



UNIVERSITÄT
HEIDELBERG
ZUKUNFT
SEIT 1386

HCA
Heidelberg Center
for American Studies

M.A. in American Studies (MAS)
Course Catalog
Winter Term 2019/20

Contents

The Program	3
Academic Skills	7
Methodology Module	7
Interdisciplinary Module	8
Flexibility Module	10
Cross-Cutting Perspectives	10
Courses by Discipline	11
Geography	11
History	13
Literature and Culture	17
Political Science	31
Religion and Culture	36



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

The Heidelberg Center for American Studies welcomes you to the winter term 2019/20.

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 with 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. It is not necessary to register for lectures.

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 Dr. Anne Sommer (asommer@hca.uni-heidelberg.de).

M.A. in American Studies

The Program

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

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

Modules and courses

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

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

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

- A study plan (*Kernfach*)
- An examination module

The study plan encompasses:

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

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

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

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

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

The program concludes with the examination module:

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

5.2 Sample course of study

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

Sem	Modules		
4	Cross-Cutting Perspectives (∑ 8 CP) 2 courses outside of the area of American Studies	Examination Module (∑ 34 CP) Research colloquium (2 CP) M.A. thesis (24 CP) Oral final exam (8 CP)	
3		Mobility Window (∑ 6 CP) Study abroad, internship or teaching assignment	
2		Subject-Specific Classes (∑ 54 CP)	
		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 (∑ 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 (∑ 10 CP) 1 Interdisciplinary seminar (6 CP) 2 MAS Colloquium (2 x 2CP)	

Academic Skills

Methodology Module

Academic Writing

Dr. Anja Schüler

THU; 14:15-15:45; HCA / Stucco

Registration via LSF.

Course Description:

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

Theory and Methods

Dr. Wilfried Mausbach, Prof. Dr. Dietmar Schloss, PD Dr. Martin Thunert

TUE; 11:15-12:45; HCA / Stucco

Registration via LSF.

Course Description:

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

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

Text: A course reader will be made available.

Interdisciplinary Module

MAS Colloquium

Dr. Wilfried Mausbach; Prof. Dr. Welf Werner

THU; 18:00-20:00; HCA / Atrium

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. Most of them will be Americans who will share with us their current interests or most recent scholarship. The Interdisciplinary Colloquium will also serve as a forum for the presentation and discussion of state-of-the-art research in academic disciplines that are not otherwise represented in this year's curriculum.

Participation in the Interdisciplinary Colloquium is mandatory for MAS students.

Interdisciplinary Seminar: Cultures of Contemporary Populism, in the US and Elsewhere

Günter Leypoldt / Martin Thunert

TUE; 14:15 - 15:45; HCA / Oculus

Registration via leypoldt@as.uni-heidelberg.de by September 1, 2019.

Course Description:

Populism is often defined as an opportunistic, popular, often demagogic political style or thin political ideology that aims to win the favor of the masses by dramatizing the political situation and putting the blame on out-of-touch elites. Because the voice of ordinary citizens (the

“deplorables,” “the forgotten Americans”) is regarded as the only “genuine” form of democratic governance - even when at odds with judgments of elected representatives and judges, scientists and scholars, journalists and commentators – populism is prone to defend a political model that is not against democracy per se, but rather at odds with liberal pluralist democracy. At a minimum, populism disrupts the postwar bargain between political elites and citizens. It has also been argued that the most recent manifestations of populism have grown out of resistance to the perceived power and self-interest of elites and the despair of the effectively or subjectively disenfranchised. This interdisciplinary course combines approaches from Cultural and Political Studies, and it proceeds from the thesis that economics alone cannot explain the rise of populism and growing rejection of “liberalism” in developed democracies like the United States. While there is no doubt that poor economic performance provides part of the explanation for rising populism, it does not alone explain what is happening. Thus, as a first step, the seminar will investigate the thesis that modern-day populism is caused primarily by a “cultural backlash” against “liberalism” and immigration in particular. We will find out to what extent extend cultural issues can explain earlier manifestations of US populism as well as populism past and present outside the US. In addition, the course shall ask how populist movements construct their conceptions of alternative identities for the US – as a nation and for its role in the world. On a more general level, this course investigates whether the emergence of what we might understand as populism – globally and in the United States – demands a reconsideration of the limits of institutional forms of democracy and its cultures. These and associated issues will be explored across different genres, texts, media and theoretical approaches.

Literature:

Anderson, Benedict. *Imagined Communities: Reflection on the Origin and Spread of Nationalism*. London: Verso, 1991

Galston, William: *Anti-Pluralism. The Populist Threat to Liberal Democracy*, New Haven: Yale University Press 2018.

Judis, John B.: *The Populist Explosion: How the Great Recession Transformed American and European Politics*, Columbia Global Reports 2016.

Mudde, Cas and Cristóbal Rovira Kaltwasser: *Populism. A Very Short Introduction*, Oxford University Press 2017.

Müller, Jan-Werner: *Was ist Populismus? Ein Essay*, Bonn: Bundeszentrale für Politische Bildung 2016 (Berlin: Suhrkamp Verlag 2016) (in English: *What Is Populism?*, University of Pennsylvania Press 2016).

Norris, Pippa, & Inglehart, Ronald: *Cultural Backlash: Trump, Brexit, and Authoritarian Populism* (pp. 32-64). Cambridge: Cambridge University Press 2019. doi:10.1017/9781108595841.003

Priester, Karin: *Rechter und linker Populismus*, Campus Verlag, Frankfurt 2012

Paul Taggart: *Populism*, Oxford University Press 2000.

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.

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

Lecture: North American City

Eligibility: Main Module Geography

Prof. Dr. Ulrike Gerhard

TUE; 09:00-11:00; Neue Uni HS 04

Registration via LSF.

Tutorial: Reinhard Siegle; WED, 14:15-15:45; Stucco

Course Description:

This lecture class offers a comprehensive overview of urban developments in North America. While the main perspective is an urban geographic one, it also includes cultural, political, economic and sociological aspects. We will start with a historic overview on urbanization and will then focus on more recent trends in urban development such as suburbanization and reurbanization. Here, important issues will be discussed such as urban renewal, public housing, urban inequality, and segregation that can be contextualized into broader themes such as polarization, postmodernization and globalization. Along the way, also aspects of urban theory, urban systems, and internal structure of cities will be discussed to enable a comprehensive insight into urban geographic themes and debates. This includes the modeling and theorizing of urban space, the discussion of urban policy and planning, as well as the future of the twenty-first-century city.

The lecture class will be accompanied by a tutorial for American Studies students in order to engage more interactively into the study of urban geography.

