

## Courses Catalog Summer Semester 2017

### American Studies Leipzig

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

Unless stated otherwise, **classes start in the week of April 3, 2017.**

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

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## 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
<b>Prof. Dr. Crister S. Garrett</b> <a href="mailto:crister.garrett@uni-leipzig.de">crister.garrett@uni-leipzig.de</a>	<b>3505</b>	<b>97 37 335</b>
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<b>Dr. Katja Schmieder</b> <a href="mailto:schmieder@rz.uni-leipzig.de">schmieder@rz.uni-leipzig.de</a>	<b>3502</b>	<b>97 37 334</b>
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## **Secretary's Office**

Anne Keyselt  
Room 3506

Phone: + 49 341 973 7330

Regular office hours:  
Monday - Thursday: 9:30 am - 2:30 pm

e-mail to: [americanstudies@uni-leipzig.de](mailto:americanstudies@uni-leipzig.de)

## **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; Dr. Sebastian Herrmann; Tobias Schlobach, MA; Stefan Schubert, MA

### **General Advising**

Mentoring "Qualitätspakt Lehre- Stil"  
General study advising offered by "Philologische Fakultät"

Julia Protze, Priska Fronemann, Miriam Speckmann  
Room: 3314  
Tel: 97 37 464

<http://mentoren.philol.uni-leipzig.de>

e-mail: [philolment@uni-leipzig.de](mailto:philolment@uni-leipzig.de)

Office Hours: Tuesday and Thursday 2-3 pm, and by appointment

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

- Dr. Katja Schmieder
- Dr. Sebastian Herrmann

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

- SHP/Kulturgeschichte: Prof. Crister Garrett; Tobias Schlobach, MA
- LC/Literaturwissenschaft: Prof. Carsten Junker; Dr. Katja Schmieder; Dr. Sebastian Herrmann; Stefan Schubert, 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 3, 2017.**

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

### 2.1 Society, History, Politics I (04-001-1002)

Module Coordinator: Crister S. 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.

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

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

Monday, 11 am - 1 pm, HS 5  
Prof. Crister Garrett  
<http://www.ul.as.lehrbox.de/684>

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 and its impact on international affairs.

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#### Seminar

**either a)** Wednesday, 11 am - 1 pm, GWZ 2.516  
Eric Fraunholz  
Lehrbox: [www.lehrbox.de/691](http://www.lehrbox.de/691)

**The course starts on April 12.** You can find the texts for the first session here.

**or b)** Wednesday, 1 - 3 pm, NSG 325  
Katie Protano  
[lehrbox coming soon]

**or c)** Wednesday, 3 - 5 pm, NSG 403  
Katie Protano  
[lehrbox coming soon]

The Analytical Seminar will involve students engaging original documents and interpretive essays 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 analytical academic skills in writing, speaking, and the presenting of one's own ideas.

## Tutorial (Übung)

**either a)** Tuesday, 11 am - 1 pm, GWZ 2.516

Katie Protano

[lehrbox coming soon]

**or b)** Tuesday, 3 - 5 pm, GWZ 2.516

Katie Protano

[lehrbox coming soon]

**or c)** Thursday, 1 - 3 pm, NSG 322

Katie Protano

[lehrbox coming soon]

Within the context of American society, history, and politics, students in the Praxis Seminar (Tutorial/Übung) will work to improve their writing and argumentation skills in academic English. The goal of this course is to solidify students' understanding of the lecture and analytical seminar content, while simultaneously improving critical and analytical skills through discussion and written assignments.

## 2.2 Introduction to Linguistics for American Studies (04-001-1003)

Module Coordinator: Dr. Sylvia Reuter (Anglistik)

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. Die Übung "Geschriebener Akademischer Diskurs" macht mit Form, Funktion, Entwicklung, Struktur und Stil englischer Textelemente als Basis des akademischen Essays vertraut.

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

### 1003-1 Vorlesung: Introduction to Synchronic Linguistics

Tuesday, 1 - 3 pm, HSG HS 3  
Doris Schönefeld (Institut für Anglistik)

Exam: class test (120 min) covering the lecture and the seminar

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.

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### 1003-2 Seminar Systemlinguistik: Introduction to Synchronic Linguistics

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

**either a)** Friday, 9 - 11am, NSG 212  
Sylvia Reuter (Institut für Anglistik)

**or b)** Friday, 11 am - 1 pm, NSG 212  
Sylvia Reuter (Institut für Anglistik)

Reading list: Students are asked to purchase the course material at Printy (Ritterstr. 5).

