

# M.A. in American Studies (MAS) Course Catalog Summer Term 2023

Last Updated: 07.03.2023



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## Updates

07.03.2023	VL and Seminar Prof. Werner & Dr. Rauscher, Course Description and Eligibility, corrected
	Seminar title „Strategy and Organization“, corrected
	Measures of the university for the protection against the coronavirus, updated

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

The Heidelberg Center for American Studies welcomes you to the summer term 2023.

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/Department of Church History.

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

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

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

## General Information

### Measures of the university for protection against the coronavirus

March 1, 2023

#### Covid protection measures at Heidelberg University

\*Update\* The Covid pandemic is coming to a close and the updated regulations are paving the way back to normality. On 18 February 2023, the end of the lecture period for the 2022/2023 winter semester, the university also ended its last remaining recommendation to wear a mask in all its areas.

#### Occupational safety

The Covid hygiene rules and risk assessments have gone out of effect in all institutes and facilities. Naturally the general risk assessments of workplaces still apply, however, as before the pandemic.

For further information, please visit the main website of Heidelberg University and the FAQs about student affairs and teaching section linked below:

<https://www.uni-heidelberg.de/en/newsroom/measures-of-the-university-for-protection-against-the-coronavirus>

<https://www.uni-heidelberg.de/en/study/service-portal-for-students/coronavirus-faqs-about-student-affairs-and-teaching>

## 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 Geography, History, Literature and Cultural Studies, Political Science, and Religious History and Culture. At the start of the program, students will choose two of those as their core disciplines. One of these two core disciplines will receive further emphasis in the research module, which is meant to prepare students for the writing of their M.A. thesis. The flexibility module gives students the opportunity either to take American Studies courses outside their core disciplines in order to broaden their understanding of the comprehensive field of American Studies, or to attend additional classes in one of their two core disciplines for a deeper engagement with their primary fields of interest. The interdisciplinary module is designed to bring the perspectives and methods of the various disciplines into dialogue with one another.

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

## Modules and courses

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

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

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

- A study plan (Kernfach)
- An examination module

The study plan encompasses:

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

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

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

of such an approach. Students will take part in an interdisciplinary seminar offered by instructors from two different disciplines, as well as a two-semester interdisciplinary colloquium in which variegated topics and approaches from the field of American Studies will be discussed.

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

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

The program concludes with the examination module:

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

## Sample Course of Study

<p><b>First Semester (28 credits)</b></p> <p><b>Methodology module</b> Course: Theory &amp; Methods (4 credits) Course: Academic Writing (4 credits)</p> <p><b>Main module I</b> M.A. seminar: Core discipline I (10 credits) Lecture: Core discipline I (4 credits)</p> <p><b>Main module II</b> Lecture: Core discipline II (4 credits)</p> <p><b>Interdisciplinary module</b> MAS Colloquium I (2 credits)</p>	<p><b>Second Semester (30 credits)</b></p> <p><b>Main module II</b> M.A. seminar: Core discipline II (10 credits)</p> <p><b>Research module</b> M.A. seminar: Core discipline I (10 credits)</p> <p><b>Flexibility module</b> Discussion group: Discipline III (4 credits) Lecture: Discipline IV (4 credits)</p> <p><b>Interdisciplinary module</b> MAS Colloquium II (2 credits)</p>
<p><b>Third Semester (28 credits)</b></p> <p><b>Research module</b> Independent study: Core discipline I (4 credits)</p> <p><b>Interdisciplinary module</b> Interdisciplinary seminar (6 credits)</p> <p><b>Flexibility module</b> 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><b>Fourth Semester (34 credits)</b></p> <p><b>Examination module</b> Research colloquium (2 credits) M.A. thesis (24 credits) Oral final exam (8 credits)</p>



Sem	Modules					
4	<b>Cross-Cutting Perspectives (Σ 8 CP)</b> 2 courses outside of the area of American Studies	<b>Examination Module (Σ 34 CP)</b> Research colloquium (2 CP) M.A. thesis (24 CP) Oral final exam (8 CP)				
3		<b>Mobility Window (Σ 6 CP)</b> Study abroad, internship or teaching assignment				
2		<b>Subject-Specific Classes (Σ 54 CP)</b>				
2		<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;"> <b>Research Module</b> (14 CP) Core discipline I or II  1 M.A. seminar 1 Independent Study               </td> <td style="width: 50%; text-align: center;"> <b>Flexibility Module</b> (12 CP)  12 CP worth of classes from any discipline in the program               </td> </tr> </table>	<b>Research Module</b> (14 CP) Core discipline I or II  1 M.A. seminar 1 Independent Study	<b>Flexibility Module</b> (12 CP)  12 CP worth of classes from any discipline in the program	<b>Interdisciplinary Module (Σ 10 CP)</b> 1 Interdisciplinary seminar (6 CP) 2 MAS Colloquium (2 x 2CP)	
<b>Research Module</b> (14 CP) Core discipline I or II  1 M.A. seminar 1 Independent Study	<b>Flexibility Module</b> (12 CP)  12 CP worth of classes from any discipline in the program					
1	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;"> <b>Methodology Module</b> (Σ 8 CP) Theory &amp; Methods (4 CP) Academic Writing (4 CP)               </td> <td style="width: 50%; text-align: center;"> <b>Main Module I (14 CP)</b> Core discipline I  1 M.A. seminar 1 lecture               </td> </tr> <tr> <td style="width: 50%; text-align: center;"> <b>Main Module II (14 CP)</b> Core discipline II  1 M.A. seminar 1 lecture               </td> <td></td> </tr> </table>	<b>Methodology Module</b> (Σ 8 CP) Theory & Methods (4 CP) Academic Writing (4 CP)	<b>Main Module I (14 CP)</b> Core discipline I  1 M.A. seminar 1 lecture	<b>Main Module II (14 CP)</b> Core discipline II  1 M.A. seminar 1 lecture		
<b>Methodology Module</b> (Σ 8 CP) Theory & Methods (4 CP) Academic Writing (4 CP)	<b>Main Module I (14 CP)</b> Core discipline I  1 M.A. seminar 1 lecture					
<b>Main Module II (14 CP)</b> Core discipline II  1 M.A. seminar 1 lecture						

