

**Veranstaltungen**  
**Institut für Amerikanistik, Leipzig**

**(SS 2009)**

## COURSE CATALOG SUMMER SEMESTER 2009

Download Course Catalog Summer 2009 Introduction (<a href="http://americanstudies.uni-leipzig.de/system/files/ccs09i.pdf.pdf">pdf</a>)

### Registration for Classes

Some classes require prior registration. To learn more about registration procedures for students in the Institute's different programs (Magister, BA, MA; service for Lehramt and IALT), please have a look at the Registration Information Sheet available at the American Studies Website by March.

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Addresses:

GWZ (Geisteswissenschaftliches Zentrum), Beethovenstr. 15  
NSG (Neues Seminargebäude), Universitätsstr. 5  
SKH (Städtisches Kaufhaus), Universitätsstr. 16  
Dresdner Bank, Dittrichring 5-7  
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## MAGISTER HAUPTSTUDIUM

### Literaturwissenschaft

#### 010 From Slavery to Nobel Prize and Presidency: African-American Experiences in Lite S

Thu, 9am-11am, GWZ 2 5.16, A. Koenen  
Classes start in the week of April 13.

By looking at a variety of genres, we will analyse the representations of African-American experiences, ranging from the middle passage and slavery to urban ghettos and the reclaiming of the American South. The aim of the seminar is to trace the heterogeneity of African-American responses in the context of the most important literary and cultural movements (Abolitionism, Harlem Renaissance, Black Protest, Black Arts Movement, New Black Renaissance).

Douglass, Narrative of the Life of Frederick Douglass. An American Slave; Linda Brent a.k.a Harriet Jacobs, Incidents in the Life of a Slave Girl (excerpt); Larsen, Passing; Hughes, "Who's Passing for Who?"; Hurston, Their Eyes Were Watching God (excerpt); Morrison, Sula; Wright, Black Boy; as well as short stories, poems, and essays by Alice Walker, Baldwin, Ellison, Gomez, Lorde, and Reed.

Purchase of novels recommended. A reader with theory, short stories, essays, and poems will be provided.

The seminar is open to a strictly limited number of Magister and Staatsexamen students; please contact Koenen@uni-leipzig.de prior to March 31 with information about the semester you're in, the program you're enrolled in (Staatsexamen or Magister), your specific interest in the subject, and whether you need to write a paper. The first meeting of class will have a short test about Black Boy; the results of this test will decide about participation.

#### 011 Postmodernism and Literature (= 440) S

Thu, 11am-13pm, GWZ 2 5.16, A. Koenen  
Classes start in the week of April 13.

Whether we understand postmodernism as a historical period we live in or as an intentional artistic/literary movement, its manifestation in the US has differed markedly and significantly from European PoMo. In the seminar, we will look at constituting moments (the movements of the 1960s, for example), essays (Barth's "Literature of exhaustion," Fiedler's essays on popular culture), and a wide range of fictions from different genres. Novels like Kingston's The Woman Warrior, Morrison's Beloved, Auster's City of Glass, O'Nan's The Speed Queen and King's Pet Sematary as well as plays like Hwang's M. Butterfly and short stories like Proulx's "Brokeback Mountain" and Barth's "Night-Sea Journey" supposed to represent aspects like multi-culturalism, self-referentiality, undermining of genre boundaries, deconstructions of race and gender.

Purchase of novels recommended. A reader with essays and short stories will be provided.

Please contact Koenen@uni-leipzig.de prior to March 31 with information about the semester you're in, the program you're enrolled in (Staatsexamen or Magister), your specific interest in the subject, and whether you need to write a paper. The number of participants in the seminar is limited. The first meeting of class will have a short test about The Woman Warrior. The results of this test will decide about participation.

**012 Fictions of Class (= 441)**

S

Fri, 11am-1pm, GWZ 2 5.16, K. Kanzler

It is an often-voiced grievance that American Studies has been paying insufficient attention to experiences and representations of class. American Studies scholarship, the argument goes, has neglected class as a category of difference vis-a-vis the attention it has bestowed on categories like 'race' and gender. In so doing, it is typically implied, American Studies has fallen prey to the distinctly U.S.-American brand of class ideology that insists on the classlessness of American society.

While this accusation may hold true in some quarters of American Studies, it is noteworthy that issues of class have, of course, always been present in American literature and culture, and that there has been an unabating scholarly interest in theorizing and historicizing these representations. In this seminar, we will explore fictions of class in U.S.-American literature and their reflection in scholarship. Looking at selected texts from the 19th and 20th centuries, we will discuss questions like: How do these texts articulate social distinctions and economic inequality? What strategies do they employ to represent the working class or the poor to middle-class readers, in genres and by a literary language shaped by middle-class ideology? How does class in these narratives interact with other categories of difference? Which theories and histories of class can help us in discussing these questions?

A provisional reading list for the seminar will be made available in March.

Enrollment: This MA-seminar is open to a limited number of advanced and motivated Magister- and Lehramt students as a Hauptseminar. Please enroll via Lehrbox (use course-homepage for course 441 below). Enrollment starts on 10 March.

**013 Baseball: A Story Of American Culture (= 023)**

S. Tretter (Fulbright)

**ENROLMENT VIA COURSE 023**

Blockseminar:

Mon, April 6, 3:15 – 4:45pm, NSG S112 (Neues Seminargebäude, Universitätsstraße)

Wed, April 8, 3:15 – 4:45pm, NSG S113

Wed, April 15, 3:15 – 4:45pm & 5:15 – 6:45pm, NSG S113

Mon, April 20, 3:15 – 4:45pm, NSG S112

Wed, April 22, 3:15 - 4:45pm & 5:15 – 6:45pm, NSG S113

Mon, April 27, 3:15 – 4:45pm, NSG S112

Wed, April 29, 3:15 – 4:45pm & 5:15 – 6:45pm, NSG S113

Mon, May 4, 3:15 – 4:45pm, NSG S112

Wed, May 6, 3:15 – 4:45pm & 5:15 – 6:45pm, NSG S113

Mon, May 11, 3:15 – 4:45pm, NSG S112

Wed, May 13, 3:15 – 4:45pm, NSG S113

Jacques Barzun, cultural observer, wrote in his book *God's County and Mine: a Declaration of Love Spiced with a Few Harsh Words*: "Whoever wants to know the heart and mind of American had better learn baseball." Some have referred to baseball as America's civic religion because of its various rituals, rules, and devotion. If one cannot make it to the game, the fan listens to it on the radio or watches it on the T.V. When a baby is born, one of his first presents is an infant jersey of the local team. If one were to reference Berger and Luckman's explanation of cultural learning, baseball certainly fits into the social construction of reality for every American. Parents take infants to the ballpark, play ball in the back yard, sign the children into Little League as early as possible, hold their breath until their children make it onto the high school team, and pray that a baseball scholarship will pay for the children's college. When that college player is signed onto a big league team, the whole city proclaims him as its favorite son. Baseball has its own vocabulary, social mannerisms, cuisine, dress code, history, and social stratification. In this course, we will discuss the history of baseball in America, the racial and ethnic divisions, the development of organizations and scandals, the gender divide, and the great stories emerging through films and literature. Baseball expresses America's character in sign and symbol in developing a national mythology.

