



# **American Studies Course Program**

**Winter Term 2023/2024**

**Please also check updates on SPUR**

## Office hours winter term 2023/2024

Name	Office hours	Room PT	Phone: 943-
FAISST, Prof. Dr. Julia Lehrstuhlvertretung	Thursday, 12:00-13:00	3.2.73	3478
DEPKAT, Prof. Dr. Volker	Tuesday, 14:00-15:00 Thursday, 13:00-14:00	3.2.71	3476
HEBEL-BAURIDL, Dr. Birgit	tba	3.2.85	3509
DEXL, Carmen	Thursday, 09:00-10:00	3.2.70	3475
GOTTESWINTER, Lena	Wednesday, 10:00-11:00 and by appointment	3.2.83	3507
HEGER, Tamara	Tuesday, 10:30-11:30 and by appointment	3.2.86	3510
RÖDER, Katharina	Wednesday, 11:00-12:00 and by appointment	3.2.83	3507
FRIEBEL, Antonia	tba	3.3.88	3429
GEBAUER, Dr. Amy	Mo 12:00-14:00	3.3.88	3429
STETLER, Dr. Julia	Tuesday, 10-12 and by appointment	3.2.888	1809

Registration for office hours is obligatory!  
Please send an email to  
firstname.lastname@ur.de to register  
beforehand and make arrangements!

# Amerikanistik (American Studies)

## Lectures

### 35800 Introduction to American Studies Faisst

Module: AMST-M14.2 (1.0), BRST-M14.2 (1.0), ENGYM-M14.2 (1.0), ENHS-M16.1b (1.0), ENLI-M14.2 (1.0), ENRS-M14.2 (1.0)

Vorlesung, SWS: 1, ECTS: 1

Day	Rhyth.	von	bis	Zeit	Anfangsdatum	Enddatum	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	13:00	14:00	c.t.				H 2	Faisst	

Please note that the exam will be an **on-campus (!) electronic exam**. Exam date: Tuesday, February 6, 2024; 12:00am–15:30pm (three groups; writing time 45mins.). Please note that in order to be able to take the final exam, students need to be registered and admitted to the lecture course via SPUR and registered for the exam via FlexNow.

The lecture course surveys the academic discipline of American Studies and provides an overview of materials, resources, issues, areas of study, and theories in the interdisciplinary field of American Studies. Individual sessions will give introductory accounts of North American geography, demographic developments and U.S. immigration history, major issues and coordinates of North American and U.S. history, the political system of the U.S., American ideologies and identity constructions, the religious landscape of the U.S., multilingualism and language politics in North America.

Credit requirement: final exam: Tuesday, February 06, 12am–3:30pm (45 mins), see above.

Course texts: Hebel, Udo. *Einführung in die Amerikanistik/American Studies*. Stuttgart: Metzler, 2008. Print. Bronner, Simon J., ed. *Encyclopedia of American Studies*. Johns Hopkins UP, 2014. Web.

### 35801 American Literary History Hebel-Bauridl

Module: AMST-M13.3 (4.0), AMST-M16.2 (4.0), BRST-M13.3 (4.0), ENGS-M13.2b (4.0), ENGS-M22.2b (4.0), ENGYM-M13.3 (4.0), ENHS-M13.2b (4.0), ENHS-M22.2b (4.0), ENLI-M13.3 (4.0), ENRS-M13.3 (4.0)

Vorlesung, SWS: 2, ECTS: 4

Day	Rhyth.	von	bis	Zeit	Anfangsdatum	Enddatum	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	10:00	12:00	c.t.					Hebel-Bauridl	

Please note that the exam will be an **on-campus (!) electronic exam**. Exam date: Wednesday, February 7, 2024; 08:00am–02:00pm (four groups; writing time 60mins.). Please note that in order to be able to take the final exam, students need to be registered and admitted to the lecture course via Spur and registered for the exam via FlexNow.

**Please also note that in the winter term of 2023/2024 “American Literary History” will take place in an online and asynchronous format.**

Starting on Wednesday, October 18, 2023, you will find weekly video lectures and handouts on GRIPS. The lecture uploads will be asynchronous (i.e. not live)—you can listen to them / repeat them at your own pace. You will receive an email with the respective GRIPS log-in information shortly before the beginning of the lecture course.

The lecture course surveys the history of American literature: from indigenous traditions to a critical perspective on European explorations, settler colonialism, and slavery; to the American Revolution, the Early Republic and cultural nationalism; to reformatory movements, women's movements, and abolitionism; to Realism and Naturalism; to Modernism, the Lost Generation, and the Harlem Renaissance; to the postmodern era, cultural pluralism, the Beat Generation, and the

Civil Rights movement; to the present. Embedding literary history in larger dynamics of cultural and political developments, the lecture course discusses verbal texts alongside further forms of cultural expression such as images, performances, or spaces. It challenges eurocentric dynamics in literary and cultural history; offers a historicized perspective on the non/canonization of marginalized artists such as women and BIPOC identities; considers past and present politically, socially, culturally, literary reformatory impulses; and takes into account recent developments in literary and cultural theory in general and in American Studies in particular.

Credit requirement: Final exam: Wednesday, February 7, 2024; see above.

Recommended reading: Baym, Nina, et al., eds. *The Norton Anthology of American Literature*. 8th ed. 5 vols. New York: Norton, 2012. Print.

This lecture course is also recommended as a review for *Staatsexamen* candidates.

<b>35804</b>	<b>"Ecocriticism and the Environmental Humanities"</b>	<b>Faisst</b>
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Module: ENGYM-M32A.1 (4.0), AMST-M32.1 (4.0), AMST-M23.3 (4.0), ENG-UF-WB (4.0), WB-IAA, EAS-M7.2 (7.0), EAS-M8.1 (7.0), EAS-M8.2 (7.0)

Vorlesung, SWS 2

Tag	Rhyth.	von	bis	Zeit	Beginn	Ende	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch	16:00	18:00	c.t.				H4	Faisst	

Please note that the exam will be an **on-campus (!) electronic exam**. Exam date Wednesday, February 7, 2024; 4:00–6:00pm (one group; writing time 90mins.). Please register via *Spur* for the lecture course. Please note that in order to be able to take the final exam students also need to be registered via *FlexNow*.

Climate change, energy exploitation, resource depletion, air pollution, water insecurity—in an age of increasingly threatened ecosystems, one may ask: how can literature, visual arts, and the humanities approach the environmental crisis and respond to key environmental issues and debates? This lecture serves as an introduction to both ecocriticism and the environmental humanities, taking into account that ecocriticism no longer solely focuses on the relationship between literature and the environment, but also scrutinizes human interaction with the natural world in visual cultures. In the age of the Anthropocene, we investigate how the environmental humanities as an interdisciplinary area of research challenge the idea that human cultures are in opposition to nature. As humans are entangled with the non-human world (animals, plants, fungi), we study the interdependencies between species, look for instances of agency that extend beyond the human sphere, and thus rethink the place of humans within the natural world. At the same time, we pay special heed to questions of environmental displacement and intersectional justice in our study of U.S. climate fiction, ecocinema, and ecocritical photography.

