and business values; expressions of popular culture; recent election campaigns and results. – Participants from the old Lehramt-Studiengang are strongly advised to have completed “Introduction to American Studies”; all participants are expected to already have or acquire a firm footing in American history and culture. – Course materials will be drawn, for instance, from newspapers, journals, magazines, and 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, active in-class participation, and an 8- to 10-page research paper.
Credit for: BA, Lehramt, MAS

35 832 Religion and Politics in European-American Relations
2 st., Do 16-18, PT 2.0.3A

Depkat

This seminar seeks to explore the multifaceted history of religion, politics, and their intermingling in Europe and America from early modern times to the present. There is hardly a historical, cultural, and political terrain in which transatlantic entanglements are as complex and ties as old as in the field of religion. At the same time, there currently seems to be hardly an issue that reveals transatlantic differences as clearly as the relation of religion and politics. While these differences may have become particularly visible in recent years, they are by no means a phenomenon confined to the turn of the twenty-first century. Rather, differences in the religious grounding of the polity have been evolving and unfolding since the first European settlements in America. Subjects to be discussed in this seminar include (1) religion, power, and legitimate rule, (2) religion, law, and punishment, (3) religion, science, and technology, (4) religion, identity, and politics, and (5) religion and conflict. — Requirements: regular attendance, presentation, 10-page written essay. — Reading: A reader containing the relevant course materials will be ready at the beginning of the term.

Credit for: BA, Lehramt, MAS, MEAS

35 833 Founding the American Nation: Memory, Heritage, and History
2 st., Mi 10-12, R 009

Saxe

Traditionally, citizens of the United States of America routinely viewed it as obligatory to consult their dead, the founders of the American nation, for advice and commentary on contemporary political, economic, and/or cultural issues. From the political elite to the average citizen, the words of such founders as George Washington, John Adams, Thomas Jefferson, and Benjamin Franklin (among others) are read and debated for guidance and direction. While the dead are inclined not to respond, at least not too vocally, American citizens have tended to treat the founders as fellow “contemporary souls” who are founts of wisdom. Applying a variety of materials, sources, and media to provide a conspectus on the Foundation of the American Nation (and to simultaneously explore the Americans’ curious proclivity to consult past leaders), the seminar features the essential events, significant personalities, seminal documents, contributing principles, and ideas from America’s colonial beginnings to the Constitutional era (focusing on 1750 to 1800) that have come to define the American Foundation. — A syllabus, list of topics, and other information will be offered during the first meeting. — Requirements for credit include: regular attendance and participation, an individual oral presentation, group project, and two observation papers (approximately 8-10 pages each).

Credit for: BA, Lehramt, MAS, MEAS

Hauptseminare (Higher-level seminars)

35 835 American Federalism in Transatlantic Perspective
2 st., Di 16-18, ZH 4

Depkat

Modern federalism is said to be an American invention derived from the spirit of revolution. Having broken with monarchy and based state and society on natural rights liberalism and popular sovereignty in the course of their revolution, the founders of the United States saw themselves confronted with the task of having to organize an extended republic balancing the common good of the whole with the particular interests of the single states. The answers the American founding fathers found were in themselves revolutionary as a federally organized nation-state based on the principle of popular sovereignty was without precedent—a historical novelty. The two national constitutions of the United States, the Articles of Confederation and the Constitution of 1787, stand at the beginning of political modernity and serve as models for European nations on their path to modernity. However, the Americans themselves looked for models in Europe when they devised their constitutions, just as the Europeans did not simply cover the American model but aimed at finding a constitutional model that was in keeping with their own traditions. The seminar will discuss the American experiments with federalism stretching from the Albany Plan of Union and the Articles of Confederation to the Constitution of 1787. Then it will look at European forms of modern constitutionalism and assess their relationship to the American model. — Requirements: regular attendance, presentation and a 15- to 20-page research paper. — Reading:

Gordon S. Wood, *The Creation of the American republic, 1776 – 1787*, Chapel Hill 1969. Richard Beeman, Stephen Botein, and Edward C. Carter II., eds., *Beyond Confederation: Origins of the Constitution and American National Identity*, Chapel Hill 1987. Willi Paul Adams, *The First American Constitutions: Republican Ideology and the Making of the State Constitutions in the Revolutionary Era*, Chapel Hill 1980. Hermann Wellenreuther and Claudia Schnurmacher, eds., *Die amerikanische Verfassung und deutsch-amerikanisches Verfassungsdenken: Ein Rückblick über 200 Jahre*, New York 1991. Horst Dippel, *Die amerikanische Verfassung in Deutschland im 19. Jahrhundert: Das Dilemma von Politik und Staatsrecht*, Goldbach 1994.