## Mandatory Classes

### **MAS Interdisciplinary Colloquium**

Eligibility: Interdisciplinary Module

Dr. Wilfried Mausbach; Prof. Dr. Welf Werner

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

#### **Registration via LSF**

Course Description:

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

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

### **Independent Study**

Eligibility: Research Module

All instructors eligible to be chosen as advisors for your M.A. thesis. Please consult with the MAS Coordinator.

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

## Courses by Discipline

### 1. Religious History

#### **Lecture: History of Christianity in the United States, 1900 to the Present**

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

Prof Dr. Jan Stievermann

TUE: 11:00-13:00, **Neue Universität, lecture hall 12a**

WED: 11:00-13:00, **Neue Universität, lecture hall 12**

#### **Registration via LSF**

Course Description:

This lecture course offers a survey of the history of Christianity in North America from the beginning of the 20th century to the present. Always with an eye on the wider cultural context, the course will trace the dramatic changes in America's religious landscape during this period, and examine central events, issues, and conflicts such as the fundamentalist-modernist controversy, religious responses to two world wars, the rise of neo-evangelicalism, or the role of religion in the civil right struggles and the so-called culture wars. While special attention will be given to the transformations of America's Christian churches, we will also discuss the increasing religious pluralization of the US and look at the development of non-Christian immigrant faiths and the emergence of new religious movements and individualistic spiritualities. As we trace the evolution of churches, traditions, beliefs, practices and communities during the "American century," students will be familiarized with important primary sources and key-concepts for this period of American religious history.

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

#### **Recommended Reading:**

Edwin Gaustad and Leigh Schmidt. *The Religious History of America* (Harper, 2002)

Sidney E. Ahlstrom. *A Religious History of the American People* (Yale UP, 1972)

## **Proseminar: American Evangelicalism: 1940s to Today**

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

Dr. Ryan Hoselton

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

**Registration** via email: [ryan.hoselton@ts.uni-heidelberg.de](mailto:ryan.hoselton@ts.uni-heidelberg.de)

Course Description:

What is American evangelicalism, and who is an evangelical? These questions have puzzled many observers in the U.S. and abroad, especially those seeking to understand why so many have united their cause with the Republican party and boosted Ronald Reagan, George Bush Sr. and Jr., and Donald Trump to the presidency. The movement, however, is far more diverse and complex and thus cannot be reduced to its conservative politicization. Millions of Americans have been drawn to its pursuit of a vibrant and active Christian faith adapted for a modern world. Beginning with the mid-20th-century rise of the neo-evangelical movement to today, this course will introduce students to key events, figures, ideas, cultural conditions, and issues that have shaped contemporary American evangelicalism. We will read and discuss primary sources that shed light on complicated matters of a controversial movement: theology, religious practice, politics, global outreach, ethics, race, gender, media, culture, social activism, and more.

Readings will be provided on Moodle.

## **Advanced Seminar: African American Political and Religious Thought: On Slavery and Freedom**

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

Prof. Dr. Jan Stievermann & Prof. Dr. Melvin Rogers

Seminar sessions on June 9 (10-5:30pm), June 10 (10-5:30pm) and June 16 (10-5:30pm), June 17 (10-5:30pm), **HCA Oculus**

**Registration** via e-mail [jstievermann@hca.uni-heidelberg.de](mailto:jstievermann@hca.uni-heidelberg.de)

Course Description:

This compact seminar gives students the opportunity to engage with one of the leading experts on African American political thought: Prof. Melvin Rogers (Brown University), who comes to Heidelberg as recipient of the James W.C. Pennington Award. The course offers an

advanced introduction to African American political and religious thought against the backdrop of the practices and ideas of slavery and freedom. Through diverse texts by African American activists and religious leaders, we will grapple with the problem of slavery and its connection to white supremacy's political and psychological logic. Students will critically interrogate America's attempt to grapple with black pain and white guilt. The course will also explore and critically evaluate African Americans' various responses in their quest to realize freedom. We will see that African American political thought is not exclusively a response to social and political domination, but also contains a rich philosophical vision of human fulfillment, religious commitment, self-governance, and the good life. We will move from the early nineteenth century beginning with David Walker's incendiary *Appeal to the Colored Citizens of the World* to the beginning of the twentieth century with W.E.B. Du Bois's classic 1903 text, *The Souls of Black Folk*.