Credit requirement: final exam (for BA, LA); final exam on Wednesday, February 7, 2024, see above, and book review (for MA)

### American Cultural History

<b>35810</b>	<b>American Cultural History</b>	<b>Depkat, Heger, Stetler</b>
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Module: AMST-M14.4 (4.0), BRST-M14.4 (4.0), ENGS-M14.2 (4.0), ENGYM-M14.4 (4.0), ENHS-M14.2 (4.0), ENHS-M16.2b (4.0), ENLI-M14.4 (4.0), ENRS-M14.4 (4.0)

Seminar, SWS: 2, ECTS: 4, Max. Teilnehmer: 20

Day	Rhyth.	von	bis	Zeit	Anfangsdatum	Enddatum	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.			c.t.			Alle Gruppen	asynchronous	Depkat	
Di	wöch.	14:00	15:00	c.t.			Gruppe 1	ZH 6	Heger	

Di	wöch.	15:00	16:00	c.t.			Gruppe 2	ZH 6	Heger	
Mi	wöch.	9:00	10:00	s.t.			Gruppe 3	ZH 5	Stetler	
Mi	wöch.	10:00	11:00	s.t.			Gruppe 4	ZH 5	Stetler	
Mi	wöch.	11:00	12:00	s.t.			Gruppe 5	ZH 5	Stetler	
Mi	wöch.	12:00	13:00	c.t.			Gruppe 6	ZH 5	Stetler	
Mi	wöch.	13:00	14:00	c.t.			Gruppe 7	ZH 5	Stetler	
Do	wöch.	12:00	13:00	c.t.			Gruppe 8	ZH 6	Stetler	
Do	wöch.	13:00	14:00	c.t.			Gruppe 9	ZH 6	Stetler	
Di	wöch.	10:00	11:00	c.t.			Gruppe 10	CIP-Pool PT4 (PT 1.0.17A)	Depkat	
Di	wöch.	11:00	12:00	c.t.			Gruppe 11	CIP-Pool PT4 (PT 1.0.17A)	Depkat	

Please note: The lecture will take place in an asynchronous format.

Drawing on a broad range of textual, visual, and audiovisual materials, the course will give an in-depth overview over the cultural, social, and political history of the U.S. from the earliest European encounters with the 'New World' to contemporary interpretations of what 'America' might mean for different groups inside and outside of the U.S. We will cover a broad range of cultural and historical issues, including ideological interpretations of American landscapes and spaces, attitudes toward demographic developments and immigration, controversies about the U.S.-American political-economic system and foreign policy, the plurality of the American religious landscape, and multilingualism and the diversity of cultural traditions in North America to familiarize students with materials, areas of study, and theoretical approaches in the interdisciplinary field of American Studies and their significance for the study of American cultural history. The course is organized into a two-hour lecture outlining the major problems, contexts and trajectories of the individual session topics, and a one-hour seminar that will deepen the knowledge gained in the lecture and do in-depth work with selected textual, visual and audiovisual materials.

Credit requirement: final exam for participants of all sections of this class on Tuesday, February, 6, 2024, 10am–noon, H2.

Course materials: weekly readings; Hebel, Udo. *Einführung in die Amerikanistik/American Studies*. Stuttgart: Metzler, 2008. Print.

Recommended history textbooks: Depkat, Volker. *Geschichte Nordamerikas: Eine Einführung*. Köln: Böhlau, 2008. Print. ---. *Geschichte der USA*. Stuttgart: Kohlhammer, 2016. Print. Boyer, Paul S., et al. *The Enduring Vision: A History of the American People*. 8th ed. Boston: Wadsworth, 2014. Print.

## Introduction to English and American Literary Studies

**35815 Introduction to English and American Literary Studies Faisst, Gotteswinter, Röder**

Module: AMST-M13.1 (4.0), AMST-M16.1 (4.0), ENGS-M13.1 (4.0), ENGYM-M13.1 (4.0), ENHS-M13.1 (4.0), ENLI-M13.1 (4.0), ENRS-M13.1 (4.0)

Seminar, SWS: 3, ECTS: 4, Max. Teilnehmer: 20

Day	Rhyth.	von	bis	Zeit	Anfangsdatum	Enddatum	Gruppe	Raum	Lehrperson	Bemerkung
Do	wöch.	10:00	12:00	c.t.			Alle Gruppe	H 4	Faisst	
Mo	wöch.	13:00	14:00	c.t.			Gruppe 1	PT 1.0.2	Röder	
Mi	wöch.	13:00	14:00	c.t.			Gruppe 2	PT 2.0.3A	Röder	
Mi	wöch.	14:00	15:00	c.t.			Gruppe 3	++ZH 5	Röder	
Do	wöch.	13:00	14:00	c.t.			Gruppe 4	PT 2.0.3A	Gotteswinter	
Do	wöch.	14:00	15:00	c.t.			Gruppe 5	ZH 6	Gotteswinter	
Do	wöch.	15:00	16:00				Gruppe 6	ZH 6	Gotteswinter	

Please note that the exam will be an **on-campus (!) electronic exam**. Exam date: Thursday, February 8, 2024; 10:00am–noon (90mins). Please note that in order to be able to take the final exam, students need to be registered and admitted to the lecture course via SPUR and registered

for the exam via FlexNow.

The course 'Introduction to English and American Literary Studies' consists of a weekly lecture, and a one-hour in-person seminar in which students will deepen their understanding of topics addressed in the lectures. This course meets twice a week: once on Thursday (lecture) and once on Wednesday or Thursday (seminar), depending on the group in which you are enrolled (max. 20 participants per group). The course provides fundamental knowledge and skills necessary for the study of American literature. It introduces critical concepts such as 'literature,' 'culture,' and 'text'; influential theoretical approaches and critical methods; problems of literary history, canonization, and periodization. The course covers a variety of literary texts, including representative examples of all major literary forms, and guides students in applying technical terms and concepts to the analysis of these texts. It also addresses strategies of research and writing. In the *Lehramt* programs, the course qualifies students for seminars in both British and American literature. Further course materials, mandatory readings, and course requirements will be announced in the first session.

Credit requirement: final exam: Thursday, February 8, 10am–noon (90mins), see above.

Required readings: Peter Barry, *Beginning Theory: An Introduction to Literary and Cultural Theory* (Manchester UP); Michael Meyer, *English and American Literature* (Francke). Further readings and materials will be available on GRIPS.

IMPORTANT: Students of the BA Amerikanistik must register for Introduction courses listed here under American Studies. Students of the BA Anglistik must register for the lecture run by Dr. Martin Decker. Students taking a *Lehramt*-degree or a BA in English Linguistics can register for either of these two lecture courses.

