
M.A. in American Studies (MAS)

Course Catalog

Winter Term 2021/2022

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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 2021/2022.

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 MAS Coordinator Nikolas Mariani, M.A. (mas@hca.uni-heidelberg.de)

Information on Online and In-Person Teaching in the Winter Semester 2021

The universities in the state of Baden-Württemberg are aiming to return to in-person teaching in the classroom as far as possible in the coming winter semester. However, this return is closely linked to the expectation that the proportion of fully vaccinated students at the start of the lecture period in October will be so high that the regulations still in force today regarding distance, contact tracing, and proof of vaccination, recovery, or testing can be scaled back to a level that is feasible for all concerned. Should the aforementioned conditions be met, the range of in-person 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.

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.

5.2 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 (∑ 8 CP) 2 courses outside of the area of American Studies	Examination Module (∑ 34 CP) Research colloquium (2 CP) M.A. thesis (24 CP) Oral final exam (8 CP)			
3		Mobility Window (∑ 6 CP) Study abroad, internship or teaching assignment			
2		Subject-Specific Classes (∑ 54 CP)			
		<table border="1"> <tr> <td> Research Module (14 CP) Core discipline I or II 1 M.A. seminar 1 Independent Study </td> <td> Flexibility Module (12 CP) 12 CP worth of classes from any discipline in the program </td> </tr> </table>	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	
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Academic Skills

Methodology Module

Academic Writing

Dr. Anja Schüler

WED; 9:15-10:45; **HCA / Atrium**

Registration via [LSF](#) by 13.10.2021

Course Description:

This course offers students practice in writing and evaluating several types of English texts. In particular, it will be dedicated to the process of academic writing, including planning, drafting, editing, and proofreading your class papers and eventually your M.A. thesis. The format of the seminar consists of both whole-class and small-group discussions. I will expect you to share your writings as well as your opinion of the writings of others, students and non-students. At the end of the semester, you should be ready to start conceptualizing, researching and drafting your M.A. thesis. Students are welcome to discuss any questions related to the academic writing process in class.

Theory and Methods

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

TUE; 11:15-12:45; **HCA / Oculus**

Registration via [LSF](#) by 13.10.2021

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.

Interdisciplinary Module

MAS Colloquium

Eligibility: Interdisciplinary Module

Dr. Wilfried Mausbach; Prof. Dr. Welf Werner

THU: 18:00 - 20:00; **Online synchronous**

Registration via [LSF](#) by 13.10.2021

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. Due to the continuing COVID-19 situation, this interdisciplinary colloquium will once more have to take place online during the winter term. 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.

Interdisciplinary 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; **HCA, Oculus**

Registration via [LSF](#) by 13.10.2021

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 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.

Literature:

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.

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

Interdisciplinary Seminar: The Holy Land in American Literature

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

Prof. Dr. Jan Stievermann / Caitlin Smith, Ph.D.

TUE: 14:00 – 16:00; **HCA, Stucco**

Registration via jstievermann@hca.uni-heidelberg.de

Course Description:

The "Holy Land"-- real as well as imagined-- has always played a special role in American culture and literature. This course introduces you to the two primary ways the Holy Land has fascinated Americans. First, from the earliest days of British colonialism, American Protestants and American Jews were deeply invested in the Holy Land located across the Atlantic Ocean. They consumed and produced a great deal of non-fictional writings on Palestine's history and geography, as well as poetry and novels centered on biblical historical figures and the land they occupied. Secondly, Americans after the Revolution endowed their own country with sacred significance. Some writers interpreted the infant Republic as a new Holy or Promised Land occupying a special place in redemptive history. America as a Holy Land became the key trope of the United States' civil religion and nationalist ideology of exceptionalism. By the nineteenth century, these two cultural traditions existed side-by-side-- American interest in the Holy Land in Palestine, and American national identity expressed as the new Holy Land.

This course will examine exemplary literary and non-literary texts from the colonial period to the end of the nineteenth century-- from Puritans to Christian Zionism, early American Judaism to post-Civil War Holy Land mania, including Mark Twain's *The Innocents Abroad* (1869) and Lew Wallace's *Ben Hur: A Tale of the Christ* (1880).

Literature:

Please buy and read:

Mark Twain. *Innocents Abroad*. Penguin Classics; Revised edition (2003). ISBN: 978-0142437087

Lew Wallace. *Ben Hur: A Tale of the Christ* (1880: Dover Thrift Edition (2015). ISBN: 978-0486799285

A course reader will be available at the beginning of the semester.

Flexibility Module

In the flexibility module students can take courses from all disciplines **within** the field of American Studies. Please consult the course catalogue to find courses that fit your interests. Each course is awarded 4 CP.

Book Club: The Feminist Papers – From Abigail Adams to Chimamanda Ngozi Adichie

Dr. Anja Schüler

WED; 16:15-17:45; HCA / Atrium

Registration via [LSF](#) by 13.10.2021

Course Description:

In this class, students will be introduced to a selection of essential feminist writings in the U.S. from the past two centuries. While we will be reading some texts from the 18th and 19th centuries, the focus will be on more recent writings. Readings reflect women's efforts to secure equal political and economic rights, educational opportunities, or sexual and reproductive liberation, demonstrating the diversity that existed and continues to exist under the feminist banner. Often, historic texts will be paired with a modern counterpart. Readings will encompass genres such as letters, diaries, pamphlets, lectures and essays from Revolutionary America to feminist authors of the 2010s.

The main focus of this class is on presentation and discussion; students will be asked to introduce one or more texts and provide context about the time and place in which the work

and its author were anchored. The class will thus improve your English language speaking skills but will also offer reading and research practice. Weekly readings are mandatory for all students.

This class will be taught in-person, university regulations permitting.

Introductory text:

Claire Goldberg Moses, "'What's in a Name?' On Writing the History of Feminism," *Feminist Studies*, Vol. 38, No. 3 (fall 2012): 757-779.

Cross-Cutting Perspectives

In this module students can choose 2 classes from **outside** the field of American Studies. Please consult the university's course catalogue (LSF) to find courses in other disciplines. Each course is awarded 4 CP.

Courses by Discipline

Geography

Proseminar: Political Geography of North America

Eligibility: Flexibility Module

Hamid Abud Russel

MON: 16:15 – 17:45; **Online synchronous**

Registration via [LSF](#) by 21.07.2021

Course Description:

This seminar is an introduction into the human geography of North America. It discusses social, political, urban, and economic aspects from a broad and critical perspective. Also, historic developments will be considered.

The topics will be analyzed with the help of texts, podcasts and video clips and will then be presented in the seminar. Also, written term papers about one specific topic will be handed in the course of the semester.

Advanced Seminar: Migration across the Americas

Eligibility: Main Module Geography (can also replace the lecture "North American City"), Research Module Geography, Flexibility Module

Dr. Soledad Álvarez Velasco

THU: 9:00 – 10:30, Grabengasse 3-5 - Neue Uni / V-Orgel; **See Description**

Registration via [LSF](#) by 11.10.2021

Course Description:

- What structural conditions explain the diverse migratory movements that have formed and transformed the Americas?
- How do migratory patterns have changed throughout recent history and in particular during the last three decades?