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

## **Advanced Seminar: Globalization of the Religious Right**

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

Prof. Dr. Philipp Gorski

First Session on MON, 17.04.2023 (12:15-13:45); followed by first section, weekly, MON 14:15-15:45 (12.06.2023 – 26.07.2023); then second section, weekly, WED 10:15-11:45 (14.06.2023 – 26.07.2023), **Bergheimerstraße 58, 4310 /SR 02.024**

**Registration:** via LSF

Course Description: to be announced

## 2. Political Science

### **Advanced Seminar: Designing Social Policy Interventions**

Eligibility: Main Module Political Science, Flexibility Module

Zeynep Cemalcilar

Blockseminar: FRI, 02.06.2023, 09:00-17:00; SAT, 03.06.2023, 10:00-17:00; SUN, 04.06.2023, 10:00-17:00; **Bergheimerstraße 58, 4310, SR 02.034**

#### **Registration via LSF**

Course Description:

Human behavior is at the heart of many problems that policy makers seek to change. In this course, we will investigate how basic concepts from behavioral research in social psychology and judgment and decision making can shape policy formulation and implementation. The first part will familiarize you with the basic concepts and principles of designing and testing social interventions. Topics include problem formulation, design, measurement, analysis, and the application of findings to theory and practice. In the second part, we will critically examine existing social interventions in a variety of areas, such as prejudice and discrimination, pro-environmental behaviors, and health behaviors. Finally, students will present their own work where they identify a social issue they want to ameliorate, and generate a theory-based social intervention.

**Requirements:** term paper, presentation, essay

### **Advanced Seminar: Experimental Methods in Political Science**

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

Dr. Delia Dumitrescu

TUE: 14:15 – 15:45, **Bergheimerstraße 58, 4310, SR 02.040**

#### **Registration via LSF until 12.04.2023**

**Prerequisites:** Students must have successfully completed the module POL\_P7/ POL\_P5. The seminar will be taught in English. Some familiarity with quantitative methods of analysis would be beneficial.

Course Description:

Experimental studies are becoming 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 seminar provides an introduction to the best practices of

experiment-based research in political science. It is structured in three sections: the first introduces students to the fundamentals of experimental design, the second discusses the main types of experiments, and the third examines examples of research in different areas, such as political communication and public policy.

Students will have the opportunity to formulate their own experimental study ideas in this hands-on methodological seminar.

**Requirements:** term paper, presentation, attendance, active participation

Literature:

- Druckman, J. N., Greene, D. P., Kuklinski, J. H., & Lupia, A. (Eds.). Cambridge handbook of experimental political science. Cambridge University Press.
- Cook, T. D., Campbell, D. T., & Shadish, W. (2002). Experimental and quasi-experimental designs for generalized causal inference. Boston, MA: Houghton Mifflin.
- Reis, H. T., & Judd, C. M. (Eds.). (2014) Handbook of Research Methods in Social and Personality Psychology. Cambridge University Press

## **Advanced Seminar: Public Opinion: Theories and Methods**

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

Dr. Delia Dumitrescu

MON: 12:15 – 13:45, **Bergheimerstraße 58, 4310, SR 02.034**

**Registration via LSF until 12.04.2023**

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

Course Description:

The role of public opinion is paramount in any democracy, as the public is often asked at election times and in-between elections to confer legitimacy to politicians and to their decisions. Yet what determines the public's opinion? How much does the public know about politics? How does political communication influence the public's positions? And, crucially, how do we measure public opinion? In this seminar we will discuss old and new directions in answering these questions, drawing on political psychology and communication theories. Students will learn to critically assess what influences citizens' political opinions and attitudes, to design instruments to accurately measure them and techniques to understand the mechanisms behind public opinion. They will also become familiar with public opinion debates in European countries and the US.

**Requirements:** term paper, presentation, attendance, essay

## Literature:

- Glynn, C. J., Herbst, S., & Lindeman, M. (2018). Public opinion. Routledge.
- Donsbach, W., & Traugott, M. W. (Eds.). (2007). The SAGE handbook of public opinion research. Sage
- Fisher, J., Fieldhouse, E., Franklin, M. N., Gibson, R., Cantijoch, M., & Wlezien, C. (Eds.). (2018). The Routledge handbook of elections, voting behavior and public opinion. London: Routledge.
- Druckman, J. N., Greene, D. P., Kuklinski, J. H., & Lupia, A. (Eds.). (2011). Cambridge handbook of experimental political science. Cambridge University Press.
- Gideon, L. (Ed.). (2012). Handbook of survey methodology for the social sciences. New York: Springer.

## Advanced Seminar: Party Competition and Voting Behaviour in Latin America

Eligibility: Main Module Political Science, Research Module Political Science, Flexibility Module  
Jun.-Prof. Dr. Alejandro Ecker

MON: 10:00 – 11:30, & two additional dates: 18.04.2023, 14:00-15:30 & 03.07.2023, 10:00-11:30, **Grabengasse 14-18, SgU 1016**

**Registration via LSF: Registration period: 13.02.2023-24.04.2023**

**Prerequisites:** To take full advantage of this course, students should have had some prior exposure to important research questions in the field of comparative politics. They should also have a solid understanding of basic statistical methods and a strong interest both in the subject matter and empirical-analytical research. Finally, they should be comfortable with reading academic publications in English.