## Undergraduate Seminars in American Studies (formerly Proseminare)

### 35820 American Literature I: From the Beginnings through the 19th Century Dexl

Module: AMST-M16.3 (4.0), AMST-M22.1 (4.0), ENG-UF-WB (4.0), ENGYM-M23.2 (4.0)

Proseminar, SWS: 2, ECTS: 4, Max. Teilnehmer: 20

Day	Rhyth.	von	bis	Zeit	Anfangsdatum	Enddatum	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	12:00	14:00	c.t.			Gruppe 1	++ZH 6	Dexl	

The course examines selected examples of American literature from the pre-Columbian Native American oral tradition through nineteenth-century literary writing. Taught in seminar format and based on reading, discussion, and active participation, the course places literary texts in their historical and cultural contexts. Readings include early exploration narratives and selected texts from colonial America, samples of nineteenth-century short fiction, Nathaniel Hawthorne's *The Scarlet Letter*, and selected poems by prominent authors, such as Walt Whitman and Emily Dickinson. Students are expected to read and actively prepare the assigned texts.

Course requirement: oral presentation, incl. presentation handout and/or PowerPoint presentation.

Credit requirement: an 8- to 10-page (3,500 to 4,500-word) research paper in English.

Required text: Baym, Nina et al., eds. *The Norton Anthology of American Literature*. 8th ed. Vols. A, B, and C. New York: Norton, 2012. Print. Additional required texts will be announced in the first session.

### 35825 American Literature II: The 20th and 21st Centuries Faisst, Röder

Module: AMST-M16.3 (4.0), AMST-M22.2 (4.0), ENG-UF-WB (4.0), ENGYM-M23.2 (4.0)

Proseminar, SWS: 2, ECTS: 4, Max. Teilnehmer: 20

Day	Rhyth.	von	bis	Zeit	Anfangsdatum	Enddatum	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	10:00	12:00	c.t.			Gruppe 1	PT 1.0.2	Röder	
Di	wöch.	16:00	18:00	c.t.			Gruppe 2	ZH 4	Faisst	

The course explores representative 20th- and 21st-century American fiction, poems, and plays. Taught in seminar format and based on reading, discussion, and active participation, it studies literary texts in their respective historical and cultural contexts as well as from the perspective of current scholarly debates in the field. Exploring movements and concepts such as realism, modernism, postmodernism, and cultural pluralism and reformatory impulses, the course deepens students' knowledge and research skills with regard to American literary history, cultural and literary concepts. Students are expected to read and actively prepare the assigned texts.

Course requirement: oral presentation, incl. presentation handout and/or PowerPoint presentation.

Credit requirement: an 8- to 10-page (3,500 to 4,500-word) research paper in English.

Required texts: Baym, Nina, et al., eds. *The Norton Anthology of American Literature*. 8th ed. Vols. C, D, and E. New York: Norton, 2012. Print. Fitzgerald, F. Scott. *The Great Gatsby*. Penguin, 2000. (Penguin Modern Classics, ISBN-13: 978-0141182636). Print. Additional required texts will be announced in the first course session.

## Graduate Seminars in American Studies (formerly Cultural Studies Advanced)

**35837 Cultural Studies Advanced: Boomin', Bustin', and Burnin' Daylight: Perspectives on the American West (LA)** **Stetler**

Module: ENGYM-M32A.2 (5.0)

Seminar, SWS: 2, Max. Teilnehmer: 15

Day	Rhyth.	von	bis	Zeit	Anfangsdatum	Enddatum	Gruppe	Raum	Lehrperson	Bemerkung
Do	wöch.	14:00	16:00	c.t.				++ZH 5	Stetler	

The mythic representation of the American West occupies an enduring place in America's self-conception. For all the apparent familiarity that we may have with the West, it remains an incredibly complex place that complicates deep-seated assumptions about the American national character, race, masculinity, class, and the environment. In this class, we will probe some of the profound questions that lie beneath this shiny and often simplified myth of the West. Among others, we will critically examine the concept of the frontier and ideas of exceptionalism and exclusion, explore the range of Western (racial) representation, roam the natural landscapes of the West, and interrogate the intersection of myth and history. Throughout, we will draw conclusions about what the West has contributed to America as a nation. Session topics will range from Native American perspectives to Borderland conflicts to natural resource extraction, land management, and nuclear testing, as well as include discussions about cowboys and vigilantism, city building, internment camps, country music, and the conservative politics of many western states. Students are expected to read a selection of primary and secondary sources every week, which may amount to a significant time commitment.

Course requirement: a panel presentation, three short written reflections

Credit requirement: a final, written seminar paper on a topic covered in class (ca. 10-12 pages)

**35841 "Germans in America, 1683 -" (Topics in Mobilities and Cultural Transfers, EAS-M4)** **Depkat**

Module: EAS-M4.1 (8.0), EAS-M4.2 (8.0), EAS-M7.2 (7.0), EAS-M8.1 (7.0), EAS-M8.2 (7.0), AMST-M32.2 (5.0), AMST-M32.3 (7.0), ENGYM-M32A.2 (5.0), ENGYM-M32A.3 (7.0)

Seminar, SWS: 2, Max. Teilnehmer: 15

Day	Rhyth.	von	bis	Zeit	Anfangsdatum	Enddatum	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch	08:30	10:00	s.t.				PT 2.0.3A	Depkat	

The history of Germans in America begins in 1683 with the arrival of twelve Mennonite families from Krefeld in the newly founded colony of Pennsylvania. Guided to America by Franz Daniel Pastorius, they founded Germantown and established a visible German presence in British colonial North

America. The first speaker of the House of Representatives in the newly founded United States of America was Frederick Augustus Muhlenberg, second son of Heinrich Melchior Mühlenberg, who, in the 1740s, had been sent to Pennsylvania by the German pietist Herman August Francke to build the German Lutheran church there. Throughout the nineteenth century, Germans were among the largest contingents of European immigrants to America, and by the eve of World War I, German-Americans had developed into the most visible and best-organized ethnic group in the country. Convinced of the superiority of all things German, and proud of the German nation-state founded by Otto von Bismarck in 1871, German-Americans in industrial America worked hard to carve out an identity that left it pretty much open whether they wanted to be German-Americans or Germans in America. During World War I that had the U.S. declare war on Germany in 1917, this unsolved identity conflict came to head, when a U.S. war nationalism that demanded a “100-percent Americanism” of all U.S. citizens suspected German-Americans of disloyalty and eventually forced them to assimilate into oblivion. World War I, therefore, marks the end of a visible German-American presence in U.S. culture.

Drawing on a wide selection of primary sources and scholarly literature, this seminar will trace the history of German-Americans from 1683 to 1920 in its major phases, aspects, and problems.

Suggested Readings: Walter D. Kamphoefner, *Germans in America. A Concise History*. Lanham, MD: Rowman & Littlefield, 2021. Heike Bungert, *Festkultur und Gedächtnis. Die Konstruktion einer deutschamerikanischen Ethnizität, 1848–1914*. Paderborn: Schöningh, 2017.