Attendance to this class will be limited. Pre-enrollment via Lehrbox, (first come, first served) will be available as of March. More details on admission will be made available through the course homepage.

**014 Toward a Minor Literature?**

Monday, 01:15 PM - 02:45 AM: GWZ 2.516

Chung

[www.ul.as.lehrbox.de/298](http://www.ul.as.lehrbox.de/298)

"There is nothing that is major or revolutionary except the minor," say DeLeuze and Guattari. In their groundbreaking work, *Kafka: Toward a Minor Literature*, they define minor literature as "something a minority constructs within a majority language" to subvert or disrupt the literary tradition (or canon). In this course we will use this conception of minor literature as a starting-off point from which to explore a sample of literature by American minority writers to whom this label could apply. "Minor literature" as described by DeLeuze and Guattari ultimately engages with the political and social structures which serve to oppress or marginalize the minority position, and as such, minor literature is radical, experimental, revolutionary, and always political.

We will study texts (by authors including Diaz, Baldwin, Silko, and Lee) that may be said to fit into this particular framework of minor literature. We will explore how these texts engage with issues of assimilation and alienation, as well as their treatment of oppression, language, and the markers of class, race, and sexuality. We will also, to some extent, discuss how these texts work to deterritorialize language itself and to remap the established literary landscape. Finally, we will address the ways in which this conceptualization of minor literature, while breaking new ground, simultaneously introduces its own significant problems and limitations in its approach to literature by minority writers.

#### **015 Kolloquium für Doktoranden und Habilitanden**

A. Koenen

Time and place will be coordinated with the participants after enrolment.

Prior enrolment by email (koenen@uni-leipzig.de). Deadline is March 31.

#### **Kulturgeschichte**

#### **020 Rethinking the Americas: Transnationalization, ... (= 450)**

S

Wed, 3-5pm, GWZ 2 5.16, C. Garrett

... Transculturalization, and the Politics of Transformation

This seminar will explore the political, social, economic, and cultural transformations taking place in the Americas that make notions of South, Central, and North America increasingly complex to distinguish. The mobility of people, goods, cultures and ideas have made notions of the regional and the national increasingly challenged, contextualized, and encourage new conceptualizations of political, economic, and cultural spaces, in short, a rethinking of the Americas and its meaning hemispherically and globally.

#### **021 Politics and Media in the United States (= 431)**

S

Organizational meetings on April 7 and May 19, 5-9pm, NSG 015, P. Rundquist

The connections between politics and the media has always been present in the United States, as far back as Benjamin Franklin's dual role in publishing and in politics, and the first appearance of the Federalist Papers in New York state newspapers. The seminar will examine such topics as media coverage of elections and governmental processes; the business of the mass media, including government regulation; the changing role of newspapers; the evolution of the electronic media; government's usage of the mass media to influence public opinion; the historic and contemporary role of minority media enterprises in the US; and the increasingly multinational character of the mass media. The block seminar will begin with two double-class length sessions devoted to organizational matters, and to lectures by the professor setting a framework for future class sessions. Students are expected to choose a presentation topic and to deliver a formal presentation during the block seminar meetings later in the semester. A semester paper, due by 1 October, is also required in the seminar.

Suggested general readings:

Doris Graber, *The Politics of News: The News of Politics*.

Pippa Norris, et. al., ed. *Framing Terrorism: The News Media, the Government, and the Public*.

R. Douglas Arnold, *Congress, the Press, and Political Accountability*.

Additional books will be placed on the Semesterapparat, and electronic versions of important academic journal articles will also be available for use by seminar students.

#### **022 Congress and Its Modern Role (= 421)**

S

Organizational meetings on April 14 and May 26, 5-9pm, NSG 015, P. Rundquist

This block seminar examines the various formal and informal roles performed by the contemporary American Congress. The course will focus on the "post-reform era" Congress, the institution that was created after more than a decade of major internal changes in rules and procedures, a period of internal turmoil that ended roughly in 1980. Over the past quarter century, the shifting policy environment and the altered national and international contexts, have put new and different pressures on the House of Representatives and Senate. The seminar is timed to coincide with the beginning of a new Congress, and thus permit an examination of topics (adoption and change of rules, seating of newly elected members, appointment and organization of committees, aiding the formation of a new presidential administration) that most often occur at the start of a new Congress. The first two double class sessions will handle seminar organization matters and will also feature lectures by the professor. Later block sessions will feature student presentations on selected topics. Students are expected to deliver a class presentation on a topic each has chosen, and to prepare a semester paper, due in completed form by October 1.

General Course Readings:

Walter Olezek, Roger Davidson, and Francis Lee. *Congress and Its Members* (11th edition)

Lawrence C. Dodd and Bruce Oppenheimer, eds. Congress Reconsidered (8th edition)  
Paul Quirk and Sarah Binder, eds., Institutions of American Democracy: The Legislative Branch

Additional books will be available on the Semesterapparat, and electronic journal articles will also be available to aid in preparation for seminar presentations and semester papers.

### 023 **Baseball: A Story of American Cultures**

www.ul.as.lehrbox.de/293

Baseball: A Story of American Culture focuses on one important aspect of culture -- play.

Through a game the Americans refer to as "The American Pastime," one can trace national history, mannerisms, social stratification, food, songs, superstitions, colloquialisms, and, in some cases, literature. Baseball literature can teach bravery, honor, and the American Dream.

Blockseminar: Mon, April 6, 3:15 &#150; 4:45pm, NSG S112 Wed, April 8, 3:15 &#150; 4:45pm, NSG S113 Wed, April 15, 3:15 &#150; 4:45pm & 5:15 &#150; 6:45pm, NSG S113 Mon, April 20, 3:15 &#150; 4:45pm, NSG S112 Wed, April 22, 3:15 - 4:45pm & 5:15 &#150; 6:45pm, NSG S113 Mon, April 27, 3:15 &#150; 4:45pm, NSG S112 Wed, April 29, 3:15 &#150; 4:45pm & 5:15 &#150; 6:45pm, NSG S113 Mon, May 4, 3:15 &#150; 4:45pm, NSG S112 Wed, May 6, 3:15 &#150; 4:45pm & 5:15 &#150; 6:45pm, NSG S113 Mon, May 11, 3:15 &#150; 4:45pm, NSG S112 Wed, May 13, 3:15 &#150; 4:45pm, NSG S113 S. Tretter (Fulbright)

### Other courses

#### 030 **Speed Reading**

Tue, 1-3pm, NSG 324, t.b.a.