- Who are the migrants that comprise the current global diaspora that transverse borders across the Americas?
- What has been the role of the U.S. and the effects of its externalized border regime across the Americas?
- What have been the strategies deployed by Latin American, Caribbean, Asian and African migrants to sustain their mobilities and their lives across the Americas?
- How do states and societies in the Americas respond to such migrant mobilities?

Drawing upon critical interdisciplinary scholarship – mainly Critical Migration and Border Studies, Latinx Geography, Geographies of Mobilities and Migration – the course addresses those central inquiries. It offers a multi-scalar geographical perspective, which underscores the historical interconnectedness of global, regional, national and local spaces, to analyze how the tension between migrant mobilities and control has historically and presently shaped unequal spaces of migration across the Americas.

HCIAS-students have priority. Students will receive a confirmation via email after completion of the registration period with further information on the class format, moodle, etc.

Course format:

It is the HCIAS' intention to offer our first semester students in-person classes. However, depending on the situation and regulations imposed by the state Baden-Württemberg and Heidelberg University, classes may be required to take place in a blended learning format (a combination of in-person and online meetings) or completely online. Registered students will be informed as more information becomes available. Students will receive a confirmation via email after completion of the registration period with further information on the class format, moodle, etc.

Advanced Seminar: Cultures of Diaspora across the Americas

CANCELLED

In this time slot, the professor will offer a second course on "Migration across the Americas".

Eligibility: Main Module Geography (can also replace the lecture "North American City"), Research Module Geography, Flexibility Module

Dr. Soledad Álvarez Velasco

TUE: 16:00 – 17:30, Plöck 57a / HS 211; **See Description**

Registration via [LSF](#) by 11.10.2021

Course Description:

Diasporas destabilize traditional fixed notions of culture, identity, belonging, community, territory, place and nation-state. They need to be historically and geographically located to understand how and why their cultural practices are produced and how they have shaped transnational communities and spaces that transcend and burst national borders while challenging national identities. This course proposes a conceptual, historical and thematic exploration of diasporas and their politics of cultural expression and resistance across the Americas. It is organized into two major sections:

- The first explores the existing interrelationship between diasporas, transnational spaces and politics of cultural expression and resistance; it does so by revising selected interdisciplinary contributions from Post-Colonial and Decolonial Studies, Latin American Critical Migration and Border Studies Latinx and Chicano Studies and Geographies of Diaspora Studies.
- The second section zooms into the formation and transformation of diverse diasporas and some of their politics of cultural expression and resistance in specific places across the Americas: 1) the Latin American and Caribbean diasporas in the U.S.; 2) the recent Venezuelan diaspora across the continent; 3) the Caribbean and African diasporas in Southern Cone countries, and, 4) the Andean diaspora in transit towards the U.S.

Course format:

It is the HCIAS' intention to offer our first semester students in-person classes. However, depending on the situation and regulations imposed by the state Baden-Württemberg and Heidelberg University, classes may be required to take place in a blended learning format (a combination of in-person and online meetings) or completely online. Registered students will be informed as more information becomes

available. Students will receive a confirmation via email after completion of the registration period with further information on the class format, moodle, etc.

Advanced Seminar: Resilient Cities – A Comparative European Perspective

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

Prof. Dr. Ulrike Gerhard

MON: tba; **Online**

Registration via nordamerika@geog.uni-heidelberg.de

Course Description:

The seminar develops a new cross-disciplinary course, which under the umbrella heading “Resilient Cities” addresses risk processes and transformations that shape and threaten long-term urban and social development in European cities and require coordinated response and action, including training and education. Themes include social diversity, inequality and segregation; ageing and health; impacts of global environmental change; smart city and technological challenges; risks and threats including terrorism and pandemic.

Format:

Please note that this class is an innovative teaching format under the umbrella of the 4EU+ alliance. It is offered in cooperation with two other universities (Sorbonne and Charles University) and does not follow the regular semester schedule (starts in February 2022 online, will be complemented with a workshop in Heidelberg). It is, however, fully creditable to our curriculum, accounting for 6-8 credit points.

The course under the 4EU+ alliance will be held in cooperation with Charles University (Prague) and Sorbonne University (Paris) and their students (ten students from each of the three universities). It will start with an eight-week online class (using synchronous online techniques for lectures and discussion seminars and asynchronous for self-study, organisation and course interaction) and will be complemented by a one-week workshop at Prague as the final phase of the course (student presentations).

Key competences:

Critically reflect and understand contemporary challenges (social relevance); analyse (based on data and evidence) and assess consequences (academic relevance), creatively approach, discuss

and propose normative response (policy relevance). The course will provide socially and culturally open-minded study environment sensitive to multilingual and multicultural contexts of Europe and plurality of views of teachers and students.

History

Lecture: The History of the United States from Independence to Secession, 1760–1860

Eligibility: Main Module History, Flexibility Module

Prof. Dr. Manfred Berg

MON: 11:15 - 12:45; **Online (asynchronous, additional elements online synchronous)**

Registration via Moodle: <https://tinyurl.com/39e2mjt4>

Course Description:

When the colonial subjects of British North America declared their independence from the mother country in 1776, they set out, in Thomas Paine's famous words, "to begin the world over again." The United States of America conceived of itself as a new nation based upon the principles of political liberty and republican government. Yet despite their professed belief in natural rights and equality, Americans continued to practise racial slavery. Eventually, the sectional conflict over the "peculiar institution" led to the secession of the slaveholding states in the South, threatening the break-up of the union created by the Constitution of 1787. This lecture course will cover the political and social history of the United States from the eve of independence to the eve of the Civil War. It will focus on such topics as the American Revolution, the consolidation of the American Republic, Jacksonian Democracy, antebellum slavery, reform and religion, westward expansion, and sectional conflict.

Die Vorlesung wird auf Englisch gehalten. Schriftliche oder mündliche Vorlesungsprüfungen können aber auch auf Deutsch abgelegt werden.

The exam will take place in person on the last day of class or the first week of the semester break. Oral exams will also take place in person and will be scheduled for the last week of class.

Literature:

Sean Wilentz, *Major Problems in the Early Republic 1787-1848*. Lexington, Mass., 1992

Sean Wilentz, *The Rise of American Democracy: From Jefferson to Lincoln*. New York, 2005

Gordon S. Wood, *Empire of Liberty: A History of the Early Republic*. New York, 2009

Daniel Walker Howe, *What Hath God Wrought: The Transformation of America, 1815-1848*. New York, 2007

Walter A. McDougall, *Throes of Democracy: The American Civil War Era, 1829-1877*. New York, 2008.

Proseminar: Introduction to American Religious History

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

Ryan Hoselton

THU: 9:15 - 10:45; **HCA, Oculus**

Registration via 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 Apess, 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).