Credit requirement CSAdv. (LA/BA): advanced academic writings in English (research paper of ca. 10 pp.).

Credit requirement HS LA/BA: advanced academic writings in English (ca. 15 pages).

Credit requirement master's program: prior to WS 2018/19: presentation and final research paper (ca. 15 pages for 8 CP or ca. 20 pages for 10 CP, depending on credit type); master's program as of WS 2018/19: presentation and proposal for a possible research paper (5 pp.). Please also check the Modulbeschreibung:

[Modulbeschreibungen \(uni-regensburg.de\)](http://modulbeschreibungen.uni-regensburg.de)

All course materials will be made available on GRIPS.

35840 “Global Im/Mobilities: Migrations, Borders, Walls” (Topics in Mobilities and Cultural Transfers, EAS-M4)										Faisst
Module: EAS-M4.1 (8.0), EAS-M4.2 (8.0), EAS-M7.2 (7.0), EAS-M8.1 (7.0), EAS-M8.2 (7.0), AMST-M32.2 (5.0), AMST-M32.3 (7.0), ENGYM-M32A.2 (5.0), ENGYM-M32A.3 (7.0), EGW-M09.3										
Seminar, SWS: 2, Max. Teilnehmer: 15										
Day	Rhyth.	von	bis	Zeit	Anfangsdatum	Enddatum	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch	10:00	12:00	c.t.				ZH 6	Faisst	

A border is a simultaneously stable and instable concept, marked by a triangulation of power dynamics, “both a fixed and shifting line, one that paces the dance, back and forth, among the undocumented, the refugee, and the police” (Schmidt Camacho 2). Against the backdrop of the global rise of migratory movements, authoritarianism, and racial violence, more people than ever now attempt to cross borders and walls to leave behind political and religious persecution, economic precariousness caused by climate change, government corruption, and war. In this discussion-intensive seminar, we hone in on how contemporary literature, film, and photography, paired with key theories on mobility, tackle global im/mobilities and the displacement and migration management crisis in the U.S. and Europe. We thereby pay particular attention to literary and visual negotiations of the U.S.-Mexican border and “Fortress Europe” in the Mediterranean, both multiscalar and translocal regions of im/mobility that go beyond national boundaries and are frequently enacted through extrajudicial enforcement practices and politics.

Credit requirement CSAdv. (LA/BA): advanced academic writings in English (research paper of ca. 10 pp.).

Credit requirement HS LA/BA: advanced academic writings in English (ca. 15 pages).



Credit requirement master's program: prior to WS 2018/19: presentation and final research paper (ca. 15 pages for 8 CP or ca. 20 pages for 10 CP, depending on credit type); master's program as of WS 2018/19: presentation and proposal for a possible research paper (5 pp.). Please also check the Modulbeschreibung: [Modulbeschreibungen \(uni-regensburg.de\)](https://www.uni-regensburg.de/modulbeschreibungen)  
All course materials will be made available on GRIPS.

<b>35842</b>	<b>"From the Stage to the Streets: Performing Ageing in Contemporary American Culture and Social Protest" (Topics in Politics and Responsibilities, EAS-M5)</b>	<b>Dexl</b>
Module:	EAS-M5.1 (8.0), EAS-M5.2 (8.0), EAS-M7.2 (7.0), EAS-M8.1 (7.0), EAS-M8.2 (7.0), AMST-M32.2 (5.0), AMST-M32.3 (7.0), ENGYM-M32A.2 (5.0), ENGYM-M32A.3 (7.0)	

Seminar, SWS: 2, Max. Teilnehmer: 15

Day	Rhyth.	von	bis	Zeit	Anfangsdatum	Enddatum	Gruppe	Raum	Lehrperson	Bemerkung
Do	wöch	10:00	12:00	c.t.				ZH 6	Dexl	

"More than 1 in 6 Americans now 65 or older as U.S. continues graying." This was the headline of an article in *The Washington Post*, dated 14 February 2023, that summarized findings from the Administration on Aging. Against the backdrop of discussions about a 'graying nation' and its economic, social, and political ramifications, this seminar explores negotiations of ageing in contemporary American culture and social protest. Drawing on performance studies as both a lens and method, we will analyze selected on-stage performances, particularly from the field of dance, and forms of social protest, including demos, flashmobs, and marches committed to anti-ageism activism. We will pay particular attention to the performance repertoire the selected examples employ, the notions of corporeality and physicality they convey, and aspects of site-specificity, immediacy, interactivity, and collectivity that inform them. We will explore relations between the individual and the national body, negotiations of dominant cultural myths, and visions of citizenship that are at their center and discuss what Jon McKency termed the 'resistant potential' of cultural performance, especially as regards its intervention in the conventional 'decline narrative' vis-à-vis cultural discourses of 'ageing gracefully.'

Examples include but are not limited to the Manhattan-based Judson Dance Theater, Mikhail Baryshnikov, Carmen de Lavallade, Pina Bausch's Tanztheater Wuppertal, local social organizations, such as the group Gary Alan Fine calls "Chicago Seniors Together," the national activism of the Gray Panthers, and world-wide protest against ageism on the International Day of Older People (October 1). In addition, we will look at performances of age/ing in filmic examples, e.g., *The Curious Case of Benjamin Button* (dir. David Fincher, 2008).

Our analyses will consider the intersection of age with other differential categories, such as gender, race, class, and ability, as well as dynamics of transnational exchange informing contemporary American culture and social protest. The seminar will provide participants with a better understanding of not only the social, cultural, and political significance but also the epistemological power of performance to produce new knowledge about the category of age and the body – a kind of knowledge that is based on experience and practice and thus highly relevant for critical theory.

Credit requirement CSAdv. (LA/BA): advanced academic writings in English (research paper of ca. 10 pp.).

Credit requirement HS LA/BA: advanced academic writings in English (ca. 15 pages).

Credit requirement master's program: prior to WS 2018/19: presentation and final research paper (ca. 15 pages for 8 CP or ca. 20 pages for 10 CP, depending on credit type); master's program as of WS 2018/19: presentation and proposal for a possible research paper (5 pp.). Please also check the Modulbeschreibung: [Modulbeschreibungen \(uni-regensburg.de\)](https://www.uni-regensburg.de/modulbeschreibungen)

All course materials will be made available on GRIPS.