Exam: cf. lecture "Introduction to Synchronic Linguistics"

This seminar is conceived together with the introductory lecture as the 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 other traditional areas of linguistics such as morphology, syntax, and semantics. Needless to add, the textbook describes English as used in the USA.

### 1003-3 Übung Sprachpraxis für Amerikanisten: Written Academic Discourse

Von den folgenden Übungsangeboten (a-b) ist ein Kurs zu belegen.

**either a)** Thursday, 11 am - 1 pm, NSG 325  
Peter Tasic (Institut für Anglistik)

**or b)** Thursday, 3 - 5 pm, NSG 325  
Peter Tasic (Institut für Anglistik)

**or c)** Thursday, 5 - 7 pm, NSG 325  
Peter Tasic (Institut für Anglistik)

Exam: written examination (90 min)

Reading list: Williams, Joseph M. Style: *The Basics of Clarity and Grace*. Ed. Joseph Bizup. 5th ed. London: Pearson, 2014. Print. [ISBN-13: 978-0-321-95330-8 [Titel anhand dieser ISBN in Citavi-Projekt übernehmen] / ISBN- 10: 0-321953304 [Titel anhand dieser ISBN in Citavi-Projekt übernehmen] ]

Please purchase Williams before the beginning of this course.

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) approaches to text production, iii) patterns of coherence and cohesion, and iv) systematic revision techniques.

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

Module Coordinator: Prof. Carsten Junker

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 module consists of one lecture and two seminars**

**Lecture: Popular Culture and the Canon**

Tuesday, 11 am - 1 pm, HS 10  
Prof. Carsten Junker  
[lehrbox coming soon]

This lecture course will conceptualize the relation between so-called high and popular culture; it will explore theoretical implications of the canon debates and theories of popular culture and use these theoretical groundings to raise questions about ways in which canonical texts are translated into popular ones, for instance. It will address various genres and media, with popular forms of cultural expression ranging from the late eighteenth century to the contemporary moment, as well as examining diverse areas and foci of cultural studies (such as performance, music, architecture, and food).

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**Seminar: “The Forgotten Man”? Whiteness, Class, and Masculinity in US (Popular) Literature and Culture**

Wednesday, 1-3 pm, NSG 404  
Stefan Schubert  
[www.lehrbox.de/685](http://www.lehrbox.de/685)

In his inaugural address, President Donald Trump conspicuously referred to the vague notion of the ‘forgotten man,’ apparently representing a portion of Americans that “will be forgotten no longer” during his presidency. Likewise, the idea that Trump’s candidacy spoke particularly to a ‘forgotten’ part of American society—more or less implicitly identified as white, mostly male, and frequently (yet not always) working-class—has often been evoked as one explanation for his electoral success. In this seminar, we will take this spotlight on the allegedly ‘forgotten man’ as a point of departure to scrutinize representations and discourses of whiteness, class, and masculinity throughout American (popular) literature and culture.

Our explicit analytic focus will be on post-WWII, postmodern America, yet we will also look at previous incarnations of the ‘forgotten man’ and at the interweaving of political evocations (e.g. by FDR and Nixon) with literary-cultural expressions. Our interest will thus circle around questions such as: Does the notion of the ‘forgotten man’ function as a (national) myth? How is it constructed, and by whom, throughout different decades and in various (popular) media, genres, and modes? In what ways do whiteness, class, and masculinity intersect as categories, and how do the individual categories work

relationally—what, for instance, about ‘forgotten women’? Overall, what cultural work do these flexible representations do, what ambivalences and contradictions within US culture do they lay bare, and how can this help us better understand contemporary literature and culture?

Primary texts we will look at might include: Films like *Taxi Driver*, *Falling Down*, *American Psycho*, *Fight Club*, *Hell or High Water*, and *Manchester by the Sea*; TV shows such as *Roseanne* and *The Wire*; fiction by John Steinbeck (e.g., *Of Mice and Men* or *Grapes of Wrath*) and Gillian Flynn (e.g., *Dark Places*); music (e.g., Bruce Springsteen, country singers); documentary/nonfiction (e.g., *Making a Murderer*); and political ‘texts’ such as presidential speeches and conservative talk radio. These readings will be supplemented by theory from, among others, critical whiteness studies, gender and masculinity studies, and studies of (particularly) the working and the middle class. The secondary literature will allow us to arrive at a critical vocabulary to analyze these categories, as well as related terms such as whitelash, white victimhood, white fragility, or white privilege.

