
M.A. in American Studies
(MAS)
Course Catalog
Summer Term 2021

Last Updated: 30.03.2021

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

The Heidelberg Center for American Studies welcomes you to the summer term 2021.

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. (nmariani@hca.uni-heidelberg.de)

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

While the Heidelberg Center for American Studies (HCA) strives to offer as many classes as possible in person during the summer semester 2021, current restrictions passed in the [Corona Ordinance of the State of Baden-Württemberg](#) and by the [university](#) **do not currently permit in-person classes.**

Should the regulations be loosened to such a degree that in-person classes are possible by the start of classes in the summer semester 2021, courses labelled “**in-person, if possible**” in this course catalogue will take place as such. Otherwise, they remain online.

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

Academic Skills

Interdisciplinary Module

MAS Colloquium

Eligibility: Interdisciplinary Module

Dr. Wilfried Mausbach; Prof. Dr. Welf Werner

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

Registration via [LSF](#) by 31.03.2021

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: Varieties of Conservatism in the United States: History/Politics/Literature

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

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

TUE: 14:00 – 16:00; **Online (If in-person possible: HCA, Oculus)**

Registration via [LSF](#) by 31.03.2021

Course Description:

Conservatism in the United States represents a family of opinions and ideas rather than a fixed and coherent doctrine or ideology. While all conservatives look alike to their critics, conservatives themselves disagree – sometimes moderately, sometimes more sharply – about the essence of conservatism. In this class, we will discuss the antecedents and moral underpinnings of several varieties of American conservatism as well as their political and cultural implications. We will also consider what counts for conservatism in different fields of politics, culture and literature and study communalities and divergences. Proceeding in a roughly chronological manner, we will pinpoint periods when conservatism triumphed and when it failed, discuss pivotal figures, and explore the cultural factors that have helped or hindered its rise. The relationship between conservatives and the Republican Party will be thematized, too. Developments in the 21st century such as the Tea Party, Trumpism and conservatism’s relationship to the so-called Alt-Right will receive special attention. Some of the animating questions are: Was American conservatism ever ideologically coherent? Has twenty-first-century conservatism strayed from its roots? Is there a form of conservatism that might prove attractive to the increasingly diverse generations Y and Z?

We will partly adopt a history-of-ideas approach and study primary sources including some literary works and artistic productions in order to acquire a sense of the historical variants of American conservatism. But we will also draw on scholarly treatments and secondary sources such as biographies, journalistic narratives, studies by philosophically and historically minded political scientists as well as works of cultural theory. The readings will be made available on Moodle. Each week, we will have one or two student presenters guiding us through the readings. Participants are expected to regularly contribute a one-page response paper to the discussion forum. A final paper is also among the requirements; its length and scholarly depth will be determined by the respective degree-program requirements of the participant.

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.

Exkursion: Vor-/Nachbereitung Berlinexkursion (ehemals Debating Club II)

Eligibility: Flexibility Module

PD Dr. Martin Thunert

MON: 16:15 – 17:45; **Online**

Registration via [LSF](#) by 31.03.2021

Course Description:

Diese LV widmet sich der Vor- und Nachbereitung der für die vom 12. Juli bis 16. Juli 2021 geplante Berlin-Exkursion und ist für Teilnehmerinnen und Teilnehmer dieser Exkursion reserviert. Mindestens **einige passive Deutschkenntnisse** werden für die Teilnahme an der Exkursion empfohlen, da nicht garantiert werden kann, dass alle Veranstaltungsteile in englischer Sprache stattfinden.

Book Club: “The Most American of American Cities?” Reading Chicago

Eligibility: Flexibility Module

Prof. Michelle Nickerson, Dr. Anja Schüler

MON: 14:15 – 15:45; **Online (If in-person possible: HCA / Oculus)**

Registration via [LSF](#) by 31.03.2021

Course Description:

Is Chicago really the “most American of American Cities”, as then Illinois Senator Barack Obama called it in support of the city’s bid for the 2016 Olympics? Since its incorporation in 1837, the Midwestern metropolis on Lake Michigan has turned from an agricultural hub to a sprawling industrial center to a Rustbelt exemplar. In the last two decades, it has undergone a dramatic urban

revitalization epitomized by a shifting population mixture made up of new immigrant streams and a middle-class returning to the city's core.

This class will look at the history and culture of “America’s Second City” through a multi-disciplinary lens, employing readings from history, literature, sociology, urban geography, and art history. It will discuss topics like the environment, social reform, women’s activism, architecture, and film, among others. Weekly readings are mandatory for all students and will include selections from William Cronon, *Nature’s Metropolis: Chicago and the Great West* (1992); Theodore Dreiser, *Sister Carrie* (1900); Upton Sinclair, *The Jungle* (1906); Jane Addams, *Twenty Years at Hull House* (1910); Joanne J. Meyerowitz, *Women Adrift: Independent Wage Owners in Chicago, 1880-1930* (1987); Richard Wright, *Native Son* (1940); Beryl Satter, *Family Properties: Race, Real Estate, and the Exploitation of Black Urban America* (2010); David Wilson, *Chicago’s Redevelopment Machine and Blues Clubs* (2019).

You will be asked to introduce one of the texts on the syllabus to your fellow students. Please also be prepared to regularly contribute questions or comments about other students’ presentations to an online forum. This class will improve your English language skills, both in speaking and writing.

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

Advanced Seminar: Border Dynamics in a Globalized World

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

PD Dr. Anna-Lisa Müller

MON: 16:15 – 17:45; **Online (If in-person possible: Berliner Straße 48, Seminarraum)**

Registration via [LSF](#) by 11.04.2021

Course Description:

The seminar focuses on cross-border spatial mobility and its social, political and economic consequences for individuals, societies, institutions and the places between and across which people migrate. The general framework for the border dynamics in focus is a globalized world in which social, economic, political, but also ecological networks span across territorial borders. With the help of case studies from the Americas (e.g. USA, Mexico, Cuba), Asia (e.g. Korea, Singapore, Vietnam) and Europe (e.g. Poland, Finland, Greece), different facets of these border dynamics in a globalized world are analyzed and discussed.