Courses start in the week of April 13!

This course will teach concrete skills for improving reading speed and reading comprehension. This course will aim to improve students' reading skills by increasing the number of words read per minute and reducing the number of times students' eyes skip around the line or page. The course will cover a variety of texts including novels and academic journal articles. We will also spend some time introducing and reviewing key note-taking and memory retention methods. All course texts will be in English.

#### 031 **Academic Writing**

Tue, 3-5pm, NSG 324, t.b.a.

Courses start in the week of April 13!

This course will provide students with the opportunity to learn and practice the various elements involved with academic writing. Students can use the course to help prepare academic writing assignments beyond the course, for example seminar papers or the magisterarbeit.

#### 032 **Creative Non-fiction Writing**

Monday, 03:15 PM - 04:45 PM: GWZ 3.5.15

Chung

www.ul.as.lehrbox.de/299

How are the personal and the public intertwined in the essay? How does author come to understand her situation in context: in history, in politics, in place? How does the author reconstruct and present her memories? Is the meaning transparent to her, or does she struggle with the interpretation? Is the self in narrative fragmented or whole, in the process of becoming, or already constituted? These are some of the key questions we ask of the personal essay as we explore how memory and identity are interpreted and reinterpreted, and in what ways such writing informs us not only about the author, but the society we live in and the beliefs we hold.

In this is class the focus is on learning to write about your own personal experience and its relation to the larger, collective experience. We will read essays with a focus on learning the tricks of the trade, and how to use them in your own work. We will focus on structure, language, technique, and style, and how they work together to create work that is powerful and affecting. Workshops are an integral part of this course. You must be willing to put your writing up for close scrutiny, and able to give criticism generously and honestly. The best workshop is about approaching the work on its own terms. Egos should have nothing to do with it. Remember: the only way to learn how to improve is to talk about what is working and what is not. The best reader is both sympathetic to the project, and without mercy. In this course, you must strive to be your own best reader.

For Linguistics, please see <http://www.uni-leipzig.de/~angl/studium/framesetstudium.htm>

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## BACHELOR

### 1st YEAR

#### Module: Society, History, and Politics I

Module Coordinator: Crister Garrett

This module is meant to provide students with an interdisciplinary and integrated introduction to key developments and themes in the history, politics, and society of the United States from the colonial period to the conclusion of the Civil War. Beyond becoming acquainted with important aspects of American life, the module is meant to provide students with repeated exercises and practice in analytical thinking and expression, both in written and oral form.

**110 Lecture: From the Colonial Period to Reconstruction**

Thu, 3-5pm, GWZ HS 2 0.10, C. Garrett

This lecture will explore key subject areas and analyze their specific interrelationships. Topics to be covered include colonial society, immigration, slavery, imperial conflicts, independence, expansion and regional conflict, religion, Civil War and reconstruction. The lectures will explore how the unfolding of American history influenced American society and thus the country's political culture, institutions, and outcomes.

**111 Seminar 1**

Tue, 1-3pm, GWZ 2 5.16, F. Usbeck

UPDATED: Classes start in the week of April 6!

In this seminar, students will read original documents relating to the different themes raised during lecture. This will permit students to deepen and contextualize their knowledge about the topics covered during lecture while also developing their academic skills in debating and presenting.

Students will be expected to hold several short oral presentations on assigned documents and express, and defend, their views and ideas about them.

**112 Seminar 2**

Wed, 7-9pm, GWZ 2 5.16, N.N.

details t.b.a.

**113 Seminar 3**

Fri, 9-11am, GWZ 2 5.16, N.N.

details t.b.a.

**114 Tutorial 1**

Mon, 11am-1pm, GWZ 2 5.16, C. Sharpe

This course involves the practicing of English academic writing on the subject of American society, history, and politics. The writing skills required for the module-seminar will be developed in the tutorial with diverse assignments. There will be a particular focus on the further development of sound skills relating to the form, function, and structure of the English outline, paragraph, and essay.

**115 Tutorial 2**

Wed, 11am-1pm, GWZ 2 5.16, C. Sharpe

see Tutorial 1 for course description

**116 Tutorial 3**

Mon, 9-11am, GWZ 2 5.16, Sharpe

see Tutorial 1 for course description

**Module: Introduction to Linguistics**

Module Coordinator: Dr. Sylvia Reuter (Institut für Anglistik)

**10031 Lecture: Introduction to Synchronic Linguistics**

Wed, 7-9am, Großer Hörsaal Härtelstraße, W. Lörcher (Institut für Anglistik)

Prüfung: Klausur (120 min) über den Stoff der Vorlesung und des Seminars

This lecture will provide a systematic introduction into the field of synchronic linguistics with focus on the theoretical description of English. It aims at providing an overview of the central areas in the study of language such as phonology, morphology, syntax, semantics, and pragmatics as well as familiarizing students with aspects of language use investigated in text linguistics, socio- and psycholinguistics.

### 10032 Seminar 1: Systemlinguistik

Tue, 9-11am, NSG 321, S. Reuter (Institut für Anglistik)

Wed, 9-11am, NSG 313, S. Reuter (Institut für Anglistik)

(Von diesen Seminarangeboten ist ein Kurs zu belegen.)

Literatur: V. Fromkin et al. (2007) *An Introduction to Language*, Boston/USA: Thomson Wadsworth. Reader erhältlich bei Printy (Ritterstraße 5)

Prüfung: s. Vorlesung "Introduction to Synchronic Linguistics"

This seminar is conceived together with the introductory lecture as a basis for further studies in linguistics. Having already familiarized yourself with the basic concepts in this lecture, you will now have the chance for in-depth discussion of problems and practice with the linguistic data as well as for exercises. Contrary to the lecture, though, we will start our linguistic journey with phonetics & phonology, and after that move into other core areas of linguistics such as morphology, syntax and semantics.

### 10033 Tutorial 1: Spoken Academic Discourse

Tue, 11am-1pm, NSG 322, P. Tasic (Institut für Anglistik)

Thu, 5-7pm, NSG 321, P. Tasic (Institut für Anglistik)

(Von diesen Übungsangeboten ist ein Kurs zu belegen.)

Prüfung: Präsentation, Diskussionsleitung u. Zusammenfassung (15 Minuten)

This course focuses on equipping students to improve their command of the processes involved in organizing clear, effective academic presentations and discussions as well as those practical language skills most frequently needed in spoken English as used in the context of research-based discourse in linguistics. The exercises have been designed to promote students' intercultural communicative competence while insight into American culture is gained by engaging in inquiry and reflection on current American usage.