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### **Seminar: “Into the Wild”: The Poetics and Politics of ‘Nature’**

Monday, 1 - 3 pm, GWZ 2.516

Carlo Becker

[www.lehrbox.de/682](http://www.lehrbox.de/682)

From Henry David Thoreau’s cabin at Walden pond to Alexander Supertramp’s journey Into the Wild, and from the Grand Canyon to Alaska, nature has been a strongly resonating force in US mythology and culture. Concepts such as the primal, the wild, the sublime, the frontier, or the pastoral have been employed in both ‘high’ and popular culture to variously condemn and celebrate the supposed influence of non-human nature on society and the individual. Today, the unbroken popularity of Western and adventure movies reflects the ongoing fascination with wilderness as much as does the influx of visitors to the country’s national parks. In this seminar, we will interrogate the historical roots and the cultural work of the United States’ fascination with wilderness and nature. How did the natural world become a stage for the development of a supposedly American character? How have changing assumptions in ecology influenced notions of personal identity? Are nature writers preaching to the choir while popular movies convince us of simplicity? And what prompts Sherry B. Ortner to ask, “Is Female to Male as Nature is to Culture?” Looking at a variety of texts that might range from novels and essays to movies and TV shows, we will practice close-reading and (eco-)critical analysis. Navigating the classically white and male genres of nature writing, Western, and adventure, we will also discuss the voices of female and Native American authors. Weekly readings might include, but are not limited to, texts by Henry David Thoreau, Edward Abbey, Leslie Marmon Silko, Terry Tempest Williams, and David Gessner.

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*The seminars of this module include a presentation conference at the end of the semester, in which students will present their final projects to the class. The two-day conference will be held between July 7 and July 9. Participation is mandatory. Students are expected to block these days in their calendars. The final decision on the exact date and time of the conference will be made in coordination with the students at the beginning of the semester.*

## 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**

**1107-1 Seminar Literatur oder Kulturstudien Großbritanniens:**

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

**1107-1a Transnational Noir – Here, There and Again**

Wednesday, 9-11 am, NSG 324  
Isabell Große (Institut für Anglistik)

Recommended preparation: review the characteristics of crime narratives; film analysis and literary analysis

Reading list: Primary Texts: Raymond Chandler – *The Big Sleep* (1939), Ian Rankin – *Knots and Crosses* (1987), Stieg Larsson – *Män som Hatar Kvinnor* (*The Girl with the Dragon Tattoo*, 2005); Films and TV series: *Double Indemnity* (1944), *Twin Peaks* (1990/91), *Broen/The Bridge*, *True Detective*;

Secondary Texts: Stephen Knight - *Crime Fiction, 1800-2000: Detection, Death, Diversity* (Palgrave Macmillan, 2004); John Scaggs – *Crime Fiction* (Routledge, 2005).

The novels have to be purchased and read before class. A reader with secondary texts and additional material will be available at WDK copy shop by the first week of the term.

Exam: oral presentation and essay in this class or in 1107-2

Best known for Raymond Chandler’s and Dashiell Hammett’s hardboiled detectives, noir fiction has not only become a staple of American literature, but it also constitutes one of the most influential genres for international crime fiction, films and TV series. In this discussionbased course, we will outline the historical development of the genre from the 19th to the 20th centuries. In a second step, we will investigate the global development of the genre by analysing two of its most popular variants, namely the Tartan Noir and the Nordic Noir. Lastly, the course will focus on various transnational film and TV adaptations of the noir. Issues to be considered include narrative structure, character development, adaptation techniques and themes such as heroism, gender and politics.

## 1107-1b Into the Wilderness: Canadian Literature and Culture

Thursday, 11-1 pm, HS 14  
Stefan Welz (Institut für Anglistik)

Reading list: Primary works: Margaret Atwood: *Cat's Eye* (1988), Rudy Wiebe: *A Discovery of Strangers* (1994), Yann Martel: *Life of Pi* (2002), Alice Munro: *Selected Short Stories*. Secondary texts: Faye Hammill (2007): *Canadian Literature*. (Edinburgh Critical Guides) Edinburgh: Edinburgh UP, *The Cambridge Companion to Canadian Literature*. Cambridge: Cambridge University Press, 2004.