Proseminar: U.S. Presidents and the Bomb: From Truman to Trump

Eligibility: Main Module History, Flexibility Module

Dr. Wilfried Mausbach

MON: 14:15 – 15:45; **HCA, Oculus**

THU: 14:15 – 15:45; **HCA, Oculus**

Registration via [LSF](#) by 13.10.2021

Course Description:

While today's discourse on national security is dominated by cyberweapons, the specter of a different catastrophe hung over people in the United States and around the world during the latter half of the last century: nuclear Armageddon. In this course, we will look at the atomic bomb not only in terms of security policy but also with regard to its effects on social and political processes and cultural manifestations. Why did President Truman decide to drop the bomb on Hiroshima and Nagasaki? What was the rationale for developing and deploying successive generations of nuclear weapons? How strong was the opposition against the bomb during the Cold War? What efforts were undertaken to control nuclear weapons and avert atomic war? In what ways did the nuclear threat reverberate in culture and society?

This Proseminar is designed as an introduction into historical methods, research, and reference resources. You will be expected to participate consistently and actively in class through discussion of the required readings and an oral presentation. You will also have to pass a written exam and hand in a research paper of ca. 10 pages.

Literature:

Joseph Cirincione, *Bomb Scare: The History and Future of Nuclear Weapons* (New York: Columbia University Press, 2007).

Advanced Seminar: The History of Slavery in North America

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

Prof. Dr. Manfred Berg

MON: 16:15 - 17:45; **Ü1 (History Department)**

TUE : 10:00 – 11 :00; Dienstzimmer Raum 041

Registration via email to michaela.neidig@zegk.uni-heidelberg.de

Course Description:

On the eve of the Civil War, the American South was the largest slaveholding society in the world. Despite its abolition in 1865, the legacies of slavery continue to cast a long shadow on American race relations. Not surprisingly, the history of slavery has always been a key topic of American historiography. In this seminar, we will take a comprehensive look at how slavery developed from the early 17th century to the post-Emancipation period after the Civil War. We will also consider its place in American memory. Earning credits requires regular attention and classroom participation, an oral presentation, and a term paper. The seminar is open to advanced BA students and MA students (History, American Studies). Discussions will be held in English. Papers may be written in either English or German. Plenary sessions are scheduled for Mondays 4 to 6 p.m. The Tuesday morning hour (10 to 11 a.m.) is reserved for individual counselling of your presentations and papers. Course materials will be made available on Moodle. At this point, I plan to hold the seminar in the classroom. However, public health regulations may require switching to a digital format (heiConf). The number of students will be limited to 15.

Literature:

Ira Berlin, *Generations of Captivity: A History of African-American Slaves*. Cambridge, Mass., 2003

Peter Kolchin, *American Slavery, 1619-1865*. New York, 2003

Betty Wood, *Slavery in Colonial America, 1619-1776*. Lanham, MD, 2005

David Brion Davis, *Inhuman Bondage: The Rise and Fall of Slavery in the New World*. New York, 2006

Mark M. Smith, ed. *Slavery in North America*. 4 vols. London, 2008.

Interdisciplinary 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; HCA, Oculus

Registration via [LSF](#) by 13.10.2021

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 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.

Literature:

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.

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

Übung: A Global History of American Evangelicalism

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

Ryan Hoselton

MON: 11:15 – 12:45; **HCA, Oculus**

Registration via ryan.hoselton@ts.uni-heidelberg.de

Course Description:

This class sets the history of American evangelicalism in global and transnational perspective. While there has recently been a great deal of attention devoted to American evangelical influence on domestic politics and culture wars, accounts that stop there are incomplete and myopic. A global lens illuminates not only the ways in which American evangelicals have been active and influential agents in the world but also how global contexts have shaped American evangelicalism (and consequently American society). Spanning from the eighteenth century to the present day, we will explore, among other things, American evangelicalism in relationship to the early transatlantic Protestant awakenings, Atlantic slavery and the international abolitionist movement, global missions and humanitarianism, American foreign policy and imperialism, global intellectual exchanges and religious networks, print cultures and translation, immigration, reverse missions, and more.

Readings will be provided on Moodle. A basic knowledge of American religious history is recommended but not required.

Literature and Culture

Lecture: Introduction to Literary Studies

Eligibility: Main Module Literature and Culture, Flexibility Module

Prof. Dr. Peter Paul Schnierer

MON: 11:30 – 13:00; **Neue Uni**

Registration in first session

Course Description:

This course of lectures in English is designed to introduce you to the basics of our craft. Under the headings of "Literature and Text," "Literary History," "Literary Analysis" and "Interpretation" we shall address questions ranging from the simple ("What is the difference between an ellipsis and a lipogram?") via the difficult ("Are computer games literature?") to the unanswerable ("What exactly is good about Shakespeare?") There will be an accompanying compulsory tutorial where advanced students will (a) introduce you to the techniques and tools you need in your course of studies, (b) go over the lecture's central issues again and (c) clarify what I may have left opaque. Nevertheless, I would like to encourage you to ask questions before, after and –emphatically – also during lectures.

Literature:

In the first meeting you will get an accompanying reader with selected texts. I will also repeatedly refer to a handful of texts which I cannot reprint in full and which you ought to have read by the end of May: William Shakespeare's *Hamlet*, T.S. Eliot's *The Waste Land* (don't expect to understand much of it yet) and Daniel Defoe's *Robinson Crusoe*. Texts (any annotated edition will do):

-William Shakespeare: *Hamlet*

-T. S. Eliot: *The Waste Land*

-Daniel Defoe: *Robinson Crusoe*

This course is planned to be taught in class. In case this might not be possible due to potential Corona restrictions it will be held as an online format by Prof. Dr. Vera Nünning (see below).

Lecture: Introduction to Literary Studies

(Online Alternative)

Eligibility: Main Module Literature and Culture, Flexibility Module

Prof. Dr. Vera Nünning

MON: 11:30 – 13:00; **Online**

Registration via [SignUp](#) by 05.08.2021.

Course Description:

This course will introduce the main concepts and categories that you can use in order to interpret literary texts. We will begin with the question of “what is literature?” and continue with an introduction of the main critical tools relevant to the analysis and interpretation of poetry, drama and prose fiction. In addition, you will learn some basics about different approaches to the study of literature and literary history. This class will conclude with a written exam.

Course requirements:

The lecture will comprise a mixture of studying on your own (reading particular chapters, working with power point slides and additional material, answering questions) and online seminar discussions, conducted via HeiCONF every three weeks or so. We will also offer tutorials in which you will be able to discuss what you have learned with others under the guidance of more experienced students, who will also show you around the important libraries and acquaint you with basic research tools. Registration for these tutorials will be possible online before the start of the semester—times will be posted on the department’s homepage: <http://www.as.uni-heidelberg.de/aktuelles.php>

Literature:

The basic text for this course is Vera and Ansgar Nünning’s *An Introduction to the Study of English and American Literature* (Klett), which provides basic categories for the interpretation of literary texts.

In order to demonstrate how one can apply these categories in order to arrive at a better understanding of literary works, we will interpret a few poems, Oscar Wilde’s play *An Ideal Husband* (1895) and Nick Hornby’s novel *Juliet, Naked* (2009).

