

M.A. in American Studies (MAS) Course Catalog Winter Term 2022/23

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Dear students of the M.A. in American Studies,

The Heidelberg Center for American Studies welcomes you to the winter term 2022/23.

In the MAS course catalog, you will find all lectures and courses that are relevant for the program and taught in English. You may also take classes held in German if you speak German on a university level. Please consult with the MAS coordinator prior to signing up for any German-taught courses. You may find further classes and lectures in the university's online catalog ([LSF](#)) or on the respective department's website.

The here listed classes are offered by the Heidelberg Center for American Studies, the English Department, the Institute for Geography, the History Department, the Institute for Political Science, and the Theological Seminary.

Please note that due to the multidisciplinary set-up of our program registration for single classes may differ from each other. You will find directions on how to register in each course description. Please also note the different registration deadlines.

Please be aware that one class may not count toward two different modules at the same time. E.g., if you choose a seminar for the main module Literature & Culture, the class cannot count toward the research module Literature & Culture as well, but you need to take a different class for the research module. The same applies for courses that are listed in different modules. If you take a class, you must choose toward which module the credit points will count.

If you have any questions, please contact our MAS Coordinator PD Dr. Philipp Löffler (mas@hca.uni-heidelberg.de).

General Information

Information on Teaching Formats in the Winter Semester 2022/ 2023

The universities in the state of Baden-Württemberg are aiming to continue with in-person teaching in the classroom as far as possible in the coming winter semester. However, this is closely linked to the expectation that the regulations regarding distance, contact tracing, and proof of vaccination, recovery, or testing remain at a level that is feasible for all concerned. Should these conditions be met, the range of classes listed in this course catalog would be able to take place as indicated. Should they not be able to take place in person, they will most likely continue to be offered in an online format, either synchronously or asynchronously. Should the currently existing health guidelines and restrictions remain so in the fall, courses offered in person at the HCA will be at reduced capacity. Be advised that many other departments' courses may also have reduced capacity.

Given the dynamic nature of the development of the Covid pandemic and the resulting regulations, the information in the Course Catalog (KVV) represents a realistic snapshot of the current planning status.

Therefore, before you make any registrations and decisions, always make sure that you are doing so on the basis of the most current version of the Course Catalog. The most up to date version can always be found on the MAS page of the website of the Heidelberg Center for American Studies. [For more information on Covid-19 policies please visit the main Corona website of the university (<https://www.uni-heidelberg.de/en/newsroom/measures-of-the-university-for-protection-against-the-coronavirus>). Find answers to frequently asked questions here: (<https://www.uni-heidelberg.de/en/study/service-portal-for-students/coronavirus-fags-about-student-affairs-and-teaching>).]

Orientation Days

For those students beginning their studies this winter semester, we will be holding Orientation Days to formally welcome you to the HCA, as well as introduce you to the program and help you select your courses. The Orientation Days will take place on Monday and Tuesday, October 11 & 12. Please register with mas@hca.uni-heidelberg.de to let us know that you will be attending.

M.A. in American Studies

The Program

Students enroll in the program each winter semester. The standard duration of study, including the writing of the Master's thesis, is four semesters. The M.A. in American Studies (MAS) program (100%) includes the academic disciplines of geography, history, literature and cultural studies, political science, and religious history. At the start of the program, students will choose two of those as their core disciplines. One of these two core disciplines will receive further emphasis in the research module, which is meant to prepare students for the writing of their M.A. thesis. The flexibility module gives students the opportunity either to take American Studies courses outside their core disciplines in order to broaden their understanding of the comprehensive field of American Studies, or to attend additional classes in one of their two core disciplines for a deeper engagement with their primary fields of interest. The interdisciplinary module is designed to bring the perspectives and methods of the various disciplines into dialogue with one another.

These subject modules are supplemented by a methodology module meant to impart both theoretical proficiency and empirical methods, as well as practical skills; and a module on cross-cutting perspectives, which—in the spirit of a traditional *studium generale*—affords students an opportunity to venture outside of the field of American Studies. There will also be a chance during the “mobility window,” usually slated for the third semester, to study abroad on an exchange, accept an internship, etc. The MAS program concludes with an examination module.

Modules and courses

By dividing the program into various modules, the HCA has three goals for students:

1. To acquire and deepen the latest subject-specific knowledge and research methods of the individual disciplines.
2. To implement multi- and interdisciplinary approaches, and to demonstrate the synergistic potential of such approaches.
3. To practically apply methodological and research skills in order to make graduates competitive in both the academic and the non-academic international job market.

The M.A. program “American Studies” is comprised of:

- A study plan (Kernfach)
- An examination module

The study plan encompasses:

- A subject-specific component
- A section on building “comprehensive competencies”

The subject-specific component of the program is divided into four parts:

1. **Main modules:** Students choose two of the HCA’s offered disciplines as core disciplines in which they will develop and deepen their subject-specific knowledge and skills. Main modules in the chosen disciplines come with a minimum of one seminar that will be exclusively available to M.A. students, as well as an additional course (in either lecture or seminar format). Students can select their core disciplines freely. They may combine two fields from the humanities or from the social sciences, or they may choose to traverse academic disciplines. All combinations are possible.
2. **Research module:** After finishing the main modules, students complete a research module in order to immerse themselves more fully in one of their two core disciplines. For the research module, students will participate in a seminar offered exclusively to M.A. students. In an “Independent Study” format, students will autonomously work through and discuss with their professor an assigned reading list. This will usually serve as preparation for writing the M.A. thesis.
3. **Flexibility module:** In the flexibility module, students may choose 12 credits worth of courses from any discipline offered in the program. For these elective credits, any combination of courses is allowed. Students can either choose to broaden their understanding of American Studies with classes outside of their core disciplines, or they can choose to focus more deeply on their primary areas of interest.
4. **Interdisciplinary module:** The interdisciplinary module serves to promote an interdisciplinary approach to scholarship and demonstrate the synergistic potential of such an approach. Students will take part in an interdisciplinary seminar offered

by instructors from two different disciplines, as well as a two-semester interdisciplinary colloquium in which variegated topics and approaches from the field of American Studies will be discussed.

The section of the program on “comprehensive competencies” is divided into the following three parts:

1. **Methodology module:** In this module, students will deepen their understanding of the theoretical and empirical methods of American Studies, as well as develop their academic writing skills.
2. **Cross-cutting perspectives:** In this module, students will take courses outside of the area of American Studies. These courses may either be related to or independent from the disciplines of American Studies. Language course credits also count toward this module.
3. **Mobility window:** The mobility window provides students with the opportunity for intensive and practical engagement with their degree in American Studies. Students can complete an internship in a relevant field, or can choose to study abroad in order to foster cultural understanding and strengthen intercultural competencies. For students interested in pursuing an academic career, completion of a teaching assignment can also be counted toward this module, provided the assignment does not concern a constituent curricular component of the HCA’s B.A. or M.A. programs.

The program concludes with the examination module:

Examination module: With the completion of a Master’s thesis in the same area as their research module, students will have acquired specialized knowledge in a particular area of American Studies and will have demonstrated the ability to use academic methods to work on and research a topic independently. The particulars of the M.A. thesis are described in section 7.11 of the *Modulhandbuch*. Completion of the thesis takes four months during which students will present an outline of the thesis to their peers at a research colloquium. After completing the thesis, students will take a 60-minute oral final exam. Additional details about the exam are covered in the exam regulations.

Sample Course of Study

| | |
|---|--|
| <p>First Semester (28 credits)</p> <p>Methodology module Course: Theory & Methods (4 credits) Course: Academic Writing (4 credits)</p> <p>Main module I M.A. seminar: Core discipline I (10 credits) Lecture: Core discipline I (4 credits)</p> <p>Main module II Lecture: Core discipline II (4 credits)</p> <p>Interdisciplinary module MAS Colloquium I (2 credits)</p> | <p>Second Semester (30 credits)</p> <p>Main module II M.A. seminar: Core discipline II (10 credits)</p> <p>Research module M.A. seminar: Core discipline I (10 credits)</p> <p>Flexibility module Discussion group: Discipline III (4 credits) Lecture: Discipline IV (4 credits)</p> <p>Interdisciplinary module MAS Colloquium II (2 credits)</p> |
| <p>Third Semester (28 credits)</p> <p>Research module Independent study: Core discipline I (4 credits)</p> <p>Interdisciplinary module Interdisciplinary seminar (6 credits)</p> <p>Flexibility module Lecture: Core discipline I</p> <p>Cross-cutting perspectives 2 courses outside of American Studies (8 credits)</p> <p>Mobility window Internship (four weeks) (6 credits)</p> | <p>Fourth Semester (34 credits)</p> <p>Examination module Research colloquium (2 credits) M.A. thesis (24 credits) Oral final exam (8 credits)</p> |

| Sem | Modules | | |
|-----|--|--|---|
| 4 | Cross-Cutting Perspectives (\sum 8 CP) 2 courses outside of the area of American Studies | Examination Module (\sum 34 CP) Research colloquium (2 CP) M.A. thesis (24 CP) Oral final exam (8 CP) | |
| 3 | | Mobility Window (\sum 6 CP) Study abroad, internship or teaching assignment | |
| 2 | | Subject-Specific Classes (\sum 54 CP) | |
| 2 | | Research Module (14 CP) Core discipline I or II 1 M.A. seminar 1 Independent Study | Flexibility Module (12 CP) 12 CP worth of classes from any discipline in the program |
| 1 | Methodology Module (\sum 8 CP) Theory & Methods (4 CP) Academic Writing (4 CP) | Main Module I (14 CP) Core discipline I 1 M.A. seminar 1 lecture | Main Module II (14 CP) Core discipline II 1 M.A. seminar 1 lecture |
| | | | Interdisciplinary Module (\sum 10 CP) 1 Interdisciplinary seminar (6 CP) 2 MAS Colloquium (2 x 2CP) |

