



Heidelberg Center
for American Studies

Annual Report 2009/10

Special Feature:

Daniel Stein:

“Louis Armstrong as a Model for Intermedia Theory”



Ruprecht-Karls-Universität
Heidelberg, est. 1386



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Imprint

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The HCA Annual Report is published yearly and is available free of charge.

ISSN 1862-1201

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Rector's Welcome

Dear Reader,

Throughout the academic year 2010-11, the Ruperto Carola, Germany's oldest university, is celebrating its 625th birthday. While we cherish our longstanding academic tradition, we also believe in the power of innovation. For Heidelberg University, honoring the accomplishments of the past and embracing the promises of the future are two sides of the same coin. I am happy to say that the Heidelberg Center for American Studies, now in the seventh year of its existence, has emerged as a shining example of the "Heidelberg way." Committed to fostering critical thinking about the United States and its historical relationship with Europe, it has taken its place among the world's most advanced and forward-looking American Studies institutes. The two new chairs in American geography and theology that were established this year assure that the HCA continues to be successful, both nationally and internationally. Furthermore, these bridge professorships allowed the HCA to launch its new "B.A. in American Studies" program, which is already attracting highly talented students from across Germany.

Let me recommend some of the HCA's contributions to next year's 625th anniversary celebrations, all of which underscore its capacity as a transatlantic bridge builder. On March 31, the HCA will host a video conference with its research partners in the United States. On April 8, Philip D. Murphy, American Ambassador in Germany, will visit Heidelberg to speak at the commencement ceremony of the MAS Class of 2011. On June 24, the HCA will organize an "America Day" and invite the public to witness two noteworthy highlights: a panel discussion on the Obama presidency and the announcement of a new distinguished fellowship honoring the first African American recipient of an honorary doctorate from a European university – bestowed upon James W.C. Pennington by the Ruperto Carola in 1849.

Kindest regards,

A handwritten signature in black ink, appearing to read "Bernhard Eitel". The signature is written in a cursive, flowing style.

Prof. Dr. rer. nat. Bernhard Eitel
Rector of the University of Heidelberg



Preface

Dear Friends and Benefactors, Students and Colleagues,

Since its official foundation in 2004, the HCA has worked to fulfill its mission of promoting and imparting the knowledge needed to understand the politics, culture, economy, and society of the United States. At the HCA, the America-related research of six university faculties and ten disciplines converges, offering a range of expertise unparalleled in the academic world.

Our seventh Annual Report is a testimony to the advances we continue to make toward fulfilling our founding mission. In 2004, we started with just three people working in two rooms. We now have seven full-time and thirteen part-time scholars and staff members. In addition, the selection committees responsible for appointing our two new joint-appointment faculty have completed the selection process. We look forward to working with these new professors and their staff beginning in 2011. They will take up their joint appointments at the HCA and the Faculty of Theology and the Department of Geography, respectively. These two new professors will specialize in the history of American religions and churches, particularly the history of Christianity in the United States, and in the human geography of the United States.

As part of our ongoing development, we have also inaugurated our B.A. in American Studies (BAS) program. Continuing and expanding the HCA's tradition of excellent teaching, the BAS offers an integrated, structured course of study designed to help students comprehensively understand a highly complicated subject: the United States of America. Our new BAS program complements our MAS and Ph.D. programs and rounds out the HCA's teaching portfolio.

As I mentioned in last year's Annual Report, we celebrated the dedication of our new academic facilities in the fall of 2009. This expansion brought a new glass-covered atrium, which functions as a new lecture hall with galleries, and a new seminar room into our splendid home, the Curt and Heidemarie Engelhorn Palais. This year, we completed the installation of the media and communications equipment, further enhancing our capacity to host an expanding variety of events. In March, the HCA's technical facilities were put to the test. As host of the international conference "UNESCO and the Cold War," the HCA had to provide a number of media and communications technologies to the participants, including supporting simultaneous translation. I am pleased to say that we successfully

passed the test! Later, in the summer, Heidelberg University's Honorary Senators held their annual dinner celebration at the HCA, which included a reception in our newly unveiled "backyard garden." Most recently, the new facilities enabled us to hold our magnificent Ph.D. graduation ceremony and to celebrate a delicious Thanksgiving dinner with staff, students and friends.

We were extremely proud to recognize the first four successful candidates from our doctoral program in our first-ever Ph.D. graduation celebration. The ceremony, held on October 21, was a mutual celebration of the efforts and achievements of the four young scholars. This celebration also provided us with yet another first, the initial awarding of the Rolf Kentner Prize. Named for one of the HCA's most active benefactors, this prize will be awarded annually to the best unpublished dissertation in American Studies submitted at a German university. This year's recipient was Daniel Stein from the University of Göttingen, whose dissertation "My Life Has Always Been an Open Book: Louis Armstrong, American Autobiographer," is now forthcoming from the University of Michigan Press.

HCA scholars continue to be very productive in their research and outreach activities. In addition to hosting several major conferences and workshops, each of which is described in detail on the following pages, our researchers were invited to give a number of lectures on their subjects throughout Europe and the United States. Further, the HCA continues to be a ready source of information for the media in Germany and elsewhere, who turn to our experts when they require some specific knowledge about the United States.

The following pages also present ongoing research projects at the HCA or involving HCA scholars. Moreover, our third focus area, the forum for public debate, continues to grow. There is a continuous offering of opportunities to listen to and learn from world-renowned experts in all of the fields contributing to the HCA. In addition to the Baden-Württemberg seminar, the M.A. and Ph.D. lectures, we have been offering a number of special lectures and presentations.

The Annual Report 2009/2010 recounts all of the HCA activities and accomplishments. We are looking forward to continuing this success story in the years to come.

Sincerely yours,

A handwritten signature in black ink, appearing to read "Detlef Junker". The signature is fluid and cursive, with the first name "Detlef" written in a larger, more prominent script than the last name "Junker".

Prof. Dr. Dr. h.c. Detlef Junker,
Founding Director of the Heidelberg Center for American Studies



Mission Statement

The Heidelberg Center for American Studies (HCA) is a central academic facility of the Ruprecht-Karls-Universität Heidelberg. As an intellectual center dedicated to the study of the United States, the HCA serves as an institute for higher education, as a center for interdisciplinary research, and as a forum for public debate. Building on long-standing ties between Heidelberg and the United States, the HCA also fosters interdisciplinary and intercultural exchange across the Atlantic.

Officially inaugurated in 2004, the HCA has become one of the leading centers for American Studies in Europe. It provides excellent research and education opportunities for scholars and students from all over the world. In addition, the HCA strengthens the profile of Heidelberg University as one of Germany's finest academic institutions. Heidelberg University's 625-year-old tradition of excellence, its international reputation, and its strong record in the study of the United States combine to create the ideal environment for the HCA.

Benefactors of the HCA

The HCA is a central academic facility of Heidelberg University with its financial support coming from a Public-Private-Partnership (PPP). Without the long-standing support and patronage of dedicated benefactors, the founding and continuous operation of the HCA would not have been possible. The HCA is sincerely grateful for the generosity of many individuals, corporations, and institutions.

This report is testimony to the generous support of our benefactors, whose contributions are described on these pages. We would like to take this opportunity to thank all individuals, institutions, and corporations who have supported the HCA for many years, among them five Honorary Senators of Heidelberg University: Curt Engelhorn, Heidemarie Engelhorn, Rolf Kentner, Dr. h.c. Manfred Lautenschläger, and Dr. Hans-Peter Wild. In addition, the HCA gratefully appreciates the donations of Elfie and Ray Carrell, Jolanta and Soheyl Ghaemian, Herbert A. Jung, Dr. Kurt Bock and the BASF Group, Dr. Oliver Neumann and the John Deere Company, Claudia Bussmann,

Dr. Martin Bussmann, and the Ladenburg Foundation. Donations from these benefactors not only enabled the institutional development of the HCA in general, but also provided several scholarships for its Master's and Ph.D. programs as well as funding for conferences.

With exceptional generosity, Honorary Senators Curt Engelhorn and Heidemarie Engelhorn have provided the Heidelberg Center for American Studies with a sound financial footing for years to come. In 2008, they committed to supporting the HCA with 400,000 EUR annually for ten years. In addition to this long-term financial support, the Engelhorn family underwrote construction of the HCA's new academic facilities, which were dedicated in October 2009 and since then constantly improved upon (see page 23).

The Ghaemian Foundation, which established the Jolanta and Soheyl Ghaemian Travel Fund for Scholars in 2007, decided to further support the

HCA. Starting in the academic year 2009/10, the Foundation offers a Ghaemian Junior Scholar-in-Residence Fellowship at the HCA with a stipend of 40,000 EUR. The first recipient of this fellowship was Rashida Braggs, Ph.D., who came to the HCA from Stanford University. The current recipient is Professor Patrick S. Roberts, Ph.D., from Virginia Tech University.

One of the most active benefactors of American Studies in Heidelberg since 1991, Rolf Kentner, established the Rolf-Kentner-Dissertation Prize. The award recognizes an outstanding and yet unpublished dissertation at a German University.

Due to the generosity of Dr.h.c. Manfred Lautenschläger, the HCA will host, together with the American Studies Network in Europe (ASN), an international und multi-disciplinary conference on "Religion and the Marketplace in the U.S."

In 2010, nine MAS students and seven Ph.D. candidates were privileged to enjoy the support of Curt and Heidenmarie Engelhorn, the Wild Foundation, the BASF Company and of Elfie and Ray Carrell. Again, the Ladenburg Foundation has been a pillar of institutional support. And once more, the 2010 Spring Academy was made possible due to the generosity of the John Deere Company.

The European Union has funded an extensive research project administered by the HCA in cooperation with the universities of Zurich and Halle. The Federal Ministry of Science and Technology is supporting our project on "A Transcultural Atlantic." A research project "Images of America in the World after 9/11: A Data-Driven Approach to Semantic Imprints of Texts" has been funded by the FRON-TIER program of Heidelberg University.

Last but not least, two foundations, the Schurman Foundation and the Friends of the HCA (FHCA), are responsible for managing parts of our privately donated funds. With a registered office in Mannheim, the Schurman Foundation is in charge of tax-deductible contributions to the HCA from Germany and Europe.

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Since the spring of 2004, the American counterpart of the Schurman Foundation, the FHCA, has administered tax-deductible donations to the HCA from the United States:

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Organization

As a central academic institution of Heidelberg University, the HCA is not part of a single faculty or department but answers directly to the Rector's Office. A Board of Trustees, composed of long time supporters of the HCA and chief executives of Heidelberg University, advises the HCA in structural and financial affairs as well as in the

solicitation of donations. A Board of Directors, one from each of the six faculties participating in the HCA, provides advice on strategic decisions and supervises the center's academic activities. Founding Director Detlef Junker heads the HCA; daily business is managed by Executive Director Wilfried Mausbach.

HCA Board of Trustees

In November 2005, the HCA established a Board of Trustees. It consists of eleven members, all of them long time supporters of the HCA and of the endeavor to create a leading center for American Studies and transatlantic exchange at Heidelberg University. Along with HCA Founding Director Prof. Detlef Junker they are: Dr. Kurt Bock (BASF Group, Ludwigshafen), Dr. Martin Bussmann (Mannheim LLC, New York), Curt Engelhorn, Heidemarie Engelhorn, Soheyl Ghaemian (Reutax Corp.), Rolf Kentner (BW-Bank, Mannheim), Dr. h.c. Manfred Lautenschläger (MLP Group, Heidelberg), Dr. Bernd-A.von Maltzan (Deutsche Bank Group, Frankfurt/Main), Dr. Hans-Peter Wild (Rudolf-Wild-Werke GmbH & Co KG, Eppelheim), and the Rector of Heidelberg University, Prof. Bernhard Eitel. The Board of Trustees meets at least once a year to discuss the institute's progress and to advise on its future developments. Dr. Hans-Peter Wild serves as Chairman of the Board of Trustees.

Dr. Hans-Peter Wild

The HCA's Board of Trustees is headed by Dr. Hans-Peter Wild, owner and chairman of the Wild Group of Companies. He studied law at Heidelberg University and business administration in Mannheim, Cambridge and at the Sorbonne, Paris, and holds a doctorate from the Faculty of Law of the University of Mannheim. Dr. Wild was Managing Director of the Oil and Shipping Company Diersch & Schröder before joining his parents' company in 1974. Today it is the world's largest private manufacturer of natural ingredients for food and beverages. Additionally, Dr. Wild has taught at the University of Sofia, giving students insights into the world of practical economics. He also is president of the Leonie Wild Charitable Foundation, which he established with his mother in 1997, supporting social and cultural projects. For a long time he has been supporting Heidelberg University which, in recognition of his services, named him Honorary Senator in 1996. Based on his own experience with foreign markets and other cultures, Dr. Wild has always



acknowledged the importance of paying attention to and respecting cultural differences. "If I want to do business in the USA, I must be able to think like Americans," says Dr. Wild. To provide others with the opportunity to also learn about the cultural specifics of the U.S., he has been supporting the HCA from the very beginning, e.g. with the endowment of the Wild Scholarships for the M.A. in American Studies program.

Dr. Kurt Bock

Since 2003 Dr. Kurt Bock has been a Member of the Board of Executive Directors and Chief Financial Officer of the BASF Group, responsible for Finance, Corporate Controlling, Global Procurement & Logistics, and Information Services as well as for Corporate Audit. Furthermore, his responsibilities include the North America regional division and the Catalysts operating division. He was born in Rahden, Germany, in 1958. From 1977 to 1982, he studied business administration at the universities of Münster and Cologne as well as at Pennsylvania State University. After three years in research, he received his doctorate in economics from the University of Bonn in 1985. He joined BASF's Finance Division in 1985 and served as executive assistant to the CFO until 1991 and as Head of Technology, Planning and Controlling, Engineering Plastics division, until 1992. In 1992 he joined the Robert Bosch GmbH in Stuttgart, first as Senior Vice President, Finance and Accounting, before becoming Managing Director of Bosch Brazil. In 1998 he returned to BASF, this time as CFO of BASF Corporation, Mount Olive, New Jersey. In 2000 Dr. Bock became President of Logistics & Information Services at BASF headquarters in Ludwigshafen. As a member of the Schurman Foundation he has been involved in promoting research and education in American history and culture at Heidelberg University for many years.



Dr. Martin Bussmann

Dr. Martin Bussmann is a Trustee of the Mannheim Trust in New York. He is Managing Director of Mannheim Holdings LLC, a member of Mannheim LLC. Dr. Bussmann is also active in other portfolio companies of the Mannheim Trust. He spent 15 years in the health care and chemical industries, working in different sales and marketing functions at Knoll AG, Abbott Laboratories, and at BASF Group, both in Europe and in the United States. Dr. Bussmann obtained his law degree from Heidelberg University in 1975, and was a Visiting Scholar at Harvard Law School in 1977. He received his Dr. juris. utriusque degree from Heidelberg University in 1978.



Prof. Dr. rer. nat. habil. Bernhard Eitel

Professor Eitel studied geography, German philology, and literature at the University of Karlsruhe. He received his Ph.D. from the University of Stuttgart in 1989 and his *venia legendi* from the same university in 1994 with a study on calcium-rich cover sediments and calcrete generations in Namibia. Prior to coming to Heidelberg, Bernhard Eitel taught at the University of Passau. Since 2001, he has held the Chair in Physical Geography and has also acted as Head of the Department of Geography at Heidelberg University. His major fields of research are in geomorphology, geocology, the Quaternary period, soil geography, geoarchaeology, and dryland areas. In October of 2007, Bernhard Eitel assumed the office of Rector of Heidelberg University.

**Curt Engelhorn**

Curt Engelhorn was born in Munich. From 1947 to 1952 he lived in the U.S., where he studied chemical engineering at the University of Texas at Austin. After graduation and a traineeship at a pharmaceutical company, Engelhorn returned to Germany, working at the Munich-based chemical company Perutz. In 1955 he joined the pharmaceutical family business of C.F. Boehringer & Söhne GmbH, later called Boehringer Mannheim. From 1960 to 1990, Engelhorn served as the company's CEO, transforming it from a medium-sized manufacturer of therapeutics to a leading global producer of health care products. He retreated from operative business in 1990 to become Chairman of the Board of Corange Ltd., which held his and his partners' shares in Boehringer Mannheim. In 1997 they were sold to Roche. Curt Engelhorn is a patron of many projects in Germany and abroad, supporting arts and culture as well as research and education. He was named Honorary Senator of Heidelberg University in 1959. His support of the university includes the endowment of a Seminar Center, a Chair in American History, major donations to the Schurman Library for American History, the generous dedication of the Curt and Heidemarie Engelhorn Palais and an annual donation of 400,000 EUR to the HCA over the next ten years, and most recently the investment in an annex to the Curt and Heidemarie Engelhorn Palais, which was dedicated in October 2009 and provides the HCA with new academic facilities.



Heidemarie Engelhorn

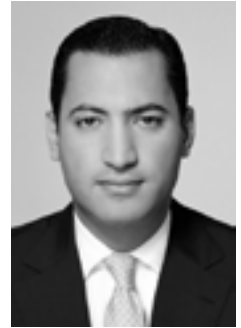
Heidemarie Engelhorn was born in Munich, where she studied at the College of Business Administration. In 1970 she moved to Italy to manage a company founded by her first husband. Orm Berggold Chemistry soon acquired an excellent reputation for dependable top quality chemical products and became very profitable. Heidemarie Engelhorn sold the company to Safety Kleen in 1991 after the death of her first husband. In 1995 she was married to Curt Engelhorn. She has since been instrumental in selecting and shaping many charitable projects of her husband, especially the extraordinary support of sustainable and far-sighted projects at Heidelberg University. In 2008, Heidemarie Engelhorn was named Honorary Senator of the university for her unflinching commitment to and support for the promotion of American Studies in Heidelberg.



Soheyl Ghaemian

Soheyl Ghaemian was born in Teheran/Iran, grew up in Heidelberg and studied computer sciences at the universities of Heidelberg and Karlsruhe. Prior to completing his studies, Ghaemian had already been active in staffing projects and quickly recognized the growing demand for flexibility in the German labor market, especially in the IT sector. In 2002, he founded a one-man company, Reutax, which has now grown into a corporation employing more than 200 people. Headquarters are located in Heidelberg with subsidiaries in Munich, Zurich, Los Angeles and Prague.

Reutax Corp. is not only the fastest growing company in the German staffing market, but also the only remaining independent company in the branch that is run by its founder. The Ghaemian Foundation supports activities in the fields of culture, sports, and the sciences. Furthermore, Ghaemian is an active member of the Rotary Club Heidelberg-Schloss and the Heidelberg Club International.



Prof. Dr. Dr. h.c. Detlef Junker

The Founding Director of the HCA was born in Pinneberg near Hamburg. He studied history, political science, philosophy, and German philology in Innsbruck and Kiel, where he earned his Ph.D. in 1969. In 1974 Professor Junker was appointed Associate Professor at the University of Stuttgart. He taught Modern History at Heidelberg University from 1975 to 1994 and held the Curt Engelhorn Chair for American History there from 1999 to 2004. From 1994 to 1999, Professor Junker served as the Director of the German Historical Institute (GHI) in Washington, D.C. The foci of his research are U.S. foreign policy in the twentieth century, German history, international relations and the history of transatlantic relations, and the theory of history. His most important recent publications include the two volume handbook *The United States and Germany in the Era of the Cold War 1945-1990*, which he edited, and his monograph *Power and Mission*, published in 2003. In 2005, Professor Junker was awarded an Honorary Doctorate of the University of Maryland—University College Europe (UMUC) in Heidelberg, recognizing his commitment to fostering German-American dialogue and cross-cultural understanding. In 2007, he was appointed Distinguished Senior Professor of Heidelberg University. In September 2010, Professor Junker received the Federal Cross of Merit for his exceptional support of American Studies as a discipline, his academic teaching and his creative administrative abilities.



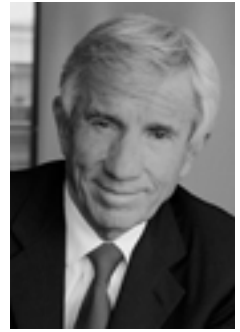
Rolf Kentner

Rolf Kentner studied business administration in Germany and the United States, graduating with the degree of Diplomkaufmann from the University of Erlangen-Nürnberg in 1973. After holding positions for an international commercial bank in Germany, Great Britain, Italy, and the United States, he joined the Baden-Württembergische Bank AG in Mannheim in 1982 as a member of the general management. From 2005 until his retirement in 2009, he headed the Corporate Clients Key Account II of Baden-Württembergische Bank. Rolf Kentner is active in many charitable organizations, among others as Chairman of the Society for the Promotion of the Schurman Library for American History at the History Department of Heidelberg University, and as Chairman of the Jacob Gould Schurman Foundation. Both organizations are named after the Heidelberg Alumnus Jacob Schurman, who served as U.S. Ambassador to Germany from 1925 to 1930, and both have been crucial in the establishment of the Curt Engelhorn Chair for American History as well as of the HCA. Rolf Kentner is Honorary Senator of Heidelberg University and of the Mannheim University for Applied Sciences.



Dr. h.c. Manfred Lautenschläger

Manfred Lautenschläger studied law at the universities of Heidelberg, Freiburg, and Hamburg. After graduating in 1968, he practiced as a lawyer for a short time before co-founding the Marschollek, Lautenschläger und Partner KG (MLP) in 1971. Following its conversion into a public limited company in 1984, Lautenschläger assumed the position of CEO, expanding the company to one of Germany's leading suppliers of financial consultation services. From 1999 to 2008, he was Chairman of the Supervisory Board of the MLP Group. Since then, he has been a member of the MLP Supervisory Board. For many years, Lautenschläger has been actively supporting Heidelberg University, e.g. with the provision of the biennial Lautenschläger Research Prize, endowed with 250,000 EUR, and the new building of the university's children's hospital, partly funded by a donation from the Manfred Lautenschläger Foundation. In 1998, Lautenschläger was named Honorary Senator of the University. Recognizing that Germany owes the United States a special debt of gratitude for its democratic and prosperous development after World War II, Lautenschläger is convinced that a center such as the HCA can foster mutual understanding, especially in times when political differences create irritations in transatlantic relations. In October of 2008, Manfred Lautenschläger was awarded an honorary doctorate from Heidelberg University.