Please note:

This lecture will only be held online by Prof. Nünning if—due to Corona regulations—it cannot be taught in class by Prof. Schnierer.

Lecture: Key Concepts for the Study of Culture

Eligibility: Main Module Literature and Culture, Flexibility Module

Prof. Dr. Vera Nünning

MON: 9:30 – 11:00; **Online synchronous and asynchronous**

Registration in first session.

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, emotions, 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 mixture of studying on your own (reading chapters of a book, answering questions), watching videos, and a virtual seminar discussion, conducted via HeiCONF.

Literature:

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 Department.

Lecture: American Literary History: Revolution—Civil War

Eligibility: Main Module Literature and Culture, Flexibility Module

PD. Dr. Philipp Löffler

FRI: 09:15 – 10:45; **Neue Uni, HS 10**

Registration in first session.

Course Description:

In this lecture course, we will read a selection of representative literary texts that help us trace the evolution of American literary history from the 1770s to the end of the so called antebellum period. Students will analyze canonical American works in cultural context—from Susanna Rowson's *Charlotte Temple* and Edgar Allen Poe's gothic tales to Herman Melville's *Moby Dick*

and Harriet Beecher Stowe's *Uncle Tom's Cabin* - at the same time as we will think in more general terms about what it means to write literary history in national terms.

Literature:

A course reader will be made available at the beginning of the term.

Proseminar: Occidentals in the Orient: Fictions of Colonial Encounters

Eligibility: Main Module Literature and Culture, Flexibility Module

Sina Movaghati

WED: 16:00 – 18:00; **English Department: R. 112**

Registration via [SignUp](#) by 05.08.2021

Course Description:

Modern Anglo-American literature is imbued with narratives about westerners traveling to the colonial Orient. In such works of fiction, the encounters between the travelers and the indigenous inhabitants of the East often have drastic psychotic effects on the voyagers. Drawing on theories of Colonialism and Post-colonialism, the current course offers a close look at some of the canonical works of the modern age literature written by E. M. Forster, Paul Bowles, Joseph Conrad, and William Somerset Maugham to investigate the dichotomous dilemma of the Occident versus the Orient.

Literature:

Please read Paul Bowles's *The Sheltering Sky* (any edition) and E. M. Forster's *A Passage to India* (any edition) in advance. The rest of the materials will be provided by the instructor during the semester.

Proseminar: Hermann Melville's Short Fiction

Eligibility: Main Module Literature and Culture, Flexibility Module

Sebastian Tants-Boestad

MON: 16:15 – 17:45; **English Department: R. 110**

Registration via [SignUp](#) by 05.08.2021

Course Description:

Herman Melville (1819-1891) is nowadays best known as the author of the famous novel *Moby Dick* (1851). However, he also created a considerable body of short stories and novellas, especially in the years following the publication of his great novel. Some of the most interesting among these were published in the collection, *The Piazza Tales* (1856). In this course, we will examine a wide selection of Melville's shorter fiction, especially from the period of the mid-1850's. Reading these texts alongside pertinent historical sources and authors that have influenced Melville's writing, we will explore historical, political, and intertextual links in these works. Through close readings of the short stories, essential skills for literary analysis will also be practised.

Literature:

The stories and any additional reading material will be made available on Moodle. However, students are expected to have read at least the longer texts "Benito Cereno" and "The Encantadas, or Enchanted Isles" by the start of term. Both can be found online as well as in the following, recommended anthology of Melville's short fiction: Peter Coviello (ed.). *Billy Budd, Bartleby, and Other Stories*. Penguin. Alternatively, you may wish to acquire this comprehensive "Everyman's Library" edition of the texts: *Herman Melville. The Complete Shorter Fiction*. Knopf.

Proseminar: F. Scott Fitzgerald, *The Great Gatsby* (1925)

Eligibility: Main Module Literature and Culture, Flexibility Module

Dr. Eva Hänßgen

FRI: 11:15 – 12:45; English Department: R. 116

Registration via [SignUp](#) by 05.08.2021

Course Description:

F. Scott Fitzgerald's life (1896-1940) and works represent his age, from the post-war lostness and wildness of the roaring twenties, his "Jazz Age," to the aftermath following the stock market crash of 1929 and Fitzgerald's self-destruction through alcohol.

In this course, we will focus on his masterpiece, the novel *The Great Gatsby* (1925). We will consider questions of prose analysis and explore themes like the essentially American nature of

Gatsby's dream, the success myth, the conflict between the American East and West, dysfunctional relationships and the obsession with time. We will work with the critical material assembled in the new Norton Critical Edition, including contemporary reviews and critical assessments through the ages.

We might take a look at some short stories and autobiographical essays.

Literature:

Please read the novel in advance, using the recommended edition. (The book is due in August 2021.)

Fitzgerald, F. Scott. *The Great Gatsby: An Authoritative Text, Backgrounds and Contexts, Criticism*. Ed. David J. Alworth. A Norton Critical Edition. New York: W. W. Norton, 2021. ISBN: 978-0-393-65659-6

Proseminar: Space Travel

Eligibility: Main Module Literature and Culture, Flexibility Module

Annika Elstermann

TUE: 14:15 – 15:45; **English Department: R. 110**

Registration via [SignUp](#) by 05.08.2021.

Course Description:

Literature about space travel offers opportunities to discuss countless different issues, all of which essentially hinge on this question: in a setting that is (at least for the moment) still mostly fictional, how is travel across large distances depicted? Who travels, how, why, and where?

In this course, we will look at texts from different decades to examine how literary figurations of space travel have changed (or stayed the same) alongside scientific, technological, socio-political, and other historical developments. We will link literature of space travel to both the tradition of science fiction, and that of travel writing, and explore how quintessentially American ideas of the frontier and manifest destiny translate into space. Situating texts in their historical context will be an essential part of this class, particularly with Space Age literature leading up to the 1969 moon landing. This includes a trajectory from the Cold-War-Era space race to today's so-called billionaire space race and the rivalry between private companies. Apart from literary and historical

context, you will also be introduced to theories of space and place, technology, speed, and the sublime.

As a basis for discussion, the following texts are required reading for this course: *Starman Jones* (Robert A. Heinlein); *The Hitchhiker's Guide to the Galaxy* (Douglas Adams); *Leviathan Wakes* (James S.A. Corey). These novels are a miniscule selection from a myriad of texts about space travel, and merely serve to establish a common ground for this course. Students are very much encouraged to bring their own reading experience into discussions and presentations. Discussions will also draw on other media, such as TV series like *Star Trek* and *Battlestar Galactica*. Students in this class are expected to be enthusiastic readers in a variety of genres and text forms, active participants in discussions, and not afraid of a bit of theory. There will be reading assignments throughout the semester.

If in-person classes are not yet possible by the start of term, this class will take place in a mix of asynchronous content and synchronous discussions. Once you have successfully registered (and been assigned a spot) via SignUp, you will be informed about further proceedings via email.