Registration for the exam via anmeldungen-geog@uni-heidelberg.de

Advanced Seminar: Silicon Valley and the Counter-Culture

Eligibility: Main Module Geography, Research Module Geography

Prof. Dr. Robert Isaak

WED; 11:00-13:00; HCA/Stucco

Registration via LSF.

Course Description:

We will trace the histories and literature of Silicon Valley and the “Counter-Culture”, exploring to what extent they contradict or inform each other. What role did “counter- culture” thinking play in the evolution of the Silicon Valley myth? Is it really a ‘myth’ of exceptionalism given the inputs to IT innovation from Seattle (Microsoft, Amazon), Boston (Facebook, Route 128), New Jersey (Bell Labs)? The limits of the attempts to replicate Silicon Valley in other countries will be examined. And the contemporary “culture of serendipity” of Silicon Valley will be considered as well its future implications (the domination of Google, Apple, platform capitalism and artificial intelligence). We will read excerpts from fiction, non-fiction and Tom Wolfe...

Questions we will ask include: Did the stable political base, cultural ‘flatness’, mild climate and cold ocean in California contribute to a boredom stimulating the impulse to communicate and to innovate via new technologies?

Did the critique of one dimensional technology (e.g. Herbert Marcuse) reify rather than diminish its impact? Was historian Theodore Roszak correct that Apple emerged from West Coast counter-culture? Or Intel’s Gordon Moore: it’s all about the corporate culture? Is the propensity to risk failure fast (e.g. think young before you know it can’t be done) a uniquely American phenomenon or can it be replicated in formerly ‘hierarchical’ cultures? Where did the Hippies come from? Hippy engineers? If not unique, what are the critical prerequisites to clone Silicon Valley and the role of the Bay Area and Stanford University in this kind of techno-economic development?

History

Lecture: America Divided: The Polarization of American Politics and Society since the 1960s

Eligibility: Main Module History

Prof. Dr. Manfred Berg

MON; 11:15-12:45; Grabengasse 3-5 / HistSem HS

Registration during first session.

Course Description:

In the early 1960s, most historians and political scientists claimed that U.S. politics and society were based on a broad "liberal consensus," a booming economy, and an upwardly mobile, all-encompassing middle class. Americans supposedly trusted their government and political institutions as well as their neighbors and fellow citizens. In stark contrast, today's America appears to be deeply polarized and divided. The liberal consensus has long since given way to an "Age of Fracture." In this lecture course, I will not provide a survey of the past half century of U.S. history but focus on events, developments, and structural forces that have driven the process of polarization, such as economic inequality and globalization, the so-called culture wars, racial conflict, immigration and ethnicity, and the rise of partisanship and political extremism.

The lecture will be held in English. Students may take their written or oral exams in either English or German.

Literature:

Daniel T. Rodgers, *The Age of Fracture* (Cambridge, Mass., 2011);

James T. Patterson, *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);

Andrew Hartman, *A War for the Soul of America: A History of the Culture Wars*. (Chicago, 2015);

Earl Black and Merle Black, *Divided America: The Ferocious Power Struggle in American Politics* (New York, 2007);

Carol Anderson, *White Rage: The Unspoken Truth of Our Racial Divide* (New York, 2016).

Advanced Seminar: America Divided: The Polarization of American Politics and Society since the 1960s

Eligibility: Main Module History, Research Module History

Prof. Dr. Manfred Berg

MON; 16:15-17:45; Grabengasse 3-5 / HistSem ÜR I

TUE; 10:00-11:00; Grabengasse 3-5 / HistSem 041

Registration via michaela.neidig@zegk.uni-heidelberg.de by 30.09.2019.

Course Description:

In the early 1960s, most historians and political scientists claimed that U.S. politics and society were based on a broad "liberal consensus," a booming economy, and an upwardly mobile, all-encompassing middle class. Americans supposedly trusted their government and political institutions as well as their neighbors and fellow citizens. In stark contrast, today's America appears to be deeply polarized and divided. The liberal consensus has long since given way to an "Age of Fracture." In this master seminar, we will focus on events, developments, and structural forces that have driven the process of polarization, such as economic inequality and globalization, the so-called culture wars, racial conflict, immigration and ethnicity, and the rise of partisanship and political extremism.

The number of participants will be limited to 20 students. The classroom language will be English. Students must give an oral presentation in English but may write their term papers in either English or German. The Tuesday morning hour (10-11) is reserved for individual instruction and feedback on presentations and term papers. Participants should also attend my lecture course on the same topic.

Literature:

Daniel T. Rodgers, *The Age of Fracture* (Cambridge, Mass., 2011);

James T. Patterson, *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);

Andrew Hartman, *A War for the Soul of America: A History of the Culture Wars*. (Chicago, 2015);

Earl Black and Merle Black, *Divided America: The Ferocious Power Struggle in American Politics* (New York, 2007);

Carol Anderson, *White Rage: The Unspoken Truth of Our Racial Divide* (New York, 2016).

Advanced Seminar: Film and History: Movies on and of the Age of Global Conflicts

Eligibility: Main Module History, Research Module History

Dr. Takuma Melber

TUE; bi-weekly 14:00-18:00; Voßstr. 2, KJC / SR 002

Registration via takuma.melber@asia-europe.uni-heidelberg.de.

Course Description:

In this course sequences of diverse movies and documentaries on and of the age of global conflicts will be screened and analyzed. On the list are - amongst others - famous movies such as "All Quiet on the Western Front" (based on the novel of Erich Maria Remarque), "Saving Private Ryan", the HBO-series "Band of Brothers" and "The Pacific" produced by Steven Spielberg and Tom Hank, which give a vivid and quite realistic inside into the conditions on the battlefields in the European and Asia-Pacific war theatres, Angelina Jolie's "Unbroken" and more. Moreover will we talk about propaganda films of the US Army, e.g. "Why we fight" (most of the films were directed by Italian American film director Frank Capra). "What is the overall value of (anti-) war movies?" will be just one of the questions to be raised in the seminar.

Übung: Theology in America: The 20th Century

Eligibility: Main Module History, Main Module Religion and Culture

Ryan Hoselton

THU; 09:00-11:00; ÜR K 2 (Karlstr. 16)

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

Course Description:

This Übung will acquaint students with major currents, figures, and debates in 20th-century American Christian theology. We will read and discuss primary source texts on a range of issues, including but not limited to the social gospel, missiological trends, Protestant liberalism and

fundamentalism, neo-orthodoxy, Pentecostal theology, neo-evangelicalism, ecumenical theology, trends in Catholic theology, liberation theologies, womanist theology, postmodernism, and more. Students will learn to contextualize these texts in light of the wider history of Christian thought as well as the historical, cultural, and religious conditions of America. We will also examine how these theological movements and debates brought Americans into close contact with religious trends, networks, and exchanges abroad.