Dr. Bernd-A. von Maltzan

Dr. Bernd von Maltzan is the Vice Chairman of Deutsche Bank's global division Private Wealth Management. Before that, he was responsible for the build-up of the Private Banking division. Until 1996 he headed Deutsche Bank's investment banking in Germany. Prior to that, Dr. von Maltzan held global responsibility for Deutsche Bank's Trading & Sales activities. He joined Deutsche Bank in 1978 after finishing his doctorate in Business Administration at the University of Bonn, Germany. He studied Economics in Munich and Bonn from 1971 to 1975. Before that he served as an Officer in the German army. Dr. von Maltzan is a member of several Advisory Boards in privately held companies. Additionally, he is active in various international non-profit organizations. Among others, he has been nominated as Chairman of the Königswinter Foundation (German-British Society) and is the Founding President of the American Berlin Opera Foundation, New York. A few years ago he won the Cultural Award of "Elyseum – Between the Two Continents," a transatlantic cultural institution. Since its inception Dr. von Maltzan has been an avid supporter of the HCA, including his endowment of the Bernd von Maltzan Scholarships for students of the M.A. in American Studies program.



HCA Board of Directors

The Board of Directors of the Heidelberg Center of American Studies consists of members from the six faculties that contribute to the HCA. These are the Faculties of Chemistry and Earth Sciences; Economics and Social Studies; Law; Modern Languages; Philosophy; and Theology. The six representatives adopted the proposal of Prof. Dr. Hommelhoff, Rector of Heidelberg University until September 2007, and named Professor Detlef Junker the Founding Director of the HCA. Professors Winfried Brugger and Michael Welker were named Deputy Directors.

Prof. Dr. Dr. h.c. Detlef Junker

(Biography see Board of Trustees, page 15)

Prof. Dr. Winfried Brugger, LL.M. †

In November 2010 the HCA Board of Directors suffered a grave loss when Professor Winfried Brugger passed away after a short and severe illness. We will remember him as one of our most active and innovative colleagues.

Professor Winfried Brugger, representative of the Faculty of Law, held the Chair for Public Law and Philosophy of Law at Heidelberg University and was a fellow at the Max Weber Center for Cultural and Social Studies at Erfurt University. He was a member of the board of the German-American Lawyers Association (DAJV), a coeditor of the DAJV's quarterly Newsletter, and has published numerous monographs and articles on American Law, including *Grundrechte und Verfassungsgerichtsbarkeit in den Vereinigten Staaten von Amerika*, *Einführung in das öffentliche Recht der USA*, and *Demokratie, Freiheit und Gleichheit. Studien zum Verfassungsrecht der USA*. Winfried Brugger taught as a guest professor in Houston, Washington, D.C., San Francisco, and Oxford (UK).



Prof. Dr. Dr. Dr. h.c. Michael Welker

Professor Michael Welker represents the Faculty of Theology on the Board. He teaches systematic theology with a focus on new theories in Anglo-American theology at Heidelberg University. Welker has served as Director of the Internationales Wissenschaftsforum Heidelberg from 1996 to 2006. He taught at both Harvard and Princeton universities and currently is Administrative Director of the Forschungszentrum für Internationale und Interdisziplinäre Theologie (FIIT) in Heidelberg. Welker is co-editor of *The End of the World and the Ends of God. Sciences and Theology on Eschatology* (2002), the fourth edition of his work *Gottes Geist. Theologie des Heiligen Geistes* was published in 2010.



Prof. Dr. Manfred Berg

In the HCA Board of Directors, Professor Berg represents the Faculty of Philosophy. He has held the Curt Engelhorn Chair in American History since September 2005. From 1992 to 1997, Professor Berg was a research fellow at the German Historical Institute in Washington, D.C. Subsequently he taught at the Free University of Berlin, Cologne University, and the University of Erlangen-Nürnberg. He also served as executive director of the Center for USA Studies at the Leucorea Foundation of the Martin Luther University Halle-Wittenberg. The foci of his research and teaching are African-American History, the history of mob violence, and the history of U.S. foreign relations. He is the author of *The Ticket to Freedom: The NAACP and the Struggle for Black Political Integration* (2005) and *Popular Justice: A History of Lynching in America* (forthcoming in February 2011). In 2006 Professor Berg received the David Thelen Award from the Organization of American Historians (OAH) for the best article on American history published in a foreign language for his article "Black Civil Rights and Liberal Anticommunism: The NAACP during the McCarthy Era." In the spring of 2009 Manfred Berg served as the Lewis P. Jones Visiting Professor of History at Wofford College in Spartanburg, South Carolina. Since October 2010, Professor Berg has been serving as Dean of the Faculty of Philosophy.



Prof. Dr. Günter Leyboldt

Günter Leyboldt is professor of American Literature and Culture at the Faculty of Modern Languages. He taught American Studies at the universities of Tübingen (2001-2007), Maryland—College Park (2003), and Mainz (2007-2009). Günter Leyboldt holds degrees in American, British, and German literatures from Cape Town (B.A.) and Tübingen (doctorate and habilitation). He has published essays on literary transcendentalism, eighteenth- and nineteenth-century aesthetics, twentieth-century literary and cultural theory, and a monograph on contemporary fiction, *Casual Silences: The Poetics of Minimal Realism* (Trier, 2001). His most recent study deals with nineteenth-century U.S. literary culture and its modernist reconstruction, *Cultural Authority in the Age of Whitman: A Transatlantic Perspective* (Edinburgh UP, 2009). His present research interests include transatlantic romanticism and modernism, American pragmatism, transculturality, the borders between aesthetic and religious experience, and the sociology of knowledge formation. Professor Leyboldt joined the Board of Directors in 2009.



Prof. Dr. Peter Meusburger

Professor of Geography Peter Meusburger, representative of the Faculty of Chemistry and Earth Sciences, has been teaching social and economic geography at Heidelberg University since 1983. After his retirement in 2007, he became the first Distinguished Senior Professor of Heidelberg University. Professor Meusburger's main research interests concern *spatial* disparities of knowledge and educational achievement, creative milieus, spatial mobility and careers of scientists and various aspects of labor markets. He supervised a number of Ph.D. theses on the educational situation of ethnic minorities in the United States. The culmination of his work in this area are his *Bildungsgeographie. Wissen und Ausbildung in der räumlichen Dimension* (1998), various publications about the transformation process in Hungary after 1989, and his contributions to the series "Knowledge and Space" (10 volumes, 4 already published). From 1987 to 1989 he served the Faculty of Geosciences as Dean and from 1991 to 1993 Heidelberg University as Vice Rector. From 2001 to 2003, Professor Meusburger was president of the Association of German Geographers. In 2006 he was awarded the Franz von Hauer-Medal, the highest award of the Austrian Geographical Society (ÖGG). In 2010 the Association of American Geographers honored him in Washington D.C. with the President's Achievement Award; in the same year he received the Science Award of Vorarlberg and became honorary member of the Hungarian Geographical Society as well as honorary doctor and honorary professor of Eötvös Loránd University in Budapest.



Prof. Dr. Manfred G. Schmidt

Professor Manfred G. Schmidt is the Dean of the Faculty of Economics and Social Sciences and Professor at the Institute for Political Science at Heidelberg University. After a long and distinguished career he returned to Heidelberg University in 2000, where he had taught before, from the University of Bremen. Professor Schmidt has published extensively in both English and German on welfare states in comparative perspective, on theories of democracy, on politics and policy in Germany. One of the most respected political scientists in Germany and beyond, Manfred Schmidt, a winner of the prestigious Leibniz Award, is a member of both the Heidelberg and the Berlin-Brandenburg Academies of Sciences.



Foundation and Development of the HCA

In January of 2002, a group of Heidelberg professors and administrators set up an interdisciplinary initiative with the aim of establishing a new center for the study of the United States of America at Germany's oldest university. Thus, the Heidelberg Center for American Studies (HCA) was born, and its first order of business was to develop a novel postgraduate studies program: the Master of Arts in American Studies (MAS). To raise public awareness of its activities, the HCA initiative also organized a public lecture series, "Typically American," during the winter term 2002/03, which soon attracted a broad audience. Within a year of its creation, the HCA opened a small office from which it continued to develop the conceptual design of the MAS and the initial layout for future research projects and conferences.

Ten departments from six faculties committed themselves to the program, enabling a broad range of disciplines to be represented at the HCA: American Literature and Culture, Economics, Geography, History, Law, Musicology, Philosophy, Political Science, Theological Studies, and Sociology.

In December of 2003, thanks to the generous support of Heidelberg entrepreneur and philanthropist Manfred Lautenschläger, the HCA was able to settle into more spacious quarters in Heidelberg's beautiful Weststadt.

Four months later, the center hosted its first conference, the HCA Spring Academy 2004 on American History, Culture, and Politics. Twenty-six European and American Ph.D. students from ten countries and six academic disciplines participated in this conference. The annual Spring Academy has since become a highly regarded forum for international Ph.D. students in the field of American Studies to

discuss their research and to meet peers and professors from both sides of the Atlantic.

After Heidelberg University and the Ministry of Science, Research, and the Arts of the State of Baden-Württemberg both approved the statutes of the HCA as well as the regulations governing the proposed new Master's program, the HCA was officially inaugurated as a central academic institution at Heidelberg University on October 20, 2004. Simultaneously, the first class of the MAS program enrolled. A Board of Directors was established, convening for the first time in December of 2004, and was subsequently joined by a Board of Trustees.

In 2005, the HCA guided the 15 students of the initial MAS Class of 2005 to the completion of their master's degrees and hosted the second Spring Academy on American History, Culture, and Politics. It also laid the groundwork for an ambitious research agenda, including a major international conference. All this came to fruition in 2006 when the European Commission decided to support the research project "European Protest Movements since the Cold War. The Rise and Fall of a (Trans-) National Civil Society and the Transformation of the Public Sphere." The project has been co-developed and coordinated by HCA fellow Dr. Martin Klimke as part of the EU's Marie Curie Program for the Promotion of Scientific Excellence. Furthermore, renowned scholars from Europe and the United States assembled at the HCA from October 5-8, 2006, to discuss the relationship of "State and Market in a Globalized World: Transatlantic Perspectives" with the U.S. Ambassador to Germany, William R. Timken, as a special guest. Also in October of 2006, the HCA celebrated the graduation of its second MAS class and proudly

welcomed the first students to its new Ph.D. in American Studies program.

This substantial expansion of activities would not have been possible had it not been for another major donation. In early 2006, Curt Engelhorn acquired the "Haus Neukirch," a beautiful baroque town house in the heart of Heidelberg's world-famous historic city center, and dedicated it to the mission of the HCA. With meticulous restorations still under way, the HCA moved into its new home, now christened the Curt and Heidemarie Engelhorn Palais, in May of 2006.

The Curt and Heidemarie Engelhorn Palais opened up a whole new range of possibilities for the HCA. In order to fully realize the new potential, Heidelberg University, the State of Baden-Württemberg, and private donors agreed to set up a matching fund for the future development of the HCA. This fund – pledged for three to five years – enabled the HCA to initiate a joint venture with the American Academy in Berlin, bringing renowned fellows of that prestigious institution to the region as part of the Academy's Baden-Württemberg Seminar. In addition, the HCA was able to introduce a year-round Junior Fellow-in-Residence program in 2007 and add another three young scholars to its staff, thereby broadening its research and teaching capacities.

The EU-sponsored research project on protest movements convened two major international conferences in 2007, one at the University of Zurich, the other at the HCA. The center also hosted a seminal conference on "Global Dimensions of Racism in the Modern World: Comparative and Transnational Perspectives," organized by the Curt Engelhorn Chair of American History and generously supported by the Fritz Thyssen Foundation and the Schurman Association for the Promotion

of American History at Heidelberg University.

In November of 2007, the HCA participated in the Rhein-Neckar metropolitan region's "Night of Arts and Sciences," attracting several hundred visitors to its expositions and discussions on the presidential elections in the United States.

The year 2008 was also very busy. Aside from its ongoing programs – the MAS and Ph.D. in American Studies, the Spring Academy on American History, Culture, and Politics, and the Baden-Württemberg Seminar – the HCA launched a major new research project on "ATranscultural Atlantic: Constructing Communities in a Global Context – Past, Present, and Future." Funding for this project has been provided by the Global Networks branch of Heidelberg University's Excellence Initiative program as well as by the Stiftung Deutsch-Amerikanische Wissenschaftsbeziehungen and the Federal Ministry of Economics and Technology. In addition, the HCA acquired a grant from the FRONTIER program of Heidelberg University for a project examining "Images of America in the World after 9/11: A Data-Driven Approach to Semantic Imprints of Texts". The HCA also supported Dr. Simon Wendt, assistant professor of American History at Heidelberg University's History Department, in his successful bid to become a research group leader in the university's Transcultural Studies program.

The highlight of the 2008 conferences and workshops at the HCA undoubtedly occurred in May, when the HCA and Heidelberg University were honored to host the 55th Annual Convention of the German Association for American Studies (DGfA).

The latter half of 2008 also saw a major overhaul of the HCA's master's program, extending the

MAS from two to three semesters and submitting the redesigned program for accreditation. The new MAS was preliminarily accredited in December 2008 and eventually received its full stamp of approval for the next five years in December 2009.

The year 2009 opened with a record number of applications for the HCA Spring Academy. One-hundred and thirty-two applications from 28 countries testified to both the strong appeal and the global prestige of the program. In addition, the HCA either hosted or supported numerous scholarly workshops and international conferences throughout the year, including events in Berlin, Heidelberg, Philadelphia, and Zurich.

In the spring of 2009, Heidelberg University committed to provide funding for the HCA on a permanent basis once its start-up financing expired. In light of this reassuring news the HCA could jauntily celebrate the fifth anniversary of its founding (and the 70th birthday of its Founding Director) with a memorable jamboree inside the famous Heidelberg Castle on June 20, 2009.

To be sure, the center's vibrant growth continued unabated after the festivities. In October, the HCA not only celebrated its fifth commencement, granting degrees to its MAS Class of 2009, but it also dedicated its new academic facilities, comprising a modern yet congenial annex to its landmarked Palais.

The fall of 2009 also saw the first semester of the Baden-Württemberg Seminar under the exclusive direction of the HCA. This series of lectures given by renowned American scholars, journalists, policy experts, and artists at different locations throughout the state of Baden-Württemberg, previously organized in conjunction with the American Academy in Berlin, has been exceedingly successful and

will henceforth be geared even closer to regional audiences.

Finally, in late November the HCA learned that its application – supported by Heidelberg University – for the creation two professorships to be shared with the Department of Geography and the Faculty of Theology, respectively, had been approved by the state government. These professorships are allocated under a special program designed to alleviate the impact of two classes of secondary school graduates hitting German universities in one and the same year, 2012, as a consequence of educational reforms.

This fabulous development went hand in hand, however, with new obligations, as the HCA was required to establish a new B.A. program in order to create the necessary capacities for the anticipated students. The first half of 2010 was dominated therefore by conceptualizing a new course of studies that would be true to the HCA's multi-disciplinary custom yet geared toward a different, i.e. undergraduate, clientele. Under the steadfast guidance of Dr. Andreas Barz from the Dezernat für Studium und Lehre, and with splendid and unflinching support from the Faculties of Philosophy, Theology, Chemistry and Earth Sciences, Modern Languages, Economics and Social Sciences, and Law, as well as several student representatives, the B.A. in American Studies (BAS) was developed in record time and shepherded through all the requisite bodies of the university. When the Baden-Württemberg Ministry of Science, Research, and the Arts finally authorized the results, barely four weeks were left before the university's application period for the fall term closed. Nevertheless, we received 140 applications for the newly hatched BAS, admitted 50 applicants, and in October 2010 opened the semester with a splendid group of 20 students.

The Curt und Heidemarie Engelhorn Palais: History and Architecture of Our Flourishing Home



The Curt und Heidemarie Engelhorn Palais on Hauptstraße 120.

The home of the HCA is a beautiful old Bürgerpalais (town house), and one with a long history. The first known structure that stood at the location now occupied by the Curt und Heidemarie Engelhorn Palais can be traced back to 1564.

Afflicted by fire on several occasions in the past, the eastern half of this four-story building was severely damaged in 1689 during the Palatinate War of Succession. Only four years later, the entire structure was apparently crippled even further as a consequence of the war.

In 1699, the “Haus Neukirch,” as the Curt und Heidemarie Engelhorn Palais came to be called, was

purchased by Burkhard Neukirch. Having already lived in parts of the old building for some years, he started to build a new house, using the foundation of the former building.

The structure of the palais, especially the fourth floor, was subjected to manifold rebuildings during the following decades, and the current structure was built at the beginning of the eighteenth century. This makes the home of the HCA only around fifty years older than its subject of study, the United States of America.

In 2006, the former „Haus Neukirch“ was renamed in honor of Curt and Heidemarie Engelhorn who bought the building and generously granted the HCA rent-free use of the rooms for the next ten years.

The HCA’s location is ideal for students and professors alike. The Curt and Heidemarie Engelhorn Palais is within short walking distance of the University Library, the Mensa, the New University, the Old University, and many important university departments. Here on Hauptstraße, just a step away from University Square, student life thrives.

The Curt and Heidemarie Engelhorn Palais is an architectural gem. Particularly noteworthy is the decorative stucco on the walls and ceilings, which can especially be admired on the second floor. Done in the Louis-Seize style, the trim and decoration were likely added at the end of the eighteenth century. The extensive restoration of the salons on the second floor, the so-called Bel Etage, revealed carvings long lost to coats of paint. Lions’ heads, musical instruments, roses and women’s faces were literally coming out of the ceiling. The

rooms of the Bel Etage are used for conferences and lectures.

Thanks to the magnanimity of the Engelhorn family, a modern annex to the historic building was envisioned from the very start in the interior courtyard separating the Curt and Heidemarie Engelhorn Palais from the student cafeteria and main university library. Its completion, however, was delayed due to construction work on surrounding buildings. Yet, finally, on October 20, 2009, Honorary Senators Curt and Heidemarie Engelhorn, Heidelberg Mayor Dr. Joachim Gerner, Heidelberg University Rector Prof. Dr. rer. nat. habil. Bernhard Eitel, HCA Founding Director Prof. Dr. Dr. h.c. Detlef Junker, sponsors and friends of the HCA, staff members, students, and guests gathered after the MAS Commencement for the official dedication of the HCA's new academic facilities.

The annex comprises a new lecture room, an elevator, a kitchen equipped for event catering, and

additional restrooms, including one accessible for people with disabilities. The most spectacular feature of the new building, however, is a 360-square-meter, glass-covered atrium. By a stroke of genius, Klaus-Dieter Freund, legal counsel to the Engelhorn family, and architect Horst Müller decided to do away with the originally planned flight of stairs and instead install a corkscrew staircase in the northwestern corner of the atrium, thus making the entire internal space available for use as an auditorium, exhibition room or even concert hall.

The new seminar room, recently christened Oculus for its signature round window, has now been outfitted with a feature-rich interactive whiteboard that combines color, motion and interactivity with integrated sound and Dual-User functionality. Thus, the HCA is well-prepared to host not only its new BAS, MAS and Ph.D. students but also increasing numbers of international conferences and workshops.



The "Oculus," the HCA's new seminar room

Prof. Dr. Manfred Berg

Professor of History

(Biography see Board of Directors, page 18)

Rashida Braggs, Ph.D.

Professor of Cultural Studies

Rashida K. Braggs received a Ph.D. in Performance Studies at Northwestern University; she was also awarded an M.S. in Mass Communications from Boston University and a B.A. in English and Theater Studies from Yale University. Braggs recently served as a postdoctoral fellow in the Introduction to Humanities Program at Stanford University, where she taught in conjunction with Drama, American Studies, and African American Studies. In her book project, *Before Jazz Was American: Exploring the Changing Identity of Jazz in Post-WWII Paris*, she problematizes the idea that jazz is uniquely American by investigating collaborations between African American musicians and their French counterparts in postwar France. Her scholastic interests have strongly influenced her extracurricular activities, as she has performed in poetry slams and jazz jam sessions. She taught the MAS course "From Blues to Rock: Representing Music in African American Literature" during the winter semester 2009/10.



Dr. John Deni

Lecturer, Political Science

A native of Philadelphia, Dr. Deni completed his undergraduate degree in history and international relations at the College of William & Mary in 1992. He went on to earn a Master of Arts degree in U.S. foreign policy at American University in Washington, D.C., in 1994, and a doctoral degree in international affairs at George Washington University in 2005. Since 2003, Dr. Deni has worked as a political advisor for the U.S. military forces in Europe. Prior to that, he worked for two years as a strategic planner specializing in the military-to-military relationship between the United States and its European allies. Before coming to Germany, Dr. Deni spent seven years in Washington, D.C., as a consultant specializing in national security issues for the U.S. Departments of Defense, Energy, and State. He is the author of the book *Alliance Management and Maintenance: Restructuring NATO for the 21st Century* (2007). Since 2006 Dr. Deni has been an adjunct lecturer at Heidelberg University's Institute for Political Science, teaching the political science seminar on "U.S. Foreign Policy" for the MAS during the winter semester 2009/10.



Maria Diaconu, M.A.

TA Literature

Maria Diaconu received her B.A. from the University of Bucharest, Romania, in 2004. She majored in English and minored in American Studies, focusing on American literature with a B.A. thesis about the Beat Generation writers and the American avant-garde. In 2005, she received her M.A. in American Studies from the University of Heidelberg with her thesis "Narrating Memory: A comparative study of Toni Morrison's *Beloved* and William Faulkner's *The Sound and the Fury*." At the moment, she is a Ph.D. student enrolled at the HCA, working on her dissertation entitled "The Literature of Trauma: Perspectives on 9/11." She has been teaching the Literature tutorial during the winter semesters of 2009/10 and 2010/11.



John Dingfelder Stone, B.A., LL.M; J.D.