Literature:

Please read the following texts before the start of term (any edition will do): Robert A. Heinlein—*Starman Jones* (1953); Douglas Adams—*The Hitchhiker's Guide to the Galaxy* (1979); James S.A. Corey—*Leviathan Wakes* (2011).

Proseminar: Mark Twain

Eligibility: Main Module Literature and Culture, Flexibility Module

PD. Dr. Philipp Löffler

THU: 16:15 – 17:45; **English Department: R. 115**

Registration via [SignUp](#) by 05.08.2021.

Course Description:

In this class, we will read Mark Twain's *Huckleberry Finn* in addition to a selection of Twain's best-known short stories. A second major concern will be to place Twain's texts and his career within the broader context of US literary realism, a postbellum literary movement that coincided historically with the period still referred to as the Gilded Age. Through the prism of Twain's fiction (and some of his literary criticism) we will try to understand key concepts of

realist writing as well as major transformations in US social history after the end of the Civil War.

Literature:

Mark Twain *Huckleberry Finn* (Norton); all other texts will be part of a seminar reader.

Proseminar: Poetry in Theory

Eligibility: Main Module Literature and Culture, Flexibility Module

Prof. Dr. Günter Leypoldt

MON: 16:00 – 18:15; **Online**

Registration via [SignUp](#) by 05.08.2021.

Course Description:

In this seminar, we will consider the development of poetry and poetics in the twentieth century, with a focus on the US from the modernist period to the present. The idea is to read some of the most iconic twentieth-century poets in light of the shifting theoretical claims about the nature or uses of poetry. In practice, this means that each session will pair a representative poem with a relevant poetic manifesto, giving us enough time for close reading to balance questions of theme and politics with questions of style and form.

The course will take place on-line, in a condensed timeframe (it will run from 16.00 to 18.15, so we can conclude by Christmas).

Literature:

All reading materials will be uploaded on a moodle platform.

Proseminar: Henry James, *The Portrait of a Lady* (1880/81; 1908)

Eligibility: Main Module Literature and Culture, Flexibility Module

Dr. Eva Hänßgen

WED: 11:15 – 12:45; **English Department: R. 116**

Registration via [SignUp](#) by 05.08.2021.

Course Description:

This course will deal with Henry James' novel, a classic of American realism, from a number of perspectives: We will look into biographical and historical contexts like the "Woman Question" and the so-called international theme, discuss questions of prose analysis and focus on the psychological portrait of Isabel Archer. A scholar, Mary Loeffelholz, calls the novel "a quietly terrifying meditation on American identity in its encounter with the world." (Norton Critical Edition, cover). To James, the growing consciousness of his heroine is the subject of the novel, her development an (inner) adventure; the rest of the characters—including Isabel's four suitors—are only satellites.

Another topic for investigation are the fascinating revisions that James himself made in the text between the first publication and the final text in the New York Edition of his collected works, nearly 30 years apart.

Literature:

James, Henry. *The Portrait of a Lady: An Authoritative Text, Backgrounds and Contexts, Criticism*. Ed. Michael Gorra. A Norton Critical Edition. New York: W. W. Norton, 2018. ISBN: 0393938530

Please read the novel in advance, using the recommended edition.

Proseminar: Postmodernism in American Literature

Eligibility: Main Module Literature and Culture, Flexibility Module

Dr. Heiko Jakubzik

WED: 11:15 – 12:45; **English Department: R. 110**

Registration via [SignUp](#) by 05.08.2021.

Course Description:

This class will introduce American postmodernism and explore some of the theories at its core.

In the first weeks we will familiarize ourselves with essential foundations of postmodern theory (Sigmund Freud, Benjamin Whorf, Jean Baudrillard, Jacques Lacan, Fredric Jameson).

In the light of these ideas, we will discuss John Barth's short story cycle *Lost in the Funhouse* (1968), Don DeLillo's *White Noise* (1985), Paul Auster's *New York Trilogy* (1987), Charles Yu's *Interior Chinatown* (2020) and a few shorter fictional texts.

Finally, we will discuss what has remained, or why it is that Brian McHale begins his *Introduction to Postmodernism* (2015) with a chapter entitled "What Was Postmodernism" (explaining that "perhaps the only consensus that has ever been reached about postmodernism has to do with its end: postmodernism, it is generally agreed, is now 'over' ") while Paula Geyh writes on page two of the *Cambridge Companion to Postmodern American Fiction* (2017) that "we are still somewhere in its [postmodernism's] midst"?

Please note that there's quite a lot of reading requested for this class; it might be a good idea to get an early start. We'll meet in person, if possible, or do a weekly video conference in combination with homework assignments instead.

Proseminar: Corporate Worlds: Corporations as Governments

Eligibility: Main Module Literature and Culture, Flexibility Module

Annika Elstermann

THU: 16:15 – 17:45; **English Department: R. 113**

Registration via [SignUp](#) by 05.08.2021.

Course Description:

Particularly in US American society, where so-called philanthropy has for centuries often taken on issues which elsewhere fall under the domain of a democratically elected government, it is unsurprising that corporations supplanting governmental institutions is a recurring theme in near-future fiction.

We will analyse literary depictions of corporations and the worlds they control, and trace the dystopian exaggeration of such fictional examples alongside their perhaps more subtle real-life counterparts. In the process, we will also consider theories of power and power structures, the development of corporate power, the implications of modern libertarianism and individual responsibility as opposed to solidarity, and the historical evolution of some of these ideas. In terms of literary analysis, we will, among other things, examine how and where sympathy is directed, what role the protagonists of these novels play in their respective corporate worlds, and

whether (and by which criteria) the system—or attempts at revolution—can be considered successful.

A willingness to engage with political and critical theory will be as important in this class as an interest in the interplay between literature and the socio-political context within which it is written and read.

If in-person classes are not yet possible by the start of term, this class will take place online asynchronously. Once you have successfully registered (and been assigned a spot) via SignUp, you will be informed about further proceedings via email.

Literature:

Please read the following texts before the start of term (any edition): Frederik Pohl and Cyril M. Kornbluth—*The Space Merchants* (1953); Neal Stephenson—*Snow Crash* (1992); Max Barry—*Jennifer Government* (2003).

Proseminar: Coming of Age Narratives

Eligibility: Main Module Literature and Culture, Flexibility Module

PD. Dr. Philipp Löffler

TUE: 9:15 – 10:45; **English Department: R. 112**

Registration via [SignUp](#) by 05.08.2021.

Course Description:

What does it mean to be coming of age? How does one experience the journey into adulthood? What are the learning lessons that mark the end of childhood? Inspired by the German 'Bildungsroman' tradition, coming of age narratives have enjoyed particular success in US literary history. In this course, we will read and contextualize three major coming of age novels, as we investigate the central features of the genre, such as protagonists, moments of initiation and rites of passages, institutional contexts (home, family, school, university) and the narrative form itself. As our readings will reveal, coming of age narratives tell life stories of individual characters at the same time that they reflect upon broader chapters in US literary and cultural history.

Literature:

Mark Twain. *Huckleberry Finn* (Norton).