Texts will be provided on Moodle.

Übung: US History to 1877 - First Encounters to Reconstruction

Eligibility: Main Module History

Dr. Benjamin Pietrenka

MON; 14:15-15:45; HCA / Oculus

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

Course Description:

This Übung course provides a general survey and introduction to the political, social, and cultural history of British North America and the United States from the earliest points of European-Native American contact through Reconstruction after the Civil War. Student will become familiar with the major events that shaped the North American continent and learn to contextualize them within the shifting power relations, political and social structures, and transnational trends that governed the emerging United States and the Atlantic world. Particular attention will be given to the concepts of equality, freedom, religion, race, and gender and how these ideas and categories have changed over the course of three centuries.

Texts will be provided on Moodle.

Übung: Women & Gender in American Religious History

Eligibility: Main Module Religion and Culture, Main Module History

Benjamin Pietrenka

MON; 16:00-18:00; HCA / Oculus

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

Course Description:

This Übung course addresses the history of American religious culture through the lens of gender as an analytical category and highlights the influence and contributions of women from the colonial period to the present. Exploring a variety of interwoven topics, including female exhorters and prophets, religiously constructed gender roles, conflicted relationships between religion and sexuality, as well as gendered religious experiences, identities, and bodies, students will study the ways in which women and notions of gender have played crucial roles in the development and maintenance of religious traditions in America. From the patriarchy of Puritan New England to the religious women who drove the reform movements of the nineteenth century to contemporary religious debates about gender performativity and LGBTQIAPK+ concerns, this course will utilize historical documents and secondary source scholarship to explore the religious lives of women and religious constructions of femininities and masculinities over the long arc of American history.

Literature and Culture

Lecture: American Fictions of Violence: From the Colonial Period to the Present

Eligibility: Main Module Literature and Culture

Prof. Dr. Dietmar Schloss

THU; 11:15-12:45; Neue Uni / HS 09

Course Description:

Although very few of us are likely to encounter physical violence in our everyday lives, we are confronted with it on a daily level in the world of literature and the media. In fact, depictions of violence have become an integral part of the 'Western' imagination. The cultural products of the United States make no exception to this. In fact, the fascination with images of violence may even be more extreme in the United States than it is in Europe. Indeed, violence has pervaded American literature from the beginning: from the captivity narratives in the 17th through the frontier novels in the 19th to the Western movies in the 20th century – with the rough world of the frontier, America has contributed a genuinely American sujet to the literature of violence.

In this lecture course, we will look at what motivates this fascination with depictions of violence in American literature. Is it to be seen as response to the violence occurring in American society?

Is there perhaps a violent streak in the 'American character', as some critics have argued? Or should the images of violence in fiction be treated as something altogether different from acts of violence in real life? Do fictional representations of violence establish a literary tradition or convention of their own – a convention that can be manipulated by the writers or artists independently of their referential function? Why are these images of violence so attractive to modern democratic audiences? In order to answer these and other questions, we will study a diverse body of works reflecting different historical, ethnic, gender, and genre perspectives: *A Narrative of the Captivity ... of Mrs. Mary Rowlandson* (1682); James Fenimore Cooper, *The Last of the Mohicans* (1826); *The Searchers* (1956; Western, dir. John Ford); Edgar Allen Poe, "The Black Cat," "The Tell-Tale Heart," and "The Philosophy of Composition"; *Kill Bill: Part I* (2003; movie, dir. Quentin Tarantino); Richard Wright, *Native Son* (1940); Norman Mailer, "The White Negro" (1957); Chuck Palahniuk, *Fight Club* (1996); and Cormac McCarthy, *No Country for Old Men* (2006).

Literature:

Rowlandson's *Captivity Narrative* and Poe's works can be found in *The Norton Anthology of American Literature*, ed. by Nina Baym *et al.* (Vols. A and B). The novels are available in inexpensive paperback editions (*Last of the Mohicans* – Penguin; *Native Son* – Vintage Classics; *No Country for Old Men* – Picador; *Fight Club* – Vintage). The novels should be read before the term starts. Introductory secondary reading: Richard Slotkin, *Regeneration Through Violence: The Mythology of the American Frontier, 1600-1860*.

Advanced Seminar: (Post-)Modernity and Its Discontents: Social Criticism in Contemporary American Novels

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

Prof. Dr. D. Schloss

WED; 11:15 - 12:45; English Department / Kettengasse 12, R. 108

Registration via email.

Course Description:

The American and French Revolutions promised to place human society on an entirely new footing: The idea was that democracy would do away with the authoritarian rule prevalent in the *ancien régime*; in the new system, order was seen as emerging 'spontaneously' out of the processes of social and economic life rather than being imposed from above. Modern sociologists such as Max Weber, however, have taught us to be sceptic of the view of democracy as a quasi-spontaneous process. They consider democratic capitalism not as an entirely new political and socio-economic system, but as the latest stage of an ongoing process of societal modernization that had started at the end of the Middle Ages. In this process, restraints have not disappeared, but gradually turned into 'self-restraints'; in fact, in Weber's view, the civilizing pressures to which the individual has been subjected in modernity have increased rather than decreased – an assessment which is reflected in Weber's indictment of modern society as an 'iron cage' ("ein stahlhartes Gehäuse"). More recently, thinkers such as Michael Foucault and Jean Baudrillard have elaborated on the role of culture in this process of modernization. In their view, literature, film, television, and music, while ostensibly providing a release from the pressures of modern life, streamline and discipline populations. In short, the media plays its part in constructing the modern/postmodern cage in which we live today – not the least by making it more bearable.

Novelists have always had a particular interest in social life and in social processes; indeed, quite a number of nineteenth-century fiction writers considered themselves as sociologists in disguise. In the last two decades, American writers seem to have rediscovered society as a field of interest. However, unlike their nineteenth-century predecessors, they are not interested in issues of class (or race) nor do they try to uncover forms of social or economic exploitation. Instead, they practice a new form of social analysis or 'cultural criticism' – namely one which explores the effects of modernization along the lines developed by the social theorists mentioned above. In fact, many of these writers portray human individuals placed in the 'cage' of modern or post-modern civilization. While at first sight, protagonists such as the anonymous narrator of Chuck Palahniuk's *Fight Club* seem to be perfect examples of the free modern individual, a closer look reveals that their emotions and actions are subjected to various social and cultural restraints. Consciously or unconsciously, many protagonists are looking for ways of getting out of the cage – frequently by resorting to acts of violence. By depicting these efforts, the novelists not only portray a desperate search for authenticity – for a life beyond the iron cage –, but they also shed light on the civilizing pressures human beings are subjected to in modernity. – In this course, we will read novels by Chuck Palahniuk, Don DeLillo, and Cormac McCarthy and Dave Eggers together with essays from social philosophers such as Max Weber, Norbert Elias, Theodor W. Adorno, Michael Foucault,

and Byung-Chul Han and consider how the sociological and literary discourses throw light on each other.