Mandatory Classes

Academic Writing

Eligibility: Methodology Module

Dr. Anja Schüler

THU: 16:15-17:45 (starting 20.10.2022), **HCA Oculus**

Registration via LSF

Course Description:

This course offers students concrete guidelines and practical approaches to for writing academic texts. We will start with a review of your writing practices from thesis development to paragraph construction, discuss microskills like introductions and conclusions as well as revision, editing for coherence, style, and grammar, effective referencing and proofreading. Students are welcome to discuss any questions related to the academic writing process in class. Please expect to share your writing experiences and your texts as well as your opinion of the writings of others, students and non-students. The format of the seminar consists of both whole-class and small-group discussions.

Theory and Methods

Eligibility: Methodology Module

PD Dr. Martin Thunert, Dr. Wilfried Mausbach, PD Dr. Philipp Löffler

TUE: 11:15-12:45 (starting 18.10.2022), **HCA Oculus**

Registration via LSF

Course Description:

Thinking about culture - if done with any sophistication, any depth or complexity - also calls for thinking about thinking. American Studies, along with cultural studies and the humanities more generally, is marked by this self-reflexive move, where the study itself is taken as the object of study. In this class, we refocus on the frames for and structures of thinking about culture, rather than on culture itself.

Surveying contemporary critical theory, this class will consider and explore the ideas of the Frankfurt school, deconstruction, post colonialism, queer theory, psychoanalysis, and social constructionism, paying special attention to how that thinking about thinking can be used methodologically in the study of American culture.

Literature: A course reader will be made available

Independent Study

Eligibility: Research Module

PD Dr. Martin Thunert

Based on individual demand; online and in-class meetings possible

MAS Colloquium

Eligibility: Interdisciplinary Module

Dr. Wilfried Mausbach; Prof. Dr. Welf Werner

THU: 18:00 - 20:00, **HCA Oculus**

Registration via LSF

Course Description:

The Interdisciplinary Colloquium provides a venue for MAS students to meet with renowned experts from various fields, such as politics, economics, journalism, or academia. Scholars sharing their current interests or most recent scholarship will alternate with fellow MAS students presenting the outlines of their final thesis. A detailed program for the Colloquium will be available in October.

Students planning to earn credits for this course will be asked to prepare a short summary of one presentation/discussion.

Courses by Discipline

1. Religious History

Lecture: History of Christianity in the United States, 1800-1900

Eligibility: Main Module History, Main Module Religion and Culture, Flexibility Module

Prof Dr. Jan Stievermann

TUE: 11:00-13:00, Neue Uni, HS 12a

WED: 11:00-13:00, Neue Uni, HS 12

Registration via LSF

Course Description:

This lecture course offers a survey of the history of Christianity in North America from the revolutionary period to the end of the nineteenth century. Always with an eye on the European background, the course will examine the often surprising ways in which the various forms of Christianity that were imported from the Old World developed in different contexts of westward expansion, immigration, revivalism, intercultural contact and conflict. While special attention will be given to the American transformations of Christianity, we will also discuss the fate of indigenous religions, and look at the development of non-Christian immigrant faiths and the birth of new religious movements such as Mormonism, Spiritualism, and New Thought. As we trace the evolution of churches, traditions, beliefs, practices and communities from independence to the closing of the frontier, students will be familiarized with important primary sources and key-concepts for this period of American religious history.

After the lecture class on Wednesday (11-12) we will discuss one central primary document relevant to each week's topic. This additional "Quellenübung" is highly recommended but optional.

Recommended Reading:

- Edwin Gaustad and Leigh Schmidt. *The Religious History of America* (Harper, 2002)
- Sidney E. Ahlstrom. *A Religious History of the American People* (Yale UP, 1972)

Proseminar: Introduction to American Religious History

Eligibility: Main Module History, Main Module Religion and Culture, Flexibility Module

Ryan Hoselton

THU: 9:00-11:00, **HCA Oculus**

Registration: Please pre-register via email: ryan.hoselton@ts.uni-heidelberg.de

Course Description:

It is impossible to grasp the culture, politics, literature, geography, and global role of the U.S. without understanding its religious history. From the beginning, religion has closely intertwined with America's wars, social movements, education system, intellectual life, the arts and media, culture wars, elections, and more. Diverse religious leaders, thinkers, and activists such as Anne Bradstreet, Jonathan Edwards, William Apress, Phillis Wheatley, Joseph Smith, Ralph Waldo Emerson, Frederick Douglass, Martin Luther King Jr., and Billy Graham have shaped—and were shaped by—the American cultural landscape in deep and lasting ways. Moreover, religion has greatly influenced the everyday lived experiences of most American citizens. Situating religious beliefs and practices in their socio-cultural contexts, this course surveys the history of religion in America from the colonial period to the present day. Students will gain a broad outline of this history as well as a greater sense of the complex, pluralistic, and vibrant nature of religion in America.

Literature: Please purchase the following text, which you will read throughout the semester (further primary source readings will be provided on Moodle): Edwin Gaustad & Leigh Schmidt, *The Religious History of America: The Heart of the American Story from Colonial Times to Today* (New York: HarperOne, 2004).

Advanced Seminar: Issues and Theories in American Religious History

Eligibility: Interdisciplinary Module

Prof Dr. Jan Stievermann

THU: 14:00 – 16:00, **HCA Oculus**

Registration via e-mail to jstievermann@hca.uni-heidelberg.de

Course Description:

Geared toward students specializing in American religious history, this advanced seminar will examine important theories and issues currently debated in the field. This semester's focus will be on recent literature exploring the intersections between religion and nationalism. But our course reading list will accommodate student interests and projects.

A reading list will be provided at the beginning of the semester.

Advanced Seminar: Race and Religion in American Culture

Eligibility: Main Module Religion and Culture, Research Module Religion and Culture, Flexibility Module

Prof Dr. Jan Stievermann

TUE: 14:00-16:00, **HCA Oculus**

Registration via e-mail to jstievermann@hca.uni-heidelberg.de

Course Description:

This class looks at the complex entanglements of "race" and "religion" in American history. We will follow the co-evolution of the two categories since the colonial era and study what role religion played in defining but also challenging racial identities, and, vice versa, how race inflected the meanings of religion. Three areas will be primarily considered: (church) history, politics, and popular culture. Through each we examine texts and images that show the intersections of religion and race in US culture and the different ways in which race has been produced, applied and perpetuated in American history from the colonial to the present period. By looking at a broad range of cultural products, such as historical texts, art, film, court decisions, political speeches, literature, and music, students will be familiarized with many different facets in the contentious relationship between religion and race in American culture.

Please buy and read: Paul Harvey. *Bounds of their Habitation: Race and Religion in American History* (Rowman & Littlefield, 2017)

2. Political Science

Lecture: U.S. Economic Policy

Eligibility: Main Module Political Science, Research Module Political Science, Flexibility Module

Prof. Dr. Welf Werner

THU: 9:15-10:45 (online; asynchronously)

Registration via LSF

Course Description:

The U.S. economy provides an important reference point in academic and policy discussions because of its success in providing rapidly rising living standards over a period of more than 200 years. At the same time, it serves as an example of a liberal market economy and an illustration of rising inequality and marginalization. For quite a few decades, it has been a showcase for new economic activities based on knowledge and information technology.

Among the topics discussed in this lecture are the current state of the U.S. business cycle and the economic policies of the Biden administration; the influences of economic globalization, technological progress and structural change; fiscal, monetary and regulatory policies; the (political) institutions involved in economic policy-making; and matters of inequality, participation and discrimination. The ongoing Covid-19 pandemic, the response by the US government and expectations for dynamic economic recovery and possibly also overheating of the economy will also be discussed in this lecture. The course draws on economics, political economy and economic history. It puts current developments into international comparative and historical perspectives.