Themes include social ties and alienation; home and belonging; embeddedness and disembeddedness; social cohesion and power structures; impacts of global environmental change; technological challenges; risks and threats as caused by terrorism and pandemic.

Students learn and develop further skills to critically assess, reflect upon and understand theories of spatial mobility across borders as well as to discuss contemporary border dynamics and their embeddedness in global processes. This empowers them to independently carry out analyses in a reflective way and to transfer their knowledge and skills to other contexts.

Assignments:

Presentation of case study and term paper

Advanced Seminar: The Spatiality of Migration in American Cities

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

Dr. Isabel Solange Munoz

WED: 9:00 – 11:00 (first session in May); **Online (If in-person possible: Berliner Straße 48, Hörsaal)**

Registration via nordamerika@geog.uni-heidelberg by 11.04.2021

Course Description:

This upper-division seminar focuses on the spatial patterns of migration to the American cities and discusses socio-geographical effects on the relation of labor, migration, and the urban. While the seminar discusses the labor conditions of immigrants, both why they migrate and where they work when in the US, the focus is put more broadly on the experience and conditions of migrants in the US. The seminar is also going to consider the increasing anti-immigrant atmosphere in the United States which places immigrants into more fragile and dangerous circumstances. Due to Dr. Munoz's expertise, the seminar will prioritize the Latin American migration experience to the US, but will also focus on other groups.

Assignments:

Student presentation and written assignment

History

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

Eligibility: Main Module History, Flexibility Module

Prof. Dr. Welf Werner, Natalie Rauscher, M.A.

THU: 09:15 - 10:45; **Online (asynchronous)**

Registration via [LSF](#) by 31.03.2021.

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.

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. During the summer semester there will be opportunities to see whether or not the new Biden administration will be able to revive multilateral economic cooperation that had come under serious attack during the Trump years. Another focus of the course will be the effects of the Covid-19 pandemic on the US economy and its trans-border economic activities. 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.

In the summer semester of 2021 this lecture is an online lecture: Each week a PowerPoint presentation with audio commentary will be provided on Moodle. On the last day of the class at the end of the semester, students will be asked to be available for the final exam.

Even though we expect that the online format of this lecture will not change during the semester, the instructor reserves the right to changes of the format during the semester depending on the dynamic developments around us.

Credit Points/ECTS:

A. Graded Schein

B.A. students of this lecture may receive a total of up to 3 ECTS and a grade by taking the written exam at the end of the semester. MA students may earn up to 4

ECTS. 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 (3 ECTS for Bachelor, 4 ECTS for Master students). 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 all the literature items 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.

Mandatory Reading:

A reader with all texts will be made available on Moodle. You can find the course under SoSe 2021, Philosophische Fakultät, American Studies. Additional sources may be uploaded throughout the semester.

In the summer semester of 2021 this lecture is an online lecture: Each week a PowerPoint presentation with audio commentary will be provided on Moodle. On the last day of the class at the end of the semester, students will be asked to be available for the final exam.

Even though we expect that the online format of this lecture will not change during the semester, the instructor reserves the right to changes of the format during the semester depending on the dynamic developments around us.

Lecture: The European Conquest of North America and the Establishment of Colonial Societies in the 17th and 18th Centuries

Eligibility: Main Module History, Flexibility Module

Prof. Dr. Manfred Berg

MON: 11:00 - 13:00; **Online (asynchronous)**

Registration via Moodle. (Moodle password : <https://tinyurl.com/8hb3ptre>)

Course Description:

The “discovery” of the Americas by European explorers and conquerors in the late 15th century was a key event in world history. From the early 17th century onward, Europeans established colonial outposts in North America, which over time grew into viable and prosperous societies. Meanwhile indigenous populations experienced catastrophic disease, warfare and subjugation as a consequence of their encounter with the Europeans. Africans were brought to North America as slave labor for the plantation economies which produced staple crops for European markets. In this lecture course I will treat North American colonial history not merely a prelude to the American Revolution but as a complex period in its own right lasting for more than 150 years. I will introduce North America in the 17th and 18th centuries as a place where diverse cultures met, interacted, and collided. Moreover, I will conceptualize colonial North America as part of a larger Atlantic World created by European colonial expansion. The lecture will be held in English. Written or oral exams can be taken in English as well as German.

Literature:

David Armitage/M. J. Braddick. *The British Atlantic World, 1500-1800*. New York, 2009; Timothy. H. Breen/Timothy D. Hall. *Colonial America in an Atlantic World: A Story of Creative Interaction*. New York, 2004; Peter Charles Hoffer. *The Brave New World: A History of Early America*. Baltimore, 2006; Karen O. Kupperman, ed. *Major Problems in American Colonial History*. Boston - New York, 2000; Middleton, Richard. *Colonial America: A History 1565-1776*. Oxford, 2002.

Advanced Seminar: U.S. International Economic Policy Issues since 1945

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

Prof. Dr. Welf Werner, Natalie Rauscher, M.A.

THU: 11:15 - 12:45; **Online (asynchronous)**

Registration via [LSF](#) by 31.03.2021.

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.

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. In the summer semester 2021 we focus primarily on the economic effects of and policy reactions to the COVID19 pandemic – with an emphasis on the world economy, the United States, Europe and China.

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.

Prerequisite:

Taking the online lecture *The U.S. in the World Economy Since 1945* in the summer semester 2021 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 prerequisites B and A of the lecture.

Online Seminar:

In the spring 2021 this seminar is an online seminar with structured assignments on Thursday nights and – for student who present in the respective week – on Tuesday and Sunday nights. There will be no virtual exchange, but a discussion in the form of a structured exchange of written inputs.