Literature:

Chuck Palahniuk, *Fight Club: A Novel* (1996; Norton pb.), Don DeLillo, *Cosmopolis* (2003; MacMillan pb.); Cormac McCarthy, *The Road* (2007; Vintage pb.); Dave Eggers, *The Circle* (2013; Penguin pb.) – to be read before the semester starts. A collection of sociological texts will be made available on elearning-Moddle.

Advanced Seminar: Transatlantic Reflections: The "International Theme" in American Literature

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

Priv.-Doz. Dr. M. Peterfy

THU; 09:15 - 10:45; English Department / Kettengasse 12, R. 114

Registration via email.

Course Description:

Once the former British Colonies in North America had come to the conclusion that their future promise in life (and history) lay in the foundation of a new and independent national state, the question of what the distinguishing and legitimate character of this new society should be became a prominent subject of reflection. In this seminar, we will look at texts which explore this question by comparing the US directly or indirectly to various European societies and cultures. The authors discussed in this seminar went to Europe and wrote about their experiences and impressions, looking at European countries with American eyes. Beside three novels by Henry James, Ernest Hemingway, and Elaine Dundy, *The Dud Avocado* we will look at a selection of shorter texts, such as poems, essays, and autobiographical writings, complemented by some cinematic material. The material discussed is useful for both didactic and research purposes. A specific individual focus can be selected in the seminar paper.

Literature:

The shorter texts will be available in a Reader by the beginning of the semester.

Please buy and read the following books (in any edition):

Henry James, *The American*.

Ernest Hemingway, *The Sun Also Rises*.

Elaine Dundy, *The Dud Avocado*.

Advanced Seminar: Cultures of Contemporary Populism, in the US and Elsewhere

Eligibility: Main Module Literature and Culture, Research Module Literature and Culture, Interdisciplinary Module, Main Module Politics, Research Module Politics

Günter Leypoldt / Martin Thunert

TUE; 14:15 - 15:45; HCA / Oculus

Registration via leypoldt@as.uni-heidelberg.de by September 1, 2019.

Course Description:

Populism is often defined as an opportunistic, popular, often demagogic political style or thin political ideology that aims to win the favor of the masses by dramatizing the political situation and putting the blame on out-of-touch elites. Because the voice of ordinary citizens (the “deplorables,” “the forgotten Americans”) is regarded as the only “genuine” form of democratic governance - even when at odds with judgments of elected representatives and judges, scientists and scholars, journalists and commentators – populism is prone to defend a political model that is not against democracy per se, but rather at odds with liberal pluralist democracy. At a minimum, populism disrupts the postwar bargain between political elites and citizens. It has also been argued that the most recent manifestations of populism have grown out of resistance to the perceived power and self-interest of elites and the despair of the effectively or subjectively disenfranchised. This interdisciplinary course combines approaches from Cultural and Political Studies, and it proceeds from the thesis that economics alone cannot explain the rise of populism and growing rejection of “liberalism” in developed democracies like the United States. While there is no doubt that poor economic performance provides part of the explanation for rising populism, it does not alone explain what is happening. Thus, as a first step, the seminar will investigate the thesis that modern-day populism is caused primarily by a “cultural backlash” against “liberalism” and immigration in particular. We will find out to what extent extend cultural issues can explain earlier manifestations of US populism as well as populism past and present outside the US. In

addition, the course shall ask how populist movements construct their conceptions of alternative identities for the US – as a nation and for its role in the world. On a more general level, this course investigates whether the emergence of what we might understand as populism – globally and in the United States – demands a reconsideration of the limits of institutional forms of democracy and its cultures. These and associated issues will be explored across different genres, texts, media and theoretical approaches.

Literature:

- Anderson, Benedict. *Imagined Communities: Reflection on the Origin and Spread of Nationalism*. London: Verso, 1991
- Galston, William: *Anti-Pluralism. The Populist Threat to Liberal Democracy*, New Haven: Yale University Press 2018.
- Judis, John B.: *The Populist Explosion: How the Great Recession Transformed American and European Politics*, Columbia Global Reports 2016.
- Mudde, Cas and Cristóbal Rovira Kaltwasser: *Populism. A Very Short Introduction*, Oxford University Press 2017.
- Müller, Jan-Werner: *Was ist Populismus? Ein Essay*, Bonn: Bundeszentrale für Politische Bildung 2016 (Berlin: Suhrkamp Verlag 2016) (in English: *What Is Populism?*, University of Pennsylvania Press 2016.
- Norris, Pippa, & Inglehart, Ronald: *Cultural Backlash: Trump, Brexit, and Authoritarian Populism* (pp. 32-64). Cambridge: Cambridge University Press 2019. doi:10.1017/9781108595841.003
- Priester, Karin: *Rechter und linker Populismus*, Campus Verlag, Frankfurt 2012
- Paul Taggart: *Populism*, Oxford University Press 2000.

Advanced Seminar: Cultures of Reading in America. Book History meets Literary Studies

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

Günter Leypoldt

THU; 10:15 - 12:45; HCA / Stucco

Registration via leypoldt@as.uni-heidelberg.de by September 1 2019.

Course Description:

This seminar will discuss literary and book historical question concerning the history of reading cultures in the United States. More information to follow soon.

Proseminar: American Dream: Where Are We Now?

Eligibility: Main Module Literature and Culture

Prof. Dr. Dietmar Schloss/ Bréon Rydell

MON; 16:15-17:45; Hauptstr. 120 / Oculus

Registration via LSF or by email.

Course Description:

The sociologist Max Weber argues that in order to understand how a society functions one should not only look at its institutional 'hardware,' but also at the ethical and moral motivations of its members. The "American Dream" can be understood as the spiritual software of American society giving purpose and meaning to the actions of its members. Most people associate the American Dream with notions such as "from rags to riches" and "from dishwasher to millionaire," however, these ideas represent historically very limited perspectives and do not do justice to the phenomenon as a whole.