## 2nd YEAR

### Module: Literature & Culture II

Module Coordinator: Anne Koenen

The module builds on and advances the knowledge and skills students acquired in the introductory module "Literature & Culture 1." It acquaints students with major issues, concepts, and theories involved in the study of literature and (popular) culture. The module explores the canon debate and its implications for the study of U.S.-American literature and culture. In addition, it introduces students to exemplary modes and genres of literature and culture, and to their reflection in scholarship.

### 210 Lecture: The Canon and Popular Culture

Fri, 11am-1pm, GWZ HS 2 0.10, A. Koenen

Classes start in the week of April 13.

The lecture will explore theoretical implications of the canon debate and theories of popular culture and use these theoretical groundings to analyse popular genres such as crime fiction and the gothic as well as diverse areas of cultural studies (such as consumerism).

### 211 Seminar: Cultures of Sensationalism

Friday, 03:15 PM - 04:45 PM: GWZ 2.516

Kanzler

[www.ul.as.lehrbox.de/295](http://www.ul.as.lehrbox.de/295)

Sensationalism is a long-lived and adaptable mode of storytelling that underwrites several forms and genres of popular culture - from melodrama over the gothic, thrillers, tabloid journalism to b-movies. A term typically employed in a critical manner, sensationalism epitomizes what many find objectionable in popular culture: It is associated with 'untruthful' representations that primarily aim to shock readers/ viewers, catering to their voyeuristic desires with gratuitous scenes of scandal and violated taboos, of violence and sex. In this seminar, we will explore the operations of sensationalism across a variety of popular genres, past and present. We will discuss the narrative strategies of sensationalism and the cultural work they perform in different contexts - elaborating class and social distinctions, for example, or articulating imperial fantasies. Finally, we will consider sensationalism's impact on more canonical literary projects like the slave narrative or naturalism.

Preliminary Reading List (still subject to change - final reading list will be announced in class):

from George Lippard, *The Quaker City*

from Frederick Douglass, *The Narrative of the Life of Frederick Douglass*

Stephen Crane, *Maggie, a Girl of the Streets*

plus an exploitation film from the 1930s, examples of mid-20th-century pulp fiction, and additional short texts of fiction and journalism, as well as secondary texts of theory and criticism

The seminar has a substantial reading and writing load. Please take this into consideration when deciding whether to enroll in the module.

## **212 Seminar B: Fashioning Selves. Diaristic and Autobiographical Writing**

Mon, 3-5pm, GWZ 2 5.16, S. Herrmann

Diaristic and autobiographic writing occupies a strange and exciting middle-ground in a number of ways. It is often decidedly “private” in its content, yet it puts individual, private experiences on public display and opens them up for public discussion. It claims an unmediated, unbiased, and objective access to personal experience, yet it consists of most obviously subjective and personal accounts. Lastly, to its readers, the main object, the person it is written for and written by, is being created in the very process of being written about. In this course, we will look at both current and older examples of published diaries, autobiographies, confessional writing, blogs and vlogs, to examine the complex dynamics and pleasures involved when peeking at somebody else’s reflection about his or her life, and when fabricating and narrating a story of one’s own life.

## **Module: The Anglo-American World in a Global Context**

Module Coordinator: Crister Garrett

This module is meant to provide students with a deeper understanding of how the United States and Great Britain/Ireland relate to each other and other countries that together make up what is often referred to as the “Anglo-Saxon tradition”. Especially in the wake of contemporary globalization—but certainly during earlier periods of mobility, exchange, and discovery—the concept of an Anglo-American world held great sway in many corners of the globe. Indeed, for much of continental Europe today, “the Anglo-American world” provides a basic compass for understanding fundamental developments in politics, economics, and culture. This module is meant to provide students with a more sophisticated understanding of how the United States and Great Britain have perceived and influenced each other historically and currently, and also to provide a deeper understanding of what the “Anglo-American world” means during our current period of global change.

Module Requirements:

Successful completion of Modules 04-001-1001 (American Studies, SHP I) and 04-001-1002 (American Studies, LC I) or Module 004-002-1102 (Anglistik)

Students taking American Studies as their Major or seeking to pursue a Minor (Wahlbereich) must attend the lecture by Crister Garrett and two seminars. You must choose one seminar offered by Anglistik and one offered by Amerikanistik.

## **220 Lecture**

Mon, 11am-1pm, GWZ HS 2 0.10, C. Garrett

This lecture will explore what is meant by the Anglo-American world in its political, social, cultural, and economic expressions. The French speak regularly, for example, about “the Anglo-Saxon world” by which they mean the United States, Britain, and really all those societies with a certain tradition of political participation, social mobility, cultural expression, and economic activity. To acquire a better understanding of what constitutes an Anglo-American world, and its influence in a global context (or how it is perceived globally), we will look at literature, political history, social trends, contemporary events, economic developments, and cultural innovations.

## **11072 a Seminar A: The Rise and Fall of the British Empire (Anglistik)**

Mon, 5-7pm, NSG 313, D. Böhnke (Institut für Anglistik)

Empfohlene Vorbereitung: Auffrischen der Kenntnisse zur Geschichte GBs

Literatur:

Kitchen, Martin (1996), *The British Empire and Commonwealth: A Short History*; Houndmills, Basingstoke: Macmillan.

Lloyd, T. O., *The British Empire 1558-1995*. Oxford: OUP, 1996.

Marshall, P. J. (ed.), *The Cambridge Illustrated History of the British Empire*, Cambridge: CUP, 1996.

Prüfung: Hausarbeit

The fact that in the past Britain commanded the biggest empire the world has ever seen - and that it lost this empire almost completely by the end of the twentieth century - is seen by many as one of the fundamental aspects of the history, politics and identity of the UK. This course will therefore look at the development of this empire through the ages, from the beginnings in the sixteenth century via the high point of the British Empire in the nineteenth century to the decline and loss of Empire in the twentieth. In a second step we



will look at the contemporary legacies of the British Empire, both in the UK and the former colonies and dependent territories, as they are represented in politics, society, literature and film.

### **11072 b Seminar B: The World ,Down Under' (Anglistik)**

Wed, 11am-1pm, Dresdner Bank 4-01, S. Welz (Institut für Anglistik)

Literatur:

Tom Keneally: The Commonwealth of Thieves

David Malouf: Remembering Babylon

Bruce Chatwin: The Songlines

Die drei angegebenen Romane und Texte sind in den einschlägigen Buchhandlungen (Connewitzer Verlagsbuchhandlung und Universitätsbuchhandlung) käuflich zu erwerben.

Further Reading:

Elizabeth Webby, ed. (2000): The Cambridge Companion to Australian Literature. Cambridge UP.

