

Course Catalog Summer Semester 2012

American Studies Leipzig

Below please find our new course catalog. We will update these pages throughout the break and the semester.

Table of Contents

1	Information	2
2	BA Courses	5
2.1	LS I - Introduction to Linguistics for American Studies (04-001-1003)	5
2.2	SHP I - Society, History, and Politics I (04-001-1002)	7
2.3	Literature & Culture II (04-001-1007)	9
2.4	The Anglo-American World in a Global Context (04-001-1008)	11
2.5	Literature & Culture III (04-001-1011)	14
2.6	Society, History, and Politics III (04-001-1010).....	16
2.7	Language and Society III – Language in Transition (04-001-1012).....	17
2.8	Service Learning Project Seminar: Praktikum and Service Learning	19
3	MA Courses	20
3.1	Political Cultures in a Transatlantic Context (04-038-2005)	20
3.2	Difference and Literature (04-038-2007).....	22
3.3	Rethinking the Americas (04-038-2008)	23
4	Other Courses	24
4.1	Picador Workshop	24
4.2	Kolloquium für ExamenskandidatInnen und DoktorandInnen	25
4.3	Seminar “We never crossed the border, the border crossed us”: Mexican American cultural productions	25
4.4	Seminar “Fiction and Politics”	26
4.5	Seminar: (Post) Modernism: William Faulkner and Toni Morrison	26
4.6	Seminar: The Americas in American Literature	27
4.7	Student-organized extracurricular activities (not for credit): ASL Book Club	27
4.8	Playing With Meaning: An Exploratory Analysis of Video Games.....	28

1 Information

Contact Information

The Institute for American Studies is located at the University's Humanities Building (Geisteswissenschaftliches Zentrum, GWZ), Beethovenstraße 15, on the 5th floor – house 3.

For details on our programs and faculty, please visit the American Studies Leipzig (ASL) website at <http://americanstudies.uni-leipzig.de>

Name	Room	Phone
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Prof. Dr. Crister Garrett crister.garrett@uni-leipzig.de (during summer term 2012 on sabbatical)	3505	97 37 335
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Monday: 10 am - 1 pm

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Advising

At the Institute for American Studies, students can rely on a comprehensive network of advisors to assist them with the organization of their programs of study. Please visit the ASL website for contact information and office hours of our faculty and staff.

These faculty members are available for the following concerns:

Questions relating to program requirements; general guidance and advice on how to organize your studies:

- Dr. Katja Schmieder, Sebastian Herrmann, MA, Anja Eifert, MA, Florian Bast, MA

General Advising

Mentoring "Qualitätspakt Lehre- Stil"

General study advising offered by "Philologische Fakultät"

Maria Bergau, Priska Fronemann, Julia Protze

Room: 3314

Tel: 97 37 464

www.uni-leipzig.de/~philolment

e-mail: philolment@uni-leipzig.de

Office Hours: Tuesday 11-12am, Thursday 1-3pm and by appointment

Advice and services concerning transfer from another university or from another degree program; credit for study abroad:

- Dr. Katja Schmieder
- Sebastian Herrmann, MA

Questions relating to specific fields of study, including format of exams:

- SHP/Kulturgeschichte: Anja Eifert, MA
- LC/Literaturwissenschaft: Prof. Anne Koenen, Dr. Katja Schmieder, Sebastian Herrmann, MA, Florian Bast, MA

Registration for Classes

Most classes require prior registration. To learn more about registration procedures for students in different ASL programs (Magister, BA, MA; service for Lehramt), please have a look at the Registration Information Sheet available in the respective news item. As access to some classes is quite competitive, please take the procedures and deadlines for registration seriously.

American Studies Modules

Modules in the BA and MA programs are designed to achieve specific learning goals, they entail a specific amount and specific types of coursework and examinations, and they may have prerequisites. To learn more about these, we strongly encourage you to have a look at our program's Module Catalog (BA; MA) and at the appendix to our Conditions of Study (BA; MA).

International Students

International Students are very welcome in the courses offered by the Institute for American Studies. To learn more about places available in individual courses, please contact the instructor, and describe your situation briefly (i.e., exchange student, international guest student, participating in an international degree program). We will do our very best to include you in our courses.

Courses

Course catalogs of past semesters can be found in the Downloads and Resources Area.

For course offerings in Linguistics, please consult the British Studies course catalog, available at the website of the Institute for British Studies (<http://www.uni-leipzig.de/~angl>).

Unless stated otherwise, **classes start in the week of April 10th, 2012.**

Students are responsible for keeping track of updates on actual course dates (some are alternating).

Addresses:

GWZ (Geisteswissenschaftliches Zentrum), Beethovenstr. 15

NSG (Neues Seminargebäude), Universitätsstr. 5

HSG (Hörsaalgebäude), Universitätsstr. 7

2 BA Courses

Registration Guidelines:

Dear Students, for registration information please see the respective news item.