Credit Points/ECTS:

Students of this lecture may receive a total of up to 4 ECTS and a grade by taking the written exam at the end of the semester. In order to earn these credits, the following two assignments have to be fulfilled:

Assignment A: A final exam will take place at the end of the semester in written form. It will be based on the lecture slides and the literature of this course. The exam will be an open-book exam with a couple of short essay questions that test the understanding of the materials of the course and its main ideas and topics. For the preparation of the exam, please see PowerPoint slides and readings on Moodle.

Assignment B: During the semester, another course requirement will consist of a literature review of the mandatory readings of one of the lecture sessions in the form of a handout. This handout will summarize the MAIN and MOST IMPORTANT points of the texts for the respective week. Each text is to be summarized in 5 bullet points maximum! The point of this exercise is to boil down the texts to the core and main arguments. Therefore, the handout will only consist of bullet points and no running text. Students may choose which session's literature they want to review. This assignment is ungraded.

An ungraded 'Sitzschein' and 2 ECTS can be earned by fulfilling only assignment B (see above):

Students of this lecture may receive a total of up to 4 ECTS and a grade by taking the written exam at the end of the semester. An ungraded "Schein" and 2 ECTS can be earned for regular attendance of the course sessions.

After the registration period on LSF is complete, you will receive an e-mail through your student e-mail account with further information on the Moodle registration.

Literature:

A reader with all texts will be made available on Moodle. Additional sources may be uploaded throughout the semester.

Advanced Seminar: Current Challenges and Controversies in U.S. Economic Policies

Eligibility: Main Module Political Science, Research Module Political Science

Prof. Dr. Welf Werner & Dr. Natalie Rauscher

THU: 11:00-13:00 (starting 20.10.2022), **HCA Atrium**

Registration via LSF

Course Description:

Based on the knowledge acquired in the lecture "U.S. Economic Policy", this seminar invites discussion of a broad range of case studies on current U.S. economic developments and policies. In the winter semester 22/23 this seminar will focus on challenges within the US under the influence of the war in Europe, the Covid-19 pandemic, economic recovery and inflation, economic policies of the Biden Administration, the American welfare state, and social activism.

The Wednesday hour (13:00-14:00) is set aside for individual tutoring. The classroom language is English, including student presentations and papers.

In-person Seminar

During the in-person seminar, participants will be asked to fulfill several assignments, including presentations, readings, and active participation.

Credit Points/ECTS: Students of this seminar can earn up to 12 ECTS by (a) fulfilling all assignments of the lecture U.S. Economic Policy, and taking the exam of the lecture (4 ECTS) and (b) attending the seminar and completing its examinations (8 ECTS).

Prerequisite: Taking the online lecture “U.S. Economic Policy” in the winter semester 2022/23 is a prerequisite for this seminar. For seminar participants it will be mandatory to attend the lecture’s graded exam at the end of the semester, that is, to fulfill all assignments in the lecture.

Readings and Course Requirements: A reader with all texts will be made available on Moodle. Additional sources may be uploaded throughout the semester.

A detailed description of the course requirements and structure will follow on Moodle.

After the registration period on LSF is complete, you will receive an e-mail through your student e-mail account with further information on the Moodle registration.

Interdisciplinary/ Advanced Seminar: North American Philanthropic Foundations: Origins, History, Activities

Eligibility: Interdisciplinary Module, Main Module Political Science, Research Module Political Science, Main Module History, Research Module History, Flexibility Module

PD Dr. Martin Thunert & Natalie Rauscher

WED: 14:15 – 15:45 (starting 26.10.2022), **HCA Oculus**

Registration via LSF

Course Description:

Foundations (Stiftungen) are important institutions and actors in organized philanthropy, a sector distinct from, but not unrelated to the sectors of government/politics and business. Drawing from fields of (economic) history, sociology, political science, this interdisciplinary seminar will first provide an overview of the origins, history and growth of philanthropic foundations in North America, highlighting the perhaps unique legal and cultural framework for these institutions in this region of the world. After analyzing organizational types, legal rules etc. the seminar will turn to facts and figures about the impressive size, scope, and social role of philanthropy in North America today. Thereafter, the focus will be directed at specific fields of activity of foundations and donors such as education and research, disaster relief and urban renewal, global and public health, women and girls, and (political) advocacy and the market of ideas. The seminar will also include specific case studies of foundations and their various activities –

highlighting international activities of US-based foundations, and the motives of donors and philanthropists with a particular look at the role of women in philanthropy - as well as their interaction with related actors such as think tanks, other non-profits and government.

The seminar will conclude with recent trends in North American philanthropy such as donor-advised funds, impact investing, or community foundations etc. Despite of – or perhaps because of - the often significant impact and key contributions of philanthropic giving and grantmaking, critiques of foundation philanthropy seem to be on the upswing, but upon closer look had a long history. Thus, we will try to better understand and evaluate the long tradition of criticism of foundations and philanthropy in North America and elsewhere.

Select Literature:

- Bremner, Robert H. 1988. *American Philanthropy*. The University of Chicago Press.
- Bernholz, Lucy, and Brigitte Pawliw-Fry. 2020. *How We Give Now: Conversations Across the United States*. Stanford, CA: Stanford Center on Philanthropy and Civil Society.
- Callahan, David. 2017. *The Givers: Wealth, Power, and Philanthropy in a New Gilded Age*. New York: Alfred A. Knopf.
- McCarthy, Kathleen D. 2001. *Women, Philanthropy and Civil Society*. Indiana University Press.
- Reich, Robert. 2018. *Just Giving: Why Philanthropy is Failing Democracy and How it Can Do Better*. Princeton, NJ: Princeton University Press.
- Zunz, Olivier. 2011. *Philanthropy in America: A History*. Princeton, NJ: Princeton University Press

Advanced Seminar: Food Policy & Politics

Eligibility: Main Module Political Science, Research Module Political Science, Flexibility Module

Charlene Marek

WED: 10:00 – 12:00, **Bergheimerstraße 58, 4310/SR02.034**

Registration via LSF

Course Description:

Food policy encompasses a wide spectrum of policy instruments and policy actors at local, regional and global levels. How we govern food systems has implications for the environment, farmers, the food industry, animal welfare, and human health.

For the start of our course, we will discuss from a theoretical standpoint the characteristics of food policy and politics (Block 1). We will then analyze various policy instruments, which can be applied to target farmers, consumers, or both (Block 2). Some of the policies and instruments we will discuss include: the Common Agriculture Policy (CAP), the Farm to Fork (F2F) Strategy, Nutriscore, and certification labels. Next, we will learn about the roles of diverse actors involved in food politics (Block 3). Some of the actors we will study include: political parties, civil society, farmers, and the industry. The last portion of our class

(Block 4) will focus on applying the knowledge from Blocks 1-3 through case studies, including: the horse meat scandal, organic fraud, Glyphosate renewal in the EU, and food waste in China.

Our seminar will include two sessions of preparation for writing the final term papers. The first paper-writing session will include a brainstorming activity for students on potential topics. The second session will be conducted as a writers' workshop, where students can discuss their draft term papers together, as well as receive instructor feedback and guidance.

Requirements: Term Paper, Presentation, Attendance, Participation

Selecte Literature:

Candel, Jeroen; Daugbjerg, Carsten (2020): Overcoming the dependent variable problem in studying food policy. In *Food Sec.* 12 (1), pp. 169–178. DOI: 10.1007/s12571-019-00991-2.

Daugbjerg, Carsten; Swinbank, Alan (2016): Three Decades of Policy Layering and Politically Sustainable Reform in the European Union's Agricultural Policy. In *Governance* 29 (2), pp. 265–280. DOI: 10.1111/gove.12171.

Feng, Y.; Marek, C.; Tosun, J. (2022): Fighting Food Waste by Law: Making Sense of the Chinese Approach. In *Journal of consumer policy*, pp. 1–23. DOI: 10.1007/s10603-022-09519-2.

Tselengidis, Arsenios; Östergren, Per-Olof (2019): Lobbying against sugar taxation in the European Union: Analysing the lobbying arguments and tactics of stakeholders in the food and drink industries. In *Scandinavian journal of public health* 47 (5), pp. 565–575. DOI: 10.1177/1403494818787102.

Advanced Seminar: US-Transatlantic Security Policy

Eligibility: Main Module Political Science, Research Module Political Science, Flexibility Module

Seth Johnston

Blockclass

Registration via LSF

Course Description:

Weitere Informationen zur Veranstaltung folgen in Kürze.