Prüfung: Hausarbeit

For several decades Australia has been enjoying an increasing attractiveness as a destination of travel, education, and business. Moreover, Australian culture and literature have found their international recognition too. This is the result of a remarkable development which this country has undergone since its deliberate opening towards its Pacific and Asian neighbours and its partners, mainly of the English-speaking world, at the end of the 1960s. In this course we will trace the historical origins and socio-cultural particularities of the Australian 'success story' without neglecting its problems and contradictions. Our investigation will be based on literary and semi-fictional texts as well as films.

### **223 Seminar C: America Re-Writes Great Britain?... (American Studies)**

Thu, 3-5pm, GWZ 2 5.16, K. Schmieder

... Intertextuality and Intermediality in Anglo-American Literature and Culture

Although not "all literature is a footnote to Faust" (Woody Allen), the notion of rewriting applies to the majority of literary and cultural works. Along these lines, creative "texts" in the broadest sense have kept inspiring worldwide reception and appropriation. In this seminar, we will discuss American and global rewritings of British literature and art from different perspectives. Based on works by William Blake or Aldous Huxley, we will analyze aspects of the original that are transformed, contradicted, or complemented. While the concepts of intertextuality and intermediality furnish us with ample theoretical background from which to derive methods and approaches, songs by The Doors – or even the phenomenon of the New-World vampire as created by Anne Rice – serve as examples to scrutinize far-reaching cultural implications

Please note: Attending first class is mandatory, regardless of prior enrollment. Every participant is expected to do reading assignments and at least three short written assignments.

### **224 Seminar D: Urban Cultures in an Anglo-American World (American Studies)**

Thu, 5-7pm, GWZ 2 5.16, N.N.

With New York and London, the United States and Great Britain have fostered two metropolises that are often described as world cities. These centers of commerce and culture constitute two central nodes in the international system of trade and information exchange and have significantly influenced global conceptions of urbanity.

A central condition for their status was the gradual imposition of order. In these incredibly complex cityscapes, the struggle is still being fought, with urban chaos, diverse public cultures, and personal freedom often standing against the very idea of regulation. In this seminar we will trace the historical development of New York and London and how these municipalities ended up defining universal concepts of the modern city. By including Chicago and Los Angeles in our analyses, we will discuss how dimensions of time and space have influenced the emergence of very distinct urban cultures.

## **3rd YEAR**

### **Module: Society, History, and Politics III**

Module Coordinator: Crister Garrett

This module is meant to provide students with the opportunity to engage diverse societal, historical, and political themes that have shaped and continue to shape the United States. Issues will be explored in terms of basic questions relating to American identity, the nature of power in American society, the negotiation of forms of consensus, and how American dynamics influence the country's exercise of power and transcultural undertakings in the international arena, especially in a transatlantic context.

**310 Seminar A: The United States in a Transcultural Context**  
Tue, 5-7pm, GWZ 2 5.16/ HS Bibliothek Albertina, C. Garrett

\*Please note: The first session of this seminar will take place on 7 April in the Bibliothek Albertina  
Graded Assignment: Seminar Oral Presentation (15 Minutes)

This seminar will explore diverse issues in American society that reveal contests, conflicts, and cooperation in the negotiation of a common public space called American society. The transcultural efforts involved in that process – i.e., the effort to reach new forms of meaning between various forms of difference that then allows a society to function (if not prosper) – will be explored in this seminar.

The seminar is built upon a series of contributions from leading international scholars coming from both Ohio University – a partner university for Leipzig – and other distinguished American scholars currently residing in Germany as Fulbright Senior Scholars.

**311 Seminar B: The Contemporary United States in a Transatlantic Context**  
Wed, 5-7pm, GWZ 2 5.16, L. Weise  
Graded Assignment: Seminar Paper/Themes Announced Six Weeks in Advance

This seminar will focus on the making of U.S. foreign policy in a transatlantic context. We will explore the institutions and values shaping American foreign policy, especially regarding German-American relations. This seminar will include a one-day “summit” involving SHP III students and students from Ohio University, who together will create a coordinated transatlantic seminar to prepare for the summit.

**312 Tutorial**  
Wed, 9-11am, GWZ 2 5.16, C. Sharpe  
No graded assignment.

The tutorial is meant to help students prepare their oral and written assignments. Students will do in-class exercises, provide each other collegial feedback, and discuss with the instructor strategies for effective written and oral presentation and argumentation.

**Module: Literature & Culture III**  
Module Coordinator: Anne Koenen

The module aims to deepen students' knowledge of U.S. literature and culture, and of the methods and theories involved in their study. Two seminars allow students to explore exemplary themes and discourses in literary and cultural studies. A tutorial assists students in advancing their academic writing skills so as to master the module's advanced writing assignments.

**320 American Autobiography**

www.ul.as.lehrbox. ~~Te 204~~

Blockseminar: Tue, April 7, 3:15 – 4:45pm, NSG S113 (Neues Seminargebäude, Universitätsstraße) Thu, April 9, 3:15 – 4:45pm, NSG S112 Tue, April 14, 3:15 – 4:45pm, NSG S113 Thu, April 16, 3:15 – 4:45pm, NSG S112 Tue, April 21, 3:15 – 4:45pm, NSG S113 Thu, April 23, 3:15 – 4:45pm, NSG S112 Tue, April 28, 3:15 – 4:45pm, NSG S113 Thu, April 30, 3:15 – 4:45pm & 5:15 – 6:45pm, NSG S112 Tue, May 5, 3:15 – 4:45pm, NSG S113 Thu, May 7, 3:15 – 4:45pm & 5:15 – 6:45pm, NSG S112 Tue, May 12, 3:15 – 4:45pm, NSG S113 Thu, May 14, 3:15 – 4:45pm & 5:15 – 6:45pm, NSG S112 S. Tretter (Fulbright)  
no homepage

American Autobiography is primarily interested in the complex relation between individual Americans and the culture in which they – and we – live. American identity is often constructed through cultural boundaries and centers, and this concept will be interrogated through the genre of autobiography. American autobiography is often considered the most “American” manifestation of American Discursive thought, and yet its status is frequently in question. In this course we will examine autobiography from a macrocosmic perspective, focusing on the literary, historical, and cultural contexts which frame the autobiographical enterprise as the writers attempt to re-imagine their past and confront their present. We will engage in the idea of autobiography, as it is manifested by various authors “representing” a variety of cultural communities. By looking at the “growing-up” stories of Americans from diverse

backgrounds, we will critique the process of enculturation (the way in which they learned the rules and norms of their culture) and the effect such variables as gender, class, ethnicity, race, place, and events of Americans from the earliest practitioners to the contemporary writers have had on the way they see themselves and are seen by their culture. By examining the degree to which it is useful to speak of American culture as a unified entity rather than a collection of diverse sub-cultures or interest groups, we will understand how these different individuals are affected by the "American Dream."