J.D. Salinger. *The Catcher in the Rye* (Penguin).

Sandra Cisneros. *The House on Mango Street* (Vintage).

Proseminar: The US Civil War and Reconstruction

Eligibility: Main Module Literature and Culture, Flexibility Module

Dr. Sherry Föhr

THU: 9:15 – 10:45; **English Department: R. 108 (Otherwise: online)**

Registration via [SignUp](#) by 05.08.2021.

Course Description:

The Civil War was a defining moment that—in the words of a Union general who led a ‘Colored’ regiment into battle—“marks an epoch not only in the history of the United States, but in that of democracy, and of civilization.” Hailed as the dawn of a new era, postwar Reconstruction aimed to craft a new democracy in which “all men” were truly “created equal.” Yet for most Americans of color, it soon became clear that the Union had “fought slavery to save democracy and then lost democracy in a new and vaster slavery,” as WEB Du Bois put it in his seminal work, *Black Reconstruction in America 1860-1880*. This course explores the causes and effects of the Civil War from the immediate antebellum era to the withdrawal of Federal troops from the South in 1877. Using a variety of primary sources, we will analyze the factors that contributed to the outbreak of war, developments during the course of the war itself, and the reasons why the ambitious program of Reconstruction failed.

Format:

The course is structured as a series of discussions with occasional lectures. If the semester is online, these discussions will take place asynchronously in Moodle; lectures will be given via HeiConf.

Literature:

The class reader will be made available in August at Copy Corner and as a PDF in the Moodle classroom. Note that substantial excerpts of the novel *The Leopard's Spots* by Frank Dixon (included in the reader) are due in the first week of January.

Please obtain a copy of *Uncle Tom's Cabin* by Harriet Beecher Stowe and read it before the beginning of November.

Assignments:

In addition to regular participation in discussions, an essay, research paper proposal and research paper are required.

Proseminar: Memory Studies: Introduction

Eligibility: Main Module Literature and Culture, Flexibility Module

Corinna Assmann

TUE: 9:15 – 10:45; **English Department: R. 113**

Registration via [SignUp](#) by 05.08.2021.

Course Description:

In the midst of the coronavirus pandemic, questions around memory increasingly became the subject of public debate: How can societies grapple with their losses by finding public forms of remembering? And how will the pandemic be remembered in the future and on what scale (personal, national, global)?

Since the 1980s, 'memory' has emerged as a new paradigm in the humanities and *Kulturwissenschaften*. Starting from an examination of the cultural and political shifts that have prepared the ground for this new attention given to the past and how it lives on in our present, this course aims to retrace how this 'memory boom', rediscovering and building on earlier studies from the first half of the twentieth century, has created a theory of memory that is closely connected to understandings of culture, as terms like 'cultural memory' and 'cultures of memory' indicate.

The first half of the semester will be devoted to grasping the theoretical interdisciplinary foundations of the concept: How is memory, at both the individual and the collective level, intricately connected to two other concepts, narrative and identity? And what is the relationship between individual and collective memory? We will look at different forms of collective memory, such as generational and family memory, and explore the multifarious ways in which these overlap and intersect with individual lives. In the second half of the semester, we will deal with more concrete cases of private and public memory in order to discuss the politics of memory at

different levels in society, from grassroots activist forms of public history, 'queering memory', and the toppling of statues or changing street names to current debates around historical responsibility and colonial heritage.

Literature:

This course is based on weekly reading assignments. All texts will be made available in class.

Proseminar: American War Culture after 9/11

Eligibility: Main Module Literature and Culture, Flexibility Module

David Eisler

Blockseminar January 2022; **n.n.**

Registration via [SignUp](#) by 05.08.2021.

Course Description:

Since the terrorist attacks of September 11, 2001, the United States has engaged in a so-called "Global War on Terror," leading to what have become the longest wars in American history, with most combat operations taking place in Afghanistan and Iraq. In this Blockseminar we will examine American war culture since 9/11 through fiction, journalism, and other forms of media such as film and video games. Critical analyses of these texts will allow us to explore the broader relationship between war and contemporary American society as well as address questions such as authorship, authenticity, memory, trauma, gender, ethics, and cultural representation. We will hold a meeting in the beginning of the semester to coordinate the schedule, reading assignments, and presentations beforehand. The actual course sessions will likely take place sometime in January 2022. Please read *Billy Lynn's Long Halftime Walk* (2012) by Ben Fountain before the seminar begins. Other texts will be made available via Moodle.

Proseminar: Star Trek: Multi-race, Multi-species, Multicultural?

Eligibility: Main Module Literature and Culture, Flexibility Module

Carolyn Burlingame-Goff

THU: 11:00 – 14:00; **English Department: R. 108**

Registration via [SignUp](#) by 05.08.2021.

Course Description:

Advanced Seminar: Colson Whitehead

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

Prof. Dr. Günter Leypoldt, Valentina López Liendo

TUE: 16:00 – 18:15; **Online**

Registration via email: leypoldt@as.uni-heidelberg.de

Course Description:

This seminar will explore the work of Colson Whitehead, one of the most fascinating recent US novelists. Whitehead has established himself as a versatile stylistic innovator, with each new novel exploring the possibilities of the genre. At the same time, his work addresses such relevant socio-cultural issues as race, consumerism, class, and cultural memory. In this course, we will have a look at four of his best-known works. His debut novel *The Intuitionist* (1999) draws from hard-boiled detective fiction. *Sag Harbor* (2009) is a coming-of-age narrative that explores notions of identity as its African American protagonist spends a summer in the Hamptons. *Zone One* (2011) is a post-apocalyptic zombie novel that shows Whitehead's experimentation with genre fiction elements. His prize-winning *Underground Railroad* (2016), finally, is a lively variation on the recent neo-slave-narrative.

The course will take place on-line, in a condensed timeframe (it will run from 16.00 to 18.15, so we can conclude by Christmas).

Literature:

Please buy the following texts:

Colson Whitehead, *The Intuitionist* (any edition)

Colson Whitehead, *Sag Harbor* (any edition)

Colson Whitehead, *Zone One* (any edition)

Colson Whitehead, *Underground Railroad* (any edition)

All other materials will be provided on a moodle platform.

Advanced Seminar: The First Century of US-American Drama

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

PD Dr. Margit Peterfy

THU; 9:15 – 10:45; **Neue Uni P18**

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

Course Description:

In this course, we will look at the development of a national American theatre, starting with plays from the Early Republic, such as Royall Tyler's *The Contrast* (1787), and from there moving through the long 19th century. We will read one example of a so-called "Indian Play," but also a comedy of manners by melodramas by Dion Boucicault. Popular theater and the so-called "show business" will be represented by a burlesque (i.e. literary parody) of Shakespeare's *Othello*. We will finish our survey with plays by James A. Herne, and William Vaughn Moody.

Literature:

The texts will be made available in a Course Reader, on sale at the Copy Corner.