2.1 LS I - Introduction to Linguistics for American Studies (04-001-1003)

Module Coordinator: Dr. Sylvia Reuter (Anglistik)

Das Modul bietet den Studierenden einen ersten Überblick über Analysemethoden und zentrale, grundlegende Fragestellungen in der synchronen amerikanistischen Linguistik sowie das Erlernen des geschriebenen akademischen Diskurses darüber. Die Vorlesung "Einführung in die synchrone Linguistik" führt ein in die Grundlagen der modernen englischen Sprachwissenschaft und gibt einen Überblick über die wesentlichen Teilgebiete der Disziplin. Das Seminar "Systemlinguistik" vertieft das in der Vorlesung "Einführung in die synchrone Linguistik" vermittelte Wissen aus den Bereichen Morphologie, Phonetik/Phonologie, Semantik und Syntax mit spezifischer Relevanz für das moderne amerikanische Englisch. Eine Übung "Sprachpraxis für Amerikanisten" ergänzt das Modul.

The module consists of one lecture, one seminar, and one tutorial

1003-1 Lecture: Introduction to Synchronic Linguistics

Tuesday, 1-3pm, HSG HS 9
D. Schönefeld (Institut für Anglistik)

The lecture aims at familiarizing students of English with the essentials of (English) linguistics. We will set out to define the field, the study of language, and will work our way through a programme clarifying central terms and issues of the major branches of linguistics. These comprise phonetics/phonology, morphology, syntax, semantics, and pragmatics, as well as sociolinguistics and psycholinguistics, sitting at the interface of language to other phenomena. Time permitting, we will also have a look at the historical development of linguistics.

The lecture assumes a thorough knowledge of English, but does not presuppose any previous study of grammar or other aspects of linguistics.

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

1003-1 Seminar Systemlinguistik: Introduction to Synchronic Linguistics

either a) Tuesday 9am-11am, NSG 214
S. Reuter (Institut für Anglistik)

or b) Thursday 1pm-3pm, NSG 220
A. Naumann (Institut für Anglistik)

This seminar is conceived together with the introductory lecture as a basis for further studies in linguistics. Whereas in the lecture you familiarize yourself with basic concepts, the seminar focuses on in-depth discussion, exercises and task solving. We will start our linguistic journey with phonetics & phonology, and after that move into the other core areas of linguistics such as morphology, syntax and semantics. Needless to add, the textbook describes the English as used in the USA.

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"

1003-3 Tutorial Sprachpraxis für Amerikanisten: Spoken Academic Discourse

either a) Tuesday 11am-1pm NSG327
P. Tasic (Institut für Anglistik)

or b) Tuesday 3pm-5pm NSG327
P. Tasic (Institut für Anglistik)

or c) Thursday 5pm-7pm NSG329
P. Tasic (Institut für Anglistik)

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 critical insight into the linguistic relevance of cultural determinants is gained by engaging in inquiry and reflection on past and present American usage.

Please note that further relevant information on exams and literature can be found on website of Anglistik.

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

2.2 SHP I - Society, History, and Politics I (04-001-1002)

Module Coordinator: Prof. Dr. Hartmut Keil

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.

The module consists of one lecture, one seminar, and one tutorial

110 Lecture:

Wednesday, 1pm-3pm, HSG HS 4
H. Keil
[lehrbox coming soon]

The lectures will explore how the unfolding of American history influenced American society and thus the country's political culture, institutions, and outcomes. Topics to be covered include transatlantic influences on the emergence of an American republic, the formation of republican institutions, the role of religion in shaping American politics and society, the evolution of an American capitalism, tensions between regional and national institutions and cultures, expansion and empire, and war. The course thus integrates global, transatlantic, and international developments to better understand the nature of the American experience.

111 Seminar:

either a) Monday, 11am-1pm, GWZ 2.516
A. Eifert
www.lehrbox.de/347

or b) Wednesday, 3pm-5pm, GWZ 2.516
T. Schlobach
www.lehrbox.de/433

or c) Friday, 1pm-3pm, HSG HS 14
T. Schlobach
www.lehrbox.de/434

In this seminar, students will read original documents and interpretive essays relating to the different themes raised during the lecture. This will permit students to deepen and contextualize their knowledge about the topics covered during the lecture while also developing their academic skills in writing, speaking, and the presenting of one's own ideas.

112 Tutorial (Übung):

either a) Monday, 9am-11am, NSG 302
C. Sharpe
[lehrbox coming soon]

or b) Wednesday, 11am–1pm, NSG 221
C. Sharpe
[lehrbox coming soon]

or c) Thursday, 9am-11am, NSG 214
C. Sharpe
[lehrbox coming soon]

The tutorial (übung) 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.

2.3 Literature & Culture II (04-001-1007)

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.

The seminars contain a project phase with no regular instruction and consultations in the second half of the semester, followed by a presentation conference. More details on this schedule will be available soon.

The module consists of one lecture and two (out of three) seminars

210 Lecture: The Canon and Popular Culture

Tuesday, 9am-11am GWZ H2 0.10

A. Koenen

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

Class starts on **April 17**.