**321 Recovering Forgotten Voices: The American Neo-Slave Narrative**

Thursday, 01:00 AM - 03:00 AM: GWZ 2.516

Bast und Marie Löffler  
[www.ul.as.lehrbox.de/292](http://www.ul.as.lehrbox.de/292)

The neo-slave narrative is the most important narrative genre of contemporary African American literature. Its writers are among the most well-known Black authors writing today, and the genre, because of the specific nature of its relationship with the past, is capable of addressing a variety of issues at the heart of African American literature and culture. As such, the neo-slave narrative offers an extremely productive ground for literary analysis in American Studies in general and African American Studies in particular. This class will take a detailed look at different approaches to theorizing and subcategorizing the genre. We will discuss pioneering neo-slave narratives (such as Margaret Walker's *Jubilee*) as well as classics (Toni Morrison's *Beloved*), postmodern literary techniques (Edward P. Jones's *The Known World*) and rewritings of literary classics (Nancy Rawles's *My Jim*). The course will start out with regular weekly sessions to establish basic terminology and convey an understanding of the central issues addressed by neo-slave narratives. During this phase, the focus will be on aspects such as the genre's relation to the slave narrative in terms of agency, authorship, literacy and historiography. Other topics will include representations of memory and trauma, as well as the revision of history from a black female point of view, in particular regarding motherhood. The course will then split up into groups who work on individual projects to be presented at a block seminar in the final weeks of the semester. Frequent class participation and diligent attendance is required. If you would like to get a head start on the seminar's substantial reading load, we recommend Octavia Butler's *Kindred* as it represents an easy to read introduction to a lot of the issues the seminar will raise. This class will be taught by two instructors.

**322 Tutorial**

Wed, 9-11am, GWZ 2 5.16, C. Sharpe  
details t.b.a.

**Module: Language and Society – Language in Transition**

Module Coordinator: Dr. Sylvia Reuter (Anglistik)

**10121 Seminar Sprachgeschichte: Historical Roots of Present-Day US-English**

Mon, 9-11am, NSG 313, S. Reuter (Institut für Anglistik)

Prüfung: mündliche Prüfung (20 min) zum Stoff dieses Seminars und des Seminars 1012-2

The seminar introduces into periods of common heritage with other Englishes, i.e. into Old and Middle English, followed by Early Modern English as the decisive period for the birth of this new variety of English. It then examines the most important factors that have shaped US-English from its beginnings in colonial times up to the present. Yet, as we move from the past into the present we will not only discuss changes on all language levels, i.e. vocabulary, grammar and pronunciation, but also investigate what authentic texts of various times teach us linguistically.

Students are asked to purchase the course material at Printy (Ritterstr. 5) with syllabus, references, texts and other details, which partly will be made available also in MOODLE.

**10122 Seminar Varietäten/Diskursanalyse: The Grammar of Spoken and Written English**

Wed, 11am-1pm, NSG 321, D. Schönefeld (Institut für Anglistik)

Literatur:

Basic reading: Biber, Douglas, Stig Johansson, Geoffrey Leech, Susan Conrad and Edward Finegan, 1999, *Longman Grammar of Spoken and Written English*.

Prüfung: mündliche Prüfung (20 min) zum Stoff dieses Seminars und des Seminars 1012-1

Until recently, most grammars of English have had a bias towards the written language. However, the availability of large amounts of spoken language data for all kinds of linguistic analyses has made it possible to also include findings about spoken language into grammatical descriptions of English.

The seminar will use a well-known publication in the field of such types of (corpus-based) descriptions of English, the *Longman Grammar of Spoken and Written English*. This grammatical description of English is based on the analysis of a very wide variety of texts, from spontaneous conversation in both the UK and the US, via novels and newspapers, up to academic articles and scientific

textbooks. In our discussions of what is revealed in selected parts of the book, we shall focus on two things:

- On a more coarse-grained level, we shall figure out what is common in the grammar of speech and writing, but also how in speaking people indeed make different choices of grammatical structure (also considering diatopic variation),
- On a more fine-grained level, we shall become aware of the 'genre-specificity' of (some features of) English grammar, i.e. of the different choices speakers of English make in the production of different types of texts.

### **10123 Tutorial: Written Academic Discourse I**

Fri, 9-11, NSG 315, A. Ober (Institut für Anglistik)

Literatur: Aczel, Richard. How to Write an Essay. Stuttgart: Klett, 1998.

Prüfung: Klausur (90 Minuten)

The goal of this practical language exercise is the academic essay in English. Students will practise their analytic and interpretative skills in keeping with both the formal genre conventions for term papers and current research on academic writing. Our exercises will focus on i) the mechanics of academic writing, ii) developing critical approaches, iii) discerning patterns of coherences and cohesion in secondary sources, and iv) applying systematic revision techniques.

## **PROFESSIONAL SKILLS MODULE (SQM) \***

### **Module: Transcultural Literacy: Constructing 'America'**

Module Coordinator: Crister Garrett

\*This module is NOT open to BA American Studies Majors

Enrolment for this module will take place on Friday, April 3, from 9am to 4pm in room 3 5.06 of the GWZ (Beethovenstr. 15, 5th floor). Please bring evidence of B2-level English skills (Abiturzeugnis, English up to 12th or 13th grade)!

The module provides students with the opportunity to practice and improve transcultural literacy and skills by engaging diverse themes relating to American society in a transatlantic context. Students can practice and improve transcultural literacy and skills via three platforms: (1) the module is conducted completely in English, thus providing content-based language learning involving the engagement with difference (2) students are provided with the opportunity to practice and improve analytical skills and the presentation of ideas, in written and oral form, that involves engaging diversity and difference, and (3) students are expected to improve such skills by exploring, for example via seminar discussions, the interactions in American society (political, cultural, social, economic) that have led to the construction of 'America' through transcultural dynamics.

The Module consists of a Lecture and a Seminar.

### **340 Lecture: Constructing 'America' in a Transcultural Context**

Tue, 5-7pm, HS Albertina, Crister Garrett/ International Guest Scholars

The lectures provide a multi- and interdisciplinary exploration of the diverse elements and dynamics involved in the construction of American culture and society. Informing the lectures will be deliberations about the interactions of conflict, contextualization and consensus in the transcultural negotiation of difference during the American experience and its transatlantic and global context.

The lecture series will stress the theme of diversity and difference by integrating lectures from leading scholars from the United States and Europe.

### **341 Seminar: Reading 'America' in a Transcultural Context**

Wed, 1-3pm, GWZ 2 5.16, C. Sharpe

Graded Work: A Paper (topics handed out eight weeks prior to due-date) and a Fifteen-Minute Oral Presentation.