Die angegebenen Romane sind in den einschlägigen Buchhandlungen (Connewitzer Verlagsbuchhandlung und Universitätsbuchhandlung) oder über Versanddienste käuflich zu erwerben; die Gedichte werden zur Verfügung gestellt.

Exam: oral presentation and essay in this class or in 1107-2

Canadian Literature is still a comparatively young cultural phenomenon. Only a few decades ago in her critical study *Survival: A Thematic Guide to Canadian Literature* (1972) Canadian writer Margaret Atwood fused the conception of Canadian literature with notions of national identity. Today, the question of identity still seems to be on the agenda while we are witnessing an ever-growing, stylistically diverse, and thematically rich literary output from this vast country. The course provides a first approach to Canadian literature in English via a selection of recent prose texts in focusing on the thematic aspect of 'Wilderness'. Textual analyses of this central conception will emphasize conflicts such as man vs. nature, the urban vs. the rural, mass society vs. individual isolation.

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### 1107-2 Seminar Literatur oder Kulturgeschichte der USA:

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

#### 1107-2a Seminar "The North Atlantic Rust Belt: Deindustrialization and its Consequences in the Detroit-Windsor and Manchester-Liverpool Regions"

Tuesday, 9 - 11 am, GWZ 2.516  
Richard A. Bachmann  
[www.ul.as.lehrbox.de/683](http://www.ul.as.lehrbox.de/683)

#### Prüfung:

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

Since the 1970s, communities in the industrial heartlands of the US, Canada, and the UK have to deal with the consequences of large-scale shutdowns of the factories, steel mills, auto plants or mines that have sustained them in the past. Scholars, politicians, social critics and those directly affected by the shutdowns have come to call this phenomenon "deindustrialization". While it is often used to describe a larger transformation within Western economies from the production-based "Industrial Age" to the service-based "Postindustrial Age", deindustrialization has not been an inevitable process. Rather, it has been shaped and driven by political decision-making, regional particularities, and the dynamics of global capitalism. In this course, we will study deindustrialization and its consequences in two different metropolitan regions of the "North Atlantic Rust Belt" (Tracy Neumann): The Detroit-Windsor region, located in the US-Canadian borderlands and shaped by the fate of the US auto industry, and the

Manchester-Liverpool region in England's Northwest, the world's oldest industrial center. In the Anglo-American world and beyond, both regions have been mighty symbols of the Industrial Age. But over the past forty years, they have been plagued by the social, economic and structural implications of economic transformation. Deindustrialization might be a suitable term to describe what has happened in Detroit, Windsor, Manchester, or Liverpool, yet the causes and effects of industrial decline in these places have to be studied in a regional and global framework to expose the particular processes at play there.

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**1107-2b “The Hand of a Woman” - Contemporary Female Authors Writing Murder and Mayhem**

Thursday, 1-3 pm, NSG 325

Dr. Katja Schmieder

[lehrbox coming soon]

Prüfung:

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

More than any other kind of popular fiction, crime fiction has gained undivided attention throughout the past decades. Today, an ever-increasing number of sub-genres reflects the profound changes our world is undergoing.

In our seminar, we will take a closer look at contemporary cultural and political contexts in the Anglo-American world that condition such transformations in crime fiction. A critical discussion of basic generic conventions and a consideration of theoretical approaches will further help us analyze the developments in and diversification of the genre.

Our reading list will – interestingly – include female authors only, for it seems they respond more aptly and in more (whatever gruesome) detail to current legal, scientific, and social problems: With different foci, authors like Patricia Cornwell, Val McDermid, Mo Hayder, Tess Gerritsen, etc., dissect hot topics, violate boundaries, and, thus, uniquely contribute to the popularity of crime fiction.

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

Module Coordinator: Crister S. Garrett

This module is meant to provide students with the opportunity to engage in-depth selected societal, historical, and political themes that have shaped and 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.

**The module consists of two seminars**

### **The Contemporary United States in a Transatlantic Context**

Wednesday, 3 - 5 pm, NSG 425  
Prof. Crister Garrett  
[www.ul.as.lehrbox.de/699](http://www.ul.as.lehrbox.de/699)

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. We will engage in a comparative historical analysis to better understand how cultures of politics, economy, and social policy emerge in both a transnational and transcultural context. This seminar will include a one-day "transatlantic summit" involving SHP III students and students from Ohio University that will be coordinated with the United States Consulate/Embassy. The theme of the summit will involve a contemporary and 'controversial' issue, i.e., one that highlights societal differences and thus the challenges in pursuing international politics and diplomacy.