Even though we expect that the online format of this lecture will not change during the semester, the instructor reserves the right to changes of the format during the semester depending on the dynamic developments around us.

Advanced Seminar: History of Women, Gender, and Sexuality in the United States

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

Prof. Michelle Nickerson, Dr. Anja Schüler

WED: 14:15 - 15:45; **Online (If in-person possible: HCA, Oculus)**

Registration via mnickerson@luc.edu

Course Description:

Organized chronologically and topically, the course will introduce graduate students to current methods and major themes in the field. Starting from the colonial period and ending with the present day, class discussions will focus on the tools of analysis and source materials used by historians. We will trace the emergence of gender history out of women's history and talk about how both fields have shaped U.S. historiography over all. Themes will include: the racialized system of sexual relations and violence that undergird the Jim Crow system of segregation, the gendered dimensions of the carceral state, and the formation of feminist consciousness in the United States.

Advanced Seminar: Christianity and Race in America

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

Dr. Ryan Hoselton

THU: 11:00 – 13:00; **Online (If in-person possible: HCA, Oculus)**

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

Course Description:

In recent years, the world has witnessed the profound racial tensions in the U.S. arising from the polarization of Trump's presidency and racialized police brutality. The activism of the Black Lives Matter movement has inspired millions at home and abroad to stand against racism—from politicians to Bundesliga players—and scholarship on race has burgeoned across disciplines. Of course, the recent racialized friction in the U.S. has a long and complex prehistory, and American Christianity has been closely entangled in it from the beginning. This seminar explores how the interrelationship between Christianity and race has transformed over the years. While we will address and utilize theoretical frameworks from race studies, the main approach is historical. The course spans from the colonial era to today, covering key turning points and issues like European colonialism, enslavement, Christian missions, Native American Christianity, abolitionism, the Black church, immigration, white supremacies, Jim Crow, the Civil Rights Movement, Latinx Christian activism, liberation theologies, evangelicalism, multiethnic churches, BLM, and more.

Literature:

Texts will be provided on Moodle.

Übung: Religious and Scientific Discourses in Eighteenth-Century America

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

Dr. Benjamin Pietrenka

TUE: 9:15 – 10:45; **Online (If in-person possible: HCA, Oculus)**

Registration via benjamin.pietrenka@ts.uni-heidelberg.de

Course Description:

This course will address significant points of convergence in the eighteenth century when religious and scientific discourses played salient roles in shaping early American culture. Topics covered will include the American Enlightenment, colonial encounters, innovations in biblical interpretation, the Great Awakening and early evangelicalism movement, moral philosophy, natural philosophy,

technological transformations, the American Revolution, and the formation of the early republic.

Literature and Culture

Lecture: Introduction to Literary Studies

Eligibility: Main Module Literature and Culture, Flexibility Module

Prof. Dr. Vera Nünning

MON: 11:15 – 12:45; **Online**

Registration via [SignUp](#) by 11.03.2021.

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 the 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 mix of studying on your own (reading particular chapters, working with power point slides, answering questions) and online seminar discussions, conducted via heiCONF, every three weeks.

We will also try to 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).

Lecture: Popular US-American Poetry: From the Puritans to the Present

Eligibility: Main Module Literature and Culture, Flexibility Module

PD Dr. Margit Peterfy

TUE: 14:15 – 15:45; **Online**

Registration via [SignUp](#) by 11.03.2021.

Course Description:

This lecture series will introduce you to a number of once popular American poems, together with their authors, and to the historical circumstances of their creation and reception. For a long time, our perception of American poetry has been dominated by the achievements of excellent, but often not widely read 'elite' poets. Recently, however, literary critics and historians have been re-examining the place and value of American popular poetry in literary history. In the lecture series we will thus examine not just the poems themselves, but also the changing conceptual and theoretical frameworks that have been applied to them. We will start with the Puritans, who have the reputation for opposing anything that might be suspected of being "fun". But as we will see, even Puritans enjoyed poetry – it just had to be the right kind. Michael Wigglesworth's *The Day of Doom*, for example, excited its readers with its sensational evocation of Judgment Day in terms beyond religious contemplation.

Moving through the centuries, we will encounter poems and poets who

connected with their large audiences in various ways. We will find that these poems can be seen as a running commentary on the cultural changes occurring in the country, and that they provided words and metaphors for the processes of cultural emancipation, functioning as powerful tools of national self-invention. We will explore the dynamic and evolving contemporary relationship of Americans to these poems (and their authors), as well as intermedial adaptations, parodies, and other creative transformations. We will end with the contemporary revival of popular poetry in new forms such as rap, hip-hop, and the musical.

Course requirements:

One response paper of about 600-800 words, in which you discuss three lectures under a common theme or in comparative perspective.

Literature:

All reading materials (which are predominantly out of copyright) will be available on moodle.

Proseminar: Nathaniel Hawthorne, Selected Short Fiction

Eligibility: Main Module Literature and Culture, Flexibility Module

Dr. Eva Hänßgen

FRI: 11:15 – 12:45; **Online (If in-person possible: English Department: R. 114)**

Registration via [SignUp](#) by 11.03.2021.

Course Description:

Nathaniel Hawthorne (1804-1864) is one of the earlier American writers of short stories (then called *tales* or *sketches*). In this course, we will not only examine questions of genre and prose analysis in his texts, but also explore biographical and cultural backgrounds, especially the “great power of blackness” that Hawthorne’s portrayals of human psychology became famous for.

We will also be working with the sections in our edition: “The Author and His Work” and “Criticism”.

Please choose your favourite texts to be included in our syllabus. Students must have read the stories in advance.

Literature:

Please purchase (and read the stories in) this edition: McIntosh, James (ed.). *Nathaniel Hawthorne's Tales: Authoritative Texts, Backgrounds, Criticism*. A Norton Critical Edition. 2nd ed. New York: Norton, 2013.