Requirements:

Preparation of texts (weekly reading diary/study questions)

PSIII: oral exam

HS: Term paper

Advanced Seminar: Theories of American Studies

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

PD Dr. Philipp Löffler

THU; 9:15 – 10:45; **English Department: R. 116**

Registration via email: philipp.loeffler@as.uni-heidelberg.de

Course Description:

Beginning in the early twentieth century, the history of American Studies has always been the history of its own self-legitimization. What should scholars of American culture read? How should they read? To what particular ends should they read? These and related questions have been debated controversially for the past several decades now and will arguably continue to inform arguments about the scope and method of American studies. To get a sense of what it means to practice American Studies, we will trace the evolution of the discipline since its academic inception in the 1930s. The seminar will be structured around three major phases: the formation of American Studies at US universities during the 1930s and 1940s; the various political turns of American Studies in the 1960s and 1970s in conjunction with the rise of reader-oriented theory paradigms (deconstructionism, poststructuralism, reception theory); recent critical interventions in the wake of the Cold War and the idea of a transnational American Studies (The 'New Americanists', Globalization Theories, World Literature). Our readings will cover programmatic texts of the 'Myth and Symbol' school (F.O. Matthiessen, Perry Miller, Henry Nash Smith, Leo Marx), popular revisionist manifestos (Nina Baym, Barbara Welter, Jane Tompkins, Henry Louis Gates) and recent critical texts on diversity issues, canon formation and the internationalization of American Studies (Donald Pease, Walter Benn Michaels, John Guillory). This course is particularly suited for students with an interest in literary and cultural theory.

Literature:

A course reader will be available at the beginning of the term.

Advanced Seminar: The Irish in US-American Literature and Culture: Diasporic Perspectives

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

PD Dr. Margit Peterfy

THU; 14:15 – 15:45; **English Department, R. 110**

Registration: Please register via email: margit.peterfy@as.uni-heidelberg.de

Course Description:

The first Irish immigrants to the United States were indentured servants, and it took them a long time to gain public respect as an ethnic and cultural group in a society dominated by Anglo-

Saxon Protestantism. But by the end of the twentieth century the Irish and also Irish Americans have arrived at the center of US-American society. In 2021, for the second time in history, the US has a President who pointedly claims Irish ancestry. Also in literature and in popular culture the Irish and Irish Americans have become recognizable fixtures: sometimes as clichéd stereotypes, sometimes as expressions of diasporic pride, sometimes as romantic fantasies, sometimes with careful realism. Also, there is often a discernible gap between Irish and Irish American interpretations of ethnic and cultural identity in the diaspora.

In this seminar we will look at exemplary texts, films, and other cultural performances, exploring various representations of the Irish in America. Among others, we will look at the transnational success of Dion Bouicault, the 19th-century actor-playwright who performed on both sides of the Atlantic, at cinematic renderings (*The Quiet Man*), TV-series (e.g. *Shameless*), but also poetry (Paul Muldoon) short stories (Maeve Brennan), and contemporary plays (*Outside Mullingar*).

Literature:

Please buy and read before the semester starts:

Frank McCourt. *Angela's Ashes*.

Colm Toibín, *Brooklyn*.

Additional texts will be made available in a Course Reader (to be purchased at the Copy Corner by the beginning of the semester).

Interdisciplinary Seminar: The Holy Land in American Literature

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

Prof. Dr. Jan Stievermann / Caitlin Smith, Ph.D.

TUE: 14:00 – 16:00; **HCA, Stucco**

Registration via jstievermann@hca.uni-heidelberg.de

Course Description:

The "Holy Land"-- real as well as imagined-- has always played a special role in American culture and literature. This course introduces you to the two primary ways the Holy Land has fascinated Americans. First, from the earliest days of British colonialism, American Protestants and American Jews were deeply invested in the Holy Land located across the Atlantic Ocean. They consumed

and produced a great deal of non-fictional writings on Palestine's history and geography, as well as poetry and novels centered on biblical historical figures and the land they occupied. Secondly, Americans after the Revolution endowed their own country with sacred significance. Some writers interpreted the infant Republic as a new Holy or Promised Land occupying a special place in redemptive history. America as a Holy Land became the key trope of the United States' civil religion and nationalist ideology of exceptionalism. By the nineteenth century, these two cultural traditions existed side-by-side-- American interest in the Holy Land in Palestine, and American national identity expressed as the new Holy Land.

This course will examine exemplary literary and non-literary texts from the colonial period to the end of the nineteenth century-- from Puritans to Christian Zionism, early American Judaism to post-Civil War Holy Land mania, including Mark Twain's *The Innocents Abroad* (1869) and Lew Wallace's *Ben Hur: A Tale of the Christ* (1880).

Literature:

Please buy and read:

Mark Twain. *Innocents Abroad*. Penguin Classics; Revised edition (2003). ISBN: 978-0142437087

Lew Wallace. *Ben Hur: A Tale of the Christ* (1880: Dover Thrift Edition (2015). ISBN: 978-0486799285

A course reader will be available at the beginning of the semester.

Political Science

Lecture: U.S. Economic Policy

Eligibility: Main Module Political Science, Flexibility Module

Prof. Dr. Welf Werner

THU; 9:00 – 11:00; **Online**

Registration via [LSF](#) by 13.10.2021

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.

Literature:

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

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.

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

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

Prof. Dr. Welf Werner, Natalie Rauscher

THU; 11:00 – 13:00; **HCA Atrium**

Registration via [LSF](#) by 13.10.2021

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 21/22 this seminar will focus on challenges within the US under the influence of the Covid-19 pandemic, economic recovery, economic policies of the Biden Administration, various current economic challenges, 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.

I. Online Seminar

Online Seminar: The online seminar will mainly consist of student input and discussion. The input will consist of (a) weekly student presentations on a given subject as well as (b) a discussion of the presentation and questions in the online course.

II. 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 2021/22 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.

Advanced Seminar: Political communication: Methodological Approaches and Applications

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

Dr. Delia Dumitrescu

MON; 12:00 – 14:00; **BergheimerS 58, 4310 / SR 02.035**

Registration via [LSF](#) by 13.10.2021

Course Description:

This course provides an introduction to the methodological approaches in political communication research. Students will learn about qualitative and quantitative methods of text analysis, and about the methodological approaches to the study of communication effects.

Students will work in groups and individually to critically analyze current research on a variety of political communication areas.

The course will be entirely in English.

Literature:

Bucy, E. P., & Holbert, R. L. (Eds.). (2014). Sourcebook for political communication research: Methods, measures, and analytical techniques. Routledge.

Coleman, R. (2018). Designing experiments for the social sciences: How to plan, create, and execute research using experiments. Sage publications.

Esser, F., & Hanitzsch, T. (Eds.). (2013). The handbook of comparative communication research. Routledge.

Kenski, K., & Jamieson, K. H. (Eds.). (2017). The Oxford handbook of political communication.

Nardi, P. M. (2018). Doing survey research: A guide to quantitative methods. Routledge.

Wahl-Jorgensen, K., & Hanitzsch, T. (2020). The handbook of journalism studies. Routledge.