TA Political Science

John Dingfelder Stone was born and raised in Texas and graduated with a B.A. in Russian Language and Literature from the University of Texas at Austin in 1996. In 1999 he received an LL.M. (with distinction) in Public International Law from the University of Nottingham (United Kingdom). In 2000 he finished his J.D. at the University of Texas School of Law. Thereafter, he spent two years working as an Assistant District Attorney in Victoria County, Texas, advancing to head of the Misdemeanor and Juvenile department. He then moved to the Dallas County District Attorney's office and worked as an Assistant District Attorney in the appellate division until 2005 when he moved to Germany. Since 2005, he has been teaching at the Johannes Gutenberg-Universität Mainz, specifically the Fachbereich Angewandte Sprach- und Kulturwissenschaft (FASK) located in Gernersheim, and currently has a part time position there. Since 2007, he has also maintained a part time position at the Max Planck Institute for Comparative Public Law and International Law.



Tatjana Eichert

Event Management / Public Relations Assistant

Tatjana Eichert has been a student at Heidelberg University since 2007, majoring in history and English literature. She joined the HCA in March 2009 as an intern. During this time she assisted in coordinating the Spring Academy and the Baden-Württemberg Seminar and worked in the HCA's Public Relations Department. From September 2009, Tatjana worked at the HCA as a student assistant and was primarily responsible for event management. She left the HCA in March 2010 for an internship at the German Historical Institute in Washington, D.C., and is currently writing her B.A. thesis.



Tobias Endler

TA Sociology

Tobias Endler studied English, political science, and German in Heidelberg and London. He received his state exam in 2006. During his studies he specialized in American politics and culture studies with a particular focus on intellectual life in the U.S. His thesis is entitled 'Jefferson, Franklin, Freneau: Three Enlightenment Thinkers on the Native American Population.' In 2007-08, Endler taught at Yale University. During this time, he also conducted a series of interviews with leading public intellectuals, which will come out as a book in 2011. His Ph.D. thesis focuses on the role and self-perception of twenty-first century American intellectuals and is supported by a grant from the Konrad-Adenauer-Foundation. He has taught the sociology tutorial during the summer semester 2009 and the winter semester 2010/11.

**Dr. Dorothea Fischer -Hornung**

University Lecturer, American Studies

Dorothea Fischer-Hornung is Senior Lecturer in the English Department of Heidelberg University. Her research focuses on ethnic literatures and film in English as well as performance theories and practices. She has developed, taught, and published on international e-learning cooperations with universities in numerous countries. She is founding co-editor of the journal *Atlantic Studies* and president of MESEA, Society for Multi-Ethnic Studies: Europe and the Americas. Dr. Fischer-Hornung teaches the MAS course "Methodology I: Introduction to American Studies" as well as annually takes part in the HCA Spring Academy.

**Dr. Ute Forster-Schwerk**

Research Associate

Ute Forster-Schwerk joined the HCA as a staff member in July of 2008. She studied geography, political science, and sociology in Vienna and Heidelberg and received her Ph.D. from Heidelberg University. Her research interests are in social geography, especially in population studies, geographies of travel, and the regional geography of the United States. She also supports Christina Larenz in accounting. Ute Forster-Schwerk left the HCA at the end of 2009.



Prof. Erich Geldbach

Professor of Religious Studies

Prof. Dr. Erich Geldbach studied Protestant theology and English philology at Philipps-University Marburg and received his D.D. in 1969. After his habilitation in 1974 Geldbach was a professor at Philipps-University Marburg and held visiting professorships at the Harvard Divinity School, the Eastern Baptist Seminary, Philadelphia, and the Whitney College in Melbourne. From 1997 until 2004 Geldbach was professor of ecumenical studies at Ruhr-University Bochum. He teaches the Religious Studies course for the MAS on “One Hundred Years of American Fundamentalism” during the winter semester 2010/11 as well as two courses for the new BAS.



PD Dr. Marcus Gräser

University Lecturer in History

Marcus Gräser substituted as the Chair for American History at Heidelberg University during the winter semester 2009/10. He studied history, sociology and political science in Frankfurt am Main. From 1996 to 2009 he served as research associate and Habilitationsstipendiat at the Center for North American Studies at the University of Frankfurt. In 1996/97, 1998 and 2006/07 he was a visiting scholar at the Department of History at the University of Chicago. Recently he published his second book, a comparative history of welfare state building in the U.S. and in Germany, 1880-1940. In 2008, he won the David Thelen Award of the Organization of American Historians for his article “World History in a Nation-State,” published by the *Historische Zeitschrift*. In the winter semester 2009/10, he taught a course on “Major Problems in American History: 1860-1945” for the MAS. He has since moved on to become Deputy Director of the German Historical Institute in Washington, D.C.



Iris Hahn-Santoro, M.A.

MAS and BAS Coordinator

Iris Hahn-Santoro received her M.A. in linguistics, Scandinavian studies and philosophy from the University of Cologne in 2002. She wrote her thesis on anglicisms and neologisms in contemporary Icelandic, focusing on computer terminology. After receiving her M.A., Hahn-Santoro served as a research assistant at the Arctic Studies Center at the Smithsonian Institute’s National Museum of Natural History in Washington, D.C. She joined the HCA in August of 2009 and is responsible for the coordination of the MAS and BAS program.



Clara Höhn

Event Management / Public Relations Assistant

Clara Höhn has been a student at Heidelberg University since 2008, majoring in History and Political Science. She joined the HCA in March 2010 as a student assistant and is now primarily responsible for event management. She also supports the HCA's Public Relations Department.



Jens Hofmann, M.A.

Publications / Research

Jens Hofmann joined the HCA in early 2009. He serves as a research and publications assistant as well as coordinator for the conference „Religion and the Marketplace“ to be held at the HCA in 2011. He studied history, political science and English literature at Heidelberg University and the University of Edinburgh and received his M.A. in early 2009. Currently, Jens Hoffmann is working on a Ph.D. thesis titled “Subsidized Hegemony? The Problem of the Offset Agreements in U.S.-German Relations, 1960-1976.” Furthermore, he serves as a member of the executive board of the Heidelberg Institute for International Conflict Research (HIK) and as editor of the “Conflict Barometer,” the HIK’s annual publication.



Dr. Mischa Honeck

Research Associate

Mischa Honeck joined the HCA as a research associate and full staff member in April of 2008. Apart from administering the Ph.D. in American Studies program, he is responsible for coordinating the Center for Interdisciplinary Research as well as the HCA's visiting fellows program. Mischa Honeck studied history, philosophy, and English at Portland State University and Heidelberg University, where he received his M.A. in February of 2004 and completed his Ph.D. in June of 2008 (“summa cum laude”). For his doctoral studies, he was awarded the Kade-Heideking Fellowship of the German Historical Institute in Washington, D.C., and the University of Wisconsin-Madison as well as a dissertation stipend from the Schurman Foundation. A specialist in U.S., transatlantic, and transnational history, Honeck has taught courses on the Atlantic Revolutions, the abolitionist movement, the Old South, the Jacksonian Era, environmental history, and the history of youth movements. His first book *We Are the Revolutionists: German-Speaking Immigrants and American Abolitionists after 1848*, to be published by the University of Georgia Press in 2011, explores the participation of refugees of the European Revolutions of



1848/49 in the struggle for black emancipation.

Honeck is also involved in putting together a volume on the history of Afro-German interactions tentatively titled *Blacks and Germans, German Blacks: Germany and the Black Diaspora until World War I*. A new project on the international dimensions of American Scouting in the Interwar Period is in the making.

Prof. Dr. Dr. h.c. Detlef Junker

Founding Director

(Biography see Board of Trustees, page 15)

Christian Kempf

MAS and publishing

Since 2006, Christian has been studying history and religious studies at Heidelberg University. He joined the HCA in March 2009. Christian Kempf is part of the MAS-Team and is responsible for the MAS Newsletter and the MAS Reader; he also supports the publishing of the annual report. Christian Kempf helped to organize the UNESCO History Conference "UNESCO and the Cold War." From May to August he worked as a research intern at the German Historical Institute in Washington, D.C.



Eva-Maria Kiefer, M.A.

BAS Coordinator

Eva-Maria Kiefer received her M.A. in American studies, political science and psychology from Bonn University. Since October 2010 she has been a Ph.D. student at the HCA, focusing on how fear shaped U.S. congressional behavior after 9/11. She joined the HCA staff in September 2010, filling in for Iris Hahn-Santoro as coordinator for the BAS.



Dr. Martin Klimke

Research Associate (on leave)

Martin Klimke studied at the University of Göttingen, Amherst College and Heidelberg University, where he received both his M.A. and his Ph.D. in 2002 and 2005 respectively. From 2006 to 2010, Klimke was coordinator and research-fellow-in-charge of the Marie Curie project supported by the European Union on "European Protest Movements since the Cold War." Since 2007, Klimke has been a visiting research fellow at the German Historical Institute in Washington, D.C., where he became a research fellow in 2009.



Walther Kraft, M.A.

Lecturer Music & Marketing

Walther Kraft studied philosophy, literature, political sciences and musical sciences in Frankfurt am Main. His special academic interest is the interdisciplinary inquiry on the logic of conservative movements. He is also a specialist for European media marketing, global advertising and below-the-line communications. He has worked for more than 30 years in the communications business: as head of marketing at SAT.1, Germany's second biggest private TV network, as well as in some worldwide networks for marketing communications such as Ogilvy & Mather, EuroRSCG and Leo Burnett. Walther Kraft also does consulting for international corporations and takes over the training of marketing departments in various subjects such as marketing effectiveness measurement, client profiling, customer relationship marketing, and brand campaigning. At the same time, he has long been active as a lecturer at several universities and colleges, including the University of Bucharest and the Hochschule fuer Musik Hanns Eisler in Berlin. From 1999 to 2005, he taught European Media Marketing, Marketing in Eastern Europe and Global Below-The-Line Marketing as a visiting lecturer at the Johnson Graduate School of Management of Cornell University in Ithaca/ New York. Since 2006 he has been teaching International Business Culture at the HCA. During the summer semester 2010, he taught an interdisciplinary seminar on "American Music, Marketing and Rock'n'Roll – On the Genesis of Marketing Driven Popular Music, Made in USA" together with Robert Soultanian from the Department of Sociology.

**Matthias Kutsch**

Conference Organization / Research

Matthias Kutsch studies history and political science at Heidelberg University. He joined the HCA in July 2009 as a student research assistant. Matthias organized the UNESCO History Conference "UNESCO and the Cold War" and is currently working on the organization of the conference series "Transatlantic Cultures," which is funded by the European Recovery Program (ERP).



Christina Larenz

Office Manager

Christina Larenz concluded her studies at the English Institute Heidelberg as a translator for English, French, and Spanish in 1988. Since then she has worked in various branches of industry and administration. She has also worked as a translator and a foreign language teacher. She joined the HCA team in September of 2008 and is responsible for the institute's administrative matters.



Dr. Steven Less, Esq.

Lecturer Law

Dr. Less is a senior research fellow at the Max Planck Institute for Comparative Public Law and International Law in Heidelberg, where he is also employed as the managing editor of the MPI's semi-annual bibliography of public international law. A member of the New Jersey and New York bar associations, Dr. Less worked for a general practice law firm before coming to Heidelberg on a DAAD grant. Beginning in 1999, he has offered a three-semester introduction to Anglo-American law and legal terminology, covering American constitutional law, at Heidelberg University. He has also lectured on Anglo-American civil law in the same context. In addition, Dr. Less has taught international law and international human rights at Schiller International University in Heidelberg. He obtained an undergraduate degree in history from Middlebury College in Vermont. After receiving a law degree from Seton Hall University School of Law in New Jersey, Dr. Less completed his doctorate at Heidelberg University with the support of a Max Planck Society fellowship. His comparative law doctoral thesis concerned involuntary commitment to psychiatric institutions in the United States and Germany. Dr. Less has also written articles on American and international law, including an extensive survey of American law on terrorism and, most recently, a case study on the international administration of Holocaust reparations. In 2010, he taught the course "Introduction to American Constitutional Law" at the HCA.



Sophie Lorenz, M.A.

Spring Academy

Sophie Lorenz worked at the HCA as a student research assistant from 2004 to 2010, since 2007 as coordinator of the HCA Spring Academy on American History, Culture, and Politics. She studied history, political science, and public law at Heidelberg University, graduating in 2009 with an M.A. thesis on Black Power, student protests and solidarity with the Black Panthers in West Germany during the 1960s and 1970s. Since fall 2009, Sophie Lorenz has continued her studies at Heidelberg University as a Ph.D. student working on a dissertation project about encounters between the German Democratic Republic and Angela Davis, one of the leading intellectual representatives of black power in the 1970s. She currently works as a research associate in the University's History Department.



Anne Lübbers, M.A.

MAS Coordinator

Anne Lübbers studied political science, German philology, and Romance languages (Italian) at Heidelberg University and the University of Bologna, Italy. After receiving her M.A. in 2006, she started working on her Ph.D. thesis about Machiavelli's reception in the political romanticism in Italy. From 2003 to 2007, she worked as a research assistant for the HCA, where she was responsible for the organization of the Spring Academy and the Baden-Württemberg-Seminar. Since 2007, she has been working as MAS coordinator. In 2010 she was instrumental in developing and implementing the B.A. program at the HCA. Anne also teaches literature seminars at the Romance language department.



Elena Matveeva, M.A.

Publications

Elena Matveeva studied at Herzen University in St. Petersburg, Russia, majoring in English, German, and Pedagogics. Since the summer of 2005, Elena Matveeva has been a Ph.D. candidate at the English Department of the Heidelberg University. She has been working as a research assistant at the HCA since 2004. Elena was a coordinator of the Spring Academy until September of 2008 and after that responsible for publications and for internal communications. She left the HCA in January 2010.



Dr. Wilfried Mausbach

Executive Director

Wilfried Mausbach received his Ph.D. from the University of Cologne where he studied history, political science, and philosophy. He was a research fellow at the German Historical Institute in Washington, D.C., and held assistant professorships in history at both the John F. Kennedy Institute for North American Studies at the Free University Berlin and Heidelberg University, where he also was a Volkswagen Foundation fellow. His major research interests are in transnational and intercultural history with a focus on German-American relations during the twentieth century. He is the author of *Zwischen Morgenthau und Marshall: Das wirtschaftspolitische Deutschlandkonzept der USA 1944-1947* (1996), co-editor of *America, the Vietnam War, and the World. Comparative and International Perspectives* (2003), and an adjunct editor of *The United States and Germany in the Era of the Cold War, 1945-1990. A Handbook*, 2 vols (2004). He is currently at work on a book about Germany and the Vietnam War. Dr. Mausbach directed the interdisciplinary colloquiums both during the winter and summer semester 2009/2010.



Anja Milde, M.A.

Spring Academy

Anja Milde received her B.A. from the University of Erfurt in 2003, where she studied linguistics and communication science. Since fall 2003, she has been a student at Heidelberg University, majoring in history and art history. Before joining the MAS program in 2007, she spent a year at Trinity College in Hartford, CT, where she majored in American Studies. Since fall 2007, Anja has been working at the HCA as public relations assistant and tutor for American history. In spring 2010, Anja took on the position of Spring Academy coordinator. She is currently working on her Ph.D. thesis on the linkages between the U.S. civil and gay rights movements.



Hannes Nagl, M.A.

Website

Since January 2010, Hannes Nagl is responsible for the HCA's website. Hannes Nagl studied English literature and political science at Heidelberg University. After graduating in 2009, he joined the HCA's Ph.D. program working on a thesis on "Norbert Elias' Theory of Civilization and the Phenomenon of Violence in Contemporary American Fiction." In August 2010, he started working as a research assistant at the English Department, where he is part of the research project "Violence and the Hidden Constraints of Democracy: A New Civilization Studies Approach to American Literature and Culture."



Vera Neubecker

Office Assistant

Since 2008, Vera Neubecker has been studying history and religious studies at Heidelberg University. She joined the HCA in August 2010 and is working in the main office.

**Patrick Roberts, Ph.D.**

Professor of Political Science

Patrick S. Roberts, the 2010-11 Ghaemian Fellow-in-Residence at the HCA, is an assistant professor with the Center for Public Administration and Policy (CPAP) in the School of Public and International Affairs at Virginia Tech University. He holds a Ph.D. in government from the University of Virginia, an M.A. in political philosophy from Claremont Graduate University, and a B.A. from the University of Dallas. Patrick has been a postdoctoral fellow at the Center for International Security and Cooperation at Stanford University and at the Program on Constitutional Government at Harvard University. He has published in a variety of scholarly and popular journals, and his research has been funded by United States government agencies and the Social Science Research Council. His current project is a book manuscript titled *Disasters and the Democratic State: How Bureaucrats, Politicians, and the Public Prepare for the Unexpected*.

**David Rösch, M.A.**

TA Political Science

David Rösch studied Political Science and Japanese Studies at Heidelberg University from 2005 to 2008. Thereafter, he proceeded to obtain an MSc in International Relations Theory from the London School of Economics (LSE) in 2009. Throughout his studies, he focused on theories of International Relations, international security, and U.S. foreign policy. Furthermore, he interned at the Foreign Office, the ZDF's foreign policy desk, and the German Institute for Global and Area Studies (GIGA). Also, he volunteered at the Heidelberg Institute for International Conflict Research and worked as an undergraduate research assistant and T.A. In 2009, he started his Ph.D. in International Relations at the Institute of Political Science, where he is also employed as a research assistant. At the HCA he taught the Political Science tutorial during the winter semester 2009/10.



Katia Rostetter, M.A.

MAS Coordinator

Katia Rostetter received an M.A. in English literature, history and political science of South Asia. Since April 2010 she has been a Ph.D. candidate at the English Department, working on the American author Cormac McCarthy from a civilization studies perspective.

She joined the HCA staff in September of 2010, filling in for Iris-Hahn-Santoro, who is on parental leave. She is part of the MAS team.

**Klaus Rothenhäusler, M.A.**

Semtracks Research Project

Klaus Rothenhäusler received his Magister Artium in computational linguistics, German and English studies from Heidelberg University in 2004. As an Erasmus exchange student he spent a year in Glasgow studying English language and literature. From 2005 to 2008 he was a member of the international graduate school "Linguistic Representation and its Interpretation" at the Institute for Natural Language Processing at the University of Stuttgart. He is working on his doctoral thesis about word space models. In the SEMTRACKS project he is responsible for the implementation of linguistic analyses with methods of natural language processing.

**Dr. Anthony Santoro**

Research Associate History / Religious Studies

Anthony Santoro studied English and History at the University of Virginia, where he obtained his B.A. in 1999. A member of the first MAS class at the HCA, he earned his M.A. in 2005. He then went on to join the HCA's Ph.D. program, completing the degree in 2010. His dissertation was entitled "Exile or Embrace: The Religious Discourse on the Death Penalty in the Contemporary Era." He is currently at work on his next research project, a theorization of the sports fan base as a congregation. His target subject is the Raider Nation, the fans dedicated to the NFL's Oakland Raiders. This project is part of a larger project funded by the German Research Foundation (DFG) entitled "Moderne religiöse Erlebnisgesellschaften: Mediale und ästhetische Präsentationen von Lehren christlich orientierter Organisationen in den USA."



Prof. Dr. Dietmar Schloss

Professor of American Literature

Prof. Dietmar Schloss teaches American literature and culture at the English Department of the University of Heidelberg and at the HCA. He holds a Ph.D. from Northwestern University and a postdoctoral degree (Habilitation) from Heidelberg University. As a Fellow of the American Council of Learned Societies, he was a visiting scholar at the English and History Departments at Harvard University. He has published widely in the fields of eighteenth-, nineteenth- and twentieth-century American literature and culture; his book *The Virtuous Republic* (2003) examines the political visions of American writers during the founding period of the United States. In 2009 he has published a volume of conference proceedings entitled *Civilizing America: Manners and Civility in American Literature and Culture* as well as collection of critical essays on the contemporary American novel. In his new project, entitled "Spaces of Decivilization", he explores the phenomenon of violence in American literature and culture from the vantage point of Norbert Elias's sociological theory. In the MAS, Prof. Schloss taught the courses "Visions of America: Colonial Period and Early Republic" and "Visions of America: The Nineteenth Century", as well as the interdisciplinary seminar "The American Presidency: Literary, Cultural, & Political Perspectives" together with PD Dr. Martin Thunert.



Dr. Anja Schüler

Coordinator Baden-Württemberg Seminar / Public Relations

Anja Schüler studied history, English and journalism at the University of Münster, the University of Georgia in Athens, and the Free University Berlin, where she earned an M.A. She was a DAAD Fellow at the University of Minnesota in Minneapolis and lived in Washington, D.C., for several years. She received her Ph.D. from the Free University of Berlin in 2000 with a dissertation on „Women's Movements and Social Reform: Jane Addams, Alice Salomon, and the Transatlantic Dialogue, 1889-1933.“ Her research interests include German and American social history, gender history, and transatlantic history. From 2006 to 2010, Anja Schüler taught at the University of Education in Heidelberg. At the HCA, she teaches Academic Writing and is also responsible for public relations and the coordination of the Baden-Württemberg Seminar.



Cristina Stanca-Mustea, M.A.

Ph.D. Administration

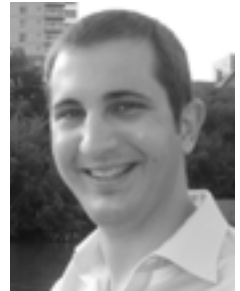
Since October 2009, Cristina Stanca-Mustea is part of the Ph.D. administration at the HCA. Cristina studied literature and American studies and received her B.A. from the University of Bucharest in 2005. She was the recipient of the DAAD Fellowship as part of the STIBET program and received her M.A. in American Studies from Heidelberg University in 2006. Since then, she has been part of HCA's Ph.D. program with a thesis on Carl Laemmle and American film history.



Johannes Steffens, M.A.