Advanced Seminar: Experimental Methods in Political Science

Eligibility: Main Module Political Science, Research Module Political Science, Flexibility Module

Dr. Delia Dumitrescu

TUE: 14:00 – 16:00, **Bergheimerstraße 58, 4310/SR02.034**

Registration via LSF

Course Description:

Experimental studies are becoming increasingly ubiquitous in political science, whether it is to study the effects of political communications, the effects of political institutional design or the effects of policy alternatives. This course provides an introduction to the best practices of experiment-based research in political science. It is structured in three sections: the first introduces students to the fundamentals of experimental design, the second discusses the main types of experiments, and the third examines examples of research in different areas, such as political communication and public policy.

The seminar will be taught in English. Some prior familiarity with quantitative methods of analysis would be beneficial.

Requirements: Term Paper, Presentation, Attendance, Participation

Selecte Literature:

Druckman, J. N., Greene, D. P., Kuklinski, J. H., & Lupia, A. (Eds.). Cambridge handbook of experimental political science. Cambridge University Press.

Cook, T. D., Campbell, D. T., & Shadish, W. (2002). Experimental and quasi-experimental designs for generalized causal inference. Boston, MA: Houghton Mifflin.

Reis, H. T., & Judd, C. M. (Eds.). (2014) Handbook of Research Methods in Social and Personality Psychology. Cambridge University Press.

3. Geography

Lecture: North American City

Eligibility: Main Module Geography, Flexibility Module

Prof. Dr. Ulrike Gerhard

TUE: 9:00-11:00 (starting 25.10.2022)

Registration for the exam (HCA - Bachelor students): via email to: anmeldungengeog@uni-heidelberg.de

Course Description:

Comprehensive overview of the Urban Geography of North America: urban theory, urban systems, recent and historical urban developments (urbanization, suburbanization, reurbanisation), internal structure of

cities (esp. urban inequalities, cultural patterns, neoliberalization), modeling and theorizing urban space, urban policies, planning the twenty-first-century city, future of cities. Exam at the last lecture session.

Proseminar: Perspectives on Travel: Structural and Individual Interpretations of Mobility

Eligibility: Main Module Geography, Flexibility Module

Hamid Abud Russell

THU: 14:00-16:00 (starting 20.10.2022); Berliner Straße 48

Registration via LSF until 27th of July, for further questions concerning the registration process, please use anmeldungen-geog@uni-heidelberg.de

Course Description:

Movement within cities is commonly viewed from a technical perspective. The need to facilitate the transport of goods, peoples, and information from one point to another is one of the challenges that transport geographies tackles in its various iterations. As a collective, this sub-discipline studies how obstacles that impeded travel (be they human or man-made) are overcome.

The analysis provided by transport geographies often focuses on tackling particular goals that enable more efficient transit, but falls short of dissecting the goals themselves. Moreover, they fail to peer behind the grid created by the study of movement under such rigid terms. They fall short of asking how these structures condition the individual's experience of travel through the various spaces they traverse throughout their journey. The aim of this course is to study what transportation geography offers for our current study of cities, movement within them, and if a study that centres solely on rigid grids can help uncover social, political, and economic structures that mould and uphold them. On the other hand, this is also a study that seeks to expand beyond the sanitized focus on the tools of travel. More than movement, the idea is to underscore how urbanites engage with mobility, how they perceive it, and how the public transit systems that exist are not structure devoid of meaning but are both the result and the producers of a particular urban reality. The juxtaposition between the mobilities paradigm and transportation geography is not there to pit them against each other in a cheap effort to undermine their results, rather, it presents an opportunity to enrich an ongoing debate surrounding the way people move throughout their environment.

Requirements:

Each student will need to prepare a presentation per topic. There will be a mandatory final essay.

Advanced Seminar: Critical Geographies

Eligibility: Main Module Geography, Research Module Geography, Flexibility Module

Judith Keller & Hamid Abud Russell

THU: 11:15-12:45 (starting 20.10.2022), Berliner Straße 48

Registration via LSF until 30th of September 2022

Preliminary talks: will be announced

Course Description:

A technical approach has come to dominate the way in which geography is both taught and implemented. Even when the topic concerns the plight of marginalized groups, the issues are systematized and sterilized. These actions lead to an othering of the people geography studies, turning individuals into one-dimensional variables. Under this approach, they are no longer understood as individuals with complex backgrounds, and those who study them further alienate them by failing to recognize the position from which they direct their analysis. This lack of self-awareness is not exclusive to academia. Government institutions, in an effort to increase their efficiency and 'objectivity', view the lives of citizens not as whole interactions imbued with cultural and social meaning but as data to dissect. This approach drains the subject of all meaning beyond motion, consumption and social reproduction.

Critical geographies seek to add color to the gray landscape that is the current approach. First it points the finger at the geographer, who cannot engage with these topics unless they understand their position. Second, it recognizes the role that gender and race play in shaping our lived reality, and how it is that two social constructs impact our material reality, and shape how cities are built, lived, and imagined. This approach also addresses the distance that modern society builds between itself and nature, and how western thoughts view the environment as a distant 'other' that humans either harm or protect, rather than understanding ourselves as part of that ecosystem on which we depend. Lastly, this course deals with the problem of class, the unequal access peoples of different economic strata have to the cities they inhabit (and often help edify and maintain), and the ways in which poorer urbanites are constantly pushed away by state sanctioned phenomena such as gentrification.

In the seminar we would like to read and discuss some of the most influential authors of the past decades – among others Neil Smith, David Harvey, Doreen Massey, and Ananya Roy – who have shaped our understanding of power relations and dependencies in (urban) spaces. Because time and texts are both linear, the flow seems to suggest either a hierarchy or differentiation between them; it does not exist. By engaging with these foundational texts, we aim to highlight the constant relational tension and the interplay between these various issues that shape our urban societies.

Requirements and Readings:

We will have one discussant per class. Your final paper will be a video-essay or podcast.

Interdisciplinary/Advanced Seminar: The Urban Home as a Cultural, Political, and Literary Space

Eligibility: Interdisciplinary Module, Main Module Geography, Main Module History, Research Module Geography, Research Module History, Flexibility Module

Prof. Dr. Ulrike Gerhard & Prof. Dr. Daniel Malachuck

MON: 9:00 – 10:30 (starting 17.10.2022), Berliner Straße 48

Registration via LSF until 30.09.2022

Course Description:

What does home mean to you? Is it just a place to live or does it have multiple meanings that can travel across different times, places and scales? While we often study housing markets, gentrification and urban development at different scales in human geography, we hardly ever look at the meaning of home itself: its cultural, political, emotional and also mediated significance and connotations. This seminar suggests to do exactly this. Combining the perspectives of urban geography and American literary studies we will analyze home first as a classic, humanist portrait of a space where we belong and that encloses our dreams and feelings. We then move to a more critical reading of home as it is threatened by market mechanisms and evictions, fixed gender roles or violence. In a third part, we use different readings from geography and literary studies to reevaluate home from different perspectives (feminist, critical, bottom-up initiatives). We then move towards the meaning of homes in cities and neighborhoods. Here again, different readings from both disciplines will help us to understand the array of challenges as well as possibilities for home and housing in today's cities. What is the future of the urban home?

The seminar is co-taught in an interdisciplinary setting between Heidelberg and Western Illinois University. Requirements and Readings:

The Seminar relies on weekly readings that are discussed (in presence!) and analyzed with different methods in class. A written term paper will finish up the discourse-intensive class.

Forschungskolloquium: Nordamerika/Stadtgeographie

Eligibility: Examination Module

Prof. Dr. Ulrike Gerhard

MO: 14:00 -16:00 (14tägig; starting 24.10.2022); Berliner Straße 48

Registration: persönlich in der Sprechstunde (auch noch während des Semesters) bei Prof. Dr. Ulrike Gerhard. Obligatorische Veranstaltung für Studierende, die bei Prof. Dr. Gerhard eine Abschlussarbeit verfassen.

Course Description:

Diese Veranstaltung ist dazu gedacht, Abschlussarbeiten der verschiedenen Studiengänge zu begleiten. Studierende, die eine solche Arbeit verfassen, können hier über den Verlauf berichten, Fragen diskutieren und Arbeitsschritte bzw. Vorgehensweisen zur Diskussion stellen.

4. Literature and Culture

Lecture: Introduction to Literary Studies

Eligibility: Main Module Literature and Culture, Flexibility Module

Prof. Dr. Günter Leypoldt

MO: 11 :15-12 :45; Heuscheuer II

Registration: via Signup (English Department, September 26 – October 13, 2022)

Course Description:

This course of lectures will serve as an introduction to the study of literatures in English.

Addressing key concepts and critical tools relevant to the analysis and interpretation of literary texts, we will discuss structural aspects of the major genres (drama, prose, poetry), explore the uses of literary and cultural theory, and survey basic categories of literary historiography.