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

Course Description:

This course introduces students to empirical research questions in the field of individual voting behaviour and party competition. It explores important concepts in comparative politics from the perspective of Latin America and confront students with prevalent challenges in quantitative empirical-analytical research.

Based on selected recent contributions students examine 1) important electoral institutions in Latin America (e.g., political parties and electoral systems). Students also learn 2) about influential models of voting behaviour and the role of class, gender, and corruption in Latin America. Other key aspects that are discussed in the seminar include 3) the characteristic features of Latin American party systems and the dynamics of party competition.



Throughout the course, students are introduced to the relevant data sources of voting behaviour and party competition in Latin America, providing them with plenty of opportunities to conduct their own preliminary analyses and develop first ideas for their term paper. These include the Americas Barometer, the Latinobarómetro, the PREPPS, the PELA, and the MARPOR data.

By the end of the course, students will have improved their knowledge and skills in the areas of research design, causal inference, and statistical analysis. They will also apply their newly acquired insights through small exercises and hands-on research

**Requirements:** Short assignment (2 credits) & Term paper (6 credits)

## **Advanced Seminar: Strategy and Organization in the Transatlantic Alliance**

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

Seth Johnston

Blockseminar: 28.04. (09:15-16:45); 29.04. (10:00-16:00); 02.06. (09:15-16:45); 03.06. (10:00-16:00); **HCA Oculus**

### **Registration via LSF**

Course Description:

Today's North Atlantic Treaty Organization, with thirty members and a global reach, differs strikingly from the alliance of twelve created to "keep the Americans in, the Russians out, and the Germans down." These differences are not simply the result of the Cold War, 9/11 and Afghanistan, or recent twenty-first-century developments; instead, they represent a more general pattern of adaptability first seen in the incorporation of Germany as a full member of the alliance in the early 1950s. Renewed confrontation between Russia and the West has reinvigorated the debate about NATO's relevance, while European and international security crises from Ukraine to cyberspace and have challenged NATO to adapt. This course is for advanced undergraduate- and graduate-students of international relations, history, political science, and related fields. The course will appeal most to students interested in transatlantic relations, security in Europe and North America, as well as theories about strategy and change in international institutions. In addition to classroom seminar discussion and written evaluation, the course will include a "strategic decision-making" practical exercise.

## Interdisciplinary Seminar: Explaining America: Readings in American Culture, Society and Politics

Eligibility: Main Module Political Science, Main Module Literature and Culture, Research Module Political Science, Research Module Literature and Culture, Interdisciplinary Module, Flexibility Module

Prof. Dr. Dietmar Schloss and PD Dr. Martin Thunert

WED: 14:15 – 15:45, HCA Oculus

Registration via LSF or email: [Dietmar.Schloss@urz.uni-heidelberg.de](mailto:Dietmar.Schloss@urz.uni-heidelberg.de) or [mthunert@hca.uni-heidelberg.de](mailto:mthunert@hca.uni-heidelberg.de)

Course Description:

Since the days of its discovery by Europeans until our own time, “America” has provided a continuous challenge to the human imagination. Countless books and articles have been written to explain the special character of its society and culture. In this seminar we will sample some of these books – many of them very famous – and hopefully gain a sense of the different ways in which America and the United States have been conceptualized over the course of the centuries. Some of the authors are ‘foreigners’, but most of them are ‘natives’. Depending on the time in which they live and the position they occupy, they approach America from different angles and focus on different aspects. The genres in which they express their views vary, too – some write political treatises or scientific studies; others use fictional forms such as plays and novels; still others draw on more personal modes of writing such as travel reports, autobiographies, and letters or pronounce their views in sermons and speeches. The selected readings will give students a theoretical foundation for understanding major processes, institutions and shifts in American culture, society, and politics.

**Requirements:** presentation and term paper.

## 3. Geography

### Advanced Seminar: Resilient Cities – A Comparative European Perspective

Eligibility: Main Module Geography, Research Module Geography, Research Flexibility Module  
Prof. Dr. Ulrike Gerhard

**Innovative Format:** Online (7 sessions, February 14 – May 2023) + Workshop (in Prague, June 5 – 9, 2023)

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 follow the regular semester schedule (starts in February 2021 online, will be complemented with a workshop in Prague by May 2021). It is, however, fully creditable to our curriculum, accounting for 6-8 credit points.

Class language: English

Teaching format: blended learning

Preconditions: enthusiasm for urban geography in a European context!

**Registration:** via Email (until January 31): [nordamerika@geog.uni-heidelberg.de](mailto:nordamerika@geog.uni-heidelberg.de)

Course Description:

Content:

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:

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.