211 Seminar: Worlds of Difference, Plots of Power: The Fictions of Octavia E. Butler

Monday, 3pm-5pm GWZ 2.516

F. Bast

[lehrbox coming soon]

Octavia E. Butler, the first black woman to be commercially successful as a science fiction author, is known for her fictions’ minute dissections of the complexities of power and of the dynamics of oppression and resistance. Situated at a highly fertile intersection of such contested issues as agency, the body, and concepts of the Other, Butler’s texts have garnered significant interest from usually distinctly conceived areas of literary studies—feminist criticism, African American studies, and science fiction studies, to name only three. This class aims to give students an overview of this diverse and intensely debated body of work, to provide them with a basic understanding of the respective productivities of the different approaches which have been taken in analyzing Butler’s work, and to guide students towards close textual analyses of some of Butler’s fictions. Taking a close look at several of Butler’s short stories and novels—such as *Kindred* (1979); *Bloodchild* (1984); the Parable Series, consisting of *The Parable of the Sower* (1994) and *The Parable of the Talents* (1999); and the Xenogenesis Series, comprised of *Dawn* (1987), *Adulthood Rites* (1988), and *Imago* (1989)—the class will pay particular attention to the ways in which Butler’s texts make highly innovative use of some of the staples of science fiction to address issues at the heart of African American literature. Additionally, we will focus on how they uphold sophisticated ambiguities in relation to issues of power, oppression, and agency, broadly conceived. Since the seminar focuses on the work of an author who primarily considered herself a novelist, participants will have to shoulder a high reading load, enforced by PVLs.

Class starts on **April 16**.

212 Seminar: Theorizing Popular Culture

Thursday, 11am-1pm GWZ 2.516

S. Herrmann

www.lehrbox.de/449

In this class we will discuss a variety of theoretical approaches to reading popular culture, as well as the history of how popular culture has been theorized in the past in different traditions of cultural critique. We will use the insights from these theories to discuss select pop-cultural texts, but the focus of the class will be on understanding and discussing the theories and approaches involved and the history and politics of their circulation. Despite the fun-sounding topic, the reading workload, in theoretical material as well as in primary texts (in the widest sense of the word), will be considerable, and everybody in class will have to show, in writing and in discussion, that they have read and prepared the sessions thoroughly.

Class starts on **April 19**.

Movie Masculinities: Cinematic Representations of Gender

E. Ravizza

Fri. 13:15-14:45

GWZ 2 5.16

Working with American films as primary texts, this class will investigate the construction of (male) gendered identities in mainstream movies. The final list of movies is currently under consideration. Some titles it might include are: *Double Indemnity* (1944), *Rear Window* (1954), *The Searchers* (1956), *Chinatown* (1974), *The Terminator* (1984), and others.

In screening sessions, we will watch select movies and discuss their visual, dramatic, dialogic, and other 'textual' work in class. On top of the screenings, you will engage a considerable amount of theory on the role of the gaze, on psychoanalytic readings, on semiotic interpretation, and other topics. Accordingly, you should plan sufficient time to watch the movies (in depth and repeatedly, if required) and thoroughly read and understand the secondary material. Both will be subject to Prüfungsvorleistungen throughout the semester.

Class starts on **April 20**.

2.4 The Anglo-American World in a Global Context (04-001-1008)

Module Coordinator: Dr. Katja Schmieder

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.

The module consists of one seminar in English and one in American Studies and one tutorial in American Studies

1107-1 Seminar Literatur oder Kulturstudien Großbritanniens:

Von den folgenden Seminarangeboten (1107-1 a-b) ist ein Kurs zu belegen.

1107-1a The British Empire and Its Legacy: History, Identity, Representation

Wednesday, 11am-1pm NSG 224
D. Böhnke (Institut für Anglistik)

Empfohlene Vorbereitung: Auffrischen der Kenntnisse zur Geschichte GBs

Literatur: Cannadine, David (2001), *Ornamentalism: How the British Saw Their Empire*. OUP; Ferguson, Niall (2004), *Empire: How Britain Made the Modern World*. London: Penguin; Kitchen, Martin (1996), *The British Empire and Commonwealth: A Short History*. Houndmills, Basingstoke: Macmillan; Lloyd, T. O. (1996), *The British Empire 1558-1995*. Oxford: OUP; Marshall, P. J., ed. (1996), *The Cambridge Illustrated History of the British Empire*, Cambridge: CUP; Porter, Bernard (2008), *Empire and Superempire: Britain, America, and the World*. New Haven: Yale UP.

Prüfung: Mündliche Präsentation (15 Minuten) mit Essay als Hausarbeit in diesem Seminar oder im Seminar 1107-2

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, and how they influence identities both in the UK and the former colonies and dependent territories. In order to do this, we will analyse various developments and representations from the realms of politics, society, literature and film.

1107-1b Transatlantic Migrations and their Sites of Memory

Thursday, 7am-9am NSG 224
J. Schwend (Institut für Anglistik)

Empfohlene Vorbereitung: Coogan, Tim Pat (2002). *Wherever Green is Worn*. New York: MacMillan.

Gilroy, Paul (1993). *The Black Atlantic. Modernity and Double Consciousness*. Cambridge, Mass.: Harvard University Press.