TA History

Johannes Steffens is a Ph.D. candidate in history at Heidelberg University, writing his dissertation on the racial integration of the American workplace. Raised in Magdeburg, Germany, he began his studies at Tuebingen University, where he focused on English and American studies, modern history, and political science, and earned a bachelor's degree in 2007. Following a semester at the University of North Carolina at Chapel Hill, he joined the graduate program in history at Heidelberg University in spring 2008 and was awarded a master's degree with distinction in 2010. His master's thesis – for which he received a research grant from the Ghaemian Travel Fund of the Heidelberg Center for American Studies – examined the significance of sport for Japanese Americans with a focus on the forced relocation and confinement ("internment") during World War II.



Johannes Steffens specializes in nineteenth- and twentieth-century social, economic, and cultural history of the United States and Germany. He is particularly interested in the history of African Americans, Japanese Americans, the former German Democratic Republic, and topics such as racism, extra-legal violence, urbanization, dictatorships and post-dictatorial societies, and sport.

At the HCA, he works as a teaching assistant for the history lecture during the winter semester 2010/11.

Dr. habil. Martin Thunert

Senior Lecturer Sociology/Political Science

Martin Thunert joined the HCA as research lecturer in political science in September 2007. He is a graduate of Johann-Wolfgang-Goethe University Frankfurt, holds a doctoral degree (Dr. phil.) from the University of Augsburg and received his "Habilitation" in political science from the University of Hamburg, where he was an assistant professor. Martin Thunert was an exchange student at the University of Glasgow, Scotland, and did graduate work at Queen's University, Kingston, Ont. and at McGill University in Montreal, Quebec. He has held appointments in political studies at several German universities and spent four years (2002-2006) as visiting associate professor of political science at the University of Michigan, Ann Arbor. He was a Kennedy- Fellow at the Harvard Center for European Studies and has gained practical experience as staff assistant at the U.S. Senate (Labor, Education and Health Committee). For the MAS he teaches the sociology course on "Modern Classics of (North) American Social, Political and Economic Thought" and the interdisciplinary seminar "Visions of America: The Nineteenth Century," as well as the interdisciplinary seminar "The American Presidency: Literary, Cultural, & Political Perspectives" together with Prof. Dr. Dietmar Schloss.



Lara Track

Office Assistant

Since 2008, Lara Track has been studying history and sociology at Heidelberg University. From December 2009 until September 2010 she worked in the HCA office. She is now studying abroad in Newcastle upon Tyne, UK.



Michael Tröger, Dipl.-Soz.

IT

Michael Tröger graduated from Heidelberg University in 2007 with a degree in sociology, majoring in industrial sociology. From 2001 to 2003, he was in charge of the IT administration at the Institute for Anthropology of Heidelberg University. After completing an internship in Lisbon in 2003, he started his own IT business. He is currently an IT service provider at the HCA.



Associated Fellows

Millie Baker, M.A.

Presentation and Media Skills

Prof. Elizabeth Borgwardt

Professor of History, Washington University St. Louis

Prof. Kirsten Fischer

Professor of History, University of Minnesota

Dr. Jana Freihöfer

Heidelberg University Rectorate, Communication and Marketing

Prof. Dr. Philipp Gassert

Professor of History, University of Augsburg

Dr. Thomas Gijswijt

Research Fellow, Radboud Universiteit Nijmegen

Prof. Jeannette Jones, PhD

Professor of History, University of Nebraska-Lincoln

Dr. Alexander Vazansky

Professor of History, University of Nebraska-Lincoln

Jun.-Prof. Dr. Simon Wendt

Professor of History, University of Frankfurt

Adjuncts

Kimberly Chadwick

BAS "Language Practice"

Julia Lichtenstein

BAS "Methodology I"

Ana Maric

BAS "Key Competences"

Rebecca Zimmermann

BAS tutorial "The Political System of the United States in International Comparison"

Stefanie Weymann

BAS tutorial "Introduction into English Literatures"

HCA Interns

In 2009/10, the HCA successfully continued its internship program, which began in the fall of 2005. We were very fortunate to host excellent interns during the year, who provided valuable support for our work. We would like to thank:

Alexandra Bux (Heidelberg University), who spent two months at the HCA. Alexandra assisted the Spring Academy Team in the organization of the seventh Spring Academy.

Svetlana Hirth (Heidelberg University) spent three months at the HCA and supported the MAS team in preparing for the arrival of the new MAS students and in the organization of this year's commencement ceremony as well as a variety of other HCA events. She continued her internship in the public relations department where she, among other things, wrote news reports for the HCA website.

Kim-Dirk Linsenmeier (Heidelberg University) spent six weeks as an intern at the HCA research department. His main responsibility was to assist Dr. Honeck with putting together an edited volume on the history of Afro-German encounters

prior to World War I. Besides collecting and organizing bibliographical material, Kim also helped to draft parts of the volume's introduction.

Cosima Schmidhammer (Raichberg Gymnasium, Ebersbach/Fils, Germany) successfully completed her job oriented internship, which is part of the

secondary school education, at the HCA. During her one-week internship she assisted the MAS-team and the public relations department.

If you are interested in applying for an HCA internship or in further information please contact Anne Lübbers at aluebbers@hca.uni-heidelberg.de.

Cooperation and Support

The HCA gratefully acknowledges the support of the following institutions in facilitating its programs:

The American Academy in Berlin; the Archiv Grünes Gedächtnis, Berlin; the Department for American Studies, University of Tübingen; the Seminar for Contemporary History, University of Tübingen; the Department of English, University of Freiburg; the Freiburg Institute for Advanced Studies (FRIAS), School of History; the Freiburg Institute for Advanced Studies (FRIAS), School of Language & Literature; the Department of History, University of Augsburg; the Fritz Thyssen Foundation; the Marie-Curie-Actions for the Promotion of Scientific Excellence of the European Commission; the European Union Center of Excellence (EUCE) at the University of Wisconsin-Madison; the Institute of American Studies and Polish Diaspora, Jagiellonian University, Krakow; the School of Arts and Sciences, College of William & Mary, Williamsburg, Va.; the School of Arts and Sciences at the University of Pennsylvania, Philadelphia; the Machiavelli Center for Cold War Studies, Italy; the Department of English Language and Culture, Radboud University Nijmegen; the Roosevelt Study Center, Middelburg, The Netherlands; the Department of History, Vassar College, Poughkeepsie, N.Y.; the German-American Center / James-F.-Byrnes Institute e.V. (DAZ), Stuttgart; the German American Institute

Heidelberg (DAI); the Carl-Schurz-Haus / German American Institute Freiburg (DAI); the German American Institute Tübingen (d.a.i.); the German-American Lawyers Association (DAJV); the Graduate Program "Globalization and Cultural Studies," University of Mannheim; the Hamburger Institut für Sozialforschung (HIS); the International Center for the Science of Culture and Technology (IZKT), University of Stuttgart; the John F. Kennedy Institute for North American Studies at the Free University Berlin; the Kunstverein Freiburg; the Deutsches Literaturarchiv Marbach; the Department of Literature, University of Konstanz; the Department of Literature/American Studies, University of Stuttgart; the Marsilius Kolleg, Heidelberg University; the American-European Friendship Club, Heidelberg; the American German Business Club, Heidelberg; the Democrats Abroad Germany; the Republicans Abroad Germany; the German Academic Exchange Service (DAAD); the German-American Fulbright Commission; the German Historical Institute (GHI), Washington, D.C.; the Government of the State of Baden-Württemberg; the Humboldt Foundation; the Robert Bosch Foundation; the Fund for American Studies, Washington, D.C.; the Office of the Historian, U.S. House of Representatives; and especially the United States Embassy in Berlin and the United States Consulate General in Frankfurt/Main.

Additionally, the HCA would like to thank the following institutions of the University of Heidelberg for their support:

The Rector and the Rectors's Office; the Zentrale Universitätsverwaltung (ZUV), especially Dr. Andreas Barz and Ingrid Reiher from Dezernat 2; the International Office; the Press Office; the Office of the Dean of the Faculty of Philosophy; The Computing Center (URZ); the University Guest Houses; the Studentenwerk Heidelberg; the Abteilung Schlüsselkompetenzen in Studium und Lehre and the University Library.

Furthermore, special thanks go out to the administrative staff of the Schurman Foundation and the FHCA (Tanja Hönninger, Lucy Whitehead, Silke Ruh-Simon), to the office of the Engelhorn family (Gunda Baumgartner), to attorney at law Klaus-Dieter Freund, to Klaus Kettner for his advice on accounting, and to architect Horst Müller.



**An Institute for
Higher Education**

An Institute for Higher Education

As an institute for higher education, the HCA trains American Studies specialists in response to an increasing demand in academia, the public sector, and the business community.

The HCA provides interdisciplinary academic and cultural teaching on the United States for students from around the world.

Having offered a Master of Arts in American Studies (MAS) program (see pages 47-71) from its very inception and a three year Ph.D. in American Studies program (see pages 74-99) starting in 2006, the HCA has now completed its educational portfolio by adding a B.A. in American Studies (BAS). Our first B.A. students commenced their studies in October 2010 (see pages 44-46).

The Bachelor of Arts in American Studies (BAS)

The Bachelor of Arts in American Studies at Heidelberg University is unique in its broad range of subjects. The program is offered by the Heidelberg Center for American Studies (HCA) in cooperation with the English Department, the Department of Geography, the History Department, the Institute for Political Science (IPW), the Law Faculty, and the Faculty of Theology, including its Research Center for International and Interdisciplinary Theology (FIIT). The option to concentrate in geography or theological and religious studies, as well as to obtain an additional jurisprudential certificate, makes this program unique in Germany and Europe and beyond.

The American Studies Program is a one of a kind multi- and interdisciplinary program designed to understand a complex subject matter: the United States of America. Students receive a thorough education in literature, cultural studies, history, political science, theology, and geography, and have an added opportunity to acquire professional knowledge in U.S. constitutional and procedural law.

The B.A. in American Studies admits a small group of highly motivated students, up to 25 freshmen annually. It places a strong emphasis on intense one-to-one support and mentoring as well as on student responsibility within a research-oriented teaching program.

The BAS is a full-time program lasting six semesters. Students are admitted once a year at the beginning of the winter semester. Applications are accepted by Heidelberg University until July 15 of the respective year.

The program wants to attract German as well as international applicants holding a General Qualification for University Entrance (“Allgemeine Hochschulreife” or equivalent) with a special interest in the history, politics, society, and culture of North America.

BAS Outline

The six-semester Bachelor in American Studies program at Heidelberg University offers students to choose their individual focus, allowing them to specialize in the areas they are most interested in. The course of studies comprises both subject-specific and practical parts.

The **subject-specific parts** of the program (fachwissenschaftlicher Teil) consist of an introductory module, four basic modules, two specialization modules, one interdisciplinary module, and the optional add-on law module:

Introductory Module: This module imparts basic knowledge of the disciplines history, literature and culture, political science, geography, and theological studies. The students are given an overview of specific perspectives on the respective subject and its fundamental terms, theories and methods. Additionally, students learn about the theories and methods of the integrative discipline American Studies.

Basic Modules: These modules enable students to gain expertise in specific subject areas of the program. Students need to select four out of the five disciplines offered.

Specialization Modules: During the second half of the program, students choose two specialization modules that allow them to concentrate more closely on two of the four fields they had earlier selected as basic modules.

Interdisciplinary Module: Once students have attained a strong grounding in at least two of the disciplines offered, they enrol in an interdisciplinary module designed to promote interdisciplinary work and illustrate its synergy effects. The interdisciplinary module can either consist of an interdisciplinary seminar and an interdisciplinary colloquium, or two courses on the same topic from different disciplines.

Add-on Module in Law: The optional add-on module in law offers a supplemental qualification in the realm of Anglo-American law. It provides an overview of U.S. constitutional law and of procedural law as far as infringements of basic rights such as life, liberty, and property are concerned. This add-on module spans three semesters and students will receive a separate certificate from the Faculty of Law upon completion.

The practical parts of the program (praktischer Teil) consist of the following modules:

Language-in-Use Module: The language-in-use module consists of a basic module and an advanced module. The basic module entails a language class, a class on academic writing, and a book club. Within the advanced module, students hone the skills they acquired in the earlier course by devoting time to more complex readings and perfecting their writing skills.

Key Competences Module: The key competences module also consists of a basic and an advanced module. It trains students in pivotal competencies such as time management, non-supervised learning, intercultural communication, and other soft skills. On both the basic and advanced levels it includes a debating club meant to improve rhetorics by discussing current issues in U.S. politics, culture, and society or in a particular academic field.

Praxis Module: The praxis module entails the preparation for, as well as the realization and evaluation of an internship in an area relevant for American Studies. This internship should last for at least two months.

BAS Class of 2013

This year, the program admitted 20 students from all over Germany. Most of them have already had some "American experience," be it a year abroad during high school or an extensive language class in the U.S. The new BAS students were welcomed at the HCA at the beginning of October with a two day orientation session and took up their course work afterwards.



The new students of the BAS Class of 2013 in the annex of the HCA (l. to r.): Andrea Gemovic, Johanna Stapf, Klaus Wiedemann, Ulrike Heinicke, Jamie Jaroschik, Jan Bauer, Laura Schelenz, Caroline Kacperski, Sabine Mimra, Svenja Bobran, Nadine Hillenbrand, Amy Schmitz, Christiane Vinck, Vanessa Ries, Annika Köhne, Stella Wancke, Veronika Werner, Luisa Gaa, Jasmin Miah, Lara Heckmann

The Master of Arts in American Studies (MAS)

The Master of Arts in American Studies (MAS) at the Heidelberg Center for American Studies (HCA) is an exclusive interdisciplinary program taught in English. It is aimed at qualified graduate students from around the world. American Studies in the MAS is defined by exemplary and interdisciplinary teaching of cultural knowledge about the United States of America. The program provides training in academic and practical skills tailored to meet the needs of future leaders in a transatlantic and global environment.

The HCA admits up to 25 students to the MAS annually. To date, five graduating classes totaling 86 students have earned the master's degree. These 86 students came from 33 countries on five continents. Admission is competitive and depends on the quality and academic merits of the candidates. Most candidates will have studied law, humanities, or social sciences at the undergraduate or graduate level.

The MAS begins in October of each year and is directed towards students who have already completed a four-year undergraduate studies program. The tuition fees for the MAS program are 2,500 EUR per semester. Curricula include a selection of courses from economics, geography, history, law, literature, musicology, philosophy, political science, religious studies, and sociology. The MAS curriculum is limited to a selection of disciplines and topics to give the participating students both a sound scholarly grounding and opportunities for the professional application of what they have learned.

The academic year 2009/10 was the first year of the MAS as a three semester program. This gives students the opportunity to dedicate more time

to research their M.A. thesis during the third semester.

The winter semester (October to early February) began with a one-week introduction followed by a weekly curriculum of four lectures with their accompanying tutorials, one interdisciplinary colloquium, and two additional methodology courses. The summer semester, which started in April, consisted of three lectures, three tutorials, three interdisciplinary seminars, one presentation skills course and the continuation of the methodology courses and the interdisciplinary colloquium. The Berlin excursion took place in June. Over the two semesters, students had to choose three majors with mandatory attendance in the tutorials, oral exams and term papers to write. In their chosen minors students also had to take oral exams.

The third and final semester is reserved for writing the M.A. thesis that has to be handed in by January 31, 2011. On October 21 and 22, the M.A. thesis workshop took place where students presented their thesis outlines. The graduation ceremony will take place on April 8, 2011.

Below you will find information on the MAS program of 2009/10, including course outlines of the classes offered, an outlook onto the academic year 2010/11 as well as short biographies of the students of the newly arrived class of 2012.

Because of the structural change of the MAS from a one-year to a three-semester program, there is no class of 2010 and no graduation ceremony took place this year.

For more information please visit the MAS website at www.mas.uni-hd.de.

MAS Course Outline

Winter Semester 2009/10

During the winter semester 2009/10, four lectures were offered as well as two methodology classes and an interdisciplinary colloquium.

American Culture

“From Blues to Rock: Representing Music in African American Literature”

Instructor: Dr. Rashida K. Braggs

In this course, students explored the incorporation of music in African American literature and investigated music’s ability to represent and critique African American culture. In addition to becoming familiar with characteristics of different musical genres, students also studied the historical periods and authors’ biographical information, and analyzed literary texts. Course texts ranged from poetry and short stories to non-fictional criticism to musical recordings. Students were introduced to a plethora of signal African American artists from W.E.B. DuBois to Ralph Ellison to Toni Morrison. Over the course of the semester, students analyzed key issues such as double consciousness, authenticity, and appropriation. Along the way, the class also had a bit of fun. Some of the highlights included: watching Walther Kraft do his Elvis dance impression; viewing *Cadillac Records*; listening to debates over whether African Americans and other minorities struggle with double consciousness today; and the fun and funny challenge of reading dialect in Zora Neale Hurston’s work. In the tutorial, also led by Dr. Braggs, students were able to explore more texts and participate in more in-depth discussion and analysis than the lecture afforded. Writing two papers, giving an oral presentation, presenting on a final group project, and taking an oral exam, students who majored in the course had multiple

opportunities to improve their critical thinking and writing skills. In particular, the six students who chose this major showed tremendous growth, whether in their final papers, which revealed how their personal views and interests connected to the class, or in the final hip-hop presentation, where they schooled even the professor with new literary texts. In the end, the big take-away from the course was that students left understanding that literature and music can reveal much about cultural values, key historical moments and debated issues. Many students came to the course with a lack of knowledge about how to consider music and even literature in a critical way; however, by the end of the class, they recognized characteristics of musical genres, key themes and trends shared by multiple authors, and they talked confidently about the role of the music and literature in their respective historical periods.

American Literature

“Visions of America: Colonial Period and Early Republic”

Lecturer: Prof. Dr. Dietmar Schloss

Tutor: Maria Diaconu, M.A.

America has never been just a geographical place; rather, it has also always been a focal point of vision and dream. This is the first part of a three-semester lecture course examining the changing conceptions of America from the seventeenth century to the present. Based on close readings of selected literary and expository texts, the lectures will try to assess the social, political, and cultural roles of the various idealistic conceptions of America and the United States. Critics have given different reasons for the persistence of these idealisms: Some consider them as ideologies (in the

Marxist sense) masking self-interested economic practices. Others perceive them as instruments of modern nationalism; as these visions draw their readers into an imaginary identification with the nation state, they perform 'cultural work.' Still others view these idealistic visions as the outgrowth of a deep human need.

During the winter semester 2009/10 our discussions focused on the 'visions' of the Colonial Period and the Founding Era. The curriculum included texts by Christopher Columbus, John Smith, William Bradford, John Winthrop (A Model of Christian Charity), Mary Rowlandson, J.Hector St. John de Crèvecoeur, Benjamin Franklin (The Autobiography), John Adams, Thomas Jefferson (The Declaration of Independence), James Madison (Federalist No. 10), Hannah Webster Foster (The Coquette), and Charles Brockden Brown (Arthur Mervyn).

The tutorial accompanying this lecture was intended to actively involve the students in the close reading of the texts (each student had to prepare two ten minute presentations throughout the semester), encourage participation and discussions, while also offering a theoretical and historical background for the primary literature. The challenge was to convince the students of the extraordinary role these historical texts have played and still play in the creation of the American "national imaginary," and this goal was achieved by tracing their influence in contemporary cultural artifacts. For instance, a 17th century text by John Smith was discussed in relation to the recent Disney film based on the story of Pocahontas. Iconic texts like The Declaration of Independence were dealt with not only as historical documents, but as texts to be deciphered using the tools of Cultural Studies. Coming from different academic backgrounds (political science, literature etc.), the

students were encouraged to use and share their prior knowledge with their class mates in order to foster a better understanding of the texts in a wider context. The tutorial also included practical aspects like academic abstract and paper writing and oral exam preparation.

History

"Major Problems in American History: 1860-1945"

Lecturer: PD Dr. Marcus Gräser

Tutor: Dr. Anthony Santoro

The lecture course "Major Problems in American History: 1860-1945" introduced HCA students to American history bookended by the two bloodiest wars in United States history. Beginning with the Civil War and continuing through the Second World War, Prof. Gräser's lecture gave students a broad overview of a turbulent century in which the United States underwent profound transformations as it moved from a house divided to a global superpower. The course also introduced students to various historiographical methods and concepts used in interpreting and understanding American history.

Over the course of the semester, HCA students encountered a number of critical issues in the development of the American nation from a half-slave half-free agrarian nation to an industrial giant. The related processes of industrialization and urbanization and the growth of the great cities in the second half of the nineteenth century were particularly strong themes, as were the related themes of immigration and diversification. The questions surrounding American westward expansion across the continent and across the Pacific combined with the focus on the emerging cities in challenging the students to think in terms of distinct regions and their histories. The changing demographics in the period, meanwhile,

posed a number of challenging questions. How did the relationship between capital and labor change as America industrialized and urbanized? How did large-scale domestic migration change the complexion of the American workforce and social landscape? How did reform movements, such as Progressivism and the women's rights movements, confront the status quo, and how did they respond to these major social developments? How did Americans deal with the concept of imperialism as they fought to conquer and pacify the West? What changed for African-Americans in the period? How did Americans respond to a new ethnic and religious diversity in this period? These are just a few of the questions with which students were confronted and which the lecture attempted to answer.

The goal of the accompanying tutorial, led by Anthony Santoro, was to deepen the students' understanding of these major problems and to provide a space for the students to grapple with these questions. In addition to reviewing the material covered in the lecture, the tutorial included close study of primary and secondary sources. The most important part of the tutorial were the active and lively class discussions. The students brought with them a number of different, and sometimes directly opposed, points of view. This, combined with their different ways of seeing problems due to their different backgrounds and experiences, provided the basis for detailed and insightful discussions. Through detailed analysis and critical reading of primary documents and through their presentations on topical material, students continually reviewed and reengaged the material, deepening their understanding of the material while working together in discussions to resolve problems of understanding and interpretation.

Political Science

"U.S. Foreign Policy"

Instructor: John R. Deni, Ph.D.

Tutor: David Rösch, M.A.

This course covered U.S. foreign policy from its inception to the present day, focusing on the post-World War II period. In three sections, students examined the theoretical and historical underpinnings of American foreign policy, the foreign policy-making process and its key players, and lastly the content of U.S. foreign policy.