In this class, which places a focus on twentieth-century and contemporary versions of the American Dream, we do not only want to create an awareness of its different historical variants but also reflect on the meaning of the "dream" aspect. Marxists have understood the Dream as an "ideology" (namely that of modern American capitalism) which masks and hides exploitative economic practices and should be done away with. More recent sociologist and cultural historians have pointed out that modern, seemingly rational and secular societies develop quasi-religious 'imaginaries' such as the American Dream to organize social activity and provide an identity for their members. We will sample works of social and political thought, fiction, drama, popular music and the visual media from the earlier twentieth century to the present day and study how

they both convey the Dream and criticize it. We will find out that the further we get into the twenty-first century the more the works will reflect on the costs that such dreaming has on the members of a socially, racially, and ethnically diverse society. In addition, we will discuss what distinguishes the American kind of 'dreaming' from the dreaming of other traditional and modern nations and cultures. Finally, students will be encouraged to pursue their own media projects by responding to the American Dream ideas they encounter in class or by developing their own social dream ideas.

Proseminar: The Art of the Story: Modernism

Eligibility: Main Module Literature and Culture

S. Movaghati

TUE; 16:15-17:45; English Department / Kettengasse 12, R. 112

Registration via Signup by August 8 2019.

Course Description:

In this course, we will study short fictions by important modernist writers such as William Somerset Maugham, Henry James, E. M. Forster, James Joyce, Katherine Mansfield, Paul Bowles and others. By reading their prefaces and critical essays, we will gain insight into their literary programs and acquire a sense of the different facets of literary modernism. In close readings of the stories, we will practice the tools of prose analysis (point of view, setting, characterization) and find out about the writers' stylistic preferences and thematic concerns. The stories and additional reading material will be provided on Moodle.

Proseminar: American War Fiction after 9/11

Eligibility: Main Module Literature and Culture

D. Eisler

TUE; 09:15-10:45; English Department / Kettengasse 12, R. 114

Registration via Signup by August 8 2019.

Course Description:

Since the terrorist attacks of September 11, 2001, the United States has engaged in a so-called “Global War on Terror,” leading to what have become the longest wars in American history, with most combat operations taking place in Afghanistan and Iraq. As with previous American wars, these conflicts have led to a wave of fiction that seeks to capture the experience in a deeper way that goes beyond memoir and journalism.

In this course, we will look at how contemporary authors have used fiction to write about the wars in Iraq and Afghanistan. Critical readings of three novels will allow us to explore questions of authorship, authenticity, memory, trauma, gender, ethics, and cultural representation. We will also use these novels as a starting point to ask larger questions about the relationship between literature and armed conflict, such as: Who writes about war (and who *should* write about it)? Are there different kinds of war stories? What narrative strategies (e.g., multiple narrators, focalization, nonlinear structure) do writers employ in war fiction, and to what effect? And how do war novels contribute to the formation of a conflict’s collective memory?

Literature:

Please read the following novels before the term begins:

Billy Lynn’s Long Halftime Walk, by Ben Fountain (2012)

Green on Blue, by Elliot Ackerman (2015)

Spoils, by Brian Van Reet (2017)

Proseminar: Ernest Hemingway: First 49 Stories

Eligibility: Main Module Literature and Culture

Dr. K. Hertel

THU; 09:15-10:45; English Department / Kettengasse 12, R. 110

Registration via Signup by August 8 2019.

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, his use of language and the revolutionary prose style, which also influenced a number of German writers after the cultural breakdown of WWII.

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 winter term.

Proseminar: Famous American Speeches

Eligibility: Main Module Literature and Culture

Priv.-Doz. Dr. M. Peterfy

THU; 14:15-15:45; English Department / Kettengasse 12, R. 122

Registration via Signup by August 8 2019.

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.

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

There will be a "Course Reader" made available by the beginning of the semester.

Proseminar: Architecture in American Literature

Eligibility: Main Module Literature and Culture

Dr. H. Jakubzik

THU; 11:15-12:45; English Department / Kettengasse 12, R. 114

Registration via Signup by August 8 2019.

Course Description:

Architecture and literature both shape our world – the former predominantly in a material way, the latter predominantly in a symbolic one. We will discuss a great range of great American literature from Romanticism until to today, from all genres – novels (James' *The Portrait of a Lady*, DosPassos' *Manhattan Transfer*, O'Nan's, *Everyday People*, Auster's *City of Glass*, DeLillo's, *Falling Man*, Eggers' *The Circle*), poetry (Dickinson, Frost, Stevens), short fiction (Poe, Melville, Hemingway) and a play (Miller's *Death of a Salesman*). This way, we will get an overview of the ways in which architecture has been relevant for literary production in the United States across the various trends or periods. As theoretical footing, we will look into the more general study of the negotiation of space in literature. Architectural knowledge is not required for this class, but knowledge of the novels and the play mentioned above is.

Proseminar: Twenty-First Century American Drama: Six Plays

Eligibility: Main Module Literature and Culture

Dr. E. Hänßgen

WED; 11:15-12:45; English Department / Kettengasse 12, R. 116

Registration via Signup by August 8, 2019.

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.

Proseminar: Melville's Short Fiction

Eligibility: Main Module Literature and Culture

Dr. E. Hänßgen

FRI; 11:15-12:45; English Department / Kettengasse 12, R. 116

Registration via Signup by August 8, 2019.

Course Description:

This course will focus on short fiction by one of the major writers of the American Renaissance, Herman Melville (1819-1891). It will cover a selection of his short fiction and focus mostly his three "Killer B's" – "Bartleby, The Scrivener" (1853), "Benito Cereno" (1855) and "Billy Budd, Sailor" (posthumously published in 1924) – in terms of genre and prose analysis. We will also explore biographical and cultural backgrounds of the texts and work with scenes from the film versions, including Benjamin Britten's *Billy Budd* opera (1951; 1960).

In dealing with Melville's short fiction, we will try to grasp the "great power of blackness" that Melville so admired in the work of his fellow writer and friend Nathaniel Hawthorne and that is also a characteristic of his own. His focus on the dark side of human nature and of society gives a twist to this typically American genre.

Literature:

Please purchase and read the primary texts in the recommended edition.

McCall, Dan, ed. *Melville's Short Novels: Authoritative Text, Contexts, Criticism*. A Norton Critical Edition. New York, 2002.

Proseminar: The US Civil War and the Reconstruction Era

Eligibility: Main Module Literature and Culture

Dr. S. Föhr

THU; 11:15-12:45; English Department / Kettengasse 12, R. 108

Registration via Signup by August 8 2019.

Course Description:

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

The course is structured as a series of discussions with occasional lectures. The discussions are based on weekly readings, so it is important that you complete the reading assignments on time.

Literature:

The class reader is available from Copy Corner. Please bring the relevant pages of the reader with you to class each week. Note that substantial excerpts of the novel *The Leopard's Spots* by Frank Dixon (included in the reader) are due in the first week of January.

Please obtain a copy of *Uncle Tom's Cabin* by Harriet Beecher Stowe and read it before November 7.