There will be an accompanying compulsory tutorial where advanced students will discuss with you the key issues of this lecture and introduce you to the technical skills and research tools you need in your course of studies. This lecture will be in English, and it will conclude with a written exam. Texts: Our main texts are William Shakespeare's *Hamlet* (Arden Edition) and Colson Whitehead *The Underground Railroad* (any edition). Please read them by mid-December. Additional texts will be provided in a reader at the beginning of the term.

Lecture: Introduction the Study of Culture

Eligibility: Main Module Literature and Culture, Flexibility Module

Prof. Dr. Vera Nünning and PD Dr. Margit Peterfy

WED: 9:15-10:45, Neue Uni, HS 14

Registration: via Signup until August 18

Course Description:

This course is designed as an introduction to central themes and methods of cultural analysis on the basis of current and historical theories of culture. We will introduce several key terms which you can use in order to understand, analyse and interpret different cultures, such as the relation between culture and identity, values, performance, visual culture, material culture, and others. We will also provide examples taken from British or American culture in order to illustrate how one can use these key concepts. Thus, you will also learn something about key periods of British and American cultural history.

Course Requirements: The lecture will comprise a mix of lectures (in praesentia), studying on your own (reading chapters of a book, answering questions) and watching videos.

Texts: The basic text for this course is Vera Nünning, Margit Peterfy, and Philipp Löffler, *Key Concepts for the Study of Culture: An Introduction*. Trier: WVT 2020.

It is recommended that you buy the book; there are also copies available in the university library and the library of the English seminar.

Lecture: British and Irish Poetry 1950 to the Present

Eligibility: Main Module Literature and Culture, Flexibility Module

Prof. Dr. Peter Paul Schnierer

MON: 9:15-10:45, Neue Uni, HS 14

Registration: via Signup until August 18

Course Description:

This lecture series, the last in a six-term cycle, will cover the period from the end of World War II to the present. I will try to demonstrate the width of contemporary poetic production and the continuing relevance of the lyrical forms, motifs and themes of the literary tradition since the Renaissance. Once again, the focus will be placed on canonical authors as well as "minor" figures, and we will pay particular attention to the lyrics of popular music. Please buy Paul Keegan ed. *The Penguin Book of English Verse* (2004). Other poems will be made available in class on a weekly basis.

Lecture: American Literary History III: 1945 – Contemporary

Eligibility: Main Module Literature and Culture, Flexibility Module

PD Dr. Philipp Löffler

FRI: 9:15-10:45; Neue Uni HS 14

No registration needed

Course Description:

In this lecture course, we will read a broad selection of texts to trace the history of American literature from the 1940s to the very contemporary present. We will read canonical works by authors such as, Jack Kerouac, Allen Ginsberg, Toni Morrison, Alice Walker, Philipp Roth, Bret Easton Ellis, Sandra Cisneros, and many more, but we will also look at more recent (and maybe lesser known) writers that have come to define what critics call literature after postmodernism, one of the many terms used to describe the contemporary US literary landscape. At the end of the lecture course, students will know a lot more about twentieth- and twenty-first-century American literature, but they will have also attained a sense of the intricacies involved in writing literary history in coherent and meaningful ways.

Requirements and Readings:

Regular Attendance, 3 Response papers (1-2 pages). A seminar reader will be ready for purchase at the beginning of the term.

Lecture Series: Work and Leisure

Eligibility: Main Module Literature and Culture, Flexibility Module

Annika Elstermann

MO: 18:15-19:45, Neue Uni, HS 14

Registration: via Signup until August 18

Course Description:

For most people in modern societies, work not only takes up many of their waking hours, but also makes up a significant part of their identity. Even beyond individual employment, more abstract concepts such as work ethic and productivity, but also mindfulness and self-optimisation, shape our everyday lives in countless ways. In this lecture series, we want to explore how work and its counterpart, leisure or “free”

time, are depicted and discussed in literary texts, and what this might tell us about the social contexts they were written in as well as larger trajectories.

To approach this overarching question, we will discuss a variety of texts and authors from British and American literature. Is work always work? Which jobs are written about, and how? Can we trace the effects of pragmatic and cultural shifts surrounding labour in literature? We will also examine the values associated with work, and with doing nothing, as well as notions of making use of leisure time in literary as well as theoretical texts. From another angle, we will take a look at writing itself and literary production as a profession.

As always, this will be a joint venture featuring different members of the English Department in individual sessions. This means that you will benefit not only from expertise in different subsections of literary history, but also from different voices and points of view every week.

Unlike in recent semesters, we are currently planning this as an in-person lecture. Should restrictions prohibit this at the start of term, the lecture will take place in an alternative format. If you wish to obtain credit points for this lecture, you will be asked to submit a response paper. Administrative details will be explained in due course.

Proseminar: Introduction to Unreliable Narrator of the Late Twentieth Century

Eligibility: Main Module Literature and Culture, Flexibility Module

Max Cannings

MON: 14:15-15:45, English Department, 114

Registration: via Signup until August 18

Course Description:

Many successful British novels of the last 50 years have employed an unreliable narrator to great effect. This type of narrator has been much analysed in literary criticism, but its definition has evolved and even broadened as new novels have been taken into consideration. This course will provide an opportunity to study the concept of the unreliable narrator by first looking at an early example in a short story by Edgar

Allan Poe, as well as the seminal article on unreliable narration by Ansgar Nünning. Secondly, we will look in-depth at two novels that employ unreliable narrators written in the late twentieth century.

Participants in this course will learn how to interpret complex texts and deal with different categories of textual analysis, as well as learn how to write a term paper and carry out academic research, building on the Introduction to the Study of Literature course. Additionally, through close engagement in reading the texts, participants should be able to identify the typical textual clues that point to a narrator's unreliability by the end of the course.

Texts:

- Edgar Allan Poe, "The Tell-tale Heart" (1843) Ansgar Nünning, "But why will you say that I am mad?" *On the Theory, History, and Signals of Unreliable Narration in British Fiction* (1997)
- Kazuo Ishiguro, *The Remains of the Day* (1984) Iain Pears, *An Instance of the Fingerpost* (1997)

The Poe short story is easily found online, and the article by Ansgar Nünning is available for free through HEIDI.

Proseminar: The Family in 19th – 21st Century Novels

Eligibility: Main Module Literature and Culture, Flexibility Module

Sara Rassau

THU: 14:15-15:45, English Department, 113

Registration via Signup until August 18

Course Description:

Over the last centuries, family life has drastically changed. The traditional two-parent family is no longer the norm; there is a rise in the number of divorces, patchwork families and families with same-sex parents. And yet, there is a striking invariability in literary depictions of families in novels from the 19th to the 21st century. The family provides the starting point from which the protagonists proceed to experience various adventures and the end point to which they return.

Leaving one's childhood experiences behind in order to find one's 'true' (or ideal) family is a constant in the texts we will study in this seminar. We will explore depictions of families in different literary and historical contexts in four popular novels as well as a number of shorter texts that will be covered in oral

presentations, so please be prepared to do some preparatory reading for each class. We will also address the question of individuation that is closely interconnected with family life and the interrelation of narration and character portrayal.

Texts: Please purchase and read at least the first two of the following texts before the start of the term (any edition will do):

- Jane Austen, *Mansfield Park*
- Charlotte Brontë, *Jane Eyre*
- Joanne K. Rowling, *Harry Potter and the Philosopher's Stone*
- Neil Gaiman, *Coraline*

Proseminar: Nineteenth-Century US-American Women Writers

Eligibility: Main Module Literature and Culture, Flexibility Module

PD Dr. Margit Peterfy

WED: 14:15-15:45, English Department, 110

Registration via Signup until August 18

Course Description:

Nowadays, no one questions a woman's right to speak in public, or to publish books under her own name. This is, however, quite a recent development. The change came about during the 19th century, when women in Europe, the USA, and other parts of the world started to demand equal rights and equal freedoms—that is, the same rights and freedoms as those of men. While there have always been women who wrote literature, it was only in the 19th century that the professionalization of female authorship came about and women (at least sometimes) actually succeeded in making a living from the sales of their books. Beside these widely read writers, we will also look at some who were not quite as popular during their life-times, but are highly esteemed today, for example Margaret Fuller and Emily Dickinson.

Requirements: Regular attendance, active participation, discussion teaser, and research paper.

Texts: In preparation for this seminar, please read: Fanny Fern (Sara Payson Willis), *Ruth Hall* (1854) in any edition. A Course Reader with further texts will be available by the beginning of the semester, on sale at the Copy Corner.

Proseminar: Introduction to the Literature of the Beat Generation

Eligibility: Main Module Literature and Culture, Flexibility Module

Jonas Faust

FRI: 11:15-12:45, English Department, 110

Registration via Signup until August 18

Course Description:

"I saw the best minds of my generation destroyed by madness, starving hysterical naked"

This course is an introduction to the writings of the Beat Generation, a group of writers who fundamentally shaped the landscape of American literature after the Second World War, challenging the status quo of literature in radical ways while maintaining ties with avant-garde modernism. After causing a public uproar against the hipster youth culture they represented in the late 1950s, they became widely recognized authors and icons of the 1960s countercultures. Although their position oscillated between highbrow and popular literature, they have become staples of the American literary canon.