Proseminar: Ernest Hemingway and the Art of the Short Story

Eligibility: Main Module Literature and Culture, Flexibility Module

Dr. Kirsten Hertel

THU: 11:15 – 12:45; **Online (If in-person possible: English Department: R. 116)**

Registration via [SignUp](#) by 11.03.2021.

Course Description:

For most people the name Ernest Hemingway is inextricably connected to the notions of bullfighting, drinking, big-game hunting and manliness. If most of these concepts can indeed be found in some way or another in his broad range of fiction, there is — almost simultaneously as it seems — a much quieter note to be detected in his writing, too: one of emotional tension, of subtlety and sensitivity concerning the question of what it means to be human.

Intended as an advanced introduction to the analysis of fiction, this course will deal with the early short stories of Ernest Hemingway. We shall start with the semi-autobiographical stories of initiation, the so-called “Nick-Adams-Stories,” and carry on with some of his most popular stories of the 1930s. In a close reading of the texts the course will focus on the question of Hemingway’s favoured topics, the use of language and his revolutionary minimalistic prose style, the style of omission.

Literature:

We will work with the following edition: E. Hemingway, *The First Forty-Nine Stories*, Random House: Arrow Books, or published by Simon & Schuster Inc.. Participants should have read all 49 stories by the beginning of the summer term.

Proseminar: Famous American Speeches

Eligibility: Main Module Literature and Culture, Flexibility Module

PD Dr. Margit Peterfy

WED: 9:15 – 10:45; **Online (If in-person possible: English Department: R. 112)**

Registration via [SignUp](#) by 11.03.2021.

Course Description:

In this seminar, we will examine some famous speeches in US-American history. In a republic, public discourse is essential for the organization of political life, and speeches and orations are thus significant parts of political rhetoric and cultural life. Speeches fulfill many functions: they suggest policies, decide elections, create political alliances, serve cultural memory, and so forth. In this seminar, we will examine the rhetorical strategies of individual speeches, and the historical contexts in which they appeared. The seminar will close with a written test (Klausur). Your detailed knowledge of the speeches, their rhetorical strategies, and the historical contexts of their first delivery will be essential for a successful completion of the seminar.

Requirements: Oral presentations by the participants will give a concise introduction into the historical context of the speeches, using original historical material for contextualization.

Literature:

All speeches to be discussed will be made available in a “Reader”, on sale in the Copy Corner (Merianstr.) as of the beginning of April.

Proseminar: Narratives of Fear, Fact and Fiction in Contemporary US Literature and Media from 9/11/2001-2021

Eligibility: Main Module Literature and Culture, Flexibility Module

Sonya Isaak

THU: 14:15 – 15:45; **Online (If in-person possible: English Department: R. 113)**

Registration via [SignUp](#) by 11.03.2021.

Course Description:

This course will use a selection of literary texts to examine narratives of Fear, Fact and Fiction in America over the last two decades. Focusing on three major events that have evoked and reflected fear in the United States, we will consider how the boundaries between fact and fiction have become permeable. First, we will cover some foundations of narratology (Auerbach, Hamburger, Nuenning) to help understand how factual narratives borrow from fiction and how fiction both echoes and anticipates the factual. One factor that feeds this paradigm shift is the emotion of fear, which serves as a catalyst for escapism into different subjective realities and hence alternate narratives. September 11th, 2001, Trump's election and contentious presidency and the pandemic will be the focus of our debate on how terrorism, corruption and sickness are presented factually in both fiction and non-fiction.

We will read excerpts from Tom Clancy's prescient novel *Debt of Honor*, which predicted 9/11 and then study Don De Lillo's *Falling Man*. Salman Rushdie's *The Golden House* will help us to reflect on the Trump era and in discussing the pandemic we will turn to Edgar Allan Poe's "The Sphinx," Philip Roth's *Nemesis* as well as Emma Donoghue's *The Pull of the Stars*, a novel that was first published in 2020 about the Spanish Flu of 1918 which uncannily anticipates the current pandemic. Using these three key occurrences as case studies we will also look at select media coverage and examine how fact and fiction reflect each other, creating a new iteration of mimesis. Finally, we will consider the role of fear in evoking and impeding truth in narration.

Literature:

Please acquire any version of the following course texts and familiarize yourself with them before the course:

- Don De Lillo's *Falling Man*
- Salman Rushdie's *The Golden House*
- Philip Roth's *Nemesis*

Selections of news articles as well as other short theoretical and fictional texts will be provided.

Proseminar: Introduction to Gender and Queer Studies

Eligibility: Main Module Literature and Culture, Flexibility Module

Dr. Corinna Assmann

TUE: 9:15 – 10:45; **Online (If in-person possible: English Department: R. 113)**

Registration via [SignUp](#) by 11.03.2021.

Course Description:

“I can’t believe we still have to protest this shit”—this slogan became a viral meme after demonstrations for women’s rights in Europe and the US in 2016 and 2017 and continues to show in feminist and antiracist protests. While many key issues of the feminist movement are still under debate in many states and there is still a long way to go for equal rights and opportunities, Gender Studies have, over the last decades, become well-established in the academy—whether in the form of a transdisciplinary approach within different fields of study or as a discipline in its own right.

This class offers an overview of the academic history of gender studies as well as a contextualization within politics and culture. From feminist, women’s and men’s studies to queer theory, intersectionality, and current debates, we will read some of the defining texts that shaped this approach, its concepts and theories, asking how these informed the methodology and discourses of gender studies over the years. With a focus on British literary and cultural studies, this class will explore the influence of gender studies across different disciplines and take a closer look at how the approach is implemented and brought into dialogue with other, interrelated concepts and discourses.

At the end of the semester, you will be acquainted with the basic concepts and texts of gender and queer theory, and have an understanding of the diversity of questions and concerns addressed in this field. This class, moreover, aims to give you an idea of the potential of the approach for your own studies as well as provide you with a toolkit for your own gender or queer studies related analyses.