The lectures were complimented by seminars for students majoring in U.S. foreign policy, giving them the opportunity to discuss in greater depth the material covered in the class in a small-group setting. Furthermore, the seminars introduced students to theories of International Relations and their relevance to explaining U.S. foreign policy and challenged students to put what they learned to use in a simulation, movie analyses and several case studies.

Methodology I

"Introduction to American Studies, Part I+II"

Instructor: Dr. Dorothea Fischer-Hornung

The 2-semester methodology class provided students with an intense learning experience. The course met once a week and students were required to read two to three essays in preparation for each class session. Methodology differs from other classes offered in the program in that it is not concerned with any particular aspect of American culture, such as history, religion or law. Instead, the course looks at American Studies as a discipline. The class addresses questions such as: What issues and questions inform the development of and the current debates in this field? What are

the methods and skills students can employ in their own work?

During the course of the semester students read and analyzed not only articles on the origin, history, theory, and methods of American Studies, but texts and assignments were also coordinated with the class on academic writing taught by Dr. Anja Schüler.

The field of American Studies is conceived as an interdisciplinary effort that combines disciplines such as history, literature, political science, and sociology to analyze and describe American culture. Students read texts such as Henry Nash Smith's "Can American Studies Develop a Method?" and Gene Wise's "Paradigm Dramas in American Studies: A Cultural and Institutional History of the Movement," wherein foundational scholars debated theories and methods underlying the discipline. These debates became more pluralistic and complex when racial, ethnic, gender and other minority studies were developed, challenging previous assumptions about a coherent and unified American culture and adding new perspectives and approaches to the field. For example, we read the following texts, among others: Mary Helen Washington, "Disturbing the Peace: What Happens to American Studies If You Put African American Studies at the Center?"; Nina Baym's "Melodramas of Beset Manhood: How Theories of American Fiction Exclude Women Authors"; and George Lipsitz, "The Possessive Investment in Whiteness: Racialized Social Democracy and the 'White' Problem in American Studies" and "Listening to Learn and Learning to Listen: Popular Culture, Cultural Theory, and American Studies." Collections such as Donald E. Pease's and Robyn Wiegman's *The Futures of American Studies*, written over half a century after the beginnings of the field, reflect the fact that viewpoints on

theory and methods in American Studies have become ever more diverse. Globalization and the importance of United States culture for this process have forced scholars to acknowledge the importance of an international perspective on the field. In articles such as Lisa Lowe, "The International within the National" there is a call for inter- or transnationalizing American Studies, one of the more recent trends in American Studies scholarship.

Texts exploring queer studies and with an ecocritical perspective addressed contemporary critical concerns. After a good deal of hard work, participants had a solid perspective on both past and contemporary trends in American Studies scholarship and methodology.

Methodology II

"Problems in Academic Writing, Part I+II"

Lecturer: Dr. Anja Schüler

This two semester course offered concrete guidelines and practical advice for writing academic texts in English. In particular, it employed the "process approach" to academic writing, including narrowing down a topic, researching, planning, drafting, editing, and proofreading a paper. The class also discussed issues of writing in good style and selected grammar problems. Students applied their newly gained knowledge in short papers on topics from the Methodology I class, which were jointly given and graded by the instructors of both classes. In the summer semester, students read and criticized each others' papers in small groups. They considered the topics, theses, structure, paragraph construction, evidence, and language and practiced how to comment constructively on the writing of others. After this peer review process, they were ready to tackle their MAS thesis.

MAS Interdisciplinary Colloquium

Directed by Dr. Wilfried Mausbach

On October 9, 2009, this year's MAS Interdisciplinary Colloquium opened with a star attraction. Philip D. Zelikow, a member of the National Security Council under President George H. W. Bush and a former counselor to the U.S. State Department, who also served as executive director of the bipartisan 9/11 Commission created by the U.S. Congress after the 2001 terrorist attacks on the United States, delineated his view of "America and the World in a Time of Transition." Now the White Burkett Miller Professor of History at the University of Virginia, Zelikow explained America's role in the world from a historian's point of view, arguing that U.S. foreign policy has traditionally tended to be more reactive than proactive. Zelikow suggested that this reluctance to follow predefined master scripts contributes to the difficulty that current U.S. policymakers are having in defining a clear-cut role for the United States in the post-Cold War world.

Not much more than a week later, another former National Security Council staffer took the stage. Hope M. Harrison who worked in the White House under both the Clinton and George W. Bush administrations and has since moved three blocks west to become an associate professor of history and international affairs at George Washington University's Elliot School of International Affairs, shared with our students both her professional analysis of and her personal experiences in a late 1980s Berlin, when it had become more or less obvious that the wall would fall sooner or later, yet the pace of events still caught everyone by surprise.

The next session carried us back in history almost 200 years, when Michael Lenz, assistant professor

of history at Heidelberg University, explored "The Apprehension of Danger: American Fears and Foreign Policy in the Early Republic." Arguing that an intellectual tradition that preached distrust of power also built elements of fear into the American political system right from the start, Lenz traced the new nation's anxiety toward (1) the British forts that remained in place on the northwestern frontier after the Revolutionary War, (2) toward an Haitian Revolution that was feared to spread to the slave plantations of the Southern United States, and (3) the impressments of American seamen into the British Royal Navy during the early nineteenth century. He then recounted how each of these fears was step-by-step resolved until, when the Era of Good Feeling came to an end, only one grave concern remained: slavery.

Week four saw Nastasja Gerlach, a graduate from the MAS Class of 2009, present the findings of her M.A. thesis entitled "Friendship at Any Price? The US-India Nuclear Deal in the Light of International Relations." The following week, Daniel Halberstam, Eric Stein Collegiate Professor of Law at the University of Michigan, spoke about "The Constitutional Challenge: Authority and Conflict in Europe and America." He compared German and American constitutional structures, looking mainly at the fragmentation of governance. Thus he contrasted the relations between the European Union and its member states with the relations between the individual branches of state governments in the U.S. and the Federal Government. Halberstam argued that clashes of authority within the EU or between the Supreme Court, Congress and the President were eventually disputes over the superior claim to protect individual rights.

On November 12, we welcomed Kathleen Donohue, Associate Professor of History at Central Michigan

University, who discussed U.S. information policy in the Cold War. She traced an expansion of secrecy that began during World War II and has conflicted ever since with the idea of an informed citizenry. Whereas today the call for access to government documents is usually thought of as a center-left concern, Donohue demonstrated that during the 1950s political groups concerned with secrecy encompassed Republicans as well as both Southern and liberal Democrats. In fact, it was strong anti-communists like Senator Joseph McCarthy who, in their efforts to get information about government employees, were some of the strongest proponents of freedom of information. And it was President Dwight D. Eisenhower who – in the face of the McCarthy hearings – first responded with a broad construction of executive privilege. The 1960s then witnessed the passing of the Freedom of Information Act (FOIA) after the press found that it had been lied to by the Kennedy administration during the Cuban Missile Crisis and had subsequently started a public rout.

Turning from history to literary criticism, our next guest was Gordon Hutner, Professor of English at the University of Illinois, who spoke about “Prestige and Contemporary American Realism.” After our traditional Thanksgiving Dinner on November 26, we brought Edward E. Curtis IV, Millennium Chair of the Liberal Arts and Professor of Religious Studies and American Studies at Indiana University-Purdue University Indianapolis, over from Amman, Jordan, where he was spending the academic year as a Fulbright Visiting Professor. At the HCA, he explained to our students and a larger public “Why Muslims Matter to U.S. History.” In the last session before the Christmas break, Warren R. Hofstra, Professor of History at Shenandoah University, discussed “The Eighteenth-Century American Frontier in Retrospect and Prospect.” Putting the frontier in

an Atlantic perspective, Hofstra argued that what seemed distinctive to Frederick Jackson Turner was, in fact, not simply an American story. Larger transatlantic forces were shaping migrations, and the theme of uprooted people on the move continued in America with the displacement or resettlement of Native Americans.

In January, we were honored to welcome two guests from the headquarters of the United States Army Europe and 7th Army to our colloquium. Brigadier General Mark A. Bellini, Deputy Chief of Staff for Logistics, and Stephen L. Kontos, Foreign Policy Advisor to the Commanding General USAREUR, reviewed the historical reasons for the presence of American forces in Europe, explained why there are State Department political advisors in military headquarters, and obligingly fielded questions from our students. On January 21, we returned to a religious studies perspective, when Jan Stievermann, Professor of American Studies at Tübingen University, in a workshop-like session read and discussed primary source materials with the students, taking them “From Puritan Millennialism to American Expansionism and World Redeemership.” It became clear, for instance, how in the mid-nineteenth century the idea of Manifest Destiny led to a nationalization of providence when notions of a special covenant that had formerly been confined to churches were now applied to the nation. The last session of the winter term was traditionally reserved for an introduction to the summer term’s interdisciplinary seminars.

Summer Semester 2010

Three lectures and three interdisciplinary seminars were offered during the summer semester. The methodology classes and the interdisciplinary colloquium continued from the winter term.

Film Studies

“The Golden Age of Hollywood”

Instructor: Prof. Dr. William Grange

The “Golden Age of Hollywood” was the title of a film studies course offered at the HCA during the summer semester of 2010. It was comprised of a lecture and a tutorial for HCA minors and majors. The course covered the time period from the early 1930s to 1945. Those years witnessed the unprecedented rise to power and influence of the “big five” Hollywood studios (MGM, Warner Brothers, Universal, Twentieth Century Fox, and Paramount) along with the “little three” studios (Columbia, Republic, and RKO). These studios developed a distinctive and often recognizable style, each with a stable of stars under contract, along with numerous directors, cinematographers, art directors, and technicians.

The course concentrated on various film genres, such as the Gangster Film, the Western, the Screwball Comedy, the Musical, and the Woman’s Film. Each week students watched parts of and discussed films, many of which featured some of the most notable actors and actresses of the period. They included Bette Davis, Clark Gable, Mary Astor, George Brent, John Wayne, Henry Fonda, Claire Trevor, Humphrey Bogart, Ingrid Bergman, Claudette Colbert, and Edward G. Robinson. Among the directors under discussion were John Ford, Orson Welles, Victor Fleming, Busby Berkeley, William Wyler, Billy Wilder, and Michael Curtiz.

Participants in the course also discussed the role of movies in American popular culture and, in a larger dimension, how these films may have reflected the American character and American values in general. The worldwide appeal of American films from the Hollywood Golden Age

also afforded students the opportunity to think about and subsequently research the tendency of audiences around the world to retain in their minds the iconographic images of American actors and actresses and often to apply those images to their own surroundings and indeed to their ways of thinking.

Students completed research papers of 15-20 pages in length on a specific genre, based on their experience of the genre in the course. They were to examine the genre, including three to four films and a research topic. Students were to demonstrate their ability to conduct independent research, notating sources, and construct a well-organized narrative. They were to make sense of all facts collected and presented and draw conclusions, describing and evaluating them. They finally were to posit an argument from the neutral, flat plane of potential contemplation. They were to contemplate other ramifications of a topic, observe it from several angles (e.g. cultural, economic, or even theological), and re-evaluate it from a new perspective. They were then to argue the validity of that perspective in their papers.

Law

“Introduction to American Constitutional Law”

Lecturer: Dr. Steven Less

Tutor: John Dingfelder-Stone

Broadly sketching American constitutional law, the course began with a consideration of the purpose and nature of constitutions in general, the U.S. Constitution’s historical context and the feature which most conspicuously distinguishes it from its common law British ancestor, i.e. its written form. Attention then turned to the court system which applies and develops American constitutional law and to basic rules of federal court jurisdiction.

Substantive analysis covered the Constitution's main structural provisions as well as some of its essential protections of individual rights and liberties. In particular, the following organizational aspects of governmental authority were examined: judicial power and its limits; executive power in the domestic sphere and in respect of foreign affairs; and legislative power, particularly under the Commerce Clause, as well as limitations on state and national power. Discussion of the Constitution's guarantees of individual rights and liberties centered on the Due Process and Equal Protection Clauses.

Lectures focused on landmark cases decided by the US Supreme Court which illustrate key principles of constitutional law. The main principles, doctrines and concepts looked at were: the separation of powers; checks and balances; judicial review and the justiciability doctrines developed by the Court for purposes of self-restraint; express, implied and inherent executive power; executive immunity and executive privilege; bicameralism and presentment requirements for legislation; enumerated and implied legislative powers; federalism and reserved state powers; the Dormant Commerce Clause doctrine; positive versus negative rights; the Privileges and Immunities Clause; the incorporation of fundamental rights in the Fourteenth Amendment; substantive due process and implied fundamental rights; economic rights as distinguished from personal autonomy rights; the state action doctrine; de jure versus de facto segregation and discrimination; and the distinction between benign and invidious discrimination invoked in response to challenges to affirmative action under the Equal Protection Clause.

Students were provided with a methodology for reading and deconstructing court decisions. To guide them in their own analyses of constitutional

disputes and critical appraisal of the case law, they were also introduced to the basic approaches to constitutional interpretation.

Reading assignments included the relevant chapters of William A. Kaplin's, *American Constitutional Law: An Overview, Analysis, and Integration* (Carolina Academic Press, Durham, North Carolina, 2004), a descriptive textbook meant for non-law as well as law students, and short excerpts from U.S. Supreme Court decisions. The case law readings offered a practical context for explaining the above-mentioned conceptual topics and served to stimulate student discussion of the Court's interpretation of constitutional principles and their consequences.

Under the HCA's new masters' requirements, all students who opted to take the law course this year – minors as well as majors – were orally examined. Majors participated additionally in a tutorial and submitted a term paper.

Sociology

"Modern Classics of (North) American Social, Political and Economic Thought"

Lecturer: PD Dr. Martin Thunert

Tutor: Tobias Endler, M.A.

The aim of this combined lecture and reading course was to introduce students to some of the giants of nineteenth, twentieth and early twenty-first century North American social, economic and political thought. Many authors and books covered in this class are acknowledged as modern classics. Some have fundamentally revised how people in North America and beyond think of social life, family and work, race and gender relations, education, mass communication, modern economics and business, political institutions and justice, human rights, power as well as international relations.

Authors covered in this course and included in a three volume reader with excerpts of key primary texts were read and reviewed by all participants in class. Featured authors included early modern men and women of thought and action like Thomas Jefferson, Andrew Jackson, Alexander Hamilton and James Madison, Elizabeth Cady Stanton, Abraham Lincoln, Frederick Douglass, Andrew Carnegie, William Jennings Bryan, James Baird Weaver, Jane Addams, Emma Goldman, and Theodore Roosevelt. The second group of authors encompassed early sociologists, anthropologists, legal thinkers, activists and members of the Progressive movement and the New Deal and its critics, such as Thorstein Veblen, William Graham Sumner, William James, W.E.B. Du Bois, Marcus Garvey, Woodrow Wilson, George Herbert Mead, John Dewey, Walter Lippmann, and Herbert Hoover. Post-World War II and contemporary thinkers included Marshall McLuhan, David Riesman, Milton Friedman, Daniel Bell, William F. Buckley, Louis Hartz, Martin Luther King, C. Wright Mills, Allan Bloom, Barry Goldwater, Robert Bellah, John Rawls, Robert Nozick, Michael Walzer, Richard Rorty, Gertrude Himmelfarb, Irving Kristol, Herbert Marcuse, bell hooks, NOW, Paul Krugman, Samuel Huntington, Francis Fukuyama, Peter Drucker, Theda Skocpol, Richard Florida, Amy Gutman, Cornel West, Malcolm X, Stokeley Carmichael, Michael Hardt, Max Boot, Fareed Zakaria, and Anne-Marie Slaughter.

While the lecture put individual authors into a historical and intellectual context (e.g. Progressivism, Pragmatism, Libertarianism, Liberalism, (Neo)Conservatism, (Neo)Marxism and Radicalism, Keynesianism, Monetarism, or Communitarianism), the tutorial focused on an in-depth reading and discussion of two keystone texts/authors for each session. The tutorial also prepared students for their oral examinations

and offered support with the preparation of term papers. A dozen students wrote term papers for this class.

Interdisciplinary Seminar I: History and Religion

“American ‘Bibles’: Religion in American Culture and History”

Instructors: Prof. Dr. Manfred Berg/Dr. Anthony Santoro

Religion has played a major role in shaping American history from the colonial period to the present. Starting from the premise that it is vital to understand American religious history in order to more properly understand American history, this interdisciplinary seminar provided a critical overview of American history by focusing on major problems and controversies in American religious history. Beginning with church/state relations in the colonies, the survey continued through the following four centuries, culminating with contemporary manifestations of civil religion and the culture wars of the last third of the twentieth century.

The first portion of the course addressed American religious history in the seventeenth and eighteenth centuries. Students read and discussed a number of primary and secondary sources, considering such issues as contemporary understandings of liberty and religious freedom, contemporary understandings of what it meant to have a church establishment, and the explosion of religious choice following the Great Awakening in the mid-eighteenth century. With this basis, the course then turned to the pivotal sequence of events of the eighteenth century, the American Revolution and the founding of the constitutional republic, with its attendant disestablishment of religion.

From there, the course moved on to considerations

of social problems associated with religion. The role of religion in promoting and opposing slavery was examined, along with later reform movements, notably the women's rights and the Social Gospel movements. Along the way, we examined numerous homegrown religious movements, such as the Church of Jesus Christ of Latter-day Saints and the apocalyptic and communitarian movements that arose in the nineteenth century. The final section of the course centered on conflicts between religion and a changing society. Contests between religion and science, especially the fundamentalist v. modernist controversy in the early twentieth century, and later conflicts over religion in public education were examined in detail, as were the Civil Rights movements of the 1950s and 1960s. The course concluded with a detailed examination of the contemporary culture wars, including the fights over sexual autonomy, life and death, war and peace and environmentalism.

Among the questions considered in this course were: How did leaders, both lay and clerical, seek to use religion as a means by which to promote their causes or aims? How did various parties utilize religion and the common religious vernacular, in many cases drawn from the Bible, to communicate their ideas and ideals? How, at the same time, did reformers actively critique the literal authority of the Bible as it pertained to American civil government? How did reformers use the Bible to attack hegemonic power structures that disenfranchised or otherwise oppress women and ethnic and religious minorities? How have the various understandings of the proper role of religion in the modern state changed over the centuries, and what conceptions of it have remained the same? What is the proper use—and limit—of the rule of law in enforcing disestablishment and the right of free exercise of religion? These questions,

explored in class discussions as well as through the readings, helped students examine these major problems in American religion and history from the perspective both of those who lived through and directly confronted these problems, as well as the perspective of the historian or religious scholar investigating these problems now.

Interdisciplinary Seminar II: Literature and Political Science

"The American Presidency: Literary, Cultural, and Political Perspectives"

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

Co-taught by a political scientist and a literary historian, the seminar assessed the changing relationship between the official sphere of American politics and the realm of literature and culture from the early republic to the present. The politics component was designed to understand the responsibilities and opportunities confronting any individual who resides at 1600 Pennsylvania Avenue. Beginning with the Constitution, we assessed how the presidency has changed and how – from a constitutional point of view – it has remained essentially the same over the last 219 years. We also looked at models and tools of presidential leadership, at campaign-related issues and at how the American public regards the office. The literature and culture component addressed the following issues: What attitudes have American presidents taken towards literature and the arts? How have literature and the arts dealt with the institution of the American presidency as well as with individual presidents? Have the emergence of modern media and the increasing importance of popular culture changed the views of presidents about literature and culture? What role do modern media formats play in popularizing the idea of a female or a black president?

By introducing students to controversies, theories, and multidisciplinary perspectives on the U.S. presidency, we covered a wide range of concepts, approaches, characters, ideas and perspectives. From Alexander Hamilton's contribution to the Federalist Papers to recent reactions of writers and journalists to the campaign and presidency of Barack Obama, the course strived to cover as many facets of the office and of the personalities of various office-holders as possible. We used relevant selections of classic and contemporary readings – fiction and non-fiction – enabling more than 20 students to connect concepts and ideas to primary source material.

Interdisciplinary Seminar III: Marketing & Sociology

“American Music, Marketing and Rock'n'Roll – On the Genesis of Marketing Driven Popular Music, Made in USA”

Instructors: Walther Kraft, M.A./Robert Soultanian, M.A.

Today, music (classical as well as popular) has become a quasi industrial product, sold on a globally organized market. Interesting enough, those people who sell it are very often ignorant of either marketing or music. The reason is a significant competence split in education: People who study business administration are normally not educated in music. And most people who study music never learn anything about marketing. The HCA decided to offer its students an interdisciplinary seminar that demonstrated how this educational knowledge gap could be filled.

American music built the bridge between music and business quite early in its history. Funny enough, the business approach for classical music was an import from Europe, caused by the prejudice that European music would only be understood

right in America if the nineteenth century performers addressed the American audience with professional marketing communication and public relations in order to make their live performances in America a successful business event.

But in the second half of the twentieth century, something extraordinary happened. Indigenous music, African-American music and the folk music of poor European immigrants melted into an all American poor people's popular music mixture. This mixture was left alone as not marketable by the managers of Tin Pan Alley, i.e. the big music business of the publishing houses, the big bands and the Broadway music theaters.

Taught by a marketing practitioner, by a musical sociologist and by a guest pianist, the seminar answered the question “What is American music?” in a rather complex and unusual way: The seminar used Rock 'n' Roll as a case study for marketing driven compositions after 1945, as music tailor made for the new musical target group: the “Teenager.”

From the viewpoint of marketing, Rock Music was treated as a marketing invention by the new cultural industry of postwar America: how it started with the melting of American Black and White musical sources (Blues, Rhythm 'n' Blues, Hillbilly, Country & Western) into an ongoing new product development for the mass market; how it was driven by Jewish, Italian and Turkish business people in the background; how it spread all over the world as a synonym for “youth culture,” and how it ended in the era of global marketing, giving way to the newly emancipated musical styles of regional cultures: “World Music.”