## **Advanced Seminar: Claiming the Backyard: American Imperialism in the Caribbean at the Turn of the 20<sup>th</sup> Century**

Eligibility: Main Module Geography, Flexibility Module

Hamid Abud Russell

Berliner Straße 48, Building 7050, Room 705001104 (1<sup>st</sup> floor)

**Registration via heiCO until March 31**

Course Description:

American imperialism is often understood as the consequence of the pursuit of strategic and political interest in regions over which the United States extends its sovereignty. Historians, especially those who focus on diplomacy, tend to overestimate the agency of individuals in power and disregard the explanatory potential of structures in the process of decision making. This shortsighted reasoning tends to overlook the economic logic behind American expansionism across the globe, which is better understood when one focuses on the power of capital flows to shape empire.

In this course we shall focus on American imperialism at the beginning of the 20<sup>th</sup> century (1898-1920). Based on the works of David Harvey and Hannah Arendt, we shall seek to understand the role capital accumulation plays in the creation of empire and study how these entities perpetuate that growth in a dynamic of accumulation by dispossession. We shall also draw on the work of Charles Tilly in an effort to reconceptualize our understanding of the state and the part war plays in constructing, shaping and determining the future actions of a nation.

**Requirements:** Each student will need to prepare a presentation per topic. Students must write two essays, one midterm and one final essay. Both will take place in person. Further details will be provided.

## 4. Literature and Culture

### Lecture: Classics of American Prose

Eligibility: Main Module Literature and Culture, Flexibility Module

Prof. Dr. Dieter Schulz

MO: 09:15-10:45; **Neue Universität, lecture hall 9**

**Registration via Sign-Up, English Department until March 2**

Course Description:

According to Ezra Pound, “A classic is classic not because it conforms to certain structural rules, or fits certain definitions (of which its author had quite probably never heard). It is classic because of a certain eternal and irrepressible freshness.” Despite its relatively short history, American literature has produced a surprisingly rich crop of classics in this sense. The course will include some nonfiction (essays, autobiography), but its focus will be on fiction. Although the list of texts to be discussed hasn’t been finalized, it will likely include several of the following (in roughly chronological order): Benjamin Franklin’s *Autobiography*, James Fenimore Cooper’s *The Last of the Mohicans*, Edgar Allan Poe’s “The Fall of the House of Usher”, Ralph Waldo Emerson’s “Self-Reliance”, Henry David Thoreau’s *Walden*, Nathaniel Hawthorne’s *The Scarlet Letter*, Herman Melville’s *Moby-Dick*, Mark Twain’s *Adventures of Huckleberry Finn*, Henry James’s *The Portrait of a Lady*, F. Scott Fitzgerald’s *The Great Gatsby*, Ernest Hemingway’s *A Farewell to Arms*, John Steinbeck’s *The Grapes of Wrath*, William Faulkner’s *Absalom, Absalom!*, and Toni Morrison’s *Beloved*.

### Advanced Seminar: Fictional Histories/Creative Non-Fiction:

#### Hemingway to Obama

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

PD Dr. Philipp Löffler

THU: 09:15 – 10:45, **HCA Stucco**

**Registration** via email: [philipp.loeffler@as.uni-heidelberg.de](mailto:philipp.loeffler@as.uni-heidelberg.de)

Course Description:

In this course, we will explore the intersections between the fictional and the non-fictional with a particular focus on the relationship between history and literature.

In so doing, we will touch upon a number of theoretical issues revolving around the question of reality representation:

Can we distinguish neatly between how historians write about what happened in the past and how fiction writers treat past events in their works? What is the truth of a historical document? Does fiction writing compromise such truth claims? Do historians write more neutrally about events than literary authors? What if historiographical texts were dependent on strategies employed more conventionally by fiction writers?

To address these (and many other) questions, we will read theoretical texts, ranging from Aristotle and Nietzsche to Stephen Greenblatt and the New Historicists. But we will also study a number of prominent literary (and non-literary) texts by authors such as Ernest Hemingway, Norman Mailer, Don DeLillo, Toni Morrison, and Barack Obama.

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

**Texts:**

Ernest Hemingway, *The Sun also Rises*

Norman Mailer, *Armies of the Night*

All remaining texts will be part of a course reader to be purchased at the beginning of the term.

## **Advanced Seminar: Henry James, Realism, Modernism**

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

PD Dr. Philipp Löffler

THU: 16:15-17:45, **English Department, 116**

**Registration** via email: [philipp.loeffler@as.uni-heidelberg.de](mailto:philipp.loeffler@as.uni-heidelberg.de)

Course Description:

In this seminar, will read a selection of fictional and literary critical works by Henry James to understand what has commonly been described as the shift from a Realist to a Modernist literary aesthetic at the turn of the 19th century.

James engaged with a number of questions that were central to the formation of the realist movement in the later 19th century: What is the role of art in our perception and

understanding of reality? What does a novel have to accomplish to help readers grasp the essentials of human life? What is the function of art and literature in a time of rapid social and cultural change?

But in the later part of his career, James also developed a sense that many of the literary strategies developed by high realists to respond to these questions were no longer adequate. These doubts concerned form and narrative style of the novelistic text as well as the the social function of literature as such. In that, James anticipated many of the debates and controversies that would become central to what scholars traditionally refer to as early-twentieth-century Modernism (abstraction, point of view, open-endings etc.)

At the end of this seminar, students will know more about literary realism and why realism at some point stopped to be effective. And the figure of Henry James will help us understand why that was.