Prüfung: Mündliche Präsentation (15 Minuten) mit Essay als Hausarbeit in diesem Seminar oder im Seminar 1107-2

The New World has been a destination for migrations from the Old World. Conditions on ships for emigrants were frequently not much better than those on slave ships. Many emigrants left their homeland to avoid persecution, others left to find a better life across the Atlantic. The ports of embarkation (Cobh, Bremerhaven) are sites of farewell and sites of memory. Museums and monuments on both sides of the Atlantic remind us of those who left and arrived. We will concentrate on Irish and German emigrants leaving in the late 18th and 19th centuries and look into the museums “The Queenstown Story” in Cobh and the “Deutsches Auswandererhaus” in Bremerhaven. But we will also look into the reception of the emigrants in their ports of arrival, New York and Ellis Island, Boston and Grosse Ile in Canada. What were conditions like for those who arrived – Catholic Irish in a WASP culture in the USA? What are the ideals connected with the United States of America and in how far were they realized or not for the new immigrants? What stereotypes were prevalent, especially in the case of the Irish?

1107-2 Seminar Literatur oder Kulturgeschichte der USA:

Von den folgenden Seminarangeboten (1107-2a-b) ist ein Kurs zu belegen.

1107-2a Jack the Ripper vs. Ed Gein: The Pervasive Serial Killer

Thursday, 9am-11am, NSG 421
K. Schmieder
[lehrbox coming soon]

Empfohlene Vorbereitung: Schmid, David (2005). *Natural Born Celebrities: Serial Killers in American Culture*.

Prüfung: Mündliche Präsentation (15 Minuten) und Hausarbeit in diesem Seminar oder im Seminar 1107-1

Both Jack the Ripper and Ed Gein have been perceived as two of the most culturally productive serial killers of all times: From semi-fictional case studies to fan merchandise they keep inspiring a multitude of texts and, thus, have made “the” Anglo-American serial killer phenomenon cross borders and boundaries on a global scale. In our course we will trace their routes as we discuss writings, films, and music, while employing and dissecting analytical categories such as gender and space.

1107-2b Race and the Anglo-American World

Friday, 9am-11am, GWZ 2.516

H. Keil

[lehrbox coming soon]

Empfohlene Vorbereitung (u.a.): Smedley, Audrey (2007). *Race in North America: Origin and Evolution of a Worldview*. Boulder, CO: Westview Press.

Prüfung: Mündliche Präsentation (15 Minuten) und Hausarbeit in diesem Seminar oder im Seminar 1107-1

The course will look at historical and contemporary theories of race as well as practical race relations in Great Britain, South Africa and the United States. We will analyze the historical, socioeconomic, and cultural contexts in which race theories and ideologies emerged, and we will discuss the common legacy of a specific Anglo-American racism, as documented in the emergence of the plantation system and slavery. Further pseudoscientific additions during the period of imperialism and expansionism, such as Anglo-Saxon racism, Social Darwinism, Anti-Semitism, as well as the eugenics movement in the 20th century, will be explored. Contemporary race relations in the three countries (work and educational disadvantages, riots, living conditions) and political strategies to overcome discriminatory practices (anti-Apartheid movement, affirmative action) will also be discussed.

1107-Tutorial Academic Argumentation

Friday, 11am-1pm, GWZ 2.516

M. Moglen

www.lehrbox.de/445

This course seeks to impart an understanding of the necessary components that comprise cohesive, concise, and thorough academic argumentation in an essay or oral presentation. Participants will analyze circulated essays and be asked to critically examine the work in question with a focus on the major arguments, evidence given, opinion portions, tone, etc. The proper use of Latin terms (e.g. ad hominem, ad nauseam, prima facie, etc.) as well as types of reasoning (inductive and deductive) and processes (top-down and bottom-up) will be addressed. Students will have the opportunity to read from current work and receive class feedback. Oral argumentation in American English will be discussed in relation to circulated lectures and general principles for effective and engaging communication.

2.5 Literature & Culture III (04-001-1011)

Module Coordinator: Prof. Dr. 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.

The module consists of two seminars

Seminar: Unreal Worlds

Thursday, 3-5 pm, GWZ 2.516
S. Herrmann
www.lehrbox.de/444

The idea that the world might actually be quite different from what it seems like has proven an immensely prolific and engaging plot device. From postmodern novels to *The Truman Show*, from conspiracy stories to the 'mindtwist movie,' contemporary storytelling has returned to this basic idea in countless transfigurations. In this seminar, we will read (and watch) fictions that are built around this basic idea of a presumed conspiracy against the protagonist, a hidden truth that only gradually unravels. Working with novels, short stories, and movies, we will look at straightforward examples and less obvious implementations to ask and discuss a number of questions: What anxieties and threats do these texts negotiate? What is their appeal? What is their history? What other dynamics are involved? Race? Class? Gender?