From the viewpoint of sociology, Rock Music was treated as a cultural product of different social classes, national heritages and political

movements; it was seen as professionally managed by institutions like publishing houses, record labels, composers, artists, agents and event managers. It appeared politically as “rebel music” against the conservative American society after World War II as well as “reactionary music” in some latest examples of Hip Hop and in advertising jingles. The seminar worked with a lot of practical examples, taught live at the keyboard – with the use of a special database for Rock Music and an almost complete vinyl disc collection. And it ended up with a frantic live Rock ‘n’ Roll dance party for both students and lecturers.

Methodology I

“Introduction to American Studies, Part II”

Lecturer: Dr. Dorothea Fischer-Hornung

See course description winter semester 2009/10

Methodology II

“Problems in Academic Writing, Part II”

Lecturer: Dr. Anja Schöler

See course description winter semester 2009/10

MAS Interdisciplinary Colloquium

Directed by Dr. Wilfried Mausbach

The summer term started off with a truly current concern. During his State of the Union address in late January, President Barack Obama had announced that he was determined to work with Congress to repeal—within the year—the law known as “Don’t Ask, Don’t Tell” that governs how the U.S. military deals with homosexual and bisexual service members or applicants. In a talk titled “Ask and Tell: Gay Citizenship and Military Service in the USA,” Steve Estes, Associate Professor of History at Sonoma State University, provided students with essential background knowledge on the current discussion. He placed the challenges to the law in the context of the

wider movement for gay rights and gay liberation, and—drawing on dozens of interviews with gay and lesbian veterans—suggested that far from undermining national security, unit cohesion, or troop morale, these veterans strengthened the U.S. military in times of war and peace. His talk was jointly hosted by the HCA and the Transcultural Studies Research Group on “Radical Nationalism and Gender in the United States, Germany, and Japan.” (Meanwhile it appears that the president will not be able to keep his promise. While the House of Representatives passed a bill that would repeal the relevant sections of the law, the measure was stalled in the Senate, and chances that repeal will pass during the lame-duck session of Congress are slim. Simultaneously, in legal proceedings, the U.S. District Court for the Central District of California declared the policy unconstitutional and issued an injunction prohibiting the military from enforcing it. The Court of Appeals for the Ninth Circuit, however, granted a government request for a stay of the injunction pending appeal, and on November 12, 2010, the U.S. Supreme Court denied an application to vacate the stay).

In April, William Rossi, Associate Professor of English at the University of Oregon, made his appearance at the MAS Colloquium to deliver a lecture on “Thoreau, Natural History, and Modernity.” A leading expert on the prominent American transcendentalist philosopher, Rossi highlighted a lesser known facet of Thoreau’s writing: his scientific observations concerning New England climate, flora and fauna. In Rossi’s account, Thoreau emerges not simply as a quintessential icon of American literary history but as an important voice in nineteenth-century debates over the relationship between art, science, and a modern environmental ethics. In a time of growing anxieties over global warming, political elites should well take Thoreau’s multifaceted

approach to nature study to heart. William Rossi's talk was jointly organized by the HCA and Prof. Dieter Schulz from the English Department. In the following week, Edward Eberle from Roger Williams University, Rhode Island, gave a talk on "Human Dignity in the United States and Germany." This lecture was co-hosted by the Law Department and the German-American Lawyers Association.

In May, the MAS Colloquium welcomed Edith Brown Weiss, Francis Cabell Brown Professor of International Law at Georgetown University, who talked about "The Evolution of International Water Law." A former member of the World Bank's Inspection Panel, Weiss gave a compelling overview about the problem of managing fresh water resources, which are at the same time ecological, economic, social, and cultural goods. Managing them is complicated by tensions arising from possible clashes between the policies favouring privatization, trade and investment liberalization, and domestic and international regimes governing water resources, environmental protection and human rights. Weiss contended that international rules on trade and investment may affect efforts by governments to manage and protect their fresh water resources and to regulate services for delivery of fresh water; she also addressed the key issues that increasingly confront policy makers, tribunals, arbitration bodies and other institutions. This talk was jointly hosted by the HCA, the German-American Lawyers' Association, the law department and the Marsilius Kolleg at Heidelberg University.

In the following week, MAS students were treated to a talk by Judith Wechsler, an art historian and documentary film maker from Tufts University. Professor Wechsler was spending the spring as the Berthold Leibinger Fellow at the

American Academy Berlin, where she is working on a documentary film about her father, the pre-eminent Judaic scholar Nahum N. Glatzer. Glatzer was born in Lemberg in 1903 and came to Frankfurt/Main in 1920, where he first studied at the Jeschiwa Breuer and later at the University of Frankfurt. Starting in 1923, He taught a wide variety of subjects at the Lehrhaus Frankfurt and later became Martin Buber's successor at the University of Frankfurt. After his dismissal from the University of Frankfurt by the National Socialists in 1933, Glatzer emigrated to Palestine and later, in 1938, to the United States. He worked as editor-in-chief at Schocken Books and began teaching at Brandeis University in 1950 before taking up a position in 1973 at Boston University. His daughter shared many personal impressions of her father's biography and left the audience with an encompassing picture of the Glatzer's significance for the revivification of Judaic studies in a time of exile and for twentieth-century German-Jewish and American intellectual history.

The next renowned scholar to address the MAS students was Sandra H. Petrulionis, Professor of English and American Studies at Pennsylvania State University. Her talk was the second one in this semester to revolve around Henry David Thoreau, but unlike William Rossi, Petrulionis was interested in assessing his role as an intellectual and social reformer. Thoreau's political involvement coincided with a resurgence of antislavery activism in the northern United States after the passing of the Fugitive Slave Law of 1850. As federally mandated slave catchers roamed northern communities in search of runaway slaves, Thoreau's hometown of Concord became a major hub for blacks trying to escape to freedom. In her talk, Petrulionis introduced the audience to Thoreau and other important men and women active in this local antislavery network, skilfully weaving together

issues of race, religion, gender, and reform that made up the abolitionist movement.

The first MAS Colloquium in June returned to current American politics. Erik Åsard, Professor of North American Studies and director of the Swedish Institute for North American Studies, Uppsala University, Sweden, compared the politics of Barack Obama and Jesse Jackson and their different visions of the American community. While both politicians spent a considerable time of their careers working at the grassroots level, Åsard explained how this shaped them and their political approach in different ways. In the second June MAS Colloquium, Jane Feuer, professor of English, University of Pittsburgh, returned to the theme of the American Community as she presented her analysis of "Town Meetings of the Imagination: *Gilmore Girls* and *Northern Exposure*."

The final slot in June was reserved for Tamara Roberts, Assistant Professor of Performance Studies and Ethnomusicology at the University of California, Berkeley. Combining methodological approaches from cultural studies, musicology, performance studies, and critical race theory, Roberts's talk "The Intercultural Histories of Popular Music" traced the development of popular music from minority-based modes of self-expression to mass consumption products. Her examples for this process of mainstreaming and global commodification ranged from urban Hip-Hop and Reggae to more hybridized forms of different popular music styles.

Nayan Shah, Associate Professor of History, University of California at San Diego, then followed in July with a lecture on "South Asian Migrations between the British and American Empires, 1900-1950." His deliberations about the attempts of Western nation-states to "nationalize" mobility

and regulate global migration streams at the dawn of the twentieth century through a tightening of border controls and passport regulations were well received by our international student body and sparked a passionate debate. Nayan Shah's lecture was co-hosted by the HCA and Dr. Simon Wendt from the Transcultural Studies Research Group on "Radical Nationalism and Gender in the United States, Germany, and Japan."

The final lecture of the MAS Colloquium engaged history and literature majors especially. Betsy Erkkilä from Northwestern University challenged a widely accepted tradition of thought about Jefferson's original as opposed to his final version of the Declaration of Independence. Through close reading and historical and contextual analysis, she foregrounded a more secular, bodily, "agonizing," passionate, sentimental, literary, morally utopian, and radical version of the Declaration, the Revolution, and the founding that was repressed in the final version of the Declaration. She argued that judged by the literary standards of Jefferson's time, the first version of the Declaration tells a more aesthetically unified, morally coherent, affectively powerful, and revolutionary story that might have changed American history.

Outlook on the MAS Course Outline 2010/11

American Literature

"Visions of America: The Nineteenth Century"

Lecturer: Prof. Dr. Dietmar Schloss

Tutor: Maria Diaconu, M.A.

America has never been just a geographical place; rather, it has also always been a focal point of visions and dreams. Based on close readings of selected literary and other culturally relevant texts, the lecture will try to assess the social, political, and cultural roles of the various

idealistic conceptions of America and the United States. Critics have given different reasons for the persistence of these idealisms: Some consider them ideologies (in the Marxist sense) masking self-interested economic practices. Others perceive them as instruments of modern nationalism; as these visions draw their readers into an imaginary identification with the nation state, they perform 'cultural work'. Still others view these idealistic visions as the outgrowth of a deep human need.

The lecture will cover texts from the nineteenth and early twentieth centuries. Among the works to be analyzed are James Fenimore Cooper's *The Pioneers* (1823), Ralph Waldo Emerson's "The American Scholar" (1837) and "Self-Reliance" (1841), Nathaniel Hawthorne's *The Scarlet Letter* (1850), Frederick Douglass's *Narrative of the Life of Frederick Douglass, an American Slave* (1845), Harriet Beecher Stowe's *Uncle Tom's Cabin* (1852), William Dean Howells's *The Rise of Silas Lapham* (1885) and F. Scott Fitzgerald's *The Great Gatsby* (1925). The following subjects will be discussed: "Republic and Frontier," "Visions of Spiritual and Material America," "Separate Spheres: Women's Visions," "A House Divided: Slavery and the Promise of America," "The Power of Blackness: The Artist's Vision," and "Visions of 'Realists': Capitalism's American Dream."

History

"The History of the United States from Independence to Secession, 1760- 1860"

Lecturer: Prof. Dr. Manfred Berg

Tutor: Johannes Steffens, M.A.

When the colonial subjects of British North America declared their independence from the mother country, they set out, in Thomas Paine's famous words, "to begin the world over again." The United States of America constituted itself as

a new nation state based upon the principles of political liberty and republican government. Yet despite their professed belief in natural rights and equality, Americans continued to practice racial slavery. Eventually the sectional conflict over the "peculiar institution" led to the declaration of secession by the slaveholding states in the South, threatening the break-up of the union created by the Constitution of 1787. This lecture course will cover the political and social history of the United States from the eve of independence to the eve of the Civil War. It will focus on such topics as the American Revolution, the consolidation of the American Republic, Jacksonian Democracy, antebellum slavery, reform and religion, westward expansion, and sectional conflict.

Political Science

"Making Public Policy in the United States"

Instructor: Prof. Patrick S. Roberts, Ph.D.

This course provides an introduction to the traditions, assumptions, and perspectives on the public policy process in the United States. Much of the course focuses on theories, concepts, and models of public policy making. Topics include the historical context of policy making, both as an arena of practice and as a field of inquiry; the political, partisan, ideological, and institutional context of the policy process; the roles of official and unofficial policy actors; agenda-setting; the roles of power and interest groups in policy making; policy tools; policy implementation; policy failure; and ideas for improving the policy process. This class, like the policy process literature, is primarily concerned with the contemporary United States federal government, but we will also consider states, localities, and other countries, as well as historical examples.

Religious Studies

“One Hundred Years of American Fundamentalism”

Instructor: Prof. Dr. Erich Geldbach

Tutor: Christoph Stawenow, M.A.

The seminar is designed to give an overview of American religious fundamentalism. It begins with some preliminary definitions of what fundamentalism could mean and then starts with what nineteenth century “prophecy conferences” presented as premillennial dispensationalism. The debate over “inerrancy” of the Bible versus “higher criticism” and Darwinian evolutionism is followed by a look at the publications of the booklets “The Fundamentals – A Testimony to the Truth.” The importance of World War I, particularly the Capture of Jerusalem by British and Anzac forces under General Allenby, the Balfour Declaration, and Blackstone’s Memorial will be discussed to show how a fundamentalist view of history as “holy history” finds re-assurance in historic events. The Scopes Trial and the roles of William Jennings Bryan and H.L. Mencken will serve as indication that the public perception of fundamentalism changed dramatically. This will be further demonstrated by looking at Harry E. Fosdick and his counterpart James Martin Gray of the Moody Bible Institute as well as at Sinclair Lewis’ novel *Elmer Gantry*. Carl McIntire and his national and international rival organizations of the ecumenical movement can further demonstrate a fundamentalist deterioration into a “separationist” corner of American society. The rise of the National Association of Evangelicals (NAE), the founding of Fuller Seminary and some other events serve as indications that conservative Protestantism in the U.S. is deeply divided. The Religious Right as represented by such figures as Jerry Falwell and his Moral Majority, James Dobson and his *Focus on the Family*, TV preachers, Hal Lindsey, Tim LaHaye, Phyllis Schlafly and others as well as a host of

think tanks will help explain the “culture war” and “family values” rhetoric and its influences on the elections of Ronald Reagan and George W. Bush. The commitment of fundamentalists of all sorts to the well-being of the state of Israel has certain repercussions on U.S. foreign and military policies. Students are encouraged to deliver papers in class and use technology such as the white board and the internet for their presentations.

Sociology

“Modern Classics of (North) American Social, Political and Economic Thought”

Lecturer: Prof. Dr. Martin Thunert

Tutor: Tobias Endler, M.A.

The aim of this combined lecture and reading course is to introduce students to some of the giants of nineteenth, twentieth and early twenty-first century North American social, economic and political thought. Many authors and books covered in this class are acknowledged as modern classics. Authors covered in this course will include early modern men and women of thought and action like Thomas Jefferson, Andrew Jackson, Alexander Hamilton and James Madison, Elizabeth Cady Stanton, Abraham Lincoln, Frederick Douglass, Andrew Carnegie, William Jennings Bryan, James Baird Weaver, Jane Addams, Emma Goldman, and Theodore Roosevelt. The second group of authors encompasses early sociologists, anthropologists, legal thinkers, activists and members of the Progressive movement and the New Deal and its critics such as Thorstein Veblen, William Graham Sumner, William James, W.E.B. DuBois, Marcus Garvey, Woodrow Wilson, George Herbert Mead, John Dewey, Walter Lippmann, and Herbert Hoover. Post-World War II and contemporary thinkers will include David Riesman, Talcott Parsons, Gunnar Myrdal, Milton Friedman, William F. Buckley, Louis Hartz,

Martin Luther King, Hannah Arendt, John Kenneth Galbraith, C. Wright Mills, Allan Bloom, Barry Goldwater, Daniel Bell, Robert Bellah, John Rawls, Robert Nozick, Michael Walzer, Richard Rorty, Irving Kristol, Seymour Martin Lipset, Herbert Marcuse, bell hooks, NOW, Paul Krugman, Samuel Huntington, Francis Fukuyama, Theda Skocpol, Thomas Friedman, Richard Florida, Cornel West, Malcolm X, Stokeley Carmichael, Michael Hardt and Antonio Negri, Max Boot, Fareed Zakaria, and Anne-Marie Slaughter.

While the lecture will put individual authors into historical and intellectual context (e.g. Progressivism, Pragmatism, Libertarianism, Liberalism, (Neo)Conservatism, (Neo)Marxism and Radicalism, Keynesianism, Monetarism, and Communitarianism) excerpts of key primary texts of the above and other authors will be read by all participants in class as well as in the tutorial.

Methodology I

“Introduction to American Studies, Part I”

Lecturer: Dr. Dorothea Fischer-Hornung

The methodology course differs from the other courses offered in the MAS program during the winter semester in that it is not concerned with any particular aspect of American culture, such as history, religion, or law. Instead, the course looks at American Studies as a discipline. What issues and questions informed the development of and the current debates in this field? What are the methods and skills students need to employ? During the course of the semester students read and analyze articles on the origin, history, theory, and methods of American Studies. Assignments are jointly given and graded by the instructors of Methodology I and II.

Methodology II

“Problems in Academic Writing, Part I”

Lecturer: Dr. Anja Schöler

This course will be dedicated to the process of academic writing, including narrowing down a topic, researching, planning, drafting, editing, and proofreading your class papers and eventually the MAS thesis. The class also discusses issues of style and selected grammar questions. Students are expected to share their writing as well as their opinion of the writings of others, students and non-students, and welcome to ask any questions related to the academic writing process in class. The format of the class consists of both whole-class and small-group discussions. Assignments are jointly given and graded by the instructors of Methodology I and II.

MAS Interdisciplinary Colloquium

Directed by Dr. Wilfried Mausbach

For the Class of 2012, the Interdisciplinary Colloquium starts off with a renowned guest from New York, namely Victoria de Grazia, who is the Moore Collegiate Professor of History at Columbia University, and who will raise the question, “Can We Write a History of ‘Soft Power?’” Next, David Woolner, Associate Professor of History, Marist College, Poughkeepsie, N.Y., and Senior Fellow and Resident Historian, The Franklin and Eleanor Roosevelt Institute, Hyde Park, N.Y., compares the legislative initiatives of presidents Barack Obama and Franklin D. Roosevelt, pondering whether the current president’s policies amount to “A New Deal for the Twenty-First Century?” On October 21, Daniel Stein of Georg-August-Universität Göttingen, the first recipient of the HCA’s Rolf Kentner Dissertation Prize, presents the results of his research on “Louis Armstrong, American Autobiographer.” The following week, students

have the opportunity to participate in a special event organized jointly by the HCA, Heidelberg University's International Office, and the Heidelberg Alumni U.S. (HAUS) chapter devoted to comparing experiences in institutions of higher learning in the U.S. and Germany. On November 2, Robert Norrell, Professor of History and Bernadotte Schmitt Chair of Excellence, University of Tennessee, talks about "The Media and the Movement: How Racial Images Thwarted and Enabled Race Reform in the U.S." He is followed by Anne Hull, National Reporter, The Washington Post, and Holtzbrinck Fellow, American Academy in Berlin, making her case for "The Essential Need for Journalism." The following week, Matthew Henry, Professor of English and Cultural Studies, Richland College, Dallas, Tx., is set to both enlighten and entertain students with his remarks on "The Simpsons and American Culture." Just a few days later, Richard Wolin, Distinguished Professor of History at the Graduate Center of the City University of New York, considers "Anti-Intellectualism in American Life: The Case of Richard Rorty."

Our post-Thanksgiving schedule then includes Erik Redling, Associate Professor of American Literature and Culture, Augsburg University, who speaks about "Jazz Poetry," and Darrell L. Bock, Research Professor of New Testament Studies, Professor of Spiritual Development and Culture, Dallas Theological Seminary, who sorts out the claims of a worldwide bestseller in his talk on "The Da Vinci Code and History." The winter term's Interdisciplinary Colloquium comes to a close in January 2011 with two presentations on the issue of nineteenth century slavery and abolitionism. First, Paul Finkelman, President William McKinley Distinguished Professor of Law and Public Policy and Senior Fellow, Government Law Center, Albany Law School, talks about "Fugitive Slaves and American Justice: A Failure of Law and Morality;" then Fabian Klose, Assistant Professor of History, Ludwig-Maximilians-Universität München, discusses international efforts to stop the transatlantic slave trade.

Outlook on the MAS Class of 2012

Mahmoud Abdou (Palestine)

Mahmoud was born in Gaza City, Palestine, in 1986. However, he lived eight years of his life in Saudi Arabia, where his father worked for more than 20 years. In 1995, following the signing of the Oslo agreement between the Palestinians and the Israelis, he and his family moved back to Gaza. In 2003, Mahmoud received a full scholarship to pursue the International Baccalaureate degree at Red Cross Nordic United World College in Norway. After that, Mahmoud moved to the USA where he graduated from Middlebury College in 2009 with a B.A. degree in Political Science and a minor in Economics. Additionally, he spent the fall semester 2008 studying International Law at American University in Washington, DC.

Bryan Banker (USA)

Bryan was born in Boise, ID, in 1977. He has lived all over the United States, but considers New Jersey as his home. From 1996 to 1998 he worked as a community service volunteer in the Southern Philippines. He received a B.A. in History from Westminster College, Salt Lake City, in 2005, focusing on subjects ranging from revolutionaries to the American Labor movement, and African-American history. After university, he settled in the Washington, D.C., area to focus on writing, and to teach. He has taught U.S. History, American Literature, and Film at the high school level in Virginia for a number of years.

Ivana Banovic (Croatia)

Ivana was born in Split, Croatia, in 1981. After she graduated from high school she enrolled in the Faculty of Philosophy at the University of Zagreb, Croatia, studying English Language and Literature as well as Art History. In 2008, she received her

B.A. with a thesis on abolitionism. Since then she has worked as a freelance translator, translating a wide range of text types ranging from fiction to legal texts.

Ergün Baylan (Turkey)

Ergün was born in Karabük, Turkey, in 1987. He studied at Hacettepe University, earning his B.A. in American Culture and Literature in 2009. After graduation, he worked as a Research Assistant for the Department of Western Languages and Literatures at Çanakkale Onsekiz Mart University. He has published numerous essays in a departmental journal and a nationwide youth periodical. Ergün is also a professional translator who translated David Hume's *A Treatise of Human Nature* into Turkish, which was published in 2009.

Nina Maria Pinheiro de Britto (Brazil)

Nina was born in São Paulo, Brazil, in 1983. In 2008, she received her B.A. in International Relations from the University of São Paulo. In that year, she went to North Carolina to observe the U.S. national elections as a participant of the State Department's program "Study of the U.S. Institutes." She has work experience as an English teacher, as a staff assistant at the Argentinean General Consulate, and as an Institutional Development intern at an NGO. Before starting the MAS, she held a position as an analyst of social projects at the Pontifical Catholic University of São Paulo.

Evan Cacali (USA)

Evan was born in Pittsburgh, Pennsylvania, in 1976. He lived in various Rocky Mountain states before graduating Summa Cum Laude with a B.A. in Liberal Arts and a Minor in History from the

University of Montana in 2003. During university, he participated in a yearlong exchange at the University of Utrecht in The Netherlands, where he was first introduced to American Studies. For the past five years, he has been living in Japan and teaching English in public schools.

David Cagle (USA/Turkey)

David was born in Augusta, Georgia in 1989. Because of his father's occupation in the U.S. military his family moved around a lot until finally settling permanently in his mother's homeland, Turkey. That is where David started his education. He graduated with a B.A. in American Studies from Ege University in Izmir in 2010. During his studies he organized and participated in various symposiums on culture studies. He spent his second year at university studying in Germany at TU Dortmund via the Erasmus Exchange Program. He also minored in Teaching ESL and has taught 6th and 7th grade English for a semester at Yavuz Selim Primary School.