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; **BergheimerS 58, 4310 / SR 02.034**

Registration via [LSF](#) by 13.10.2021

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 design and analysis of experiment-based research in political science. The course will combine theory with practice, as students will be exposed to current methodological advances, but also have the opportunity to propose their own experiment designs, through group-based and individual work.

The course will be entirely in English.

Literature:

Coleman, R. (2018). Designing experiments for the social sciences: How to plan, create, and execute research using experiments. Sage publications.

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

Druckman, J. N., Greene, D. P., Kuklinski, J. H., & Lupia, A. (Eds.). (2011). *Cambridge handbook of experimental political science*. Cambridge University Press.

Morton, R. B., & Williams, K. C. (2010). *Experimental political science and the study of causality: From nature to the lab*. Cambridge University Press.

Mutz, D. C. (2011). *Population-based survey experiments*. Princeton University Press.

Interdisciplinary 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; **HCA, Oculus**

Registration via [LSF](#) by 13.10.2021

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 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.

Literature:

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.

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

Religion and Culture

Lecture: Radical Dissenters and New Religious Movements in America

Eligibility: Main Module Religion and Culture, Flexibility Module

Prof. Dr. Jan Stievermann

TUE: 11:30 – 13:00; **Grabengasse 3-5 - neue Uni / HS 09**

WED: 11:30 – 13:00; **Grabengasse 3-5 - neue Uni / HS 09**

Registration via [Moodle](#) (password: Dissenters)

Course Description:

From the beginning, British North America and then the United States attracted a great variety of radical religious dissenters. Partly these individuals and groups lived in tension and conflict with religious majorities and the state. Partly they helped create more tolerant societies (such as Quaker Pennsylvania) and then an incredibly pluralistic nation built on the separation of state and church. Especially since the nineteenth century, America also brought forth numerous

“native” varieties of Christianity, most of which departed—although to very different degrees—from the broad consensus of Western Christian orthodoxy. Today a number of these groups form a distinct and durable part of the American religious landscape, and some, such as the Church of Jesus Christ of Latter-day Saints, have developed into highly successful and globally active communities. The US also proved fertile ground for new religious movements beyond the Judeo-Christian pale, some of which—such as the Nation of Islam—thived among minorities and highlight the peculiar relationship between race and religion in the US. This lecture course will offer a survey of radical religious dissent and new religious movements from the colonial period to the present. Always with an eye on the wider cultural context, it will cover a broad spectrum of examples, ranging from the colonial Shakers, to Mormons, Seventh-Day Adventists, Jehovah’s Witnesses and early Pentecostalism, but also including “esoteric” movements such as Spiritualism, New Thought, and Christian Science, as well as racial minority movements such as the Moorish Science Temple of America.

After the lecture class on Wednesday (11:30 – 12:15) 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)

Paul C. Conkin. *American Originals: Homemade Varieties of Christianity* (1997).

Proseminar: Introduction to American Religious History

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

Ryan Hoselton

THU: 9:15 - 10:45; **HCA, Oculus**

Registration via 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 Apess, 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: The American Jeremiad Tradition and Social Criticism in the U.S.

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

Prof. Dr. Jan Stievermann

THU: 11:00 – 13:00; **HCA, Oculus**

Registration via jstievermann@hca.uni-heidelberg.de

Course Description:

This course examines how prophetic discourse has functioned as a form of social criticism in American history. Particular attention is given to the tradition of the American Jeremiad, a mode of public exhortation going back to the New England Puritans that joins lament over moral decline to a call for spiritual and social renewal. This rhetorical mode has been used by minority rights advocates as much as conservative critics. We will discuss a wide variety of jeremiads and the diverse cultural and reformist work they did from the colonial period into the present era of social protest. Examples include black prophetic critics such as Frederick Douglass or Martin Luther King but also representatives of the Christian Right.

Literature:

Please buy and read:

Andrew R. Murphy. *Prodigal Nation: Moral Decline and Divine Punishment from New England to 9/11*. New York: Oxford University Press, 2009.

A course reader will be available at the beginning of the semester

Advanced Seminar: Issues and Theories in American Religious History

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

Prof. Dr. Jan Stievermann

THU: 14:00 – 16:00; **HCA, Stucco**

Registration via 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 American religion in the context of transatlantic and global history from the colonial period to the present. But our course reading list will accommodate student interests and projects.

Literature:

A course reader will be available at the beginning of the semester

Interdisciplinary Seminar: The Holy Land in American Literature

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

Prof. Dr. Jan Stievermann / Caitlin Smith, Ph.D.

TUE: 14:00 – 16:00; **HCA, Stucco**

Registration via jstievermann@hca.uni-heidelberg.de

Course Description:

The "Holy Land"-- real as well as imagined-- has always played a special role in American culture and literature. This course introduces you to the two primary ways the Holy Land has fascinated Americans. First, from the earliest days of British colonialism, American Protestants and American Jews were deeply invested in the Holy Land located across the Atlantic Ocean. They consumed and produced a great deal of non-fictional writings on Palestine's history and geography, as well as poetry and novels centered on biblical historical figures and the land they occupied. Secondly, Americans after the Revolution endowed their own country with sacred significance. Some writers interpreted the infant Republic as a new Holy or Promised Land occupying a special place in redemptive history. America as a Holy Land became the key trope of the United States' civil religion and nationalist ideology of exceptionalism. By the nineteenth century, these two cultural traditions existed side-by-side-- American interest in the Holy Land in Palestine, and American national identity expressed as the new Holy Land.

This course will examine exemplary literary and non-literary texts from the colonial period to the end of the nineteenth century-- from Puritans to Christian Zionism, early American Judaism to post-Civil War Holy Land mania, including Mark Twain's *The Innocents Abroad* (1869) and Lew Wallace's *Ben Hur: A Tale of the Christ* (1880).

Literature:

Please buy and read:

Mark Twain. *Innocents Abroad*. Penguin Classics; Revised edition (2003). ISBN: 978-0142437087

Lew Wallace. *Ben Hur: A Tale of the Christ* (1880: Dover Thrift Edition (2015). ISBN: 978-0486799285

A course reader will be available at the beginning of the semester.

Übung: A Global History of American Evangelicalism

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

Ryan Hoselton

MON: 11:15 – 12:45; HCA, Oculus

Registration via ryan.hoselton@ts.uni-heidelberg.de

Course Description:

This class sets the history of American evangelicalism in global and transnational perspective. While there has recently been a great deal of attention devoted to American evangelical influence on domestic politics and culture wars, accounts that stop there are incomplete and myopic. A global lens illuminates not only the ways in which American evangelicals have been active and influential agents in the world but also how global contexts have shaped American evangelicalism (and consequently American society). Spanning from the eighteenth century to the present day, we will explore, among other things, American evangelicalism in relationship to the early transatlantic Protestant awakenings, Atlantic slavery and the international abolitionist movement, global missions and humanitarianism, American foreign policy and imperialism, global intellectual exchanges and religious networks, print cultures and translation, immigration, reverse missions, and more.

Readings will be provided on Moodle. A basic knowledge of American religious history is recommended but not required.