Seminar: Adventures in Narrative: The "I" in Contemporary Fiction

Monday, 1-3 pm, GWZ 2.516
F. Maazel (Picador guest professor summer term 2012)
[lehrbox coming soon]

In this class, we'll be reading and discussing works of fiction that depart from convention and consensus reality that redefine how stories can and often should get told. As notable British author Zadie Smith has noted, "...most avant-garde challenges to Realism concentrate on voice, on where this 'I' is coming from, this mysterious third person." In particular, then, we'll be focusing on narratives that struggle with issues of selfhood and memory how one informs the other and vice versa. We'll be reading four very different, unconventional novels, and some short fiction that address how selfhood is construed from the ashes of our forbearers and what frailties of human design are the result.

Students will be asked to close read and respond to the texts, to submit a final paper on a topic of his/her choosing, and perhaps to engage in creative and expository writing exercises to augment discussion of the texts.

REQUIRED TEXTS

Donald Antrim: *The Hundred Brothers*

Aleksandar Hemon: *The Lazarus Project*

Edward Carey: *Observatory Mansions*

Paul Harding: *Tinkers*

Short Fiction via PDF

The books have been ordered at the Connewitzer Verlagsbuchhandlung and should be available for purchase there by mid-April.

This seminar will be offered as part of the LC-III module. The sign-up will be part of the regular application to the module at the beginning of the next semester.

Classes start **April 30th**.

2.6 Society, History, and Politics III (04-001-1010)

Module Coordinator: Anja Eifert, MA

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.

The module consists of two seminars

310 Seminar 1: US Public Diplomacy: Historical Developments and Current Trends

Wednesday, 11-1pm, GWZ 2.516

A. Eifert

www.lehrbox.de/440

The following seminar explores the significance and scope of US public diplomacy, its importance in bi- and multilateral relationships as well as the historical and present role of US public diplomacy in US foreign politics. With the election of Barack Obama as US president in 2008, the US entered a phase of political reorientation – national and international. In regard to foreign policy issues, this reorientation centers on the change from unilateralism to multilateralism as well as on a renewed emphasis on the use of smart power and public diplomacy. The seminar will outline US foreign policy traditions and place it in the context of international relations theory and diplomacy studies. Furthermore, it will investigate US public diplomacy in a worldwide context with focus on specific regions and countries, address the different governmental, non-governmental and private actors involved as well as analyze the role of US public diplomacy in the current and past administrations. Finally, the seminar will discuss the difference between the theory and the practice of public diplomacy as well as outline various public diplomacy strategies and investigate the challenges for US public diplomacy in the 21st century.

311 Seminar 2: Narratives of race in American culture

Thursday, 9-11am, GWZ 2.516

G. Pizarz-Ramirez

www.lehrbox.de/438

This course explores the social construction of race in American society. Our main interest will be to investigate how “race” has been defined at various moments in American cultural history, and how narratives of race have influenced Americans’ sense of individual and national identity. We will trace the development of the concept of race in American texts from the seventeenth century to the present, as well as in landmark movies in the history of race relations. Considering authors from Thomas Jefferson to Percival Everett we will discuss how race has been constructed on both sides of the “color line”, paying specific attention to concepts such as “whiteness”, “culture”, “class”, and “ethnicity”.

2.7 Language and Society III – Language in Transition (04-001-1012)

Module Coordinator: Dr. Sylvia Reuter (Anglistik)

Das Modul vermittelt detaillierte Kenntnisse über die spezifische Entwicklung des US-Englischen vom Altenglischen bis heute sowie über diskurslinguistische Konzeptionen oder über spezifische US-Varietäten wie z. B. Gullah, African American Vernacular English (AAVE) oder regionale Dialekte. Das Seminar "Geschichte des US-Englisch" dient einem Gesamtüberblick über die Geschichte des Englischen vom Altenglischen bis zum Frühneuenglischen sowie die Herausbildung und Entwicklung des US-Englischen.

Ein weiteres Seminar (je nach Angebot aus Varietäten oder Diskursanalyse) und eine Übung "Geschriebener Akademischer Diskurs I" ergänzen das Modul.

The module consists of two seminars and one tutorial

1012-1 Sprachgeschichte: Historical Roots of Present-Day US-English

Wednesday, 9am-11am, NSG 214
S. Reuter (Institut für Anglistik)

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

The seminar introduces into the earlier periods of all Englishes, i.e. into Old and Middle English, followed by Early Modern English as the decisive period for the birth of US-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, texts etc.

1012-2 Seminar Varietäten: African American Vernacular English

Thursday, 1pm-3pm, NSG 410
I. Buchstaller (Institut für Anglistik)

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

This course deals with African American Vernacular English, the distinctive varieties of English used primarily by and among speakers of African background in North America. We will investigate the present-day linguistic features of AAVE, as well as the ways in which the variety is expressively employed in black speech communities. We will also spend some time exploring the history of AAVE, its source in African languages, as well as the controversial question of its possible creole ancestry. These issues will be discussed in the light of educational and applied concerns, such as teachers' expectations and students' progress, linguistic profiling and discrimination of AAVE speakers.

1012-3 Tutorial Written Academic Discourse I

Thursday, 3pm-5pm, NSG 329
P. Tosic (Institut für Anglistik)

Literatur: Aczel, Richard. How to Write an Essay. 1998. Stuttgart: Klett, 2009. Print.