Doina Dumbravescu (Romania)

Doina was born in Brasov, Romania, in 1988. She graduated from Transilvania University of Brasov with a B.A. in American Cultural Studies in 2010. During the three years at the department of American Studies, she co-founded the American Culture Club at Brasov, the first of its kind in Romania. She has also worked as an English teacher at Magister Educational Center in Brasov, with pupils ranging from 5-6 years of age to adults of over 30.

Aikaterini Katsouri (Greece)

Aikaterini was born in Komotini, Greece, in 1988. She obtained her B.A. in English Literature and Philology from the Aristotle University of Thessaloniki in 2009, focussing on Applied Linguistics and American Culture. During her last

semester she studied at Karl-Franzens University of Graz, Austria. After that, she worked as an English Teacher in Schools of Foreign Languages and held private lessons as well.

Nicholas Musto (USA)

Nick was born in Boston, Massachusetts, in 1987 and spent most of his life in the New England area. He graduated with a B.S. in History and a minor in Spanish from the U.S. Naval Academy in Annapolis, Maryland, in 2010. Nick won two essay contests during his studies at the Naval Academy and participated in various leadership training programs.

Tami Newton (USA)

Born in the USA, Tami received her B.A. in Journalism and Mass Communication from the University of North Carolina at Chapel Hill. After her graduation she worked in the fashion industry before becoming an international fashion model. She is also a published author; her novel "Men: Custom-Made" was released to the German-speaking market in 2006 and the audio CDs in 2008. She has lived in Germany since 2002.

Chester Prestes Pra Baldi Junior (Brazil)

Chester was born in Porto Alegre, Rio Grande do Sul, in 1975 and moved to São Paulo in 1991. There he finished his high school studies and attended a Bachelor of Social Science program at the University of São Paulo (USP). For the past eight years he worked at the Instituto Itaú Cultural, which promotes and researches Brazilian arts and culture. He focused on Brazilian music and also engaged in projects using arts as a mediation tool in conflict zones.

Nikola Radinovic (Serbia)

Nikola was born in Belgrade, Serbia, in 1987. He was enrolled at the University of Belgrade, at

the Faculty of Political Sciences and earned his B.A. in International Studies in 2010. In 2008/09 Nikola was one of the first students from Serbia to be granted a scholarship funded by the EU and studied at the Institute for Political Science at Heidelberg University for a year. Through the course of his studies Nikola took part in UN simulations and various conferences on human rights, leadership and diplomacy.

Edra Sulo (Albania)

Edra was born in 1984 in Shkodra, Albania. In 2007, she graduated in American and English Studies at the University of Shkodra Luigj Gurakuqi, writing her thesis on “The Influence of the Albanian Language and Culture in the USA”. She has worked as a lecturer in American Literature at this university. In addition, she also worked as a teacher of English in 28 Nentori, one of the oldest secondary schools of Shkodra.

Michael Taylor (USA)

Mike was born in Pleasant Grove, Utah, USA, in 1985. Before entering his university studies, he spent two years in Hamburg as a volunteer for a Christian outreach program. In 2010, he earned his B.A. in English and German Studies at Brigham Young University, where he was also employed as a German instructor, a research assistant, and an Honors writing tutor.

Fiona Würthner (Germany)

Fiona was born in 1985 near Düsseldorf, where she later received a bachelor’s degree in History and Media Science from Heinrich Heine University. She went on to become part of the first class in the Master’s Program of Public History at the Free University of Berlin where she earned her M.A. degree in 2010. As a high school student Fiona spent a year in Indiana, USA; she has worked in various countries throughout the world, including Ecuador, Canada, and Australia.

MAS Social Activities

TGIF and Other Gatherings

The HCA tradition of the TGIF, “Thank God it’s Friday,” continued during the past academic year. Students and staff met on one Friday of every month for food, drinks, and conversation – and this year definitely also for dancing!

The first TGIF during the winter semester was a Halloween Party, hosted by the HCA, on October 30, 2009. According to the theme of the evening, the room was adorned with pumpkins and other Halloween decoration. Students and staff members provided the food. Everybody brought a dish from their home country which gave all the students the opportunity to try something new. It was probably the first time for a lot of students to

try Chinese candy. Even though it was not quite Halloween, some students and staff members were brave enough to dress up and at the end everybody was dancing and having a great time.

While the TGIF is the most regular social gathering at the HCA, it is not the only one. On November 26, 2009, the HCA celebrated its traditional Thanksgiving dinner. Whereas in previous years the event had been held in a local restaurant, this year, the HCA took advantage of its new facilities and hosted the dinner at the Curt and Heidemarie Engelhorn Palais. Wishing to create a more familial setting with traditional, home cooked dishes, staff members and many students got into the spirit and volunteered to cook something typical for this occasion.

Two long tables were set in the new atrium for the 60 guests – MAS and Ph.D. students, staff, and faculty. The buffet table was laden with homemade mashed potatoes, green beans, sweet potatoes, creamed corn, different kinds of stuffing and cranberry sauce. After Prof. Junker officially carved the first turkey, the buffet was opened. The dinner concluded with pumpkin and apple pies. The food was outstanding, the atmosphere homey and comfortable, and we believe that a new HCA Thanksgiving tradition has been established!

After the Thanksgiving Dinner, students and staff met again for the Christmas TGIF on December 11. Classes were almost over and it was great for all to mingle, try some traditional German Glühwein or some egg-nog, as the American drink of the season, along with German Lebkuchen (Ginger Bread).

In early January, Prof. Berg and his wife Dr. Schüler hosted the “Welcome back”-TGIF for the fifth year in a row. They invited students and staff to their beautiful house on the Neckar. While it was freezing outside, the guests were treated with three kinds of excellent homemade hot chili.

After the semester was over and exams passed successfully, students met for the “Fasching”-TGIF, celebrating the German carnival on February 12. Even though almost nobody had dressed up for the occasion, everybody got a big bang out of the face-painting initiated by the MAS Team. At the end of the evening, every face was beautifully painted; playful balloon fights and wild Romanian dancing made everybody forget the past stressful weeks.

During the winter semester break, the TGIF was on hiatus, but students, staff, and faculty met again for the “Tanz in den Mai”- TGIF on April

30. True to the motto, they danced into May, and enjoyed a great pot luck buffet that also included a traditional “Mai-Bowle”, a cold punch with sweet woodruff.

The highlight of the TGIF calendar was most probably the Rock’n’Roll TGIF, on July 9, 2010, initiated by Rashida Braggs and Walther Kraft. The theme of the night revealed that 1950s/1960s Rock’n’Roll is very much alive at the HCA. Many guests brought side dishes, such as American “pigs-in-a-blanket” and Snicker bars that complimented the Coca Cola Floats and various other beverages. Some guests even dressed as though they were headed to the local diner or drive-in movie theater on that Friday night. Between snacking and socializing, Dr. Braggs and Mr. Kraft opened the decorated dance floor and turned up the music for guests to participate in a dance lesson. These dances included the Jerk, the Mashed Potato, and the Locomotion. Many of the songs were from original LP records brought by Walther Kraft. Following the dance lesson, Mr. Kraft offered a microphone for guests to partake in a Karaoke session. The Karaoke performances not only offered a means of entertainment, but also raised a new appreciation for those “oldies but goodies.” From Elvis Presley to Chuck Berry to Chubby Checker to Little Richard – the whole gang was there. The night came to an end as the last person moved under the limbo stick to Chubby Checker performing the “Limbo Rock.” In the end, students, staff, and professors held a new appreciation for America’s Rock’n’Roll era.

Berlin Excursion

Each year, the MAS class takes a one week excursion to Berlin as part of the program. Students visit various transatlantic institutions and meet with specialists in the field. Here is how Laura Capriora and Axel Kaiser experienced this year's trip.

One week in Berlin

There is hardly any other place in the world where history and culture manifest themselves with the same intensity as in Berlin. As students of the M.A. in American Studies of Heidelberg University, we had the chance of spending a week in this incredible place. And the consensus was that it was the most exciting week of the program.

A guided tour around the city was our first activity after arrival. It gave us an idea of the importance of Berlin in recent world history and the crucial role it still plays as the capital of one of the most influential countries of our times. After the tour we went to a conference- reception "Intellectual Bridges to the Future? Policy Advice and Policy Development: Canadian and German Experiences" at the Canadian Embassy, where we had the chance to exchange opinions on different issues with renowned professors and the Canadian ambassador. Our day had been long enough but it did not end there. Far from that: The reception in the Canadian Embassy was a perfect overture for a night of fun only Berlin can offer.



The MAS students at the East Side Gallery, an international memorial for freedom and one of the last remaining sections of the Berlin Wall.

The next stop of our trip was the Kennedys Museum, a comprehensive compilation of photographic work as well as official and private documents about the Kennedy family, located in front of the Brandenburg Gate. The guided tour in the museum exceeded our expectations, providing us with information and anecdotes usually unknown to the general public. Even for those who are not Kennedy fans, it was worth visiting this place if they were interested in broadening their knowledge about history.

In the afternoon, a reception at the American Academy turned out to be even more impressive. Located in a villa at Lake Wannsee outside Berlin, the Academy looks like a perfect place to stay for a couple of days and relax. But relaxing is not precisely the motto of the institution. Quite the contrary, it is known worldwide for its academic activities and its distinguished guests. Among them was Professor Charles Marsh from the University of Virginia, who held a two-hour workshop about American religion and Dietrich Bonhoeffer's time in America.

Other activities in Berlin included a visit to the world's largest Frida Kahlo exhibition. The over 120 paintings and drawings on display in the Martin-Gropius-Bau represented the most extensive exhibition of Frida Kahlo's oeuvre to date. It also contained works never before seen and assumed to be lost. The exhibition, which had also been visited by Angela Merkel and Mexican President Felipe Calderón, offered us an opportunity to familiarize ourselves with the work of one of the greatest artists of the twentieth century.

Politics was, of course, also part of the program and since the Bundestag is one of the highlights of every visit to Berlin, a guided tour through the heart of German democracy, including explanations on



MAS Students visiting the American Academy in Berlin

how the German political system works, gave us the opportunity to gain direct insights into German politics. We all left with complimentary copies of the German constitution – without any doubt a smart way of spending German taxpayers' money. We ended our trip with a visit to the JFK Institute for North American Studies at the Free University of Berlin, one of the oldest and most influential academic institutions devoted to American Studies in Europe. There, we got to know more about the library, the largest North American Studies collection in Germany, and the different opportunities to pursue a Ph.D. at this institution. With generous scholarships and an excellent reputation, the idea of moving to Berlin and studying at the JFK Institute did in fact sound very exciting to many of us.

Besides the great experiences that a city like Berlin offers, all students had the chance to get to know each other better through spending time together and taking part in different activities. So, to sum up our week in Berlin, it was as intense and exciting as the city itself is: full of cultural, political and recreational activities. The only problem, if there was any, was that it was too short.



**A Center for Inter-
disciplinary Research**

A Center for Interdisciplinary Research

As a center for interdisciplinary research, the HCA provides the intellectual and organizational setting for international and interdisciplinary research projects as well as for individual research. Besides serving as a home for its resident scholars and numerous visiting researchers, the HCA hosts and organizes international conferences, symposia, workshops, and seminars.

Ph.D. in American Studies

Launched in 2006, the Ph.D. in American Studies program continues to attract talented young people from around the world. Currently 19 students from 10 different countries are enrolled in the program, working on projects that bring various perspectives from cultural studies, political science, history, literature, linguistics, and film into a fruitful dialogue.

The Ph.D. in American Studies offers a structured three-year English-language program to students who wish to earn a research-oriented academic degree. The program aids students in acquiring the skills to independently conduct major scholarly research in the fields of American history, politics, geography, literature, and cultural studies. It not only offers a modern multidisciplinary curriculum but is committed to building a true community of scholars by fostering academic debate and continual exchange among students and faculty members. Graduates are awarded either a "Doktor der Philosophie (Dr. phil.);" or a "Doctor of Philosophy (Ph.D.);" according to their choice.

To apply successfully, a candidate needs to fulfill not only the general entrance requirements, but must also present a meaningful proposal that sketches the guiding questions of the dissertation project while embedding them in the current academic debates. The project proposal should demonstrate that the dissertation will make an

important and original contribution to the field. The proposal should also outline the source materials that will be used and provide a realistic timetable for the completion of the project.

Furthermore, applicants need a letter of intent from a professor at Heidelberg University that she or he is willing to be their advisor for the envisaged project. In addition to the letter of intent, candidates must provide two letters of recommendation that not only assess the applicant's academic qualifications but also evaluate the proposed dissertation project.

In October 2010, three new students – Eva-Maria Kiefer (Germany), Maarten Paulusse (Netherlands), and Erhan Simsek (Turkey) – have joined the Ph.D. in American Studies. Simultaneously, the HCA bade farewell to the first students who graduated successfully from the program: Raluca-Lucia Cimpean, Christian Maul, Anthony Santoro, and Karsten Senkbeil (see pages 94-97). A fair number of Ph.D. students are alumni of the MAS program and several work as teaching assistants for the MAS and BAS programs.

Curriculum

Once admitted, students are expected to take one class on theory, one class on academic writing, and one presentation and media skills class. For the duration of their enrollment, students are required to attend the Ph.D. colloquium. Regular progress reports and orientation talks with advisors are also an integral part of our Ph.D. program.

Theories and Issues in American Studies

(Prof. Dr. Dietmar Schloss, Dr. Mischa Honeck, PD Dr. Martin Thunert)

This course is designed to acquaint Ph.D. students with key concepts and debates in the four subject areas that form the core of American Studies at the HCA: literature, cultural studies, history, and political science. It cuts across disciplinary landscapes and boundaries to give students a better understanding of the major contentions each of the four subjects brings to the pluralistic, contested, and dynamic field of American Studies. True to the interdisciplinary fabric of the HCA, the course is co-taught by faculty members with different areas of specialization. Among the various theorists and writers to be discussed are F.O. Matthiessen, Sacvan Bercovitch, Judith Butler, Toni Morrison, Paul Gilroy, Peter Novick, Lynne Cheney, Thomas Bender, Louis Hartz, Rogers Smith, and Richard Rorty. The course addresses issues and concepts such as deconstruction, imagined communities, gender, performance, postcolonialism, historical objectivity, memory, globalization, international relations, liberalism, and communitarianism.

Academic Writing

(Dr. Anja Schüler)

A successful doctorate depends on good research ideas and hard work, but also on careful planning, drafting, writing, revising, improving, and finishing the text. This class focuses on the academic writing process: planning a sequence of chapters, organizing chapters and papers, writing in a clear professional style, managing the writing process, and pulling together a final draft. The course also addresses problems of grammar and style and gives many practical suggestions students can try out and adapt to their own needs. In addition, many Ph.D. students find that dealing with these issues as a group helps them to confront and solve the dilemmas every author must confront. The HCA also supports a more informal writer's group for second and third year Ph.D. students.

Media and Presentation Skills

(Millie Baker)

This course is a four-day seminar split into two modules in which students are encouraged to gain insight into the subtleties of verbal and non-verbal communication to help get their message across. They learn how to assess their presentation strengths and weaknesses and experiment with new communication strategies. Furthermore, this course helps students to develop a critical awareness of their own and each other's presentation styles; to develop strategies for dealing with unexpected or difficult situations, e.g. answering questions, technical problems, or audience hostility; and to develop confidence in public speaking. Therefore, it is essential that participants receive not only verbal feedback from the trainer and each other, but also see themselves presenting on video (each student receives a copy of this video on disk to study at home).

Ph.D. Colloquium

Jointly organized by the Heidelberg Center for American Studies, the Curt Engelhorn Chair for American History, and the English Department of the University of Heidelberg, the Ph.D. colloquium offers Ph.D. candidates and visiting scholars the possibility to present and discuss their research in an open, interdisciplinary setting. Participants are encouraged to give their feedback and to engage in scholarly debates to presenters from various disciplines in the field of American Studies. The participants of the Ph.D. colloquium meet weekly in the winter term and take part in one extended two-day session in the summer term.

The Ph.D. colloquium in the winter semester of 2009/2010 opened with a presentation by Julia Merkel on a segment of her dissertation project titled "Inherent Defeatism and Yearning for the Bygone in Barry Hannah's Short Stories." HCA Ghaemian Scholar-in-Residence Rashida Braggs delivered a talk on "Before Jazz Was American: Exploring the Changing Identity of Jazz in Post-WWII Paris." Melanie Gish, Juste Simelyte, Maria Diaconu, Thi Diem Ngoc Dao, Ray Eberling, Hannes Nagl, and Barbara Kujath, all students of the HCA Ph.D. program, presented their latest

research to the HCA community. Doctoral students from the English Department also made important contributions to our winter colloquium: Philipp Löffler investigated "William James's Pragmatism and Contemporary Identity Politics." and Tobias Endler shared his ideas about "How to Be a Superpower: The Public Intellectual Debate over American World Leadership after 9/11." As in previous years, the winter colloquium also featured two interesting presentations by visiting scholars. Gordon Hutner (University of Illinois) gave a talk on "What America Reads: Taste, Class, and the Novel," while Paul Finkelman (Albany Law School) pondered the question "Was the Abolitionist John Brown America's First Terrorist?"

In June 2010, the Ph.D. colloquium again relocated to the Schulungszentrum Ritschweier near Weinheim for its traditional two-day summer workshop. In a pleasant and inspiring atmosphere, in the presence of their colleagues and professors, six Ph.D. students – Marleen Schulte, Stefanie Weymann, Katia Rostetter, Joel Holtzem, Stephen Urich, and Jens Hofmann – discussed their research projects and received valuable feedback.

Maria Diaconu (Romania)

Class of 2011 / Heidemarie Engelhorn Ph.D. Scholarship

Maria Diaconu received her B.A. from the University of Bucharest, Romania, in 2004. She majored in English and minored in American Studies, focusing on American literature with a B.A. thesis about the Beat Generation writers and the American avant-garde in art and music. After completing her studies in Bucharest, she decided to continue her education in Heidelberg and was awarded a full scholarship by the HCA. In 2005, she received her M.A. in American Studies with a thesis entitled "Narrating Memory: A comparative study of Toni Morrison's *Beloved* and William Faulkner's *The Sound and the Fury*." She has also been employed as a copywriter with an advertising agency.



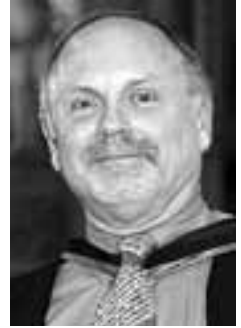
Her dissertation "The Literature of Trauma: Perspectives on 9/11" explores the various literary responses to September 11, including references to 9/11 poetry, film, art, and popular culture. In the aftermath of September 11, many voices pronounced irony and postmodernist playfulness dead and hailed a return of the real. Are we witnessing a turning point in American culture and literature, "a return of the real," as some critics seem to suggest, or are these new literary works simply using 9/11 as a background for re-enacting the same major themes of pre-9/11 literature? This is the main question that the dissertation intends to tackle by offering an overview of the major 9/11 literary works, which Diaconu has divided into three categories that often overlap and that serve as the basis for a more comprehensive analysis. Due to the complexity and the wide variety of literary responses to the event, Diaconu's methodology encompasses an extensive array of recent cultural studies' theories ranging from literary trauma theory and transnationalism to the representation of terrorism. While never losing sight of the differences between the approaches of the works it deals with, the dissertation attempts to offer a unitary perspective on the subject.

Primary supervisor: Prof. Dr. Dietmar Schloss

Raymond Eberling (USA)

Class of 2010

Ray Eberling was born in 1948 in Suffern, New York and is a retired Air Force Lieutenant Colonel who spent the majority of his career as a navigator. He has also done tours of duty at the Pentagon, Headquarters, U.S. Special Operations Command and Headquarters, United States Air Forces Europe. Ray Eberling has a B.A. in Education from the University of Florida, a B.A. in Creative Writing from Eckerd College (St. Petersburg, Florida), and an M.S. in Systems Management from the University of Southern California. In 2006, he received his M.A. in American Studies at Heidelberg University, where his thesis dealt with the religious right in the U.S. military.



The working title of his dissertation is "Come on Down! The Selling of the Florida Dream, 1945-1965," and deals with the promotional efforts by the state during its explosive population growth in the immediate post-World War II period. Ray Eberling is also an adjunct instructor in American Studies at Eckerd College, Florida. He is a member of the Southern Historical Association, the Florida Historical Society, and the Florida Humanities Council.

Primary supervisor: Prof. Dr. Manfred Berg

Melanie Gish (Germany)

Class of 2011 / Curt Engelhorn Ph.D. Scholarship

Melanie Gish was born in 1976 in Sinsheim, Germany, and graduated from the University of Mannheim with a B.A. in German and Geography in 2003. From 2003 to 2004, she received a scholarship to participate in the exchange program of the University of Mannheim with the University of Waterloo in Waterloo, Ontario/Canada. At Waterloo, she worked as a research assistant in the linguistics department. She graduated from UW with an M.A. in German in 2004. In 2007, Melanie Gish received the HCA Director's Fellowship to participate in the MAS program. Prior to joining the HCA as a member of the Class of 2008, she lived in Colorado and worked at the Denver Public Library as a cultural program coordinator.



Melanie Gish is a member of the Ph.D. Class of 2011. Her Ph.D. project with the working title "A Green Gap? Conservative Skeptics, Evangelical Environmentalists, and the Dilemma of Global Climate Change" concerns itself with the evangelical environmental or creation care movement in the contem-

porary United States. The overarching goal of her thesis is an investigation of the organizational and programmatic foundations of this movement, as well as its socio-political and cultural contextualization. The purpose of this endeavor is twofold. On the one hand, mapping the contours and the relative strength of evangelical environmentalism (and its opposition) should enable her to evaluate the political and social impact of organized creation care. By situating creation care in its socio-political and cultural context, on the other hand, this project also attempts to understand what 'shade of green' creation care is, and to determine what kind of space evangelical environmentalists occupy within politically and culturally polarized America.