## Graduate Seminars in American Studies (Hauptseminare, LA)

### 35841 "Germans in America, 1683 -" (Topics in Mobilities and Cultural Transfers, EAS-M4) Depkat

Module: EAS-M4.1 (8.0), EAS-M4.2 (8.0), EAS-M7.2 (7.0), EAS-M8.1 (7.0), EAS-M8.2 (7.0), AMST-M32.2 (5.0), AMST-M32.3 (7.0), ENGYM-M32A.2 (5.0), ENGYM-M32A.3 (7.0)

Seminar, SWS: 2, Max. Teilnehmer: 15

Day	Rhyth.	von	bis	Zeit	Anfangsdatum	Enddatum	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch	08:30	10:00	s.t.				PT 2.0.3A	Depkat	

The history of Germans in America begins in 1683 with the arrival of twelve Mennonite families from Krefeld in the newly founded colony of Pennsylvania. Guided to America by Franz Daniel Pastorius, they founded Germantown and established a visible German presence in British colonial North America. The first speaker of the House of Representatives in the newly founded United States of America was Frederick Augustus Muhlenberg, second son of Heinrich Melchior Mühlenberg, who, in the 1740s, had been sent to Pennsylvania by the German pietist Herman August Francke to build the German Lutheran church there. Throughout the nineteenth century, Germans were among the largest contingents of European immigrants to America, and by the eve of World War I, German-Americans had developed into the most visible and best-organized ethnic group in the country. Convinced of the superiority of all things German, and proud of the German nation-state founded by Otto von Bismarck in 1871, German-Americans in industrial America worked hard to carve out an identity that left it pretty much open whether they wanted to be German-Americans or Germans in America. During World War I that had the U.S. declare war on Germany in 1917, this unsolved identity conflict came to head, when a U.S. war nationalism that demanded a "100-percent Americanism" of all U.S. citizens suspected German-Americans of disloyalty and eventually forced them to assimilate into oblivion. World War I, therefore, marks the end of a visible German-American presence in U.S. culture.

Drawing on a wide selection of primary sources and scholarly literature, this seminar will trace the history of German-Americans from 1683 to 1920 in its major phases, aspects, and problems.

Suggested Readings: Walter D. Kamphoefner, *Germans in America. A Concise History*. Lanham, MD: Rowman & Littlefield, 2021. Heike Bungert, *Festkultur und Gedächtnis. Die Konstruktion einer deutschamerikanischen Ethnizität, 1848–1914*. Paderborn: Schöningh, 2017.

Credit requirement CSAdv. (LA/BA): advanced academic writings in English (research paper of ca. 10 pp.).

Credit requirement HS LA/BA: advanced academic writings in English (ca. 15 pages).

Credit requirement master's program: prior to WS 2018/19: presentation and final research paper (ca. 15 pages for 8 CP or ca. 20 pages for 10 CP, depending on credit type); master's program as of WS 2018/19: presentation and proposal for a possible research paper (5 pp.). Please also check the Modulbeschreibung:

[Modulbeschreibungen \(uni-regensburg.de\)](http://Modulbeschreibungen.uni-regensburg.de)

All course materials will be made available on GRIPS.

### 35840 "Global Im/Mobilities: Migrations, Borders, Walls" (Topics in Mobilities and Cultural Transfers, EAS-M4) Faisst

Module: EAS-M4.1 (8.0), EAS-M4.2 (8.0), EAS-M7.2 (7.0), EAS-M8.1 (7.0), EAS-M8.2 (7.0), AMST-M32.2 (5.0), AMST-M32.3 (7.0), ENGYM-M32A.2 (5.0), ENGYM-M32A.3 (7.0), EGV-M09.3

Seminar, SWS: 2, Max. Teilnehmer: 15

Day	Rhyth.	von	bis	Zeit	Anfangsdatum	Enddatum	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch	10:00	12:00	c.t.				ZH 6	Faisst	

A border is a simultaneously stable and instable concept, marked by a triangulation of power dynamics, "both a fixed and shifting line, one that paces the dance, back and forth, among the undocumented, the refugee, and the police" (Schmidt Camacho 2). Against the backdrop of the global rise of migratory movements, authoritarianism, and racial violence, more people than ever now attempt to cross borders and walls to leave behind political and religious persecution,

economic precariousness caused by climate change, government corruption, and war. In this discussion-intensive seminar, we hone in on how contemporary literature, film, and photography, paired with key theories on mobility, tackle global im/mobilities and the displacement and migration management crisis in the U.S. and Europe. We thereby pay particular attention to literary and visual negotiations of the U.S.-Mexican border and "Fortress Europe" in the Mediterranean, both multiscalar and translocal regions of im/mobility that go beyond national boundaries and are frequently enacted through extrajudicial enforcement practices and politics.

Credit requirement CSAdv. (LA/BA): advanced academic writings in English (research paper of ca. 10 pp.).

Credit requirement HS LA/BA: advanced academic writings in English (ca. 15 pages).

Credit requirement master's program: prior to WS 2018/19: presentation and final research paper (ca. 15 pages for 8 CP or ca. 20 pages for 10 CP, depending on credit type); master's program as of WS 2018/19: presentation and proposal for a possible research paper (5 pp.). Please also check the Modulbeschreibung: [Modulbeschreibungen \(uni-regensburg.de\)](https://www.uni-regensburg.de/modulbeschreibungen)

All course materials will be made available on GRIPS.

<b>35842</b>	<b>"From the Stage to the Streets: Performing Ageing in Contemporary American Culture and Social Protest" (Topics in Politics and Responsibilities, EAS-M5)</b>	<b>Dexl</b>
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Module: EAS-M5.1 (8.0), EAS-M5.2 (8.0), EAS-M7.2 (7.0), EAS-M8.1 (7.0), EAS-M8.2 (7.0), AMST-M32.2 (5.0), AMST-M32.3 (7.0), ENGYM-M32A.2 (5.0), ENGYM-M32A.3 (7.0)

Seminar, SWS: 2, Max. Teilnehmer: 15

Day	Rhyth.	von	bis	Zeit	Anfangsdatum	Enddatum	Gruppe	Raum	Lehrperson	Bemerkung
Do	wöch	10:00	12:00	c.t.				ZH 6	Dexl	

"More than 1 in 6 Americans now 65 or older as U.S. continues graying." This was the headline of an article in *The Washington Post*, dated 14 February 2023, that summarized findings from the Administration on Aging. Against the backdrop of discussions about a 'graying nation' and its economic, social, and political ramifications, this seminar explores negotiations of ageing in contemporary American culture and social protest. Drawing on performance studies as both a lens and method, we will analyze selected on-stage performances, particularly from the field of dance, and forms of social protest, including demos, flashmobs, and marches committed to anti-ageism activism. We will pay particular attention to the performance repertoire the selected examples employ, the notions of corporeality and physicality they convey, and aspects of site-specificity, immediacy, interactivity, and collectivity that inform them. We will explore relations between the individual and the national body, negotiations of dominant cultural myths, and visions of citizenship that are at their center and discuss what Jon McKency termed the 'resistant potential' of cultural performance, especially as regards its intervention in the conventional 'decline narrative' vis-à-vis cultural discourses of 'ageing gracefully.'