Prüfung: Klausur (90 Minuten)

The goal of this practical language exercise is the class essay in academic English. Students will practise their analytic and interpretative text production skills in keeping with both the formal genre conventions and current research on academic writing at tertiary levels. Our exercises are geared to helping students mitigate those weaknesses detrimental to structural clarity and target those strengths conducive to enriching the formal elements in their written academic discourse. Our exercises will focus on improving i) the mechanics of academic writing, ii) critical and argumentative approaches, iii) patterns of coherence and cohesion, and iv) systematic revision techniques.

2.8 Service Learning Project Seminar: Praktikum and Service Learning

Module Coordinator: Module Coordinator: Catherine Sharpe, BFA, RSA, TEFL

Thursday, 11am-1pm, GWZ 3.515)

C. Sharpe

Service Learning has enjoyed a long and respected tradition in the United States as a form of community-based learning and professional development at leading universities. Recently service learning has become increasingly established at European and German universities in the wake of the Bologna reform process.

American Studies Leipzig offers a Service Learning module to allow students to earn credit for a community service project coupled with a scholarly framework. In a structured learning environment (the module involves a seminar, research, project, and scholarly paper), students design and carry out a community project that will allow them to earn 10 LP (10 ECTS) toward meeting their BA SQM requirements. Spanning 2 semesters, the Service Learning module begins in the Summer Semester and concludes at the end of the Winter Semester.

For more information, please visit the

project website at americanstudies.uni-leipzig.de/service-learning

or email to aslservicelearning@uni-leipzig.de

Students can sign up by writing to aslservicelearning@uni-leipzig.de. Please tell us your major, your year of study (1st year, 2nd year etc), and provide a short explanation (around 100 words) about why you would like to take the SL SQM. Please note that space is limited and students will be enrolled on a first-come first-served basis.

3 MA Courses

Registration Guidelines:

Dear Students, for registration information please see the respective news item.

3.1 Political Cultures in a Transatlantic Context (04-038-2005)

Module Coordinator: Prof. Dr. Anne Koenen

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.

The module consists of two seminars

410 Seminar 1: "Fiction and Politics"

Thursday, 9am-11am, GWZ 3.515

A. Koenen

[lehrbox coming soon]

This seminar will explore political issues/periods like the (de)construction of gender and race, colonialism and imperialism, and the post-Civil War era and the war in Vietnam, and analyze how fictions become implicated in hegemony (*Dracula*, *Gone with the Wind*, *The Klansman*) or undermine notions of supremacy (*Pudd'nhead Wilson*, *Wide Sargasso Sea*, *Jubilee*) or disturb familiar readings of the world (*The Left Hand of Darkness*, *Dispatches*).

The final selection of texts and the format of the seminar will be discussed and decided on in the first meeting of the semester.

Class starts on **April 19**.

411 Seminar 2: "We never crossed the border, the border crossed us": Mexican American cultural productions

Wednesday, 11am-1pm, GWZ 3.515

G. Pizarz-Ramirez

<http://www.ul.as.lehrbox.de/435>

The course aims at discussing Mexican American literature, film, documentary, and art as a body of cultural productions that since its emergence has contributed to redefinitions of the concepts of nation and national culture. We will look at central categories of national identity construction and identity performance such as the body, the family, and the community, as well as at the category of the borderlands as a trans-national concept which emphasizes the links between the United States and

other regions of the continent. Along an axis which moves from nationalism to cultural nationalism to transnationalism, we will study texts and images by Mexican Americans as works which have critically interrogated and reinterpreted concepts of „Americanness“ and American culture. Novels we will read include Pat Mora’s *House of Houses* (Boston: Beacon Press, 1997) and Alfredo Véa’s, *La Maravilla* (New York: Plume, 1994). Purchase of novels recommended. All other reading materials will be available from lehrbox.

3.2 Difference and Literature (04-038-2007)

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.

The module consists of two seminars

440 Seminar 1: What Was/Is African American Literature?

Thursday, 3pm-5pm GWZ 3.515
G. Pisarz-Ramírez
<http://www.ul.as.lehrbox.de/436>

In a provocative book with the title *What Was African American Literature?*, black literary scholar Kenneth W. Warren suggested in 2011 that African American literature as a distinct entity is at an end, given that the period in which black writing was oriented toward a response to the conditions of Jim Crow is now over. His text has led to lively debates about the cultural, political and aesthetic specificity of African American literature. This course will explore "African American" as an unstable signifier that has been defined, redefined and questioned in the field of tension between normative literary expectations and individual expression throughout the history of African American writing. We will explore texts from the 19th century to the present, including authors such as Charles Chesnutt, Zora Neale Hurston, Percival Everett, and Charles Johnson.

441 Seminar 2: (Post) Modernism: William Faulkner and Toni Morrison

Tuesday, 11am-1pm GWZ 2.516
A. Koenen
www.lehrbox.de/447

In William Faulkner's and Toni Morrison's fictions, shared features and concerns abound: subjects like the history of the South, the traumata of the past, and the legacy of slavery as well as narrative strategies. Also, of course, both writers were awarded the Nobel Prize for literature for their works. In many respects, however, Toni Morrison's novels can be understood as rewritings of Faulkner's work from a black female perspective. We will analyze major novels and short stories following these approaches and ground our readings and discussions in a contextualization of the authors in the periods (post-modernism) they write in.