Apart from the Beat Generation's seminal works – Allen Ginsberg's poem "Howl," Jack Kerouac's *On the Road*, and William Burroughs' *Naked Lunch* – we will also discuss the poetry and prose of more marginal figures, such as John Clellon Holmes' *Go* and his essay "This is the Beat Generation," Norman Mailer's

essay "The White Negro," the poetry of Gary Snyder, Philipp Whalen, Amiri Baraka/LeRoi Jones and the Black Mountain Poets. All of these shared broad political interests or tendencies, an enthusiasm for literary spontaneity and oral form, which culminated in the San Francisco Poetry Renaissance of the late 1950s. In these works, we will focus on literary techniques and the religious and philosophical tenets behind them, as well as political views and ways of self-promotion and -mythologization. At the heart of this course, we will try to highlight what defined the Beat Generation as a literary movement, how they were shaped by their times and how they came to shape them in turn.

Texts:

- William S. Burroughs: *Naked Lunch*. New York: Grove Press, 1959.
- John Clellon Holmes: *Go. Mamaroneck*. NY: Appel, 1977.
- Jack Kerouac: *On the Road*. New York: Penguin Modern Classics, 2011.
- Individual Poems and Essays will be provided via Moodle

Proseminar: Sam Shepard's Family Trilogy

Eligibility: Main Module Literature and Culture, Flexibility Module

Dr. Eva Hänßgen

FRI: 11:15-12:45, English Department, 116

Registration via Signup until August 18

Course Description:

Sam Shepard (1943-2017) was a prolific American playwright who came to fame with his 1978 play *Buried Child*. He was also a writer of fiction and scripts for films and an established actor and director.

In this course, we will examine the plays of his so-called "Family Trilogy": *Curse of the Starving Class*, *Buried Child* and *True West* (1978-80). We will focus on elements of dramatic technique but also on the contexts of the plays. We will also be working with film versions of the plays.

Shepard has been called "Samuel Beckett as Marlboro Man" (J. Adamian); dark comedy, absurd and surreal elements, inner and outer fragmentation and the quest for identity are hallmarks of his work.

Shepard's typical locale is the mythical American West, an element of the American Dream he debunks. His disrupted and violent families also contrast with the ideal of the family as a safe place and a mirror of a functioning society.

Texts: Please purchase this edition and read our three plays before the beginning of term: Shepard, Sam. *Seven Plays: Buried Child, Curse of the Starving Class, The Tooth of Crime, La Turista, Tongues, Savage Love, True West*. Introd. Richard Gilman. 1981. New York: Dial Press, 2005

Proseminar: The Postcolonial Novel

Eligibility: Main Module Literature and Culture, Flexibility Module

Jonathan Lench

THU: 14:15-15:45, English Department, 115

Registration via Signup until August 18

Course Description:

The colonial project left innumerable scars on much of the world, subjugating and exploiting nations and cultures in the name of the betterment of European nations. This project did not end with the dissolution of European Empires, but rather lingered in the form of collective trauma, economic and social disparity and ongoing political division and strife. Out of these conditions has come a diverse array of Anglophone literature from across the colonised world: From tragic tales to irreverent satires, retold myths to anarchic parody, the post-colonial novel takes many forms, as authors write about, and against, the (post)colonial reality.

Throughout this course we will learn about the various forms that the post-colonial novel can take, exploring anglophone writers from across the world as we engage with the key theories and debates that surround the post-colonial era and see how the colonial project echoes into the modern age, and shapes the way that we see the world. Alongside this we will analyse the different literary techniques of these novels and expand your toolkit for textual and cultural analysis that will help you critically engage not just with post-colonial texts, but with literature in general.

Note: The texts that will be studied on this course contain disturbing material, including graphic violence and sexual violence. If you have any questions or concerns regarding this before taking the course, please contact the course co-ordinator beforehand.

Before the beginning of this course, please read the following texts:

- Arundhati Roy, *The God of Small Things*
- Chinua Achebe, *Things Fall Apart*
- Thomas King, *Green Grass, Running Water*

Proseminar: Gender and Queer Theory for Literary Studies

Eligibility: Main Module Literature and Culture, Flexibility Module

Dr. Corinna Assmann

TUE: 9:15-10:45, English Department, 110

Registration via Signup until August 18

Course Description:

Among the many theories and approaches prevalent in literary studies, the concept of gender has proven particularly prominent, wide-ranging, and proliferous in the last decades. Also with regard to culture and politics, rather than having entered a post-feminist era, we still see issues of gender and sexuality discussed heatedly today. The concept thus remains highly pertinent for understanding both individual issues of identity and collective questions of power and hegemony as well as their interconnections.

This course offers an introduction to the transdisciplinary field of gender and queer theory with a focus on its influence on and uses for literary analysis. From feminist, women's and men's studies to queer theory, intersectionality, and current debates, we will discuss some of the defining texts that shaped this approach, its concepts and theories, and look into how these informed the methodology and discourses of gender studies over the years. This class is aimed at students of literature; it focuses on how gender theory can be implemented as an approach and brought into dialogue with other, interrelated concepts and methodologies.

The course builds on weekly reading assignments, short presentations, and class discussions. Besides making you acquainted with the basic concepts of gender and queer theory and giving you an idea of the diversity of questions and concerns addressed in this field, this class will provide you with some fundamental skills of reading (even some notoriously difficult) theoretical texts. By the end of the semester,

you will hopefully have a good understanding of the potential of the approach as well as a toolkit for your own future explorations of the field as part of your literary studies.

Texts: All texts will be made available in digital form over the course of the semester.

Proseminar: US-American Memory Culture, Past and Present

Eligibility: Main Module Literature and Culture, Flexibility Module

PD Dr. Margit Peterfy

WED: 16:15-17:45, English Department, 110

Registration via Signup until August 18

Course Description:

In this course, we will discuss how the notion of an American nationality found expression not just in national political institutions (constitution, army, borders, etc.) but also in the form of an 'imagined community' (Benedict Anderson) of citizens. By reading, watching, participating, Americans imagined themselves to be part of a coherent whole, and thus, in the manner of a feedback-loop, they also contributed the creation of such a unified 'national identity.' In the last decades, however, the notion of this uniform national identity has been challenged by marginalized and oppressed groups, who now demand a historically more accurate, and also more inclusive memory culture. (For example the 1619 project of the *The New York Times*, which points to the arrival of the first slaves on the North American continent, and emphasizes that slavery was an integral, even essential part of American history.) In the course of the semester, we will examine both more traditional elements of memory culture, as well as new developments.

Requirements: Preparation of reading material (occasional tests), regular attendance, short oral presentation, research paper (3500-4000 words).

Texts: A Course Reader will be available for purchase in the Copy Center by the beginning of the semester.

Proseminar: A History of "Otherness:" Disability and Difference in the United States, 1620 – Present

Eligibility: Main Module Literature and Culture, Flexibility Module

Dr. Sherry Föhr

THU: 11:15-12:45, English Department, 110

Registration via Signup until August 18

Course Description:

In 2003, Catherine Kudlick argued in the *American Historical Review* that "we need another other" to explore disability as a social category and a way of being, rather than as a defect, deficiency or curse that causes suffering and pain. Such a reconceptualization is necessary to counter a long tradition of using the language of disability to justify discriminatory treatment not only of people with supposed mental or physical impairments, but of marginalized groups including women, people of color and immigrants. Woman suffragists had to fight the common belief that women were fragile, mentally weak and susceptible to hysteria just as civil rights advocates had to fight popular assumptions that immigrants and people of color were inherently less intelligent and thus less capable of political participation than Anglo-Saxon males.

In order to explore the roots of these and other popular perceptions, this course examines the actual experiences of disabled people in the United States from the colonial era to the present. Using a variety of primary sources, including texts created by people with disabilities themselves, we will trace the political, social and cultural developments that shaped Americans' understanding of disability and people with disabilities, considering disability as a social category that is crucial for understanding the way American culture defined the "proper" social order and justified the need for social control.

Course requirements:

The course is structured as a series of weekly readings (usually @60 pages per week), so it is important that you are prepared to contribute meaningfully.

You are also responsible for preparing a brief biological sketch of a person with a disability and answering any questions about your person in class. You will have the opportunity to sign up for a person to write about at the second class meeting. The course concludes with a final take-home exam. No research paper is required.

Texts: Our textbook for the class will be the following:

Kim Nielsen (2012) *A Disability History of the United States*. Boston: Beacon Press. ISBN 978-0-8070-2204-7

I recommend that you purchase your own copy. The course reader will be available at Copy Corner and in the Moodle classroom in early September.