Literature:

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

Proseminar: The Coronavirus Crisis

Eligibility: Main Module Literature and Culture, Flexibility Module

Prof. Dr. Vera Nünning

TUE: 11:15 – 12:45; **Online (If in-person possible: English Department: R. 113)**

Registration via [SignUp](#) by 11.03.2021.

Course Description:

What is the Coronavirus Pandemic all about? Is it, as everyone seems to suggest, ‘just’ a problem of the spread of a particular virus, leading to death and serious impairment for many people and to the breakdown of medical systems in several countries world-wide? Or is it, as has been stressed from the beginning, mainly an impending economic crisis, which politicians are trying to avoid at all costs?

Or is there much more involved, a crisis of our way of life and ways of knowing, highlighting problems that have been ignored for a long time, such as climate change as well as gender and social inequality? What are the main narratives in what has been called the “battle of narratives” about the coronavirus? What kind of impact do these narratives have? And what is the role of the (new) media in the understanding of and conception of measures against these crises?

In this proseminar, we will try to answer these and other questions, trying to gain a deeper knowledge of the changes encompassing us at the moment, and the role of the cultural studies for coming to terms with them. We will do a lot of research of our own, since there are only few pertinent scientific publications so far. But if you are a bit adventurous, this is the course for you!

Proseminar: Subversive Narratives by and about 19th-century US-American Women

Eligibility: Main Module Literature and Culture, Flexibility Module

PD Dr. Margit Peterfy

WED: 11:15 – 12:45; **Online (If in-person possible: English Department: R. 116)**

Registration via [SignUp](#) by 11.03.2021.

Course Description:

The paradigm of gender relationships throughout the nineteenth century underwent a decisive change: from the generally accepted condition that men and women had their “separate spheres,” to the growing acceptance of women as independent equals to men – also in the public sphere. One of the paths of women to assert themselves was through writing poetry, novels, and journalism. We will discuss how female writers used their pen to subvert existing gender expectations and tried to develop new ways of conceptualizing gender relationships.

Literature:

Please buy and read:

Fanny Fern, *Ruth Hall* (1855)

All other primary texts will be made available in a “Reader”, to be purchased at the Copy Corner, as of the beginning of April.

Requirements:

Regular attendance, written and/or oral participation (depending on the format of teaching), term paper.

Proseminar: Debating the Transatlantic Slave Trade, 1750-1810

Eligibility: Main Module Literature and Culture, Flexibility Module

Dr. Sherry Föhr

WED: 9:15 – 10:45; **Online (If in-person possible: English Department: R. 122)**

Registration via [SignUp](#) by 11.03.2021.

Course Description:

Before 1750, the vast majority of Britons – including American colonists – regarded the flourishing transatlantic trade in enslaved Africans as a normal and essential feature of the Empire. Slavery had been a part of Western civilization for thousands of years; even the Bible seemed to justify enslavement. The production of lucrative tropical crops such as tobacco and sugar required a large labor force and Africans were generally regarded as both racially inferior to Europeans and particularly suited to hard work, making them ideal candidates for enslavement. In this context, it is surprising that a movement to abolish the slave trade developed at all. Yet once it began in the 1780s, the campaign to end the slave trade gained substantial public support despite the dire warnings of economic collapse that West Indian planters and merchants were sure would follow any restrictions on their ability to import slaves. In 1807, Parliament officially abolished the slave trade, starting the process that culminated in the complete abolition of slavery later in the 19th century.

In this course, we will explore the reasons underlying this shift in public attitudes toward the slave trade by examining contemporary debates on both sides of the Atlantic. We will read works by proponents and opponents of abolition and discuss their key arguments as well as the strategies both sides used to garner support in what is now widely regarded as one of the first modern political campaigns.

The course is structured as a series of discussions centered on weekly study questions, so it is important that participants complete the reading assignments on time. We will also cover the mechanics of term paper writing and citation in preparation for the research paper due after the end of the semester.

Literature:

A reader will be made available at Copy Corner in March 2021

Proseminar: Wayside Women, Marginal Men, and Alienated Aliens

Eligibility: Main Module Literature and Culture, Flexibility Module

Carolyn Burlingame-Goff

THU: 11:00 – 14:00; **Online (If in-person possible: English Department: R. 122)**

Registration via [SignUp](#) by 11.03.2021.

Course Description:

This course will trace the path of mixed-heritage characters from American abolitionist writings to Star Trek.

We will meet for three hours every week to accommodate the length of the films and television episodes.

Proseminar: Twenty-First Century American Drama: Six Plays

Eligibility: Main Module Literature and Culture, Flexibility Module

Dr. Eva Hänßgen

WED: 11:15 – 12:45; **Online (If in-person possible: English Department: R. 114)**

Registration via [SignUp](#) by 11.03.2021.

Course Description:

In this course, we will take a look at six American plays from the twenty-first century and their contexts:

- David Adjmi, *Stunning*
- Marcus Gardley, *The Road Weeps*, *The Well Runs Dry*
- Young Jean Lee, *Pullman*, *WA*
- Katori Hall, *Hurt Village*
- Christopher Shinn, *Dying City*

· Dan LeFranc, *The Big Meal*

The authors come from many different regions of the U.S. and beyond, from England and Korea. They are women and men, straight or gay, their backgrounds are Jewish, African-American and many more.

Sarah Benson writes in her introduction to the collection: “These plays, all produced within the last decade, range from the intimate to the epic, the personal to the national, and taken together explore a variety of cultural perspectives on life in America. The writers each have a distinct theatrical vision, harnessing the power of live drama to create transformative experiences on our stages through some of the most exhilarating, challenging and exuberant playwriting today. These passionate and inventive artists give voice to the concerns coursing through our culture. They are questioning our collective identity in response to the last decade of social, economic and political turmoil.”