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### **"To Supply the Wants, and be Carriers for Them All" — An Economic and Historical Survey of United States Foreign Policy**

Wednesday, 1-3 pm, GWZ 2.516  
Tobias Schlobach  
[www.ul.as.lehrbox.de/708](http://www.ul.as.lehrbox.de/708)

Classes in this seminar will start Wednesday, **April 12**

This seminar will explore United States foreign policy from a historical and economic perspective and provide an overview of trends and shifts — both past and recent — in the country's relationship with the global economy. We will examine both individual cases and broader developments fundamental to United States foreign and economic policy, thereby mapping general dynamics and specific interdependencies between the two, with the purpose of tracing the impact economic issues had and have on the construction and focus of U.S. foreign policy and vice versa. We will also survey key concepts in and theoretical approaches to economics and international relations and evaluate their significance for the understanding and study of United States foreign policy. Over the course of the semester, this seminar will build and sharpen students' vocabulary and skills for understanding and analyzing current issues in United States foreign (economic) policy.

## 2.6 Literature & Culture III (04-001-1011)

Module Coordinator: Dr. Sebastian Herrmann

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

#### Town & Country: Rural Spaces in American Fiction

Monday, 3-5 pm, GWZ 3.515  
Prof. Tom Drury (Picador Guest Professor)  
[www.lehrbox.de/702](http://www.lehrbox.de/702)

Rural areas and small towns have long proven a compelling venue for American fiction writers. The stage is well defined, characters know one another, nature is close at hand, and stories abound. In this class we'll read works of small-town fiction spanning more than a century with attention to language and structure and to the cultural antecedents of rural egalitarianism as well as the insular conservatism evident in the 2016 election. Possible texts (not all of these) include *Ethan Frome* (Edith Wharton, 1911), *O Pioneers!* (Willa Cather, 1913), *Winesburg, Ohio* (Sherwood Anderson, 1919), *Stoner* (John Williams, 1965), plus contemporary works such as *The Call* (Yannick Murphy, 2011), *Boy, Snow, Bird* (Helen Oyeyemi, 2014), and *Signs Preceding the End of the World* (Yuri Herrera, 2015).

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#### Readable Selves? Knowledge, Data, and Identity in American (Popular) Culture

Thursday, 3 - 5 pm, GWZ 2.516  
Dr. Sebastian Herrmann  
[www.lehrbox.de/694](http://www.lehrbox.de/694)

Contemporary US culture (and 'Western' culture more generally) imagines an intimate connection between a person's identity and the informational traces this identity generates. We are, for example, well-accustomed to thinking about violations of our privacy as threats to ourselves, we worry about the impact the information overload of facebook, twitter, and an 'always-on' cellphone has on us, and we have an entire subculture of 'lifeloggers,' who believe that tracking every step they take and every meal they make will give them a better understanding of their own self. This seminar will read a range of (pop)cultural texts—fiction and nonfiction—alongside a selection of theoretical perspectives to explore these cultural dynamics some more. By reading, thinking, and talking about spy and surveillance fiction, stories about artificial intelligence, documentaries of cyberhacking and espionage, but also by diving into some older texts on the legibility of selves, we will explore the underlying cultural assumptions that tell us a lot about how we imagine subjectivity.

This seminar's first session is on **13 April**.

## 2.7 Ethnicity and Diversity in US Culture II: Multicultural and Multilingual America

[...]

The module consists of two seminars

### 1012-1 Mixed Race America in U.S. Literature

Thursday, 9 am - 11 am, GWZ 2.516  
Prof. Gabriele Pizarz-Ramírez  
[lehrbox coming soon]

Scholars predict that by the year 2050, one in five Americans will identify with two or more racial ancestries. Multiracial individuals are sometimes celebrated in the media as symbols of America's 'raceless' future (Nobles, *Shades of Citizenship*), often in stark contrast to historical representations of mixed race persons who were referred to derogatively as half-breeds, mongrels, or tragic mulattoes. In this course we will explore narratives of race-mixing, passing, and multiraciality in American literature from the late 18th century to the present, discussing the various concepts and representations of racial hybridity, creolité and mestizaje as well as the significance of today's constructions of multiraciality. We will consider texts by Crèvecoeur, L.M. Child, K. Chopin, H. Wilson, G. Anzaldúa, and others, as well as texts from the field of critical mixed-race studies.