Proseminar: The Tragic Mulatto Myth

Eligibility: Main Module Literature and Culture

C. Burlingame-Goff

THU; 11:00-14:00; English Department / Kettengasse 12, R. 122

Registration via Signup by August 8, 2019.

Course Description:

In this course we will trace the development of the tragic mulatto archetype over the past 150 years. Starting with the origins of the myth in the short stories of Lydia Maria Child, we will seek to define exactly what it is that makes a mulatto "tragic." We will then examine the evolution of the myth in films such as *Birth of a Nation*, *Imitation of Life*, *Show Boat*, *Pinky*, and *The Human Stain*. Finally we will discuss the transformation of the archetype into a staple of science fiction, particularly in the *Star Trek* series.

Book Club: Hot Off the Press

Eligibility: Flexibility Module

Prof. Dr. Schloss/Dr. Jakubzik

WED; 16:15-17:45; English Department / Kettengasse 12, R. 112

Registration during first session.

Course Description:

What's new in the cultural sphere of the United States? In this class, we will sample new books, films, tv-series, music etc. in order 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.

Book Club: Colson Whitehead

Eligibility: Flexibility Module

Valentina López Liendo

WED; 11:15-12:45; Hauptstr. 120 / Oculus

Registration via LSF.

Course Description:

In this book club, we will read and enjoy two novels by Colson Whitehead. In order to gauge Whitehead's literary personality as a multifaceted author, we will read his hitherto most famous novel, *The Underground Railroad* (2016), as well as one of his former novels - either his coming of age novel *Sag Harbor* (2009) or his zombie novel *Zone One* (2011). Students enrolled in the course will vote on one of the two novels during the first week of term.

We will work with the following paperback edition of *The Underground Railroad*. ISBN 978-0708898406.

Political Science

Lecture: U.S. Economic Policy

Eligibility: Main Module Politics

Prof. Welf Werner

TUE; 09:15-10:45; Neue Uni / HS 08

Registration via LSF.

Course Description:

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

Among the topics discussed in this lecture are the current state of the U.S. business cycle and the economic policies of the Trump administration; the influences of economic globalization, technological progress and structural change; fiscal, monetary and regulatory policies; the (political) institutions involved in economic policy-making; and matters of inequality and participation. The course draws on economics, political economy and economic history. It puts current developments into international comparative and historical perspective.

Credit Points/ECTS: Students of this lecture may receive a total of up to 3 ECTS and a grade for this lecture by taking the written exam at the end of the semester and by attending regularly throughout the course. An ungraded "Schein" and 2 ECTS can be earned for regular attendance of the course sessions. Another 1 ECTS can be earned for passing the exam at the end of the semester.

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

Eligibility: Main Module Politics, Research Module Politics, Main Module History, Research Module History

Prof. Dr. Welf Werner

TUE; 11:00-13:00; HCA / Oculus

Registration via LSF.

Course Description:

While the current economic expansion is about to become the second longest in U.S. history, the question arises as to when and how it will end. The polarization of economic policies in the Trump era poses further serious questions about the course the U.S. economy is taking. Based on the knowledge acquired in the lecture *U.S. Economic Policy*, this seminar invites discussion of a broad range of case studies on current U.S. economic developments and policies.

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

Prerequisite: Attending the lecture *U.S. Economic Policy* is a prerequisite for this seminar.

Credit Points/ECTS: Students of this seminar can earn up to 12 ECTS by (a) attending the lecture *U.S. Economic Policy* and taking the exam of this lecture (3 ECTS) and (b) attending the seminar and completing its examinations (9 ECTS).

Advanced Seminar: Cultures of Contemporary Populism, in the US and Elsewhere

Eligibility: Main Module Politics, Research Module Politics, Interdisciplinary Module, Main Module Literature and Culture, Research Module Literature and Culture

Günter Leypoldt / Martin Thunert

TUE; 14:15 - 15:45; HCA / Oculus

Registration via leypoldt@as.uni-heidelberg.de by September 1, 2019.

Course Description:

Populism is often defined as an opportunistic, popular, often demagogic political style or thin political ideology that aims to win the favor of the masses by dramatizing the political situation and putting the blame on out-of-touch elites. Because the voice of ordinary citizens (the “deplorables,” “the forgotten Americans”) is regarded as the only “genuine” form of democratic governance - even when at odds with judgments of elected representatives and judges, scientists and scholars, journalists and commentators – populism is prone to defend a political model that is not against democracy per se, but rather at odds with liberal pluralist democracy. At a minimum, populism disrupts the postwar bargain between political elites and citizens. It has also been argued that the most recent manifestations of populism have grown out of resistance to the perceived power and self-interest of elites and the despair of the effectively or subjectively disenfranchised. This interdisciplinary course combines approaches from Cultural and Political Studies, and it proceeds from the thesis that economics alone cannot explain the rise of populism and growing rejection of “liberalism” in developed democracies like the United States. While there is no doubt that poor economic performance provides part of the explanation for rising populism, it does not alone explain what is happening. Thus, as a first step, the seminar will investigate the thesis that modern-day populism is caused primarily by a “cultural backlash” against “liberalism” and immigration in particular. We will find out to what extent extend cultural issues can explain earlier manifestations of US populism as well as populism past and present outside the US. In addition, the course shall ask how populist movements construct their conceptions of alternative

identities for the US – as a nation and for its role in the world. On a more general level, this course investigates whether the emergence of what we might understand as populism – globally and in the United States – demands a reconsideration of the limits of institutional forms of democracy and its cultures. These and associated issues will be explored across different genres, texts, media and theoretical approaches.

Literature:

- Anderson, Benedict. *Imagined Communities: Reflection on the Origin and Spread of Nationalism*. London: Verso, 1991
- Galston, William: *Anti-Pluralism. The Populist Threat to Liberal Democracy*, New Haven: Yale University Press 2018.
- Judis, John B.: *The Populist Explosion: How the Great Recession Transformed American and European Politics*, Columbia Global Reports 2016.
- Mudde, Cas and Cristóbal Rovira Kaltwasser: *Populism. A Very Short Introduction*, Oxford University Press 2017.
- Müller, Jan-Werner: *Was ist Populismus? Ein Essay*, Bonn: Bundeszentrale für Politische Bildung 2016 (Berlin: Suhrkamp Verlag 2016) (in English: *What Is Populism?*, University of Pennsylvania Press 2016.
- Norris, Pippa, & Inglehart, Ronald: *Cultural Backlash: Trump, Brexit, and Authoritarian Populism* (pp. 32-64). Cambridge: Cambridge University Press 2019. doi:10.1017/9781108595841.003
- Priester, Karin: *Rechter und linker Populismus*, Campus Verlag, Frankfurt 2012
- Paul Taggart: *Populism*, Oxford University Press 2000.