Literature:

Please read the plays in advance, using the recommended edition: Benson, Sarah, ed. and introd. *The Methuen Drama Book of New American Plays*. London; New York: Bloomsbury Methuen Drama, 2013.

Advanced Seminar: George Eliot

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

Prof. Dr. Günter Leypoldt

TUE; 16:00 – 18:00; **Online (If in-person possible: English Department: R. 112)**

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

Course Description:

This seminar will explore the work of Mary Ann Evans (1819-1880), who under the pen name George Eliot emerged as one of the most important Anglophone novelists of the nineteenth century. Eliot began her career as a reviewer and (unacknowledged) editor of the left-leaning Westminster Review. Soon after she transitioned into fiction writing in 1857, she came to be known as a major literary

innovator who expanded the genre of the novel with realist depictions of ordinary life. Eliot hoped that, by representing society's different groups with generous and sharp detail, the novel could further the sympathy between classes in a way that contributed more to social justice and moral progress than political or philosophical argument. In this, Eliot combined innovative and emotionally affective storytelling with the seriousness of mid-Victorian intellectuals. In this course, we will look at Eliot's work from a variety of angles, ranging from the theory of literary realism to Victorian culture and society. We will begin with a brief look at one of Eliot's early short stories, or "rural tales," "The Sad Fortunes of the Reverend Amos Barton" (1857), then focus on three of her best-known novels, *The Mill on the Floss* (1860), *Middlemarch: A Study of Provincial Life* (1871-2), and *Daniel Deronda* (1876).

Literature:

Please buy the following texts:

George Eliot, *Middlemarch* (NY: Norton, Revised, 1999: ISBN: 978-0393974522

George Eliot, *The Mill on the Floss* (NY: Norton: ISBN: 978-0393963328)

George Eliot, *Daniel Deronda* (Oxford: OUP: ISBN: 978-0199682867).

All other materials will be provided on a moodle platform.

Advanced Seminar: Fictions of Innocence: An American Literary Tradition Revisited

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

Prof. Dr. Dietmar Schloss

THU; 14:15 – 15:45; **Online (If in-person possible: English Department: R. 110)**

Registration via email: dietmar.schloss@urz.uni-heidelberg.de

Course Description:

Since the early nineteenth century, American writers have been fascinated by the idea of youth and have treated adulthood with short shrift or even contempt.

Many of the young heroes and heroines of American fiction show a resistance to “growing up” -- a stance which the critic Ihab Hassan has described as “radical innocence.” This preoccupation of American literature with youth coincides with the self-understanding of the US as a young nation. Juxtaposed to “Old Europe,” America is considered as being equipped with a particular dynamism that assures that it stays fresh and pristine. Although the idea of “American innocence” has received a considerable amount of criticism (not the least from postmodern writers who have declared the idea of the new and pristine a delusion), its cultural power seems undiminished.

In this course, we will study American stories of innocence from the early nineteenth century to the present. We will take a look at how authors of different periods explain the power of this myth and sample different critical approaches to the subject. Among the works to be discussed are the following: Nathaniel Hawthorne, “Young Goodman Brown” and “My Kinsman, Major Molineux”; Herman Melville, “Billy Budd, Sailor”; Henry James, “Daisy Miller”; Mark Twain, *Huckleberry Finn*; Salinger, *Catcher in the Rye*; and Bret Easton Ellis, *Less Than Zero*.

Literature:

Most of the older works can be found in The Norton Anthology of American Literature, ed. by Robert S. Levine et al. (Volumes B and C). The novels by Salinger and Ellis need to be purchased in separate editions.

Advanced Seminar: US-American Realism and Naturalism

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

PD Dr. Margit Peterfy

THU; 9:15 – 10:45; **Online (If in-person possible: English Department: R. 113)**

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

Course Description:

“It always seemed to me that each human being, before going out into the silence, should leave behind him, not the story of his own life, but of the time in

which he lived, 'as he saw it', its creed, its purpose, its queer habits, and the work which it did or left undone in the world. Taken singly, these accounts might be weak and trivial, but together, they would make history live and breathe." (Rebecca Harding Davis, 1861)

This statement contains the seed of a theory of US-American literary realism - a concept of looking and writing about experience that has invited many interpretations since its inception. We will discuss some central examples of literary realism in the first half of this seminar. In the second half, we will turn to literary naturalism, which was both a further development, and a reaction against the conventions and tenets of American literary realism. For both areas, we will address important questions, such as: How do authors arrive at a knowledge of an experienced reality, and how do they translate this knowledge into language and text? Which existing literary conventions do they break, and what are the new conventions that they establish? Moving from a historical understanding of the possibilities of fiction, to more complicated representational strategies (psychological, ideological), we will explore short narratives by Rebecca Harding Davis, Bret Harte, Stephen Crane, and some influential novels.

Requirements:

For HS: Regular attendance, oral and/or written participation (depending on the format of the course), research paper

Literature:

Please read the following novels:

William Dean Howells. *The Rise of Silas Lapham*.

Henry James. *The Spoils of Poynton*.

Frank Norris. *McTeague*.

Shorter texts will be available on moodle.

Advanced Seminar: The City in US-American Literature

Eligibility: Main Module Literature, Research Module Literature

PD Dr. Margit Peterfy

THU; 11:15 – 12:45; TBA

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

Course Description:

The city means abundance: so many streets, houses, squares, shops, but above all, so many people. For some Americans, like Thomas Jefferson, such abundance appeared potentially chaotic and uncontrollable, but for others, it has offered opportunities beyond economic enterprise: to follow a specific lifestyle, religion, or to engage in literary, cultural, or other artistic projects with like-minded individuals. Not surprisingly, poets and novelists have recognized this potential in their works, and created poems, stories, plays with and around cities and city-dwellers. Thus, the history of the city in American literature is as old and interesting as the cities of America themselves. As cultural historian Raymond Williams pointed out, “the city as a really distinctive order of settlement, implying a whole different way of life” was only established in the nineteenth century – the century in which the USA changed from a mainly agrarian society into an industrialized economy. In this course we will start out with the beginnings of the US-American republic and the skepticism towards cities, as displayed by Jefferson. Then we will move on to some canonical, and also to some lesser-known texts dealing with American cities and their inhabitants. We will read texts and excerpts by Edgar Allan Poe, John Greenleaf Whittier, Walt Whitman, Edward Bellamy, William Dean Howells, Edith Wyatt, Dorothy Parker, J.G. Ballard, Gloria Naylor, Sigrid Nunez, Jay-Z, and others.