The first session of this seminar will be on **13 April**.

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### 1012-2 Multilingual America: African American Vernacular English ain't no thing

Tuesday, 11 am - 1 pm, NSG 404  
Dr. Sylvia Reuter (Institut für Anglistik)

**Achtung:** *Dieser Kurs beginnt möglicherweise noch nicht in der ersten Vorlesungswoche. Die eingeschriebenen Studierenden werden per E-Mail informiert.*

Exam: term paper covering both seminars

Called Ebonics especially since 1996 in non-academic debates but being controversially researched by sociolinguists for over forty years now, the course focuses on AAVE as the unique variety of American English that is most commonly spoken today by urban workingclass African Americans. We will approach the topic from the following perspectives:

- the history of AAVE: What are the various competing theories on its origin? For one of them, we will get to know *Gullah* and *Geechee*.
- present-day linguistic features of AAVE: What are its pronunciation, grammar, and vocabulary like? We will exemplify them in the informal speech of African Americans, but also in literature and music.
- the use of expressive language in AAVE: What are typical verbal routines and rituals, such as signifying? We will meet them e.g. in preaching and rapping.
- attitudes towards AAVE: What do various groups of people, incl. the speakers themselves, think of this variety? What is the effect of AAVE when used in the classroom? We will look at the complexity of positive and negative views and the background of either supporting or opposing positions, plus educational issues.

### 3 MA Courses

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

Module Coordinator: Prof. Crister S. 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, literature, cultural studies, political science, sociology, anthropology, and economics. 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**

##### **Constructing and Contesting Policy Communities in a Transatlantic and Global Context**

Tuesday, 1 - 3 pm, NSG 324  
Prof. Crister Garrett  
[www.ul.as.lehrbox.de/692](http://www.ul.as.lehrbox.de/692)

It has become a truism of the twenty-first century that whether for America or any other nation-state, key issues of societal well-being can no longer be framed in purely national terms. Scholars and practitioners are thus increasingly turning to the study and use of international, multinational, and transnational policy architectures to address complex issues impacting fundamentally the security of a society. This seminar will explore how three such core issues — migration, environmental policy, and trade — are placed in international policy communities to construct new forms of political practice. The seminar will focus especially on contemporary EU-US relations, with the transatlantic policy community arguably the most important for America in terms of reassessing and recalibrating national norms, institutions, and political practices.

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##### **Cultures of Capitalism in a Transatlantic and Global Context**

Thursday, 3 - 5 pm, NSG 321  
Prof. Crister Garrett  
[www.ul.as.lehrbox.de/697](http://www.ul.as.lehrbox.de/697)

Understanding the American experience, and interpretations of it, runs fundamentally through narratives of capitalism. The expectations, norms, institutions, and stories about the pursuit of profit during the course of American history inherently inform how Americans perceive themselves and pursue politics. American capitalism influences in turn global politics and political economy, and global politics influences American politics and economic development. Perhaps no arena is more important for the evolution of American capitalism than the transatlantic space, as the country compares and contrasts its culture of capitalism with varieties of capitalism found in Europe. Exploring discourses of capitalism and their differences underscores how cultures of capitalism emerge, and are contested in both a transatlantic and a global context.

### **3.2 Media and Society (04-038-2006)**

Module Coordinator: Dr. Sebastian Herrmann

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.

**The module consists of two seminars**

**Time in and across Media**

Tuesday, 5 - 7 pm, GWZ 3.515

Prof. Carsten Junker

[lehrbox coming soon]

The assumptive logic of this seminar is at least twofold: first, this is a time of (the theorization of) transmediality; second, time is a necessary condition for the construction and reception of narratives across a variety of media in transmedial constellations. The aim of the seminar is thus twofold: it seeks, first, to review recent conceptualizations of transmediality and mine them for their objectives and concerns. For instance, what is the time of which media; how have literature, photography, radio, film, TV, and digital media, among others, related historically; what can be understood by “transmedia storytelling” (Henry Jenkins)? Second, the seminar aims to examine time in and across different media, assessing the forms, functions, and meanings of time. Questions we will be asking address the transformation of different media, their collision, competition, and convergence, as well as the construction of time in narrative discourse, e.g. the experimental employment of temporality in modernist and postmodernist storytelling. Discussing these abstract questions will allow us to place media in time and map time in various media and discourses. After a phase of collective ‘radical research’ at the onset of the semester, participants will be asked to develop research questions individually and curate sessions accordingly.