The seminar complements the lecture by creating a forum where diverse readings will be engaged that deal with the construction of American identities and traditions and what this mean in a transcultural and transatlantic context. The seminar provides students moreover with the opportunity to practice and improve analytical, reflective, and presentation skills (written and oral).

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**MASTER**

## 1st YEAR

### Module: Political Cultures in a Transatlantic Context

Module Coordinator: Crister Garrett

This module is meant to provide students with a deeper understanding of the concept of political culture in a transatlantic context. Political culture is generally defined as the traditions, practices, and values that shape how a society practices politics, and prioritizes in its political process, for example, in the case of governing. Political culture involves the fields of cultural history, political science, sociology, anthropology, economics, and cultural studies. It is a key concept for understanding the nature of politics and society in the United States, in Europe, and in any comparison between the two regions.

#### 420 Seminar A: Contested Order

Wed, 9-11am, NSG 101, R. Pates (Institut für Politikwissenschaft)

Governing and the production of order has long been deemed to be either the responsibility of the state; according to this view the sovereign is entitled and supposed to intervene into whatever processes it sees prone to risks. But confidence in this model has shattered of late – be it the financial crisis, intermittent wars for oil or water, natural catastrophes: the state interventions have disappointed of late. This seminar is to ask whether it would be correct to infer that the model of the state as a model for the provision of order and security is failing and what the consequences may be. Political anthropologists have been arguing that order is a function of micro- or mezzo-structures, of trust between neighbours, shared values, shared rituals and traditions, but also of certain economies and ways of thinking.

The seminar invites all students interested in participating in considering joining the guest lectures who are expected at Leipzig for the university's 600th anniversary, including Martha Nussbaum, Engseng Ho, Ayelet Schachar, Nicolas Rose, and others. The lectures series will supplement the seminar.

Grades: Term paper and presentation.

Literature: Will be supplied via moodle, as will the announcements of the lecture series.

#### 421 Seminar B: Congress and Its Modern Role (= 022)

Organizational meetings on April 14 and May 26, 5-9pm, NSG 015, P. Rundquist

This block seminar examines the various formal and informal roles performed by the contemporary American Congress. The course will focus on the "post-reform era" Congress, the institution that was created after more than a decade of major internal changes in rules and procedures, a period of internal turmoil that ended roughly in 1980. Over the past quarter century, the shifting policy environment and the altered national and international contexts, have put new and different pressures on the House of Representatives and Senate. The seminar is timed to coincide with the beginning of a new Congress, and thus permit an examination of topics (adoption and change of rules, seating of newly elected members, appointment and organization of committees, aiding the formation of a new presidential administration) that most often occur at the start of a new Congress. The first two double class sessions will handle seminar organization matters and will also feature lectures by the professor. Later block sessions will feature student presentations on selected topics. Students are expected to deliver a class presentation on a topic each has chosen, and to prepare a semester paper, due in completed form by October 1.

General Course Readings:

Walter Olezek, Roger Davidson, and Francis Lee. Congress and Its Members (11th edition)

Lawrence C. Dodd and Bruce Oppenheimer, eds. Congress Reconsidered (8th edition)

Paul Quirk and Sarah Binder, eds., Institutions of American Democracy: The Legislative Branch

Additional books will be available on the Semesterapparat, and electronic journal articles will also be available to aid in preparation for seminar presentations and semester papers.

#### 422 Research Seminar

Time and Place to be coordinated during first seminar session with Paul Rundquist

The Research Seminar is open to students formally enrolled in the M.A. Program of American Studies. The Research Seminar is meant to offer students an intensive "tutorial"-atmosphere where the main research project/paper for the module can be discussed and prepared in a small circle of students and the guiding faculty member.

### Module: Media and Society in a Transatlantic Context

Module Coordinator: Crister Garrett

Media and its different forms lays at the heart of constructing and disseminating images, ideas, information, and identities that have shaped the very notion of "America" and how it has been received, integrated, adapted in every corner of the world, and especially in Europe. Conversely, European traditions in such mediums—whether journalism in all its forms (print, radio, tv, internet) or film, music, literature,—have had and have strong influences on many aspects of American society. This module is meant to deepen student knowledge about how media and society have evolved in the United States, Europe, and in a transatlantic context.

#### **430 Seminar A: Lehrredaktion Online**

Projektseminar

Wed, 5-8.30pm, Burgstraße 21, Computerpool 2.34, M. Machill/ M. Beiler (Institut für Kommunikations- und Medienwissenschaft)

The seminar starts on April 22, 2009 and takes place every two weeks

Die Lehrredaktion Online richtet sich an Studierende im Hauptstudium des Diplomstudienganges Journalistik sowie an Studierende des Masterstudienganges Journalistik. Nach schriftlicher Bewerbung können auch Studierende im Magister-Nebenfach Journalistik teilnehmen. Im Rahmen der Lehrredaktion wird an einem Online-Magazin gearbeitet, das sich mit Hochschul- und Lokalthemen beschäftigt. Dazu wird eine Redaktion gebildet: Die Studierenden planen und realisieren die Themen der nächsten Ausgabe, redigieren Beiträge und gestalten das Online-Magazin als Ganzes mittels Content-Management-System. Diese Aufgaben werden anhand der oben angesprochenen Thematik intensiv und praxisnah eingeübt. Der Schwerpunkt der Lehrredaktion Online liegt auf der Einübung von Recherchieren und der Umsetzung der Beiträge mit unterschiedlichen, onlinegerechten Darstellungsformen. Zu Beginn der Lehrveranstaltung werden die zentralen theoretischen Aspekte des Online-Journalismus behandelt. Auch spezielle ethische Fragestellungen des Onlinejournalismus (Wie geht man mit „Korrekturen“ oder „Neuversionen“ bereits im Netz veröffentlichter Artikel um?) stehen im Mittelpunkt dieser praxisorientierten Lehrwerkstatt.

#### **431 Seminar B: Politics and Media in the United States (= 021)**

Blockseminar

Organizational meetings on April 7 and May 19, 5-9pm, NSG 015, P. Rundquist

The connections between politics and the media has always been present in the United States, as far back as Benjamin Franklin's dual role in publishing and in politics, and the first appearance of the Federalist Papers in New York state newspapers. The seminar will examine such topics as media coverage of elections and governmental processes; the business of the mass media, including government regulation; the changing role of newspapers; the evolution of the electronic media; government's usage of the mass media to influence public opinion; the historic and contemporary role of minority media enterprises in the US; and the increasingly multinational character of the mass media. The block seminar will begin with two double-class length sessions devoted to organizational matters, and to lectures by the professor setting a framework for future class sessions. Students are expected to choose a presentation topic and to deliver a formal presentation during the block seminar meetings later in the semester. A semester paper, due by 1 October, is also required in the seminar.