Advanced Seminar: Are the middle class misbehaving? Middle classes and democracy in global comparison

Eligibility: Main Module Politics, Research Module Politics

Dr. Adele Webb

MON; 10:00-14:00; BergheimerS 58, 4310 / SR 02.034

Registration: TBA

Course Description:

The theory of middle class political agency as central to the transition to and stability of democratic politics dates back to Aristotelian political philosophy. Yet in recent times, middle classes in both emerging and established democracies have found themselves at the centre of debates about democratic backsliding. Most striking has been the rise of populist-authoritarian figures from Trump to Orbán, to Bolsonaro and Duterte, who appear to carry strong middle class appeal despite, or perhaps because of, the threat they pose to democratic institutions and processes of governance.

In light of contemporary political realities, this course revisits the classic question of the relationship between the middle class and democracy. It investigates where, why and how middle class political preferences deviate from orthodox democratic theory. The course is structured in three parts. First, we will consider the key approaches, theories and methods employed in studying the middle class. Second, using class presentations, students will critically examine the seminal theories in light of case studies from around the globe, discussing the plausibility of alternative explanations for middle class 'misbehaviour'. Finally, we will return to the challenge of theory-building, asking whether it is possible (or desirable) to posit a new 'grand narrative' of the contradictory and often ambivalent relationship between middle classes and democracy.

Literature:

Alpermann, B. (2016). Fukuyama and the Chinese middle class: modernization theory 1.5. *Journal of Chinese Governance*, 1(3), 441-456.

Bellin, E. (2000). Contingent democrats: Industrialists, labor, and democratization in late-developing countries. *World Politics*, 52(2), 175-205.

Cheeseman, N. (2015). "No bourgeoisie, no democracy"? The political attitudes of the Kenyan middle class. *Journal of International Development*, 27(5), 647-664.

Goodman, D., & Robison, R. (2013). *The new rich in Asia: Mobile phones, McDonald's and middle class revolution*. Routledge.

Heiman, R., Freeman, C., Liechty, M., Fehérváry, K., Jones, C., & Katz, C. (2012). *The global middle classes: Theorizing through ethnography*. SAR Press.

Inglehart, R., & Welzel, C. (2005). *Modernization, cultural change, and democracy: The human development sequence*. Cambridge University Press.

Kurlantzick, J. (2013). *Democracy in retreat: The revolt of the middle class and the worldwide decline of representative government*. Yale University Press.

Lipset, S. M. (1959). Some social requisites of democracy: Economic development and political legitimacy. *American political science review*, 53(1), 69-105.

López, A. R., & Weinstein, B. (2012). *The making of the middle class: Toward a transnational history*. Duke University Press.

Moore, B. (1993). *Social origins of dictatorship and democracy: Lord and peasant in the making of the modern world* (Vol. 268). Beacon Press.

Religion and Culture

Lecture: History of Christianity in North America, 1500-1800

Eligibility: Main Module Religion and Culture

Prof. Dr. Jan Stievermann

TUE; 11:00-13:00; Neue Uni / HS TBA

WED; 11:00-13:00; Neue Uni / HS TBA

Course Description:

This lecture course offers a survey of the history of Christianity in North America from the Reformation age to the revolutionary period. Always with an eye on the European background, the course will examine the often surprising ways in which the various forms of Christianity that were imported from the Old World developed in different contexts of colonization, mission, intercultural contact and conflict. While special attention will be given to the British colonies, we will also look at New Spain, New France and other European settlements. As we trace the evolution of churches, beliefs, practices and communities over three centuries and thousands of miles, students will be familiarized with important primary sources and key-concepts in the early history of North American Christianity.

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.

Literature:

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)

Advanced Seminar: Religion and 19th-Century American Literature

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

Prof. Dr. Jan Stievermann

TUE; 14:15-15:45; HCA / TBA

Registration via jstievermann@hca.uni-heidelberg.de

Course Description:

This class will explore the varieties of religious experience in nineteenth-century America as expressed in different genres of prose writing, including novels, short stories, autobiographies, and experimental essays. We will discuss pieces by “highbrow” liberal intellectuals such as Ralph Waldo Emerson and Nathaniel Hawthorne, the narrative of the runaway slave and African American minister James W.C. Pennington, the two best-selling evangelical novels of the century—Harriet Beecher Stowe’s *Uncle Tom’s Cabin* (1852) and Lew Wallace’s *Ben Hur: A Tale of the Christ* (1880)—as well as works of “lowbrow” supernatural fiction. Through this diversity of authors and texts, students will be familiarized not only with the most important churches, movements, and developments of America’s variegated religious landscape. You will also learn about the complex ways in which literature served as a medium to model experiences of faith as well as doubt and propagate or problematize theological ideas and reform agendas.

Literature:

Please buy and read:

Harriet Beecher Stowe. *Uncle Tom’s Cabin* (1852). Penguin Edition: 978-0140390032

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

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

Advanced Seminar: American Puritanism

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

Prof. Dr. Jan Stievermann

THU; 11:15-12:45; HCA / Oculus

Registration via jstievermann@hca.uni-heidelberg.de

Course Description:

New England Puritanism is still considered as one of the main sources of modern U.S. culture, national ideology and religious particularity. This course offers a survey of the history of American Puritanism into the second half of the eighteenth century. Through a wide range of primary sources students will be introduced to the complexity of Puritan society, theological thought and religious practice as well as to the main problems and crises (e.g. Antinomianism, Indian wars, witchcraft) that New England faced during the colonial period.

Literature:

Please buy: David Hall, ed. *Puritans in the New World: A Critical Anthology* (Princeton UP, 2011).

Advanced Seminar: Issues and Theories in American Religious History

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

Prof. Dr. Jan Stievermann

THU; 14:15-15:45; HCA / Meeting Room

Registration via jstievermann@hca.uni-heidelberg.de

Course Description:

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

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

Übung: Theology in America: The 20th Century

Eligibility: Main Module Religion and Culture, Main Module History

Ryan Hoselton

THU; 09:00-11:00; ÜR K 2 (Karlstr. 16)

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

Course Description:

This Übung will acquaint students with major currents, figures, and debates in 20th-century American Christian theology. We will read and discuss primary source texts on a range of issues, including but not limited to the social gospel, missiological trends, Protestant liberalism and fundamentalism, neo-orthodoxy, Pentecostal theology, neo-evangelicalism, ecumenical theology, trends in Catholic theology, liberation theologies, womanist theology, postmodernism, and more. Students will learn to contextualize these texts in light of the wider history of Christian thought as well as the historical, cultural, and religious conditions of America. We will also examine how these theological movements and debates brought Americans into close contact with religious trends, networks, and exchanges abroad.