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**Fake News? ‘Alternative Facts,’ Public Spheres, & the History/ies of Objectivity**

Thursday, 11 am – 1 pm, GWZ 3.515

Dr. Sebastian Herrmann

[www.lehrbox.de/695](http://www.lehrbox.de/695)

The recent US presidential election has reenergized long-standing disputes about the representative function and capabilities of the (news) media, about the (limits of) objectivity, and about how to achieve the kind of epistemic consensus required for a functioning representative democracy. We will use current discussions on fake news, ‘alternative facts,’ and filter bubbles as an entry point into a larger, theory-driven exploration of the relationship between the social institution of ‘the news,’ the

notion of the public sphere, and the politics of representative democracy. In the process, we will work to historicize the particular understanding of objectivity that underlies these debates.

Participants will be expected to master a substantial reading work load and to write short, weekly responses. Details will be discussed in the first session.

This seminar's first session is on **13 April**.

### 3.3 Difference and Literature (04-038-2007)

Module Coordinator: Prof. Carsten Junker

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**

#### **The Local and the Global – Literary Regionalism Revisited**

Tuesday, 3 - 5 pm, GWZ 3.515  
Prof. Gabriele Pizarz Ramírez  
[lehrbox coming soon]

What is the relationship between a particular geographical framework or “mapping” of the world and the ways in which people perceive and respond to their surroundings? How does a regionalist sensibility manifest itself in narrative? How can regional literature remain relevant in a modern global community? And why should we continue to read regionalist fiction in an age of expanding international communications and increasing nonlocal forms of affiliation? In this course we will address these and other questions, reading the regionalist tradition of the late 19th and early 20th century as well as more contemporary writings about regions such as the West, the South, or the Pacific Northwest in American and global contexts.

This course will start on Tuesday, **April 11**.

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#### **Keywords in the Literary Study of Gender**

Wednesday, 11 am - 1 pm, GWZ 3.515  
Prof. Carsten Junker  
[lehrbox coming soon]

This seminar uses a gender-informed approach to Literary Studies in order to examine cultural negotiations of difference and power in a wide sense. Gender in literature here is understood as a cultural articulation of a social matrix in which differences are being articulated in composite ways along different axes of social stratification. By way of performing micro-studies of central keywords in cultural theory, the seminar will facilitate a discussion of how to adequately approach the complexities of culture(s) and of cultural forms of expression such as literature; the list of keywords includes “bodies,” “desire,” “ethnicity,” “globalization,” “human rights,” identity,” “justice,” “kinship,” “language,” “myth,” “nature,” “posthuman,” “public/private,” “race,” “regulation,” “religion,” “sex,” and “utopia”. These keywords are taken from the volume *Critical Terms for the Study of Gender* (ed. Catherine R. Stimpson and Gilbert Herdt. Chicago: Chicago UP, 2014) which will serve as a central reference point for our classroom discussions. At the beginning of the term, seminar participants will design sessions by matching keywords with literary and other texts of their choosing, thus developing their own research agendas.

### 3.4 Interamerican Studies and Latino/a Cultures (04-038-2016)

Module Coordinator: Prof. Gabriele Pizarz-Ramírez

This module helps students to develop an understanding of the historical and cultural interrelationships between the United States and other regions in the hemisphere as well as of the histories and cultures of U.S. Latinos/as in the context of current debates about migration, national identity and multiculturalism.

**The module consists of two out of three seminars**

*You can choose between three seminars*

#### **New Orleans in Fiction**

Monday, 5 - 7 pm, GWZ 2.516  
Prof. Gabriele Pizarz-Ramírez  
[lehrbox coming soon]

New Orleans has always taken a special place in the imagination of Americans, due to its geographical position as a major port city linking the United States to the Caribbean as well as due to its tropical climate, racially and ethnically diverse population and distinctive mix of cultures. A hub for illegal slave trading in the 19th century, New Orleans was the center of the slave trade by 1850, but also the home of the largest number of free people of color in the Deep South; moreover, it has been considered a liminal zone between the Anglo and the Latin worlds. While the city has been framed as one of the most exotic places within the U.S., it has at the same time been represented as an abject place within the national body linked to contagious tropical diseases, sinfulness, and racial contamination. In this course we will discuss representations of New Orleans in fiction and film from the 19th to the 21st centuries.