Credit for: BA, MAS, MEAS

35 836 American Historical and Cultural Narratives in American Visual Arts
2 st., Di 14-16, ZH 6

Hebel

The turn to visual culture studies since the 1990s has moved the analysis of visual constructions of historical events, cultural phenomena, national ideologies, and individual and collective identity constructions into the center of cultural studies and cultural history. Although the interpretation of visual representations of 'America' and 'Americans' has been central to American Studies since the early years of the discipline, the so-called 'iconic turn' or 'pictorial turn' has increased the significance of visual culture studies and visual literacy for American Studies. Following the theoretical approaches and methodological premises of visual culture studies and photography studies, the seminar will focus on the cultural work and political implications of American paintings and photographs from early colonial visualizations of intercultural encounters to recent presidential photography and war photography. Materials and topics to be engaged will include, e.g.: visual representations of the colonization of North America; historical paintings and their role in the construction of U.S. American identities and ideologies; photographs and their function for war propaganda and social reform; portrait paintings and photography as prototypical American narratives; paintings and photographs of 'American landscapes and spaces; the ambivalences of paintings and photographs of immigrants and ethnic groups; the role and function of iconic pictures in U.S. American politics and public culture. — A syllabus and information on readings will be mailed to registered participants by the end of March 2010. — Requirements for credit: regular attendance, presentation, two papers (some 10 pages each).

Credit for: BA, MAS, MEAS

35 837 American Nature Writing
2 st., Do 8-10, PT2.0.4

Balestrini

Debates about the definition of what constitutes "nature writing" or "environmental literature" and about useful critical approaches to such texts dating back to at least the eighteenth century have been raging since the 1960s. Today, the teaching of nature writing/environmental literature and of an evolving cultural theory called "ecocriticism" is a standard feature of the American college classroom. In this seminar, we will discuss how ecocritical theory is related to other theories and what its main tenets are. We will analyze a selection of primary texts which reflect the generic and aesthetic breadth of American nature writing, ranging from transcendentalist treatises such as Henry David Thoreau's *Walden* to more recent autobiographical works, fictional and non-fictional texts with an ecological trajectory, poems, and essays. — A reading list (including bibliographical information on the editions that we will be using) will be available on Kurssoft in early April 2010. — Requirements for credit: regular attendance, presentation, annotated bibliography, paper proposal, two papers (8-10 pages each).
Credit for: BA, MAS, MEAS, Lehramt

Oberseminar

35 846 Recent Research in American Studies
2 st., Do 12-14, ZH5

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 roundtables with international scholars will also be part of the course program and give course participants the opportunity to share their ideas with external experts in their respective fields. The schedule will be available by early April 2010 (and be mailed to students registered for the course).
Credit for: MAS, MEAS

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

35 844 Reading and Discussion: American Literary and Cultural History
2 st., Mi 10-12, ZH 6

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 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 a sample 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 officially registered for the course by the end of March 2010. — Requirements for credit: regular attendance, presentation, final test.
Credit for: MAS

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 skills of language and information management, 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 attention, 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

Vorlesung

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

Grundkurs

33 316 Einführung in die Internationale Politik, 2 st., Di 10-11:30, **EAS M30** Groitl

33 317 Einführung in die Internationale Politik, 2 st., Mo 14-16, **EAS M30** Steiler

33 318 Einführung in die Internationale Politik, 2 st., Mi 12-14, **EAS M30** Steiler

33 319 Einführung in die Internationale Politik, 2 st., Do 10:15-11:45, **EAS M30** Justwan

Übung

33 334 Von der Scheckbuch-Diplomatie zur globalen Ordnungsmacht: Deutsche Außenpolitik im Wandel, 2 st., Di 12-14, **EAS M30** Maier

33 336 To Mars, from Venus - with love: feminist approaches to international relations theory, 2 st., Mi 16-18, **EAS M30** Steiler

Hauptseminar

33 330 Washington Summer Symposium on U.S. Foreign Policy (inkl. Exkursion nach Washington D.C.),

Exkursionstermin: 1.-12. August 2009; Vorbesprechungen finden nach Absprache mit den Teilnehmern während des Semesters statt. Groitl/ Bierling



C. For Fun

(open to students of all levels)

35 851 American Studies Video Hour
Mi 18-21, ZH 6

Balestrini et al.

The American Studies Video Hour will offer a broad range of audiovisual material on American cultural and literary history. All students are welcome to enjoy an exciting array of documentaries and feature films!

35 861 Scots Gaelic
2 st., Di 14-16, PT 3.2.58

Dunphy

35 864 Tandem Mentoring
2 st., Zeit und Ort s. Aushang

Uppendahl

35 866 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 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.