Texts will be provided on Moodle.

Übung: Visual & Material Culture in American Religious History

Eligibility: Main Module Religion and Culture

Benjamin Pietrenka

MON; 11:00-13:00; HCA / Oculus

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

Course Description:

This Übung course will explore how visual and material culture shaped religions and religious experiences in America from the colonial to the modern period. We will examine theories regarding the importance of visual and material religious culture, how religious objects were understood and experienced over time, and even address what some critics have labeled “religious kitsch.” Taking examples from the Puritans, Native Americans, Anglicans, Africans, Moravians, Catholics, Mormons, and 20th century evangelicals, students will engage with issues regarding how religious objects mediated the mystical/supernatural and the physical world of believers, how believers understood sacred space, the Bible as a material object, and gendered advertising, among many others. As such, this course will focus intently on religion in American

history from the perspective of believers and religion as it is experienced rather than the traditional focus on the clergy and high theology.

Übung: Women & Gender in American Religious History

Eligibility: Main Module Religion and Culture, Main Module History

Benjamin Pietrenka

MON; 16:00-18:00; HCA / Oculus

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

Course Description:

This Übung course addresses the history of American religious culture through the lens of gender as an analytical category and highlights the influence and contributions of women from the colonial period to the present. Exploring a variety of interwoven topics, including female exhorters and prophets, religiously constructed gender roles, conflicted relationships between religion and sexuality, as well as gendered religious experiences, identities, and bodies, students will study the ways in which women and notions of gender have played crucial roles in the development and maintenance of religious traditions in America. From the patriarchy of Puritan New England to the religious women who drove the reform movements of the nineteenth century to contemporary religious debates about gender performativity and LGBTQIAPK+ concerns, this course will utilize historical documents and secondary source scholarship to explore the religious lives of women and religious constructions of femininities and masculinities over the long arc of American history.

Proseminar: Introduction to American Religious History

Eligibility: Main Module Religion and Culture, Main Module History

Ryan Hoselton

THU; 16:00-18:00; HCA / Oculus

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

Course Description:

It is impossible to grasp the culture, politics, literature, and global role of America without understanding its religious history. Over the years, religion has intertwined with formative events like wars and social movements, public discourse, education, ideologies, the arts and media, culture wars, elections, and more. American religious figures ranging from Jonathan Edwards to Martin Luther King Jr., and Joseph Smith to Billy Graham have transformed—and were transformed by—the American cultural landscape in important ways. Moreover, religion has deeply shaped the lived experiences of most everyday American citizens. Situating religious beliefs and practices in their socio-cultural contexts, this course surveys the history of religion in America from its native and European origins to the present day. Students will gain a broad outline of this history as well as a greater sense of the complex, pluralistic, and vibrant nature of religion in America.

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

Courses by Module

Methodology Module

Academic Writing	7
Theory and Methods	7

Interdisciplinary Module

MAS Colloquium	8
Interdisciplinary Seminar: Cultures of Contemporary Populism, in the US and Elsewhere.....	8

Main Module Geography

Lecture: North American City	11
Advanced Seminar: Silicon Valley and the Counter-Culture	12

Main Module History

Lecture: America Divided: The Polarization of American Politics and Society since the 1960s	13
Advanced Seminar: America Divided: The Polarization of American Politics and Society since the 1960s	14
Advanced Seminar: Film and History: Movies on and of the Age of Global Conflicts	15
Übung: Theology in America: The 20th Century	15
Übung: US History to 1877 - First Encounters to Reconstruction	16
Übung: Women & Gender in American Religious History	16

Main Module Literature and Culture

Lecture: American Fictions of Violence: From the Colonial Period to the Present	17
Advanced Seminar: (Post-)Modernity and Its Discontents: Social Criticism in Contemporary American Novels	18
Advanced Seminar: Transatlantic Reflections: The "International Theme" in American Literature	20
Advanced Seminar: Cultures of Contemporary Populism, in the US and Elsewhere	21
Advanced Seminar: Cultures of Reading in America. Book History meets Literary Studies	22

Proseminar:	23
Proseminar: The Art of the Story: Modernism.....	24
Proseminar: American War Fiction after 9/11.....	24
Proseminar: Ernest Hemingway: First 49 Stories	25
Proseminar: Famous American Speeches	26
Proseminar: Architecture in American Literature.....	27
Proseminar: Twenty-First Century American Drama: Six Plays	27
Proseminar: Melville's Short Fiction	28
Proseminar: The US Civil War and the Reconstruction Era.....	29
Proseminar: The Tragic Mullaato Myth	30

Main Module Political Science

Lecture: U.S. Economic Policy	31
Advanced Seminar: Current Challenges and Controversies in U.S. Economic Policies.....	32
Advanced Seminar: Cultures of Contemporary Populism, in the US and Elsewhere	33
Advanced Seminar: Are the middle class misbehaving? Middle classes and democracy in global comparison	34

Main Module Religion and Culture

Lecture: History of Christianity in North America, 1500-1800	36
Advanced Seminar: Religion and 19 th -Century American Literature.....	37
Advanced Seminar: American Puritanism.....	37
Advanced Seminar: Issues and Theories in American Religious History	38
Übung: Theology in America: The 20th Century	38
Übung: Visual & Material Culture in American Religious History	39
Übung: Women & Gender in American Religious History	40

Research Module Geography

Advanced Seminar: Silicon Valley and the Counter-Culture..... 12

Research Module History

Advanced Seminar: America Divided: The Polarization of American Politics and Society since the 1960s 14

Advanced Seminar: Film and History: Movies on and of the Age of Global Conflicts..... 15

Research Module Literature and Culture

Advanced Seminar: (Post-)Modernity and Its Discontents: Social Criticism in Contemporary American Novels
..... 18

Advanced Seminar: Transatlantic Reflections: The "International Theme" in American Literature 20

Advanced Seminar: Cultures of Contemporary Populism, in the US and Elsewhere 21

Advanced Seminar: Cultures of Reading in America. Book History meets Literary Studies..... 22

Research Module Political Science

Advanced Seminar: Current Challenges and Controversies in U.S. Economic Policies..... 32

Advanced Seminar: Cultures of Contemporary Populism, in the US and Elsewhere 33

Advanced Seminar: Are the middle class misbehaving? Middle classes and democracy in global comparison
..... 34

Research Module Religion and Culture

Advanced Seminar: Religion and 19th-Century American Literature..... 37

Advanced Seminar: American Puritanism..... 37

Advanced Seminar: Issues and Theories in American Religious History 38