Novels: *Absalom! Absalom!*, *Light in August*, *Song of Solomon*, *Beloved*. Purchase of novels recommended. Short stories, criticism, as well as an extended bibliography will be provided on the Internet.

Class starts on **April 17**.

3.3 Rethinking the Americas (04-038-2008)

Module Coordinator: Prof. Dr. Gabriele Pizarz-Ramírez

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.

The module consists of two seminars

450 Seminar 1: The Americas in American Literature

Tuesday, 3pm-5pm, GWZ 2.516
G. Pizarz-Ramírez
<http://www.ul.as.lehrbox.de/437>

This course situates the study of American literature in the context of the American hemisphere rather than the nation state. We will investigate the possibilities for the study of American cultural productions opened up when “America” is understood not as a synonym for an isolated United States but as a network of historical and cultural connections that have extended across the hemisphere from the period of colonization to the present. We will read theoretical texts from the fields of comparative, inter-American and border studies as well as literary texts that articulate the intercultural relationships between the United States and Latin America, Canada and the Caribbean.

The first seven sessions of this MA course will be taught as regular class sessions, followed by a project phase in which participants will be expected to investigate a research project of their own choice. The course will conclude with a half-day colloquium dedicated to the presentation and discussion of the student projects.

Reading materials for this course will be available from Lehrbox.

451 Seminar 2: Rethinking the Americas: Diasporas III

Thursday, 11am-1pm, GWZ 2.316
A. de Toro
Class starts on **April 12th, 2012.**

Further information will be available soon.

4 Other Courses

Registration Guidelines:

Please note that the courses listed here are not part of a module (or can be attended without attending the entire module). Please find information on how to register below.

4.1 Picador Workshop

Tuesday, 1pm-3pm GWZ 2.516

F. Maazel (Picador guest professor summer term 2012)

Here's Thomas Mann: "A writer is someone for whom writing is more difficult than it is for other people." Sound right? It is. Welcome to class. We're going to workshop your short fiction two stories (one full length and one short short) that you will revise and turn into me at the end of the semester. Workshopping has its drawbacks, but it's not a jury. We'll talk about what works and what doesn't, and, most importantly: Why. Why doesn't it work? Writing is a mysterious business, equal parts talent and know-how. One you can't do anything about. But the other is craft, which can be learned. Dialogue, tone, pacing, point of view, tense, diction, syntax, these are your tools. They can be sharpened. So we'll be workshopping your material and also reading and discussing published stories, by way of exploring specific feats of craft.

In this workshop you can expect:

- to have your work discussed seriously and with compassion.
- to learn how to vet your own work how to indict yourself, both on and off the page.
- to relish experimentation; writing is a muscle that needs exercise.
- to discuss craft what techniques does this story deploy and why are they successful?
- to demand of your work as much as you can, and then to demand more.
- to learn how to discuss each other's work. How well you read will always be a measure of how well you write.

REQUIRED TEXTS

Short Story Reader

All students are welcome, but the number of spots is limited. Magisterstudents, please note that the rules for using Picadorscheins apply for this course. Get in touch with your students advisors if you have any questions.

You can apply for this class via email.

4.2 Kolloquium für ExamenskandidatInnen und DoktorandInnen

Thursday, 11am-1pm
A. Koenen

For further information and application, please contact Prof. Koenen (koenen@uni-leipzig.de) personally.

4.3 Seminar “We never crossed the border, the border crossed us”: Mexican American cultural productions

Wednesday, 11am-1pm, GWZ 3.515
G. Pizarz-Ramirez
[lehrbox coming soon]

The course aims at discussing Mexican American literature, film, documentary, and art as a body of cultural productions that since its emergence has contributed to redefinitions of the concepts of nation and national culture. We will look at central categories of national identity construction and identity performance such as the body, the family, and the community, as well as at the category of the borderlands as a trans-national concept which emphasizes the links between the United States and other regions of the continent. Along an axis which moves from nationalism to cultural nationalism to transnationalism, we will study texts and images by Mexican Americans as works which have critically interrogated and reinterpreted concepts of „Americanness“ and American culture. Novels we will read include Pat Mora’s *House of Houses* (Boston: Beacon Press, 1997) and Alfredo Véa’s, *La Maravilla* (New York: Plume, 1994). Purchase of novels recommended. All other reading materials will be available from lehrbox.

This MA-seminar is open to a limited number of Global Studies MA students (5), advanced and motivated Magister- and Lehramts students as a Hauptseminar for Literary Studies. Please apply for this seminar by email (pizarz@uni-leipzig.de) before April 5. In your application, please specify 1) your program of studies (Magister Haupt- or Nebenfach, Lehramt), 2) the semester in which you study, and 3) whether you want to earn a Leistungsschein in this seminar. Students who plan to just „sit“ in the seminar without active participation need not apply.