Examples include but are not limited to the Manhattan-based Judson Dance Theater, Mikhail Baryshnikov, Carmen de Lavallade, Pina Bausch's Tanztheater Wuppertal, local social organizations, such as the group Gary Alan Fine calls "Chicago Seniors Together," the national activism of the Gray Panthers, and world-wide protest against ageism on the International Day of Older People (October 1). In addition, we will look at performances of age/ing in filmic examples, e.g., *The Curious Case of Benjamin Button* (dir. David Fincher, 2008).

Our analyses will consider the intersection of age with other differential categories, such as gender, race, class, and ability, as well as dynamics of transnational exchange informing contemporary American culture and social protest. The seminar will provide participants with a better understanding of not only the social, cultural, and political significance but also the epistemological power of performance to produce new knowledge about the category of age and the body – a kind of knowledge that is based on experience and practice and thus highly relevant for critical theory.

Credit requirement CSAdv. (LA/BA): advanced academic writings in English (research paper of ca. 10 pp.).

Credit requirement HS LA/BA: advanced academic writings in English (ca. 15 pages).

Credit requirement master's program: prior to WS 2018/19: presentation and final research paper (ca. 15 pages for 8 CP or ca. 20 pages for 10 CP, depending on credit type); master's program as of WS 2018/19: presentation and proposal for a possible research paper (5 pp.). Please also check the Modulbeschreibung: [Modulbeschreibungen \(uni-regensburg.de\)](http://Modulbeschreibungen.uni-regensburg.de)  
All course materials will be made available on GRIPS.

## Reviews

### 35845 Review American Literature Dexl

Module: ENG-UF-WB (1.0), ENRS-M22.3 (1.0)

Seminar, SWS: 1, ECTS: 1, Max. Teilnehmer: 15

Day	Rhyth.	von	bis	Zeit	Anfangsdatum	Enddatum	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch.	15:00	16:00	c.t.				ZH 5	Dexl	

Discussing selected exemplary texts, the course reviews American literary and cultural history from colonial times through the immediate present. Participants are expected to have acquired a solid and broad knowledge of American literary and cultural history and theory in the course of their studies by attending both mandatory and additional courses. The review course builds in particular on the two *Proseminare* in American literature and the lecture course American Literary History.

Course requirement: oral presentation.

Credit requirement: presentation handout.

Course text: All course materials will be available via GRIPS. Baym, Nina, et al., eds. *The Norton Anthology of American Literature*. 8th ed. New York: Norton, 2012. Print.

### 35850 Seminar für Examenskandidaten Depkat

Seminar, SWS: 2, Max. Teilnehmer: 20

Day	Rhyth.	von	bis	Zeit	Anfangsdatum	Enddatum	Gruppe	Raum	Lehrperson	Bemerkung
Do	14-tägig	18:00	20:00	c.t.				PT 1.0.2	Depkat	

Writing an "akademische Abschlussarbeit" is a challenging task that is prone to make you lonely. Presenting one's project to others, and having it discussed by fellow students helps a lot to clarify things and overcome loneliness. With this seminar, I want to offer students who are either in the process of writing their *Abschlussarbeit* or about to begin with it the opportunity to present their projects to an interested audience.

### 35958 Presentation B.A. (American Studies) Hebel-Bauridl

Module: AMST-M31.1 (3.0), ENLI-M31.1 (3.0), ENG-UF-WB

Seminar, SWS: 2, ECTS: 3, Max. Teilnehmer: 15

Day	Rhyth.	von	bis	Zeit	Anfangsdatum	Enddatum	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch	14:00	16:00	c.t.				ZH 6	Hebel-Bauridl	

This research course focuses on American Studies; it is open to students in the BA programs American Studies and English Linguistics. Students writing their *Zulassungsarbeit* in American Studies may be admitted to the course after prior consultation with Dr. Hebel-Bauridl. The course centers on methodological, structural, and strategic issues of academic research. In this context, it provides students in the BA programs with the opportunity to present the current, work-in-progress state of their BA theses, to debate their own questions, and to receive constructive feedback in a scholarly, safe environment among peers. Course Phase 1 discusses major elements of academic research such as 'agenda,' 'corpus,' 'method,' 'theory' etc. as well as the writing process itself. It introduces students to the formats of scholarly research presentations and research proposals as well as to strategies to use these formats to improve their B.A. research. Course Phase 2 is dedicated to discussing students' individual current stage in their research and writing process

and individual strategies of using the upcoming presentation in this course to improve their research and writing. In Course Phase 3, students actually present the current stage of their projects in thematically organized workshops.

Course requirements: course presentations (informal and formal).

Credit requirement: research proposal—handout (app. 5pp.).

## First Semester MA Courses in European American Studies

**35846 Fundamentals and Frames of Transnational American Studies**

**Hebel-Bauridl**

Module: EAS-M1.1 (7.0)

Seminar, SWS: 2, Max. Teilnehmer: 15

Day	Rhyth.	von	bis	Zeit	Anfangsdatum	Enddatum	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	10:00	12:00	c.t.				ZH 6	Hebel-Bauridl	

The course introduces students to key methods and theories of the interdisciplinary field of American Studies on graduate level. It discusses perspectives that are central for an understanding of both core agendas of the discipline and its development toward *Transnational American Studies*. First, it critically reflects on central concepts and issues such as nation, globalization, identity, ethnicity, gender, memory, or neoliberalism, settler colonialism, and racial grammar. Second, it traces approaches to American Studies as a discipline from its beginnings to the so-called New American Studies and recent frameworks of Post-Exceptionalist and Transnational American Studies. Third, it engages in a critical discussion of recent theoretical and methodological trends shaped by the visual, performative, spatial, and transnational turns in American Studies. This course is based on central theoretical and methodological texts, which will be available on GRIPS.

Course requirement: oral presentation.

Credit requirements: *Modulprüfung* (module exam: Theories, Approaches, Methods); Final exam: February 9, 2024, 9am–noon (120mins), tba. All course materials will be available on GRIPS. Credit for: MEAS.

**35847 Theories and Concepts in European-American Studies**

**Hebel-Bauridl**

Module: EAS-M1.2 (7.0)

Seminar, SWS: 2, Max. Teilnehmer: 15

Day	Rhyth.	von	bis	Zeit	Anfangsdatum	Enddatum	Gruppe	Raum	Lehrperson	Bemerkung
Mo	wöch.	12:00	14:00	c.t.				ZH 6	Hebel-Bauridl	

Approaching European-American Studies within the frameworks of Transnational American Studies and Critical Area Studies, this course introduces students to scholarly theories that are central for a critical understanding of past and present European-American relations, negotiations, trajectories, exchanges, and entanglements as well as their impact on other areas in the world. First, the course discusses key concepts of American Studies and related interdisciplinary fields that are at the core of European-American Studies, e.g. space, mobility, or region. Second, it debates transnational approaches to American Studies that specifically inform the project of European-American Studies, e.g. circumatlantic and transatlantic studies as well as critical (transnational) regionalism and new/critical area studies. Third, it traces transnational dimensions of concepts of American Studies that allow for a particularly apt investigation of topics from the field of European-American Studies, e.g. contact zones, cultural transfer, transnational / European-American memory, transnational intertextuality, etc. This course is based on central theoretical and conceptual texts, which will be available on GRIPS.