There will be a “Reader” for sale with all the primary texts in the “Copy Corner” (Merianstr.) as of the beginning of April.

Requirements:

For HS: Regular attendance, oral and/or written participation (depending on the format of the teaching), research paper

Interdisciplinary Seminar: Varieties of Conservatism in the United States: History/Politics/Literature

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

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

TUE: 14:00 – 16:00; **Online (If in-person possible: HCA, Oculus)**

Registration via [LSF](#) by 31.03.2021

Course Description:

Conservatism in the United States represents a family of opinions and ideas rather than a fixed and coherent doctrine or ideology. While all conservatives look alike to their critics, conservatives themselves disagree – sometimes moderately, sometimes more sharply – about the essence of conservatism. In this class, we will discuss the antecedents and moral underpinnings of several varieties of American conservatism as well as their political and cultural implications. We will also consider what counts for conservatism in different fields of politics, culture and literature and study communalities and divergences. Proceeding in a roughly chronological manner, we will pinpoint periods when conservatism triumphed and when it failed, discuss pivotal figures, and explore the cultural factors that have helped or hindered its rise. The relationship between conservatives and the Republican Party will be thematized, too. Developments in the 21st century such as the Tea Party, Trumpism and conservatism's relationship to the so-called Alt-Right will receive special attention. Some of the animating questions are: Was American conservatism ever ideologically coherent? Has twenty-first-century conservatism strayed from its roots? Is there a form of conservatism that might prove attractive to the increasingly diverse generations Y and Z?

We will partly adopt a history-of-ideas approach and study primary sources including some literary works and artistic productions in order to acquire a sense of the historical variants of American conservatism. But we will also draw on scholarly treatments and secondary sources such as biographies, journalistic

narratives, studies by philosophically and historically minded political scientists as well as works of cultural theory. The readings will be made available on Moodle. Each week, we will have one or two student presenters guiding us through the readings. Participants are expected to regularly contribute a one-page response paper to the discussion forum. A final paper is also among the requirements; its length and scholarly depth will be determined by the respective degree-program requirements of the participant.

Political Science

Proseminar: Topics in public opinion

Eligibility: Main Module Political Science, Flexibility Module

Dr. Delia Dumitrescu

TUE; 10:00 – 12:00; **Online**

Registration via [LSF](#) by 07.04.2021

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 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.

Course objectives:

Students will learn to critically assess what influences citizens' political opinions and attitudes and to design instruments to accurately measure them. They will also become familiar with public opinion debates in European countries and the US.

Literature:

Glynn, CJ, Herbst, S., & Lindeman, M. (2018). Public opinion. Routledge.

Tourangeau, R., Rips, LJ, & Rasinski, K. (2000). The psychology of survey response. Cambridge University Press.

Huddy, L., Sears, DO, & Levy, JS (Eds.). (2013). The Oxford handbook of political psychology. Oxford University Press.

Druckman, JN, Greene, DP, Kuklinski, JH, & Lupia, A. (Eds.). (2011). Cambridge handbook of experimental political science. Cambridge University Press.

Donsbach, W., & Traugott, MW (Eds.). (2007). The SAGE handbook of public opinion research. Legend.

Advanced Seminar: Topics in political communication

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

Dr. Delia Dumitrescu

MON; 10:00 – 12:00; **Online**

Registration via [LSF](#) by 07.04.2021

Course Description:

This course will introduce students to the main topics in political communication. More specifically, it will give them an overview of the current theoretical perspectives, of the research on the main actors in political communication, as well as an understanding of the current tools to study political messages and their effects. The course is structured in three main parts:

1. Studying actors in political communication: media, politicians, political groups, and ordinary citizens.

This section will examine these actors' strategic communication, as well as their interactions in a traditional and digital communication environment.

2. Studying messages in political communication.

This section will examine the main theoretical approaches to understanding news reports and persuasive messages, and introduce students to framing analysis.

3. Studying political communication effects.

This section will give an overview of communication effects and of the tools used to study them.

Course objectives

The course will give students a solid set of theoretical tools to understand current political communication as well as the ability to analyze it. It will also give them an opportunity to critically engage with current issues in political communication, such as populist communication, disinformation, and the phenomenon of fake news. Students will also have the opportunity to become familiar with communication in several countries, through case studies.

Requirements:

Oral presentation: 2 ECTS, Short Essay: 2 ECTS, Long Essay: 6 ECTS

Literature:

Benkler, Y., Faris, R., & Roberts, H. (2018). Network propaganda: Manipulation, disinformation, and radicalization in American politics. Oxford University Press.
D'Angelo, P. (Ed.). (2018). Doing news framing analysis II: Empirical and theoretical perspectives

Advanced Seminar: U.S. Foreign Policy Analysis

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

Dr. Gordon Friedrichs

MON; 18:00 – 20:00; **Online**

Registration via [LSF](#) by 31.03.2021.

Course Description:

This course examines traditional themes and patterns of U.S. foreign policy in the light of the recent presidential election and the new Biden administration. Students will explore institutions and individuals responsible for foreign policy decision making while considering different levels of analysis, i.e. the international system, domestic politics, as well as organizational and bureaucratic explanations. The goal is to obtain a fundamental understanding about the more general forces shaping U.S. foreign policy and apply this knowledge to the Biden presidency.