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

**Texts:** Buy and read:

*Portrait of a Lady*

*The Aspern Papers*

*The American Scene*

## **Advanced Seminar: Literature and the 'Craft of Fiction'**

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

Prof. Dr. Günter Leypoldt

MON: 09:-12:45, **English Department, 122**

**Registration** via email: [leypoldt@as.uni-heidelberg.de](mailto:leypoldt@as.uni-heidelberg.de)

Course Description:

This seminar deals with the relevance of craft – or technique – in the making of literature. In the history of literary criticism, craft has often been framed as art's inferior opposite (the domain of teachable technical knowledge as opposed to inspired vision). Where literary "genius" is defined by the ability to express "the age" (or at least an original personality), craft is reduced to the lower domain of "rule-based poetics." On the other hand, authors since the

romantic period have had a sense that literary innovation required a degree of technical mastery and knowledge of the state of the art. The modernist generation (TS Eliot, Virginia Woolf, Ezra Pound, James Joyce) liked to compare great literary innovators to chemists for whom creativity had to be a matter of skilled experimentation. While this view still has relevance, it clashes with recently more prominent notions of literature as an expression of identities (in which case the use of a technique can become "cultural appropriation" or seem secondary to collective representation). Moreover, within the context of academic creative-writing teaching in the US and Britain, focusing on writerly technique has been alternately praised as improving literary standards and denigrated as encouraging bland and apolitical "assembly-line fiction."

In the first part of this seminar, we will look at some of these debates from the eighteenth-century to the present. In the second part, we will explore how the idea of fiction as a teachable "craft" translates into the practical pedagogics of creative writing programs.

**Texts:**

We will do so by reading a selection of short stories in connection with two handbooks for readers and authors: Cleanth Brooks and Robert Penn Warren's foundational new critical textbook *Understanding Fiction* (1943), and a more recent short-story anthology intended for creative-writing students, *A Swim in the Pond in the Rain* (2021), by the short-story writer and fiction writing teacher George Saunders.

Please purchase George Saunders *A Swim in the Pond in the Rain* (in any edition). All other materials will be provided in an online reader.



## Advanced Seminar: 'Young, Gifted, and Black': African American Drama of the 20th Century

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

PD Dr. Margit Peterfy

THU: 09:15-12:45, **English Department, 108**

**Registration** via email: [margit.peterfy@as.uni-heidelberg.de](mailto:margit.peterfy@as.uni-heidelberg.de)

Course Description:

In this seminar, we will study the development of African American drama throughout the 20<sup>th</sup> century, and also glance back to the 19<sup>th</sup>, when African American theatre started to liberate itself from the traditions and stereotypes of the ubiquitous minstrel productions. Thus, we will begin by discussing Pauline E. Hopkins's *Peculiar Sam, or, The Underground Railroad* (1879), which was written for Hopkins's own family's troupe, "Hopkins' Colored Troubadours". Then we will move on to a number of plays that can be read as milestones in the development of African American theatrical traditions, from plays performed during the Harlem Renaissance, on to projects of the Federal Theatre. The post- WW II period introduces new artistic developments catalyzed by the political and cultural struggles of the Civil Rights Era, starting with, among others, Lorraine Hansberry's play *A Raisin in the Sun* (1959). More radical productions, such as Imamu Amiri Baraka's *Dutchman* (1963) and his Black Arts Repertory School in Harlem will also be part of our curriculum, as will be Ntozake Shange's ?choreopoem? *For Colored Girls Who Have Considered Suicide/When The Rainbow is Enuf* (1975). The end of the century is marked by plays about the impact of the past on the present, for example in August Wilson's "Century Cycle" plays. Although we won't be able to cover all the plays of this cycle, the significance of Wilson's achievement will be a highpoint to finish the seminar on - and to encourage you to follow new developments in African American drama in the 21<sup>st</sup> century.

Requirements

HS: Regular attendance, oral participation and short presentation (20%), research paper (80%)

PS III: Regular attendance, oral participation and short presentation (50%), oral exam (50%)

Please sign up for this seminar by writing directly to [margit.peterfy@as.uni-heidelberg.de](mailto:margit.peterfy@as.uni-heidelberg.de).

**Texts:** Since the plays are not readily available in affordable editions, I will compile a Course Reader, which you will be able purchase at the “Copy Corner” (Meriansstr.). Additional texts will be provided on moodle.

## **Advanced Seminar: Literature and Culture of the US- American Documentary Thirties**

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

PD Dr. Margit Peterfy

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

**Registration** via email: [margit.peterfy@as.uni-heidelberg.de](mailto:margit.peterfy@as.uni-heidelberg.de)

Course Description:

The years between 1920 and 1940 represented an economic, cultural, and political roller-coaster ride for Americans. The optimism of the 'Roaring Twenties' was followed by the devastating economic depression of the 1930s, with wide ranging repercussions in the field of the literature and the arts. Thousands of journalists, playwrights, musicians, artists had lost their livelihoods given that their impoverished audiences had no money for the necessities of life, let alone for the so-called 'luxuries,' such as art and literature. In this situation, several US-government projects were founded in support of intellectuals and artists: the Federal Theatre Project, Federal Writers' Project, etc. Authors and artists were able to continue to work and to produce remarkable works of art. Literature was influenced by modernist styles, but also by new approaches to art and life. One of the most important new directions were documentary styles, relying on modernist techniques, including the development of new genres of literary expression, for example the so-called 'Living Newspaper', or the interest in the rich historical tradition of slave-narratives, or the documentation of food-cultures. Photographers and writers traveled across the land and took now famous pictures, such as the 'Migrant Mother' (Dorothea Lange), or were struck and inspired by the lives of workers (John Steinbeck). We will look at the documentary style of these works both from a formal-aesthetic perspective, as well as the political, historical, and ethical contexts they appeared in.