Course requirement: oral presentation.

Credit requirements: *Modulprüfung* (module exam: Theories, Approaches, Methods); Final exam: February 9, 2024, 9am–noon (120mins.), tba. All course materials will be available on GRIPS. Credit for: MEAS.

<b>35848</b>	<b>Readings and Sources in European-American Cultural Relations I: From the Beginning through the End of the 19th Century</b>	<b>Depkat</b>
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Module: EAS-M2.1 (7.0)

Seminar, SWS: 2, Max. Teilnehmer: 15

Day	Rhyth.	von	bis	Zeit	Anfangsdatum	Enddatum	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	16:00	18:00	c.t.	17.10.2023	12.12.2023		ZH 6	Depkat	
Do	wöch.	08:30	10:00	s.t.	19.10.2023	14.12.2023		ZH 6	Depkat	

On the basis of key texts and visual documents, we will discuss mutual perceptions, political interaction, social ties, and cultural exchange between Europe and the United States from the fifteenth to the nineteenth centuries. Among the topics covered in this course are Europe's colonial expansion into the New World, eighteenth-century debates about progress and decline, European-American relations in the "Age of Atlantic Revolutions," migration history, and American capitalism and notions of modernity.

Course requirement: presentation.

Credit requirements: *Modulprüfung* (module exam: Readings I and Readings II; tba).

Reading: All course materials will be available on GRIPS. Credit for: MEAS

<b>35849</b>	<b>Readings and Sources in European-American Cultural Relations II: The 20th and 21st Centuries</b>	<b>Depkat</b>
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Module: EAS-M2.2 (7.0)

Seminar, SWS: 2, Max. Teilnehmer: 15

Day	Rhyth.	von	bis	Zeit	Anfangsdatum	Enddatum	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch.	16:00	18:00	c.t.	19.12.2023	06.02.2024		ZH 6	Depkat	
Do	wöch.	08:30	10:00	s.t.	21.12.2023	08.02.2024		ZH 6	Depkat	

On the basis of key texts and visual documents, we will discuss mutual perceptions, political interaction, social ties, and cultural exchange between Europe and the United States in the twentieth and twenty-first centuries. Among the topics covered in this course are the World Wars, the Cold War and the "War on Terror", the Americanization of Europe, the formation of consumer societies, twentieth-century Euro-American pop culture, and the current state of European-American relations.

Course requirement: presentation.

Credit requirements: *Modulprüfung* (module exam: Readings I and Readings II; tba).

Reading: All course materials will be available on GRIPS. Credit for: MEAS

## Seminars in European American Studies

<b>35841</b>	<b>"Germans in America, 1683 -" (Topics in Mobilities and Cultural Transfers, EAS-M4)</b>	<b>Depkat</b>
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Module: EAS-M4.1 (8.0), EAS-M4.2 (8.0), EAS-M7.2 (7.0), EAS-M8.1 (7.0), EAS-M8.2 (7.0), AMST-M32.2 (5.0), AMST-M32.3 (7.0), ENGYM-M32A.2 (5.0), ENGYM-M32A.3 (7.0)

Seminar, SWS: 2, Max. Teilnehmer: 15

Day	Rhyth.	von	bis	Zeit	Anfangsdatum	Enddatum	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch	08:30	10:00	s.t.				PT 2.0.3A	Depkat	

The history of Germans in America begins in 1683 with the arrival of twelve Mennonite families from Krefeld in the newly founded colony of Pennsylvania. Guided to America by Franz Daniel Pastorius, they founded Germantown and established a visible German presence in British colonial North America. The first speaker of the House of Representatives in the newly founded United States of America was Frederick Augustus Muhlenberg, second son of Heinrich Melchior Mühlenberg, who, in the 1740s, had been sent to Pennsylvania by the German pietist Herman August Francke to build the German Lutheran church there. Throughout the nineteenth century, Germans were among the largest contingents of European immigrants to America, and by the eve of World War I,



German-Americans had developed into the most visible and best-organized ethnic group in the country. Convinced of the superiority of all things German, and proud of the German nation-state founded by Otto von Bismarck in 1871, German-Americans in industrial America worked hard to carve out an identity that left it pretty much open whether they wanted to be German-Americans or Germans in America. During World War I that had the U.S. declare war on Germany in 1917, this unsolved identity conflict came to head, when a U.S. war nationalism that demanded a "100-percent Americanism" of all U.S. citizens suspected German-Americans of disloyalty and eventually forced them to assimilate into oblivion. World War I, therefore, marks the end of a visible German-American presence in U.S. culture.

Drawing on a wide selection of primary sources and scholarly literature, this seminar will trace the history of German-Americans from 1683 to 1920 in its major phases, aspects, and problems.

Suggested Readings: Walter D. Kamphoefner, *Germans in America. A Concise History*. Lanham, MD: Rowman & Littlefield, 2021. Heike Bungert, *Festkultur und Gedächtnis. Die Konstruktion einer deutschamerikanischen Ethnizität, 1848–1914*. Paderborn: Schöningh, 2017.

Credit requirement CSAdv. (LA/BA): advanced academic writings in English (research paper of ca. 10 pp.).

Credit requirement HS LA/BA: advanced academic writings in English (ca. 15 pages).

Credit requirement master's program: prior to WS 2018/19: presentation and final research paper (ca. 15 pages for 8 CP or ca. 20 pages for 10 CP, depending on credit type); master's program as of WS 2018/19: presentation and proposal for a possible research paper (5 pp.). Please also check the Modulbeschreibung:

[Modulbeschreibungen \(uni-regensburg.de\)](http://Modulbeschreibungen.uni-regensburg.de)

All course materials will be made available on GRIPS.

<b>35840</b>	<b>"Global Im/Mobilities: Migrations, Borders, Walls" (Topics in Mobilities and Cultural Transfers, EAS-M4)</b>	<b>Faisst</b>
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Module:	EAS-M4.1 (8.0), EAS-M4.2 (8.0), EAS-M7.2 (7.0), EAS-M8.1 (7.0), EAS-M8.2 (7.0), AMST-M32.2 (5.0), AMST-M32.3 (7.0), ENGYM-M32A.2 (5.0), ENGYM-M32A.3 (7.0), EGV-M09.3
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Seminar, SWS: 2, Max. Teilnehmer: 15

Day	Rhyth.	von	bis	Zeit	Anfangsdatum	Enddatum	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch	10:00	12:00	c.t.				ZH 6	Faisst	

A border is a simultaneously stable and instable concept, marked by a triangulation of power dynamics, "both a fixed and shifting line, one that paces the dance, back and forth, among the undocumented, the refugee, and the police" (Schmidt Camacho 2). Against the backdrop of the global rise of migratory movements, authoritarianism, and racial violence, more people than ever now attempt to cross borders and walls to leave behind political and religious persecution, economic precariousness caused by climate change, government corruption, and war. In this discussion-intensive seminar, we hone in on how contemporary literature, film, and photography, paired with key theories on mobility, tackle global im/mobilities and the displacement and migration management crisis in the U.S. and Europe. We thereby pay particular attention to literary and visual negotiations of the U.S.-Mexican border and "Fortress Europe" in the Mediterranean, both multiscalar and translocal regions of im/mobility that go beyond national boundaries and are frequently enacted through extrajudicial enforcement practices and politics.