Please buy Dave Eggers, *Zeitoun*.

This course will start on Monday, **April 10**.

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#### **The Americas as a Hemispheric Space**

Wednesday, 1 - 3 pm, GWZ 3.515  
Prof. Gabriele Pizarz-Ramírez  
[lehrbox coming soon]

This course situates the study of American cultural production in the context of the American hemisphere rather than the nation state. We will investigate how the possibilities for the study of American literature open 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 inter-American and border studies as well as novels, stories, plays and other texts that articulate the intercultural relationships between the United States and Latin America, Canada and the Caribbean. The first part 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 course will start on Wednesday, **April 12**.

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*One of the Seminars above can be replaced by the following:*

**Cultura de masas en la literatura latinoamericana**

(aus dem Modul "Hybride "border culture": Rethinking the Americas."; Institut für Romanistik)

Monday, 11 am - 1 pm, NSG 222  
Constanza Ramírez Zúñiga (Institut für Romanistik)

*This course is taught in Spanish!*

## 4 Lehramt

### 4.1 04-AME-1401: Literatures and Cultures of the USA

Module Coordinator: Prof. Carsten Junker, Prof. Gabriele Pizarz-Ramírez

für Lehramt Englisch Gym, MS, Sonderpäd. (Pflicht 5./6. Semester)

für M.Sc. Wirtschaftspädagogik (Wahlpflicht 1./2.Semester)

Dieses Modul und das Fachdidaktikmodul sind über das 5. und 6. Semester verteilt. Lehramtsstudierende müssen daher in beiden Semestern die jeweils angebotene Hälfte beider Module belegen.

**The module consists of one lecture and one seminar**

#### 1401-2 Vorlesung Literatur der USA: American Literary History

Wednesday, 5 - 7 pm, HS 2

Prof. Carsten Junker

[lehrbox coming soon]

The lectures will provide an overview of central literary movements, authors, and texts of American literary history against the backdrop of influential socio-cultural developments.

Exam: class test (90 min) covering the entire module

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#### 1401-3 Seminar Kultur und Diversität der USA:

*Von den folgenden Angeboten (1401-2a-d) ist ein Kurs zu belegen.*

**either a)** Thursday, 11 am - 1 pm, GWZ 2.516

Eleonora Ravizza

[lehrbox coming soon]

**or b)** Thursday, 1 - 3 pm, GWZ 2.516

Eleonora Ravizza

[lehrbox coming soon]

**or c)** Friday, 9 - 11 am, GWZ 2.516

Eleonora Ravizza

[lehrbox coming soon]

**or d)** Friday, 11 am - 1 pm, GWZ 2.516

Eleonora Ravizza

[lehrbox coming soon]

Historical, political, and social developments in the United States were and are influenced by the rapidly changing national landscape. In this seminar, we will discuss various topics relevant to contemporary United States in connection to fundamental American studies categories, such as race, gender, class, and religion. In addition to gaining knowledge about the historical background, students will also have the opportunity to apply their findings in group discussions about a variety of texts, such

as newspaper articles, magazine articles, and online videos. The seminar thus invites an interdisciplinary dialog between history, politics, and cultural studies.

Exam: class test (90 min) covering the entire module.

## 5 Other Courses

### 5.1 Short Story Workshop

Wednesday, 3-5 pm, GWZ 3.515  
Tom Drury (Picador Guest Professor)  
[www.lehrbox.de/703](http://www.lehrbox.de/703)

A short story is a compression and reconfiguration of experience that at its best produces a sense of mystery and completion in the reader. This class will explore the art of storytelling via the traditional workshop model—with students writing stories, and reading and discussing each other’s work—plus some probable additions, such as in-class writing assignments and the creation of writing teams (depending on the number of students). The class should be suitable for beginning or intermediate fiction writers, as we will explore basic elements of the short story (scene/summary, description, dialogue, point of view, narrative voice, and character development). Texts will include two or three widely available anthologies and a craft book.

All students are welcome, but the number of spots is limited. Please sign up via e-mail to [americanstudies@uni-leipzig.de](mailto:americanstudies@uni-leipzig.de) by March 26, 2017. In your e-mail, please indicate your name, your student ID number, as well as the program in which you’re currently studying. You will receive an e-mail from us informing you whether you secured a spot in the workshop after March 31.