**Requirements:**

HS: Regular attendance, oral participation and short presentation (20%), research paper (80%)

PS III: Regular attendance, oral participation and short presentation (50%), oral exam (50%)

Please register for this class directly by writing to [margit.peterfy@as.uni-heidelberg.de](mailto:margit.peterfy@as.uni-heidelberg.de)

**Texts:**

Please buy and read *Grapes of Wrath* by John Steinbeck, in any edition. Additional texts and materials will be made available on moodle.

## 5. History

### **Lecture: Global Giant – Multicultural Society: The United States from the End of the Second World War to 9/11**

Eligibility: Main Module History, Flexibility Module

Prof. Dr. Manfred Berg

MON: 11:15 – 12:45, **Neue Universität, lecture hall 14**

**Registration:** via moodle, first session

Course Description:

In the decades after the Second World War, the United States of America achieved unprecedented global power and affluence. At the same time American society underwent sweeping changes, including revolutions in its race relations and ethnic make-up. New ideas about gender roles, privacy, and sexual relations challenged traditions and provoked a series of backlashes and culture wars. The liberal welfare state came under pressure from the advocates of unfettered capitalism. From the Cold War to the War on Terror, Americans have hotly debated how to use their immense military and economic power in international affairs. Thus, recent American history offers us a complex and fascinating picture of a global giant and a vibrant multicultural society.

**Literature:**

Richard M. Abrams, *America Transformed: Sixty Years of Revolutionary Change, 1941-2001* (New York, 2006); James T. Patterson, *Grand Expectations. The United States, 1945-1974* (New York, 1996); ders., *Restless Giant: The United States from Watergate to Bush v. Gore* (New York, 2005); Jean-Christophe Agnew, Roy Rosenzweig, eds., *A Companion to Post-1945 America*, (Malden, MA, 2002); Gary L. Gerstle, *The Rise and Fall of the Neoliberal Order: America and the World in the Free Market Era* (New York, 2022); Kevin Kruse and Julian E. Zelizer. *Fault Lines: A History of the United States since 974* (New York, 2019).

## Lecture: The U.S. in the World Economy since 1945

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

Prof. Dr. Welf Werner

THU: 09:15 – 10:45 Uhr, **Neue Universität, lecture hall 5**

### Registration via LSF

Course Description:

The U.S. has had a decisive influence on international economic policy issues for more than seventy years. U.S. governments were influential in opening borders to free international trade in international organizations such as the GATT in the post-war era. After the collapse of the Bretton Woods system of fixed exchange rates in the early 1970s, the U.S. opened a new chapter in the international globalization process by encouraging the liberalization of financial flows and markets. In recent years, the North American hegemon has entered yet another stage of global involvement. In times of rising international competition from emerging economies and developing countries, trans-border economic activities and international institutions of the liberal world order are viewed more critically by U.S. citizens and governments. In the presidential elections of 2016 all three major contenders had a protectionist agenda. But threats to international economic cooperation have not only come from a turn-around in U.S. trade policies and specifically during the Trump administration, but also from the Covid-19 pandemic, Russia's war in Ukraine and a general trend towards self-sufficiency in the face of growing nationalism in many parts of the world. This lecture provides a historical basis for understanding current U.S. international economic policies from three academic perspectives: economic history, international economics and international political economy.

### Credit Points/ECTS:

#### A. Graded Schein

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

- **Assignment A:** A **take-home exam paper** 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 take-home exam paper will be made up of 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.

### **B. Ungraded "Sitzschein"**

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

### **In-person lecture**

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

**Mandatory Reading:** 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.**

Concludes with a **take-home exam paper**

## **Advanced Seminar: U.S. International Economic Policy Issues Since 1945**

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

Prof. Dr. Welf Werner & Dr. Natalie Rauscher

THU: 11:15 – 12:45, **HCA Stucco**

### **Registration via LSF**

Course Description:

Based on the knowledge acquired in the lecture *The U.S. in the World Economy Since 1945*, this seminar offers opportunities for a more in-depth look at U.S. international economic policy issues as they have emerged in the current globalization era – with an emphasis on the world economy, the United States, Europe and China. In the summer semester 2023 we focus primarily on economic policies of the Biden administration, a turn towards U.S. and global recession, high inflation rates and continued policy reactions to Russia's war in Europe. The

relationship between the two super powers of the 21<sup>st</sup> century, the U.S. and China, will be of special concern.

The classroom language is English, including student presentations and papers.

The Wednesday hour (13:00-14:00) is set aside for individual tutoring.

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

**Registration:** Please register for this seminar over LSF. Due to space and size limitations, only a limited number of participants will be able to attend this seminar. HCA students have priority.