Credit requirement CSAdv. (LA/BA): advanced academic writings in English (research paper of ca. 10 pp.).

Credit requirement HS LA/BA: advanced academic writings in English (ca. 15 pages).

Credit requirement master's program: prior to WS 2018/19: presentation and final research paper (ca. 15 pages for 8 CP or ca. 20 pages for 10 CP, depending on credit type); master's program as of WS 2018/19: presentation and proposal for a possible research paper (5 pp.). Please also check the Modulbeschreibung: [Modulbeschreibungen \(uni-regensburg.de\)](http://Modulbeschreibungen.uni-regensburg.de)

All course materials will be made available on GRIPS.

<b>35842</b>	<b>"From the Stage to the Streets: Performing Ageing in Contemporary American Culture and Social Protest" (Topics in Politics and Responsibilities, EAS-M5)</b>	<b>Dexl</b>
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Module: EAS-M5.1 (8.0), EAS-M5.2 (8.0), EAS-M7.2 (7.0), EAS-M8.1 (7.0), EAS-M8.2 (7.0), AMST-M32.2 (5.0), AMST-M32.3 (7.0), ENGYM-M32A.2 (5.0), ENGYM-M32A.3 (7.0)

Seminar, SWS: 2, Max. Teilnehmer: 15

Day	Rhyth.	von	bis	Zeit	Anfangsdatum	Enddatum	Gruppe	Raum	Lehrperson	Bemerkung
Do	wöch	10:00	12:00	c.t.				ZH 6	Dexl	

"More than 1 in 6 Americans now 65 or older as U.S. continues graying." This was the headline of an article in *The Washington Post*, dated 14 February 2023, that summarized findings from the Administration on Aging. Against the backdrop of discussions about a 'graying nation' and its economic, social, and political ramifications, this seminar explores negotiations of ageing in contemporary American culture and social protest. Drawing on performance studies as both a lens and method, we will analyze selected on-stage performances, particularly from the field of dance, and forms of social protest, including demos, flashmobs, and marches committed to anti-ageism activism. We will pay particular attention to the performance repertoire the selected examples employ, the notions of corporeality and physicality they convey, and aspects of site-specificity, immediacy, interactivity, and collectivity that inform them. We will explore relations between the individual and the national body, negotiations of dominant cultural myths, and visions of citizenship that are at their center and discuss what Jon McKency termed the 'resistant potential' of cultural performance, especially as regards its intervention in the conventional 'decline narrative' vis-à-vis cultural discourses of 'ageing gracefully.'

Examples include but are not limited to the Manhattan-based Judson Dance Theater, Mikhail Baryshnikov, Carmen de Lavallade, Pina Bausch's Tanztheater Wuppertal, local social organizations, such as the group Gary Alan Fine calls "Chicago Seniors Together," the national activism of the Gray Panthers, and world-wide protest against ageism on the International Day of Older People (October 1). In addition, we will look at performances of age/ing in filmic examples, e.g., *The Curious Case of Benjamin Button* (dir. David Fincher, 2008).

Our analyses will consider the intersection of age with other differential categories, such as gender, race, class, and ability, as well as dynamics of transnational exchange informing contemporary American culture and social protest. The seminar will provide participants with a better understanding of not only the social, cultural, and political significance but also the epistemological power of performance to produce new knowledge about the category of age and the body – a kind of knowledge that is based on experience and practice and thus highly relevant for critical theory.

Credit requirement CSAAdv. (LA/BA): advanced academic writings in English (research paper of ca. 10 pp.).

Credit requirement HS LA/BA: advanced academic writings in English (ca. 15 pages).

Credit requirement master's program: prior to WS 2018/19: presentation and final research paper (ca. 15 pages for 8 CP or ca. 20 pages for 10 CP, depending on credit type); master's program as of WS 2018/19: presentation and proposal for a possible research paper (5 pp.). Please also check the Modulbeschreibung: [Modulbeschreibungen \(uni-regensburg.de\)](https://www.uni-regensburg.de/modulbeschreibungen)

All course materials will be made available on GRIPS.

<b>36277</b>	<b>"Exploring World Games: Disco Elysium" (Topics in Spaces, Regions, Spheres, EAS-M3)</b>	<b>Ensslin</b>
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Module: EAS-M3.1 (8.0), EAS-M3.2 (8.0), EAS-M7.2 (7.0), EAS-M8.1 (7.0), EAS-M8.2 (7.0)

Seminar, SWS: 2, Max. Teilnehmer: 15

Day	Rhyth.	von	bis	Zeit	Anfangsdatum	Enddatum	Gruppe	Raum	Lehrperson	Bemerkung
Fr	Wöch	12:00	14:00						Ensslin	

Course description: Please see online course catalog (SPUR).

Credit requirement master's program: prior to WS 2018/19: presentation and final research paper



(ca. 15 pages for 8 CP or ca. 20 pages for 10 CP, depending on credit type); master's program as of WS 2018/19: presentation and proposal for a possible research paper (5 pp.). Please also check the Modulbeschreibung: [Modulbeschreibungen \(uni-regensburg.de\)](http://Modulbeschreibungen.uni-regensburg.de)

## Kurse anderer Lehrstühle und Institute im Master-Programm MEAS (Courses Offered by Other Departments for our M.A. Program MEAS)

### 35700 "English in Contact" Leimgruber

Module: EAS-M7.2 (7.0), EAS-M8.1 (7.0), EAS-M8.2 (7.0)

Vorlesung, SWS 2

Day	Rhyth.	von	bis	Zeit	Anfangsdatum	Enddatum	Gruppe	Raum	Lehrperson	Bemerkung
Mi	wöch	10	12	c.t				tba	Leimgruber	

Course description: Please see online course catalog (SPUR).

### 36253 "Digital Narrative Spaces" Ensslin

Module: EAS-M7.2 (7.0), EAS-M8.1 (7.0), EAS-M8.2 (7.0)

Hauptseminar, SWS 3

Day	Rhyth.	von	bis	Zeit	Anfangsdatum	Enddatum	Gruppe	Raum	Lehrperson	Bemerkung
Di	wöch	10	13	c.t				S 214	Ensslin	

Course description: Please see online course catalog (SPUR).