Suggested general readings:

Doris Graber, *The Politics of News: The News of Politics*.

Pippa Norris, et. al., ed. *Framing Terrorism: The News Media, the Government, and the Public*.

R. Douglas Arnold, *Congress, the Press, and Political Accountability*.

Additional books will be placed on the Semesterapparat, and electronic versions of important academic journal articles will also be available for use by seminar students.

#### **432 Research Seminar**

Time and Place to be coordinated during first seminar session with Paul Rundquist

The Research Seminar is open to students formally enrolled in the M.A. Program of American Studies. The Research Seminar is meant to offer students an intensive "tutorial" atmosphere where the main research project/paper for the module can be discussed and prepared in a small circle of students and the guiding faculty member.

#### **Module: Difference and Literature**

Module Coordinator: Anne Koenen

The module addresses the negotiation of socio-cultural difference in U.S.-American literature. It aims to deepen students' understanding of 'difference' in its key manifestations 'race,' class, and gender with a focus on their articulation and contestation in literary texts. The seminars explore specific forms of difference in their historical, social, cultural, and aesthetic contexts. They will embed selected readings in 'difference and literature' within discussions of U.S. literary history and reflections on literary theory.

#### 440 Seminar A: Postmodernism and Literature (= 011)

Thu, 11am-13pm, GWZ 2 5.16, A. Koenen

Classes start in the week of April 13.

Whether we understand postmodernism as a historical period we live in or as an intentional artistic/literary movement, its manifestation in the US has differed markedly and significantly from European PoMo. In the seminar, we will look at constituting moments (the movements of the 1960s, for example), essays (Barth's "Literature of exhaustion," Fiedler's essays on popular culture), and a wide range of fictions from different genres. Novels like Kingston's *The Woman Warrior*, Morrison's *Beloved*, Auster's *City of Glass*, O'Nan's *The Speed Queen* and King's *Pet Sematary* as well as plays like Hwang's *M. Butterfly* and short stories like Proulx's "Brokeback Mountain" and Barth's "Night-Sea Journey" supposed to represent aspects like multi-culturalism, self-referentiality, undermining of genre boundaries, deconstructions of race and gender.

Purchase of novels recommended. A reader with essays and short stories will be provided.

Please contact [Koenen@uni-leipzig.de](mailto:Koenen@uni-leipzig.de) prior to March 31 with information about the semester you're in, the program you're enrolled in (Staatsexamen or Magister), your specific interest in the subject, and whether you need to write a paper. The number of participants in the seminar is limited. The first meeting of class will have a short test about *The Woman Warrior*. The results of this test will decide about participation.

#### 441 Fictions of Class

Friday, 11:15 AM - 12:45 PM: GWZ 2.5.16

Kanzler

[www.ul.as.lehrbox.de/291](http://www.ul.as.lehrbox.de/291)

It is an often-voiced grievance that American Studies has been paying insufficient attention to experiences and representations of class. American Studies scholarship, the argument goes, has neglected class as a category of difference vis-a-vis the attention it has bestowed on categories like 'race' and gender. In so doing, it is typically implied, American Studies has fallen prey to the distinctly U.S.-American brand of class ideology that insists on the classlessness of American society.

While this accusation may hold true in some quarters of American Studies, it is noteworthy that issues of class have, of course, always been present in American literature and culture, and that there has been an unabating scholarly interest in theorizing and historicizing these representations. In this seminar, we will explore fictions of class in U.S.-American literature and their reflection in scholarship. Looking at selected texts from the 19th and 20th centuries, we will discuss questions like: How do these texts articulate social distinctions and economic inequality? What strategies do they employ to represent the working class or the poor to middle-class readers, in genres and by a literary language shaped by middle-class ideology? How does class in these narratives interact with other categories of difference? Which theories and histories of class can help us in discussing these questions?

Provisional Reading List (final reading list will be announced in class):

Herman Melville, "The Paradise of Bachelors and the Tartarus of Maids"

Stephen Crane, *Maggie, a Girl of the Streets*

Sinclair Lewis, *Babbitt*

Tillie Olsen, *Yonnondio*

as well as further short primary texts, film(s), and texts of literary theory and criticism.

Enrollment for Magister- and Lehramt-students has ended as all spaces in the seminar are taken.

#### Module: Rethinking the Americas

Module Coordinator: Crister Garrett

This module is offered as a transdisciplinary cooperative exercise between the MA Program in American Studies and the MA Program in Latin American Studies. Different forms of Hispanic and Latino culture are having a profound impact on the nature of American politics, economics, society, and culture. And the United States continues to have a deep influence on South, Central, and North America. Any sophisticated understanding of the contemporary United States involves the study of how the Americas have evolved, are evolving, and shaping our basic understanding of concepts such as nation, state, identity, borders, law, language, work, family, and other building blocks of society.

#### 450 Seminar A: Rethinking the Americas: Transnationalization, ... (= 020)

Wed, 3-5pm, NEU: NSG S302, C. Garrett

...and the Politics of Transformation

This seminar will explore the political, social, economic, and cultural transformations taking place in the Americas that make notions of South, Central, and North America increasingly complex to distinguish. The mobility of people, goods, cultures and ideas have made notions of the regional and the national increasingly challenged, contextualized, and encourage new conceptualizations of

political, economic, and cultural spaces, in short, a rethinking of the Americas and its meaning hemispherically and globally.

**451 Seminar B: Rethinking the Americas: Hybrid Border Cultures**

Thu, 9-11am, HS 2010, A. de Toro (Institut für Romanistik)

\*Please Note: This course will be taught in German, but working languages for the seminar will be German, Spanish, and English.

In the current unfolding of a “planetary culture” the traditional notions of borders are disappearing. This process involves both positive and negative aspects requiring new answers. Key challenges here are feelings of lost identities, a sense of not belonging, of insecurity, of instability. The Americas provide an especially poignant space for analyzing these fundamental trends. The Americas are geographically proximate, have common interests, but also enormous differences, and that despite the ubiquitous presence of the United States in Latin America, and the some 40 million “Hispanics” in the United States.

**452 Research Seminar**

C. Garrett and A. de Toro

Time and Place to be coordinated during first sessions of seminars 450 and 451.

The Research Seminar is open to students formally enrolled in the M.A. Program of either Latin American Studies or American Studies. The Research Seminar being offered by Crister Garrett will be conducted in English. Time and place will be arranged with participating students during the first week of seminar.

The Research Seminar is meant to offer students an intensive “tutorial” atmosphere where the main research project/paper for the module can be discussed and prepared in a small circle of students and the guiding faculty member.