Proseminar: The Figure of the Vampire

Eligibility: Main Module Literature and Culture, Flexibility Module

Annika Elstermann

MO: 9:15-10:45, English Department, 113

Registration via Signup until August 18

Course Description:

Since its transition from folklore to printed literature in the nineteenth century, the figure of the vampire has endured in countless incarnations. As with any longstanding motif, the vampire has also adapted to changing social and cultural production contexts over the centuries, and has come to represent a host of anxieties, desires, and dynamics. In this class, we will examine the vampire as a literary motif, its shifting roles, and what this can tell us about socio-political contexts and developments. The vampire will also help us elucidate a variety of theory (and vice versa), including Marx, Freud, Lacan, and Baudrillard, as we discuss literary representations of themes such as social class, aristocracy and capitalism, exploitation, eroticism, the uncanny, and the increasingly sympathetic, tamed contemporary vampire.

The three texts we will read for this class—two classics and one pastiche/parody—barely begin to cover the scope of vampire fiction. To help fill out the picture, students will have the opportunity to present and discuss other works, from Polidori's *Vampyre* to *Buffy the Vampire Slayer*, *Twilight*, or *First Kill*, throughout the semester. You will be asked to contribute your suggestions in the first session.

Texts: Please read the following texts before the start of term (any edition):

- Sheridan Le Fanu. *Carmilla* (1872),
- Bram Stoker. *Dracula* (1897),
- Terry Pratchett. *Carpe Jugulum* (1998)

Proseminar: The American Frontier in Westerns, Musicals and Science Fiction

Eligibility: Main Module Literature and Culture, Flexibility Module

Carolyn Burlingame-Goff

WED: 9:15-10:45, English Department, 108

Registration via Signup until August 18

Course Description:

In this course we will look at how the uniquely American frontier experience has been portrayed in two uniquely American art forms, the western and the musical. Each course session will feature the screening of a film—hence the longer than usual class time.

The only screen we will be using in this course is the one we watch the films on. No cellphones, laptops or tablets should be on display during class.

Proseminar: Frank Norris and Edith Wharton

Eligibility: Main Module Literature and Culture, Flexibility Module

Dr. Eva Hänßgen

TUE: 11:15-12:45, English Department, 110

Registration via Signup until August 18

Course Description:

In this course, we will compare two novels, Frank Norris' *McTeague: A Story of San Francisco* (1899) and Edith Wharton's *The House of Mirth* (1905). We will be using the Norton Critical Edition for each, which provides us with the primary text and selected secondary essays. We will also address the movie versions of both.

Norris was part of the naturalist movement in the US. In *McTeague*, the situation is dire, the decline of a couple leads not just to poverty, but also to jealousy, greed and deadly violence.

The House of Mirth deals with the fate of a New York socialite who fails to secure her place in a mercenary marriage. She, too, is doomed to a fate she can't overcome. Wharton's novel shares some elements of naturalism, but can also be classified as a novel of manners. Both novels deal with the failure of the individual to find their place in society and depict strained gender relations.

Texts: Please purchase and read the novels in these editions before the beginning of term:

- Norris, Frank. *McTeague: A Story of San Francisco: Authoritative Text, Contexts, Criticism*. Ed. Donald Pizer. A Norton Critical Edition. 2nd ed. New York: Norton, 1997.
- Wharton, Edith. *The House of Mirth: Authoritative Text, Backgrounds and Contexts, Criticism*. Ed. Elizabeth Ammons. A Norton Critical Edition. 2nd ed. New York: Norton, 2018.

Proseminar: U.S. American Poetry, 20th Century

Eligibility: Main Module Literature and Culture, Flexibility Module

Dr. Heiko Jakubzik

WED: 11:15-12:45, English Department, 112

Registration via Signup until August 18

Course Description:

The course provides a consolidation of the basic principles of poetry analysis and then looks at some canonical modernist poems (Eliot, Williams, Stevens) alongside theoretical texts and the poets' own publications about the production of modernist art.

To round it off, we will make ourselves familiar with the American confessional poetry of the 1950s and 1960s (Plath, Lowell, Ginsberg) and discuss its relations to modernism and to the present.

Advanced Seminar: Race and Ethnicity in American Literature: Emancipation Proclamation – Contemporary

Eligibility: Main Module Literature and Culture, Research Module Literature and Culture, Flexibility Module

PD Dr. Philipp Löffler

TUE: 9:15-10:45 (starting 18.10.2022), **HCA Atrium**

Registration via LSF

Course Description:

In this seminar, we will read a selection of literary works – from the Emancipation Proclamation (1863) to the contemporary present – that all deal with questions of race, racial identity, and racism. In analyzing these texts, our goal will be to explore how literature has commented and reflected upon, critiqued and affirmed discourses of race as they have shaped American history since the end of the Civil War and after the official abolition of slavery.

Questions we will address include: What are the ways in which literature represents race? Thematic, stylistic, theoretical/scientific...? What are potential connections between racial identity and literary expression? What exactly is it that people refer to when they say 'race' and how does literature help them to defend or challenge particular notions of race? What is the relationship between race and racism?

We will begin by reading a selection of post-emancipatory texts, fictional and non-fictional, to identify a variety of arguments about racial affiliation that have proven to be relatively robust in the history of US race relations since after the Civil War. We will then explore the context of the so-called Harlem Renaissance of the 1920s and 1930s, but also read a number of other modernist texts, many of them using peculiarly similar rhetoric as the intellectuals and writers associated with the Harlem Renaissance. In a third section of the seminar, we will look at fiction and poetry produced on the way towards the Civil Rights Act, and at some reactions against it – both radical, as in the Black Arts Movement of the 1960s and 1970s, and liberal, as in the early fiction of Toni Morrison, Alice Walker, and others. We will conclude with a discussion of novels and poems that emerged and became popular within the BlackLivesMatter context.

Requirements and Readings: Regular and active attendance, oral presentation, final term paper.

Please obtain copies of the following books:

- William Faulkner: *Light in August*
- Toni Morrison: *The Bluest Eyes*
- Philip Roth: *The Human Stain*
- Chimamanda Ngozi Adichie: *Americana*
- All remaining texts will be contained in a course reader.

Advanced Seminar: Dystopian Youth Fiction

Eligibility: Main Module Literature and Culture, Research Module Literature and Culture, Flexibility Module

PD Dr. Philipp Löffler

THU: 9:15-10:45, English Department, 110

Registration: via e-mail to philipp.loeffler@as.uni-heidelberg.de

Course Description:

In this seminar, we will read a selection of twenty- and twenty-first-century novels that all explore the tradition of dystopian youth fiction. In the first half of the semester, we will discuss and analyze classics of the genre: George Orwell's 1984 and William Golding's *Lord of the Flies*. We will then trace how these master texts have been appropriated and creatively re-written in the works of contemporary authors. To that end, we will read Lois Lowry's *The Giver* and Suzanne Collins' *The Hunger Games*. Apart from closely analyzing form and style of the assigned texts, we will also look at a number of political and social contexts reflected by the individual novels (e.g. surveillance and hegemonic power, theories of the free will, the ethics of survival). Finally, we will discuss how one might think about this particular literary tradition within the broader history of Anglo-American literature.

This seminar is designed specifically for students about to start their teacher's training and best complemented by Susanne Mußmann's class on "How to deal with (Dystopian) fiction at school". All other students interested in the topic are of course also most welcome. Registration via e-mail: philipp.loeffler@as.uni-heidelberg.de

Texts: Please obtain copies of the following books:

- George Orwell: *1984*
- William Golding: *Lord of the Flies*
- Lois Lowry: *The Giver*
- Suzanne Collins: *The Hunger Games*

Advanced Seminar: Literature of Reform: From Abolition to Climate Activism

Eligibility: Main Module Literature and Culture, Research Module Literature and Culture, Flexibility Module

PD Dr. Margit Peterfy

THU: 14:15-15:45, English Department, 112

Registration: Please register by writing to margit.peterfy@as.uni-heidelberg.de

Course Description:

In classical rhetoric and in many of its later interpretations, poetry (an earlier collective term for what we today call literature) was supposed to be both useful and entertaining. Since the advent of modernism, however, the idea that literature should be useful to us, because, for example, it can teach us something, has generally fallen out of favor, at least with academic critics. But, looking at existing works and their reception, we have to recognize that for larger audiences these concepts still have traction; people like to read for fun, and they like to be engaged on other levels as well, including political or at least societal activism.

In this course, we will read and analyze literary works, primarily novels, but also poetry and drama, where we can identify a clear intent on the part of the author to write something that will change the world for the better: abolition of slavery, better working conditions, civil rights for all, management of climate change, etc. But we will also keep in mind that these texts were still written with artistic purpose, and, in fact, could not fulfill their political goals without first succeeding in their aesthetic intent.