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

**Prerequisite:** Taking the lecture *The U.S. in the World Economy* in the summer semester 2023 is a prerequisite for this seminar. For seminar participants it will be mandatory to complete the graded take-home exam paper 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.**

**Requirements and Examination:** Presentation, Paper, in-class participation; take-home exam paper in lecture *The US in the World Economy since 1945*.

## Advanced Seminar: American Conservatism from 1945 to the Present

Eligibility: Research Module History, Flexibility Module

Prof. Dr. Manfred Berg

TUE: 11:15 – 13:45, **History Department, Ü1**

**Registration:** via E-Mail to [michaela.neidig@zegk.uni-heidelberg.de](mailto:michaela.neidig@zegk.uni-heidelberg.de) by March 31, 2023

### Course Description:

From the late 1960s to the early 21st century, conservatism dominated American politics. Not surprisingly, the rise of conservatism has become a major topic for American historians, who have produced numerous works on the ideological varieties and key actors of American conservatism as well as on the social, political, and cultural forces that drove the conservative ascendancy. In this seminar we will read this new historiography in connection with sources that document the world views, self-images, and political strategies of conservatives of all stripes. Students must be willing to understand and engage American conservatism on its own term. In addition to intellectual curiosity and a high level of motivation, students are required to have a good working knowledge of English.

The course will be limited to no more than 12 to 15 students. The seminar is open to master students of history and American Studies. Participants must register by email by March 31, 2023 at [michaela.neidig@zegk.uni-heidelberg.de](mailto:michaela.neidig@zegk.uni-heidelberg.de)

### Literatur:

Peter Berkowitz, ed., *Varieties of Conservatism in America* (Stanford, 2004); Donald T. Critchlow, Nancy MacLean, eds., *Debating the American Conservative Movement: 1945 to the Present* (Lanham, 2009); David Farber, *The Rise and Fall of Modern American Conservatism. A Short History* (Princeton, 2010); Kim Phillips-Fein, ed., *Conservatism: A Round Table*. *Journal of American History* 98, no. 3 (2011): 723-70; Gregory Schneider, *The Conservative Century: From Reaction to Revolution* (Lanham, 2009); Ronald Story, Bruce Laurie, eds., *The Rise of Conservatism in America, 1945-2000: A Brief History with Documents* (Boston, 2008).



## Other Events & Classes

### Workshop: Key Concepts in American Studies

Eligibility: Flexibility Module

PD Dr. Philipp Löffler & Julia Nohle

FRI: 19.05; 16.06; 14.07, **HCA Oculus**

**Registration:** Via e-mail to [philipp.loeffler@as.uni-heidelberg.de](mailto:philipp.loeffler@as.uni-heidelberg.de) or [jnohle@hca.uni-heidelberg.de](mailto:jnohle@hca.uni-heidelberg.de)

Course Description:

This workshop consists of three sessions throughout which we offer an in-depth conversation about key concepts and methodologies in American Studies. We will look at the various disciplines within our field and see how certain topics and concepts transcend disciplinary demarcations.

The workshop has three main objectives: First and foremost, it is designed as a forum for students to ask and discuss all of the questions that they have always wanted to ask about their field of study but never could, especially in light of the developments in academia during the pandemic in recent years (online teaching, lack of face-to-face interaction with peers and lecturers, online research instead of the traditional library browsing). We want you to get an idea of what it means to be an Americanist, which intellectual traditions informed our discipline, and attempt to answer the question “What should you know if you consider yourself an Americanist at the end of your program?”

Second, we want to offer students with fairly developed study projects the opportunity to revisit crucial moments in the institutional history of our discipline. We will read central theoretical essays and try to get a sense of how our understanding of what we do as Americanists today relates to and perpetuates the legacies of earlier practitioners. Our goal is to answer specific questions, for instance, how your own work is related to earlier traditions of Americanist scholarship, how to define certain -isms, and how they, in turn, define and influence our analysis (progressivism, conservatism, feminism, historicism etc.).

Third, we want to provide an additional platform to discuss and advance your projects. This part is particularly aimed at providing an opportunity to understand the skills of developing research questions, forming a thesis from the information you have gathered, and outlining an essay in accordance with its underlying theoretical background. The goal of this session is to provide each of you with the tools necessary to be successful in writing a paper.

The workshop is worth 4 credit points. For MA students, it can be used within their Flexibility Module. BA students may use it instead of a lecture in their literature core module or for their



cross-cutting perspectives module. The workshop consists of 3 sessions and will thus not be taught on a weekly basis.

## **Book Club „New American Biography”**

Eligibility: Flexibility Module

Dr. Anja Schüler

WED: 09:15-10:45, **HCA Oculus**

**Registration:** via LSF

Course Registration: Biography is among the most venerable and commercially successful genres of historical writing. We are fascinated with the life stories of both historical figures and more ordinary individuals. Debates about “agency” vs. “structure,” have been raging for decades, but historians continue to employ biographical approaches in nearly all subfields and disciplines. This class will encompass new biographical writings in American political, social, and cultural history.

**Requirements:** Participation & Presentation

## **Book Club: Hot off the Press**

Eligibility: Flexibility Module

Dr. Heiko Jakubzik and Annika Elstermann

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

**Registration:** in first session

Course Registration:

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

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

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