Besides acquiring theoretical and analytical knowledge, students will engage with a broad variety of empirical cases on how U.S. foreign policy (and international order) has been shaped by the Biden as well as previous administrations, across various policy areas. This includes, but is not limited to cases of policy towards pivotal areas such as Europe, Latin America, Asia, and the Middle East.

The course will use readings, discussions, case studies, and practical examinations to illuminate general patterns and processes, but also specific choices and trade-offs of U.S. foreign policy.

Literature:

Alden, Chris, and Amnon Aran. 2017. *Foreign Policy Analysis: New Approaches*. 2 ed. London: Routledge.

Beach, Derek. 2012. *Analyzing Foreign Policy*. New York: Palgrave MacMillan.

Beasley, Ryan K. 2013. *Foreign Policy in Comparative Perspective: Domestic and International Influences on State Behavior*. London: CQPress.

Breuning, Marijke. 2007. *Foreign Policy Analysis: A Comparative Introduction*. New York: Palgrave Macmillan.

Brook, Stephen, and William Wohlforth. 2016. *America Abroad: The United States' Global Role in the 21st Century*. Oxford, NY: Oxford University Press.

Brummer, Klaus, und Oppermann, Kai. 2018. *Außenpolitikanalyse*. 2nd Edition. De Gruyter Oldenburg.

- Daalder, Ivo H., and James M. Lindsay. 2018. *The Empty Throne: America's Abdication of Global Leadership*. New York: PublicAffairs.
- Hastedt, Glenn P. 2020. *American Foreign Policy: Past, Present, and Future*. 12 ed. Lannham, Md.: Rowman & Littlefield
- Herring, George C. 2011. *From Colony to Superpower: U.S. Foreign Relations since 1776*. 1 ed, Oxford History of the United States. Oxford: Oxford University Press.
- Hook, Steven W. 2017. *U.S. Foreign Policy: The Paradox of World Power*. 4. ed. Washington, D.C.: CQ Press.
- Hudson, Valerie M., and Benjamin S. Day. 2020 *Foreign Policy Analysis: Classic and Contemporary Theory*. 3 ed. Lannham, Md.: Rowman & Littlefield.
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Interdisciplinary Seminar: Varieties of Conservatism in the United States: History/Politics/Literature

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

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

TUE: 14:00 – 16:00; **Online (If in-person possible: HCA, Oculus)**

Registration via [LSF](#) by 31.03.2021

Course Description:

Conservatism in the United States represents a family of opinions and ideas rather than a fixed and coherent doctrine or ideology. While all conservatives look alike to their critics, conservatives themselves disagree – sometimes moderately, sometimes more sharply – about the essence of conservatism. In this class, we will discuss the antecedents and moral underpinnings of several varieties of American conservatism as well as their political and cultural implications. We will also consider what counts for conservatism in different fields of politics, culture and literature and study communalities and divergences. Proceeding in a roughly chronological manner, we will pinpoint periods when conservatism triumphed and when it failed, discuss pivotal figures, and explore the cultural factors that have helped or hindered its rise. The relationship between conservatives and the Republican Party will be thematized, too. Developments in the 21st century such as the Tea Party, Trumpism and conservatism's relationship to the so-called Alt-Right will receive special attention. Some of the animating questions are: Was American

conservatism ever ideologically coherent? Has twenty-first-century conservatism strayed from its roots? Is there a form of conservatism that might prove attractive to the increasingly diverse generations Y and Z?

We will partly adopt a history-of-ideas approach and study primary sources including some literary works and artistic productions in order to acquire a sense of the historical variants of American conservatism. But we will also draw on scholarly treatments and secondary sources such as biographies, journalistic narratives, studies by philosophically and historically minded political scientists as well as works of cultural theory. The readings will be made available on Moodle. Each week, we will have one or two student presenters guiding us through the readings. Participants are expected to regularly contribute a one-page response paper to the discussion forum. A final paper is also among the requirements; its length and scholarly depth will be determined by the respective degree-program requirements of the participant.

Religion and Culture

Advanced Seminar: Christianity and Race in America

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

Dr. Ryan Hoselton

THU: 11:00 – 13:00; **Online (If in-person possible: HCA, Oculus)**

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

Course Description:

In recent years the world has witnessed the profound racial tensions in the U.S. arising from the polarization of Trump's presidency and racialized police brutality. The activism of the Black Lives Matter movement has inspired millions at home and abroad to stand against racism—from politicians to Bundesliga players—and scholarship on race has burgeoned across disciplines. Of course, the

recent racialized friction in the U.S. has a long and complex prehistory, and American Christianity has been closely entangled in it from the beginning. This seminar explores how the interrelationship between Christianity and race has transformed over the years. While we will address and utilize theoretical frameworks from race studies, the main approach is historical. The course spans from the colonial era to today, covering key turning points and issues like European colonialism, enslavement, Christian missions, Native American Christianity, abolitionism, the Black church, immigration, white supremacies, Jim Crow, the Civil Rights Movement, Latinx Christian activism, liberation theologies, evangelicalism, multiethnic churches, BLM, and more.

Literature:

Texts will be provided on Moodle.

Übung: Religious and Scientific Discourses in Eighteenth-Century America

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

Dr. Benjamin Pietrenka

TUE: 9:15 – 10:45; **Online (If in-person possible: HCA, Oculus)**

Registration via benjamin.pietrenka@ts.uni-heidelberg.de

Course Description:

This course will address significant points of convergence in the eighteenth century when religious and scientific discourses played salient roles in shaping early American culture. Topics covered will include the American Enlightenment, colonial encounters, innovations in biblical interpretation, the Great Awakening and early evangelicalism movement, moral philosophy, natural philosophy, technological transformations, the American Revolution, and the formation of the early republic.