Requirements: Regular attendance and classroom participation, preparation of texts, short discussion teaser for all; for HS: term paper (ca. 5000 words), for PS III: oral exam.

Registration: margit.peterfy@as.uni-heidelberg.de

Texts: Please read the longer texts Harriet Beecher Stowe, *Uncle Tom's Cabin*, Upton Sinclair, *The Jungle*, Kim Stanley Robinson, *The Ministry for the Future* (2020) before the start of the semester. Shorter texts will be provided in a reader, on sale at the Copy Corner

Advanced Seminar: Realism and Naturalism in US-American Literature

Eligibility: Main Module Literature and Culture, Research Module Literature and Culture, Flexibility Module

PD Dr. Margit Peterfy

THU: 9:15-10:45, English Department, 112

Registration: Please register by writing to margit.peterfy@as.uni-heidelberg.de

Course Description:

"It always seemed to me that each human being, before going out into the silence, should leave behind him, not the story of his own life, but of the time in which he lived, 'as he saw it', its creed, its purpose, its

queer habits, and the work which it did or left undone in the world. Taken singly, these accounts might be weak and trivial, but together, they would make history live and breathe.” (Rebecca Harding Davis).

This statement about an individual’s relation to “the world” is indicative of the beginnings of literary realism in the US—both as a period and as an approach to writing that has invited many interpretations since its inception. Literary naturalism, in turn, can either be seen as a further development, or as a reaction against the conventions and seemingly self-understood tenets of literary realism and its ideological underpinnings.

In this seminar, we will be concerned with influential works of American literary realism and naturalism on the one hand, and also with theoretical issues of literary representation on the other: How and at which point do individual authors arrive at a satisfactory (to them) knowledge of an experienced reality, and how do they translate this knowledge into language and text? Which existing literary conventions do they break, and what are the new conventions that they establish? Moving from a historical understanding of the possibilities of fiction, to more theoretical representational strategies (psychological, aesthetic, ideological), we will explore short narratives by Rebecca Harding Davis, Bret Harte, Stephen Crane, and novels by Henry James, William Dean Howells, Frank Norris, and Kate Chopin.

Requirements: Regular attendance and classroom participation, preparation of texts, short discussion teaser, term paper (ca. 5000 words).

This seminar is intended for students in our Master Programs (MA and MEd). Please register by writing to margit.peterfy@as.uni-heidelberg.de

Texts: Please read before the start of the semester:

- Henry James, *Daisy Miller* (both versions; 1879 and 1909); William Dean Howells, *The Rise of Silas Lapham* (1885);
- Frank Norris, *McTeague* (1899), and Kate Chopin, *The Awakening* (1899).

Book Club: Hot off the Press

Eligibility: Flexibility Module

Dr. Heiko Jakubzik and Annika Elstermann

WED: 16:15-17:45, English Department, 113

Registration: in first session

Course Registration:

What is new in the cultural sphere of the United States? We will sample new books, films, tv-series, music etc. to find out what stirs the American minds and hearts at the present moment.

While there will be a focus on new publications in literature and the arts, new contributions in the fields of politics, history, religion, and popular science writing will also be assessed. We will discuss a different work every week and students will take part in the choice and presentation of topics.

In order to keep the workload manageable, we will read most of the works in excerpts and students who have familiarized themselves with the entire work will guide us through the discussion.

5. History

Lecture: The Making of Modern America: The United States from the End of Reconstruction to the Second World War

Eligibility: Main Module History, Flexibility Module

Prof. Dr. Manfred Berg

MO: 11:15-12:45, Neue Uni, HS 14

Registration: durch Einschreiben in den Moodle-Kurs als Teilnehmer/-in zu Semesterbeginn!

Course Description:

The American Civil War remade the United States into a modern nation state. Over the ensuing decades, the U.S. became a leading industrial society and a major world power. Yet America's road to modernity was paved with social and cultural conflict. Mass immigration challenged the predominance of white Anglo-Saxon Protestant culture. African Americans, who had gained freedom and civil equality as a result of the Civil War, faced new challenges, as white supremacists established a new system of discrimination and segregation. Farmers and workers organized unions to defend their interests against the hazards of laissez faire capitalism. Social reformers attempted to cope with the problems of urbanization, immigration, and industrialization. Following a period of prosperity during the "Roaring Twenties," the Great Depression

plunged America and the world into the most serious economic crisis since the beginning of the Industrial Revolution. In foreign affairs, Americans debated over their proper place in world politics, oscillating between imperialism and isolationist retreat. Eventually the United States faced up to the domestic and international challenges and emerged from the Second World War with unprecedented self-confidence and power.

Die Vorlesung wird auf Englisch gehalten. Schriftliche oder mündliche Vorlesungsprüfungen können aber auch auf Deutsch abgelegt werden. Zu diesem Kurs wird es ein semesterbegleitendes Online-Angebot geben.

Literature:

Manfred Berg, Geschichte der USA. München 2013; T. J. Lears, Rebirth of a Nation. The Making of Modern America, 1877-1920. New York 2009; Alan Dawley, Changing the World. American Progressives in War and Revolution. Princeton 2003; David Goldberg, Discontented America: The United States in the 1920s, Baltimore 1999; David M. Kennedy, Freedom from Fear. The American People in Depression and War, 1929-1945. New York 1999; Ira Katznelson, Fear itself: The New Deal and the Origins of Our Time. New York 2013.

Advanced Seminar: A Transcultural History of the Philippines: From Colonialism to Authoritarianism to Democracy – and Back?

Eligibility: Main Module History, Research Module History, Flexibility Module

Dr. Takuma Melber

TUE: 16:00-18:00, Voßstraße 2, SR 112

Registration: Please register via email to takuma.melber@hcts.uni-heidelberg.de

Course Description:

Within a long durée approach we will look closer on one of the most interesting countries in the Southeast Asian region: The Philippines. The political, historical and social structures of the unique archipelago were shaped in a crucial way by Western colonial rule (Spanish, British and US-American) and the short Japanese occupation period during World War II. How and to which extent did the imperialist powers influence and shape the society, politics, culture and religion of the Philippines? How and to which extent is the Philippine archipelago a unicum, a 'unique case' or should we much more understand the history of the Philippines as a classic example for a Southeast Asian country on its way from colonization to independence? What is the role of the Philippines in global history? We will answer these and further questions by examining the modern history of the Philippines from its colonial era, across the time of revolution and struggle for national independence, republic and under authoritarian leadership (dictatorship of Ferdinand Marcos and the political rule of "trumpist" president Rodrigo Duterte). And where does the Philippines stand today, a few months after Ferdinand Marcos junior ('Bongbong' Marcos) has won the presidential election?

Requirements: Active participation, oral presentation, term paper/essay

Advanced Seminar: The Memory of the Second World War in Asia and Europe

Eligibility: Main Module History, Research Module History, Flexibility Module

Dr. Takuma Melber

WED: 11:00-13:00, Voßstraße 2, KJC/400.00.02

Registration: Please register via email to takuma.melber@hcts.uni-heidelberg.de

Course Description:

This course will focus on the culture(s) of memory, the remembrance and commemoration of World War II in a comparative global perspective by focusing on the Asia-Pacific region and Europe in particular. For natural meaning biological reasons are the last witnesses of the Second World War slowly but surely passing away. However, a demand for war remembrance and for tackling the issue of “War and Memory studies” is still continuing in academia, the humanities, cultural and social sciences. The remembrance of World War II remains an important topic for societies across the globe maybe more than ever.

In the early 21st century are debates on questions related with responsibility for war, war guilt and its admission or compensation still in progress in Asia, in East-Asia in particular. Prominent examples are territorial disputes, e.g. about Takeshima/Dokdo Island between Japan and South Korea, the controversy about ‘Ianfu’ (called “Comfort Women” by the Japanese wartime propaganda — a better term might be ‘forced prostitutes’ or ‘sex slaves’) and the debate on (financial) compensation for former forced labourers. The governments of the United States of America and Japan are mutually waiting for official gestures of apology — for the Pearl Harbor attack on the one hand and for the drop of the A-bombs on Hiroshima and Nagasaki on the other hand. The process of reconciliation is in Asia still in an early stage and far from coming to an end.

In post-war Europe predominates a consensus about the remembrance of World War II and the Holocaust. Germany and its historical archrival France — two neighbouring countries, which had been in military conflicts for decades — became closest political and military partners after 1945. It looks like European countries are successful in overcoming the past, but is that actually true?

This course will focus on the culture(s) of memory, the remembrance and commemoration of World War II in a comparative global perspective by focusing on the Asia-Pacific region and Europe in particular. Diverse 'memorial sources' such as statues, memorials, cemeteries, remembrance days and festivities, war movies, graphic novels, manga etc. will be analyzed in this course.

Requirements: Active participation, oral presentation, term paper/essay