4.4 Seminar “Fiction and Politics”

Thursday, 9am-11am, GWZ 3.515

A. Koenen

[lehrbox coming soon]

This seminar will explore political issues/periods like the (de)construction of gender and race, colonialism and imperialism, and the post Civil War era and the war in Vietnam, and analyze how fictions become implicated in hegemony (*Dracula*, *Gone with the Wind*, *The Klansman*) or undermine notions of supremacy (*Pudd'nhead Wilson*, *Wide Sargasso Sea*, *Jubilee*) or disturb familiar readings of the world (*The Left Hand of Darkness*, *Dispatches*).

The final selection of texts and the format of the seminar will be discussed and decided on in the first meeting of the semester.

This seminar is open to a limited number of Global Studies MA students (5) and Magister students of American studies. Please apply by e-mail (koenen@uni-leipzig.de) by April 3. For Magister students, please specify your major and minor, the number of semesters you've studied, and whether you need to get a 'Schein.'

Class starts on **April 19**.

4.5 Seminar: (Post) Modernism: William Faulkner and Toni Morrison

Tuesday, 11am-1pm GWZ 2.516

A. Koenen

www.lehrbox.de/447

In William Faulkner's and Toni Morrison's fictions, shared features and concerns abound: subjects like the history of the South, the traumata of the past, and the legacy of slavery as well as narrative strategies. Also, of course, both writers were awarded the Nobel Prize for literature for their works. In many respects, however, Toni Morrison's novels can be understood as rewritings of Faulkner's work from a black female perspective. We will analyze major novels and short stories following these approaches and ground our readings and discussions in a contextualization of the authors in the periods (post-modernism) they write in.

Novels: *Absalom! Absalom!*, *Light in August*, *Song of Solomon*, *Beloved*. Purchase of novels recommended. Short stories, criticism as well as an extended bibliography will be provided on the Internet.

This seminar is open to a limited number of Global Studies MA students (5) and Magister students of American studies. Please apply by e-mail (koenen@uni-leipzig.de) by April 3. For Magister students, please specify your major and minor, the number of semesters you've studied, and whether you need to get a 'Schein.'

Class starts on **April 17**.

4.6 Seminar: The Americas in American Literature

Tuesday, 3pm-5pm, GWZ 2.516

G. Pizarz-Ramírez

[lehrbox coming soon]

This course situates the study of American literature in the context of the American hemisphere rather than the nation state. We will investigate the possibilities for the study of American cultural productions opened up when “America” is understood not as a synonym for an isolated United States but as a network of historical and cultural connections that have extended across the hemisphere from the period of colonization to the present. We will read theoretical texts from the fields of comparative, inter-American and border studies as well as literary texts that articulate the intercultural relationships between the United States and Latin America, Canada and the Caribbean.

The first seven sessions of this MA course will be taught as regular class sessions, followed by a project phase in which participants will be expected to investigate a research project of their own choice. The course will conclude with a half-day colloquium dedicated to the presentation and discussion of the student projects.

Reading materials for this course will be available from Lehrbox.

This MA-seminar is open to a limited number of Global Studies MA students (5), advanced and motivated Magister- and Lehramts students as a Hauptseminar for Literary Studies. Please apply for this seminar by email (pizarz@uni-leipzig.de) before April 5. In your application, please specify 1) your program of studies (Magister Haupt- or Nebenfach, Lehramt), 2) the semester in which you study, and 3) whether you want to earn a Leistungsschein in this seminar. Students who plan to just „sit“ in the seminar without active participation need not apply.

4.7 Student-organized extracurricular activities (not for credit): ASL Book Club

Time/place t.b.d.

Self-organized student workshop

Pls. email aslbookclub11@googlemail.com for more information

In literature there is always more than meets the eye. A large, supporting, significant part of the iceberg unseen at the first glance. Therefore, the ASL Book Club’s aim is to provide a space for students to meet, share thoughts, and discuss works significant to US culture, politics and society. Thereby it offers students a chance to expand their horizons and take a look beneath the surface of influential works.

The American Studies Leipzig Book Club was founded in April 2011. The book club sessions take place once a month. So far literary works such as Toni Morrison’s “Beloved”, Ernest Hemingway’s “The Sun Also Rises”, and “Everything is Illuminated” by Jonathan Safran Foer were discussed. The ASL Book Club is open for students from every field of studies and non-students being interested in U.S. American literature.

4.8 Playing With Meaning: An Exploratory Analysis of Video Games

Tuesday, 5pm-7pm GWZ 2.516
Self-organized student workshop
organized by Guerric Haché
guerric.hache@googlemail.com

Video games are a relatively young medium that is taking the world by storm, and becoming an increasingly integral part of the cultural landscape. In this class, students will work together to try and develop an understanding of the tools video games have at their disposal for constructing meaning, including literary and audiovisual techniques as well as elements of gameplay. The class will build on and expand students' previous experience in the realms of literary and film analysis. After an introductory session on the various ways video games create meaning, each session will be devoted to the analysis of how video games deal with specific subjects or emotions, including such topics as nature, gender, economics, and horror. Playing video games, though helpful, will not be necessary for participation in the class; instead, important aspects of games subject to discussion will be presented either through short videos or through live demonstrations of the game during class.