Primary Supervisor: Dr. habil. Martin Thunert

Iris Hahn-Santoro (Germany)

Class of 2010

Iris Hahn-Santoro received her M.A. in Linguistics, Scandinavian Studies and Philosophy from the University of Cologne in 2002. She wrote her thesis on anglicisms and neologisms in contemporary Icelandic, focusing on computer terminology. As part of her research, she spent a year at the University of Iceland as the recipient of scholarships from the German-Academic Exchange Service (DAAD) and the Icelandic Ministry of Culture and Education. After receiving her M.A., Iris Hahn-Santoro served as a research assistant in the Arctic Studies Center at the Smithsonian Institute's National Museum of Natural History in Washington, D.C.



Iris Hahn-Santoro recently decided to rename her dissertation "Aloha: Sociolinguistic Motivations for Reviving American Indian Languages" in order to reflect the wider scope the project has taken to include the several languages undergoing a distinct and successful revival movement. She spent several months in the United States last year and presented her findings and progress during the HCA's Ph.D. colloquium in May 2009. Of note, Navajo will be one of the main languages studied. At present, Iris Hahn-Santoro is developing the necessary questionnaires for the Native speakers in order to assess the sociolinguistic factors and triggers at work when it comes to the Navajos' attitude towards their language and historical heritage. The questionnaire will function as a master and can be used with slight adjustments for the remaining languages to be examined. Likely candidates for study are Lakota, Creek and Mi'qmaq.

Primary supervisor: Professor Dr. Joern Albrecht

Eva-Maria Kiefer (Germany)

Class of 2013

Eva-Maria Kiefer studied American studies, psychology and political science at Bonn University. In 2007, she spent a year at the University of Pennsylvania as a DAAD student, where she gained expertise in political science and wrote an independent study on the power shift after 9/11. During her studies, Eva-Maria Kiefer completed internships at the Federal Foreign Office of Germany and the German Institute for International and Foreign Affairs. In her academic work, she focused on U.S. governmental affairs, security policy and governmental power shifts. She wrote her Magister thesis about the "imperial" Bush presidency and received her Magister degree in 2009. In October 2010, Eva-Maria Kiefer joined the HCA as a Ph.D. student, also holding the position of B.A. coordinator of the institute.



Eva-Maria Kiefer's research revolves around questions of congressional behaviour after 9/11 and the variables of fear and threat. The working title of her Ph.D. thesis is: "Is the U.S. Democracy Safe in Crisis? A New Assessment of Congressional Reaction to Threat Inflation due to Changed Paradigms after 9/11". In her dissertation project she explores why Congress helped to contribute to the power shift within the U.S. government after 9/11 and how the variables of threat and fear influenced Congressional behavior.

The main thesis of the dissertation project is that four different dimensions of threat have a heterogeneous impact on congressional behavior, leading to new paradigms Congress realigns its behavior with: The threat inflation leading to a rally effect distracted Congress from true public opinion preferences, thus leading to a power shift to the president that has not necessarily been supported by the public.

In order to better understand the new mechanisms at play resulting in a power shift, the impact the rally effect as well as public opinion have on Congress, new examination is needed.

The main thesis will be scrutinized by a qualitative approach applying case studies of laws in the realm of security policy, with homeland security on the one side and national security on the other.

Primary supervisor: PD Dr. Martin Thunert

Barbara Kujath (Canada)

Class of 2011

Born in 1979 in Calgary, Canada, Barbara Kujath studied German as a Foreign Language Philology and English Philology with a focus on literature at the Ruprecht-Karls-Universität Heidelberg. She earned an M.A. in English Philology in 2007. She worked as an assistant lecturer in the English Department at Heidelberg University from 2007 until 2009.

Barbara Kujath's Ph.D. project is entitled "The Emergence of a New Concern with and Understanding of Violence in American Culture of the 1960s and 1970s". The 1960s and 70s in America were decades of change on many levels and saw the advent of scientific and cultural discourse on the subject of violence. Barbara Kujath's project deals with the role played by both serious and popular literature of the 1960s and 70s in shaping American cultural perceptions and attitudes toward violence and in particular toward violent crime. Some of the more central novels that will be analyzed include *The Executioner's Song* by Norman Mailer as well as Truman Capote's *In Cold Blood*; *The Family* by Ed Sanders, *Helter Skelter* by Vincent Bugliosi as well as Robert Bloch's *Psycho*.

Primary supervisor: Prof. Dr. Dietmar Schloss



Julia Kristina Lichtenstein (Germany)

Class of 2012 / Curt Engelhorn Ph.D. Scholarship

Julia Kristina Lichtenstein studied at the J.W. Goethe University in Frankfurt/Main, where she received her M.A in American Studies, Political Science and Law in 2008. During her studies she was awarded a DAAD internship scholarship and was nominated for the best M.A thesis of the American Studies Department. In October 2009, Julia Lichtenstein joined the HCA Ph.D. program, receiving the Curt-Engelhorn Stipendium.



Her Ph.D. proposal is entitled "Dixie First, America Second: Prevailing Southern Literary Tradition in the 21st Century." Testing the hypothesis that William Faulkner's work and a Southern Agrarian picture of the South as a region still serve as a "master narrative" for today's authors, such as Barry Hannah, Cynthia Shearer, Harry Crews, or Dorothy Allison, the project contests the notion that after the Old and New South there has arisen a New South with vanishing regional identity and a literature void of its famous sense of place.

Taking a closer look at contemporary choices of motif, narrative structures, depiction of gender roles, war, and personal crisis, the project attempts to evaluate to what extent these are simultaneously expression and constitutive element of the South's cultural identity. If it proves valid that literature can be assigned a role of reinforcement in this context, this could lead to a continuous perpetuation of traditional subjects and structures and a perpetual strengthening of identity and its competing definitions of the region and at the same time the reinforcement of a certain version. Longing for the bygone and a supposedly better past while rewriting it, contemporary Southern literature works on the myth of a perpetuation of a past that might have never existed.

The courses of action in the examined works are characterized by an inherent defeatism. Southern Gothic and its bleak settings, symbols, and cast are satirized as a first means of re-negotiating the binding relationship with the literary ancestry. Still they are addressed time and time again. This could be read as subtle processes of emancipation, which will be defined in form and content in the dissertation. The research hopefully will provide a basis for a prognosis where Southern literature of the next generation may head.

Primary supervisor: Prof. Dr. Günter Leyboldt

Jiawei Mao (China)

Class of 2011 / HCA's Ph.D. in American Studies Scholarship supported by the Landesgraduiertenförderung Baden-Württemberg

Born in 1983 in Ningbo, China, Jiawei Mao received his B.A. in English and International Relations from the China Foreign Affairs University in 2006. During his undergraduate studies, Mao was actively engaged in various academic contests involving English public speaking and international relations. He received the "Best Speaker Award" at the FLTRP Cup National English Debating Competition in 2005 and attended the English Speaking Union's International Relations Conference at Oriol College at Oxford University in 2006, representing China. He was also a participant in the Harvard Model United Nations Conference in 2006. Mao worked as a journalist with the New Beijing Daily in 2004 and 2005 and as a freelance writer and translator. His Chinese translation of Jane Austen's novel "Sense and Sensibility" was recently published by the Foreign Language Teaching and Research Press in Beijing, China.



Jiawei Mao entered the HCA's MAS program in 2006 as recipient of the LBBW Scholarship 2006/07, majoring in law, history, and international business culture. In 2007, he earned his M.A. with a thesis entitled "Honeymoon Turned Nightmare: Why the Neoconservative U.S. Foreign Policy Is Doomed to Fail."

Jiawei Mao is currently working on his dissertation entitled "Chronicle of a Long March Retold: A Political-Economic Analysis of the Sino-U.S. Negotiations on China's Resumption of the GATT Contracting Party Status and Its Accession to the World Trade Organization", which aims at integrating political science and economic history in the context of trade relations between today's largest economy and one with the potential to be tomorrow's. By studying the dramatic institutional change in the world trade regime over the 1990s and its far-reaching impact on the shifting principle, pattern, and priorities of the two countries' trade policies, he attempts to analyze the causal links between seemingly independent issues. Jiawei Mao has conducted interviews with members of both Chinese and American delegations at various stages of the negotiation and has done archive research at various Chinese institutions. In 2009/2010, Jiawei Mao was on a research trip to Washington, D.C., during which he worked with the Peterson Institute of International Economics and the U.S.-China Business Council to further his research. He also conducted interviews with top officials at the World Bank and the International Monetary Fund.

Having presented his project at HCA's annual Ph.D. Colloquium in Oberflockenbach and Weinheim in 2008 and 2009 respectively, Jiawei Mao also presented part of his work at this year's World Trade Organization Public Forum in Geneva and was critically well received.

Primary supervisor: Prof. Dr. Detlef Junker

Mohamed Ahmed Taha El Sayd Metawe (Egypt)

Class of 2011

Mohamed Metawe, born in 1979 in Dametta, Egypt, is an assistant lecturer at Cairo University at the Faculty of Economics and Political Science. He received his M.A. in Political Science and International Relations from Cairo University in 2005. He wrote his thesis on the effects of the Eastern enlargement of the EU on the European security and defense policy. After receiving his M.A., Mohamed Metawe worked for the National Democratic Party (the ruling party in Egypt) for two years and was an instructor at Cairo University. On several occasions, Mohamed Metawe attended conferences in the U.S., France, Germany, Belgium, Denmark, and Lebanon.



His Ph.D. dissertation is entitled "Middle East Issues in Transatlantic Relations: 2003-2009." The key question is why European and American policies toward Middle Eastern issues converge and diverge despite their agreement on common goals. The thesis has two main arguments: the first argument is that transatlantic differences concerning the Middle East manifest themselves in details but not in the grand design of policies. The second argument contends that transatlantic convergences regarding the Middle East make the policies of the transatlantic partners more coherent.

The thesis seeks to explain the reasons for the divergences and convergences in American and European policies regarding the Middle East. This is to be done, firstly, through reviewing some of the theoretical perspectives that have been employed to analyze and explain the differences and agreements between the transatlantic partners. Secondly, the thesis will explore the points of convergence and divergence in the American and European strategies and priorities toward the Middle East. By focusing on a small number of case studies, e.g. Iraq, Iran, and the Middle East peace process (Palestinian- Israeli peace process) the thesis seeks to analyze the Middle East point of view regarding transatlantic convergences and divergences.

Mohamed Metawe has worked on his thesis for the last year. He drafted two chapters; the first is concerned with the theoretical framework; the second deals with the strategies of the United States and Europe towards the Middle East. He also conducted interviews with experts (academics, politicians, diplomats, and journalists) in Egypt to explore their points of view with respect to the transatlantic policies in the Middle East.

Primary supervisor: PD Dr. Martin Thunert

Anja Milde (Germany)

Class of 2011 / HCA's Ph.D. in American Studies Scholarship supported by the BASF Group

Anja Milde received her B.A. from the University of Erfurt in 2003, where she studied linguistics and communication science. Since the fall of 2003, she has been a student at Heidelberg University, majoring in history and art history. Before joining the MAS program in 2007, she spent a year at Trinity College in Hartford, Connecticut, where she majored in American Studies. Since the fall of 2008, Anja Milde has been working at the HCA as public relations assistant and tutor for American history.



Anja Milde's Ph.D. project is entitled "Pansies, Dykes, and Panthers: The Complexity of Coalition Politics in the African American and Gay Civil Rights Movements." Her research focuses on the history of the intersection of both movements, which is not well documented today. Controversial matters, outwardly trivial occurrences, which do not easily fit into master narratives and are complicated to explain, sometimes are not regarded in their genuine importance by historians, or are even forgotten. The history of coalition building in the Civil Rights Movement and the struggle for gay and lesbian liberation is such a contested narrative, which is now in the process of being rediscovered.

To best understand the history of the intersectionality of the Civil Rights and the Gay Rights Movements in its different aspects, Anja Milde seeks to incorporate it into social movement analysis as well as into the larger context of equal rights activism. Taking such a viewpoint, and by respecting the oral records produced by activists, their story does not appear as a trivial occurrence any- more, but as a central element of social movement historiography.

Anja Milde has recently returned from an extensive research trip in the United States, which entailed archival research and numerous interviews, including civil and gay rights activists, politicians, government officials, professors, and pastors. In addition to the BASF scholarship, her research is supported by a fellowship from the German Historical Institute and a grant from the Ghaemian Travel Fund.

Primary supervisor: Prof. Dr. Manfred Berg

Hannes Nagl (Germany)

Class of 2012

Hannes Nagl attended Heidelberg University where he majored in English and Political Science, with a M.A thesis focusing on "Spaces of Decivilization: The Phenomenon of Violence in Contemporary American Novels." Since October 2006 Hannes holds a student assistant position at the English Department of Heidelberg University. He has also worked as a freelancer for different publishing houses and *Rhein-Neckar-Zeitung* in Heidelberg. In October 2009 Hannes joined the HCA Ph.D. program.



In his thesis, "'Spaces of Decivilization': Norbert Elias' Theory of Civilization and the Phenomenon of Violence in Contemporary American Fiction", Nagl will analyze different contemporary American novels which are notorious for their depictions of violence. By doing so, he will especially focus on the following questions: What motivates the fascination with violence in contemporary American literature? How do these representations of violence square with the notion of a 'pacified' and 'civilized' society? The basic assumption that underlies the project is that such novels offer not only entertainment and thrill, but can be read as socio-analytical novels, which present a quasi-sociological analysis of the role violence plays in postmodern American society. From this perspective, the main aim of the thesis will be to make these socio-analytical and, to a certain extent, socio-critical aspects of contemporary 'novels of violence' transparent. In order to do so, Nagl will draw on rather uncommon theoretical sources: Besides more recent sociological research on violence, he will use Norbert Elias' 'theory of civilization' as a theoretical background for the interpretations of the novels. Although Elias' theory is rather uncommon for literary studies and has been applied only rarely to an American context, his approach of modernization and modern society as well as his writings on the sociology of modern sport are considered as a promising and a fruitful theoretical model for analyzing both the 'sociological' and aesthetical aspects of contemporary novels of violence. From an Eliasian perspective, the literary and cultural fascination with violence and the reality of 'pacified' modern societies are not contradictory, but rather complementary facts. Beyond the individual 'worlds' of the novels, the Eliasian approach will thus also help to shed new light on the various restraints and self-restraints that establish social discipline and peaceful cooperation in 'civilized' Western societies as well as on the cultural role of real and imaginary violence in this context.

Primary supervisor: Prof. Dr. Dietmar Schloss

Thi Diem Ngoc Dao (Vietnam)

Class of 2012/ Heidemarie Engelhorn Ph.D. Scholarship

Born in 1984, Thi Diem Ngoc graduated from the College of Foreign Languages, Vietnam National University, with a B.A. degree in Teaching English as a Foreign Language (TEFL) in 2006. To broaden her horizon, she chose History, International Business Culture and Political Science as her major. With her M.A. thesis about "Moving on to a Common Ground: Vietnam-U.S. Normalization of Relations, 1990-1997" she qualified for the HCA Ph.D. program. Her project focuses on the main themes of Vietnam-U.S. relations in the late 20th century from historical and political perspectives. After the Vietnam War, the "continuation of war by other means" among American people and policymakers to codify the meaning of the war and cope with its legacy seemingly made normal relations between two countries a remote possibility. The freeze of Vietnam-U.S. relations dragged on, despite early efforts to improve relations and remove the U.S. economic sanctions on Vietnam. It was only in 1995 that President Clinton established normal diplomatic relations with Vietnam. Preceded by the lifting of the U.S. trade embargo on Vietnam in 1993, establishing diplomatic relations was a critical move to thaw relations between two countries. There has been a wealth of literature on the Vietnam War; however, little has been done to shed light on how the U.S. and Vietnam have come to achieve reconciliation and "move on to common ground". Therefore, the project is intended to explore the complexities of the normalization process as well as to specify the most important factor contributing to normalized relations in the 1990s. Thi Diem draws on the following points in her research: 1) the significance of prisoners of war and missing-in-action (POW/MIA) resolution in the Vietnamese and U.S. political contexts 2) the weight of mutual economic and security interests in moving towards normalization of relations, 3) state and non-state actors' roles in the establishment of normal relations. Hopefully, the significance of this project will illustrate a turning point in Vietnam-U.S. relations against a haunting past of war memories and ideological conflicts.

Primary supervisor: Prof. Dr. Manfred Berg



Maarten Paulusse (Netherlands)

Class of 2013 / HCA's Ph.D. in American Studies Scholarship supported by the BASF Group

Maarten Paulusse was born in 1984 in the town of Hilversum in The Netherlands. He received his bachelor's degree in History at Utrecht University in 2007. In 2009 he completed his master's degree in American Studies at the same university with a thesis on the appeal of the Bush administration to the "apocalyptic climate" in the United States from 2001 to 2004. During his studies at Utrecht University he did an internship with the U.S. correspondent of the leading Dutch current affairs television program Nova, in New York City, and undertook several other ventures into journalism. In July and August of 2010 Maarten Paulusse taught two courses on Dutch history and culture at the Summer School of Utrecht University to international students at Bachelor-level. He also served as a coordinator of several other Summer School courses, offered by the Department of History. In the summer of 2011 he will again join the Utrecht University Summer School as a course coordinator and lecturer.



In February of 2011 Maarten Paulusse will start his dissertation research, which has the working title "Progressive Spirituality & the Religious Politics of the Millennial Generation". The study will explore the socio-cultural and political relationship between the new "Progressive Spiritual Culture" and the "Millennial Generation" in the United States. It will involve a qualitative research of the influence of the progressive spiritual culture on the construction of the individual religious identities and collective religious-political identities of this generation, born after 1981. The project aims to make a contribution to the contemporary debate on the role of religion in the public sphere. In this far from settled debate among historians, political scientists, sociologists, theologians and other analysts of public life in the United States, the focus in the past two decades has been on the "Babyboom" cohort and the "Christian Right". In this research the matter will be explored from the angle of the emerging political force of the "Millennial Generation" and the new movement of "spiritual progressives", with the intention to broaden the understanding of the changing role of religion in American politics.

Primary supervisor: Prof. Dr. Inken Prohl

Marleen Schulte (Germany)

Class of 2012

Marleen Schulte earned her Magister degree with honors in European and Bilingual Education from the University of Education Freiburg. There she also completed a certification as writing consultant and subsequently worked at the college's writing center consulting students in creative and academic writing as well as offering workshops. While earning her degree, she completed internships at renowned international schools in China, the UK, and the USA. Marleen was a Socrates/Erasmus stipendiary representing Germany at the 2005 international education conference in Madrid, "Borders, Mobilities, Identities: European Educational Action." She helped her university host the event the following year.



She was also an honor student at Utah Valley University as well as at the University of Michigan. At Michigan she participated in the New England Literature Program (NELP), which saw 40 students and a dozen professors embarking on a spring term in Maine. The program provided her with a comprehensive understanding of New England's literary tradition through experiential learning directly within and about the region's landscape and culture. At NELP Marleen also had the opportunity to meet one of the authors whose works are the subject of her dissertation.

In 2009 Marleen started her doctoral studies at the HCA. Her dissertation, "White Trash on Puritan Soil: Constructing the North East Through its Contemporary Realist Fiction," analyzes the works of Richard Russo, Elizabeth Strout, Cathy Pelletier, Carolyn Chute, and Ernest Hebert. In her work she studies the sense of place and a shift in the region's perceived borders. Further she analyzes how certain puritan and transcendental ideals, such as self-reliance, are prevalent still, whereas the perception and depiction of other concepts, for example social decline, have drastically changed.

Primary supervisor : Prof. Dr. Günter Leypoldt

Juste Šimelyte (Lithuania)

Class of 2011 / HCA's Ph.D. in American Studies Scholarship supported by the Landesgraduiertenförderung Baden-Württemberg

Juste Šimelyte was born in Kaišiadorys, Lithuania, in 1983. She studied law at the University of Vilnius where she specialized in commercial law. In 2007, she received her master's degree in law. In Lithuania, Šimelyte also worked as a legal consultant in the Vilnius University Law Clinic, where she offered pro bono legal advice. In October of 2007, Šimelyte began her studies at the HCA, majoring in law, political science and international business cultures. In 2008, she received her M.A. in American Studies with a thesis entitled "Cultural Globalization: 'Made in the USA' or 'Made in Europe'?"

The working title of Šimelyte's dissertation is "Americanization and Europeanization: Two Faces of Cultural Globalization in Latvia and Lithuania." Her dissertation examines to what extent Latvia and Lithuania have undergone the process of cultural globalization. Specifically, it analyzes cultural changes in Latvia and Lithuania after these two countries had regained their independence and became open for Western cultural influences. In 2009 Juste Šimelyte accomplished two research trips to Lithuania and Latvia where she collected materials regarding her thesis.

Primary supervisor: Dr. habil. Martin Thunert



Erhan Simsek (Turkey)

Class of 2013

Born in Ankara/Turkey in 1986, Erhan Simsek received his B.A in English Language Teaching from Middle East Technical University with a minor degree in European Studies. Following that, in 2009, he received his M.A from the HCA, writing his M.A thesis on American literature. After his M.A, he continued his studies at the Free University of Berlin. In 2010, Erhan Simsek came back to Heidelberg, this time as a Ph.D. student at the HCA. The working title of his dissertation is "Changing Images of Business and Businessmen in American Fiction and Social Thought, 1880-1929."

His dissertation analyzes the changes in the image of businessmen from 1880 to 1929 by looking at the relationship between fiction and social thought of the period. Although business was one of the important components of American society, the novels concerned mainly with business and business-



men appeared only with the rise of realism in the late nineteenth century. Some of the novels Erhan Simsek intends to analyze are *The Rise of Silas Lapham* by William Dean Howells, *The Financier* by Theodore Dreiser, and *Babbitt* by Sinclair Lewis. In this period, along with the novels on business, social thought flourished, analyzing the economic processes in society. The Ph.D. project intends to explore mainly William Graham Sumner and Thorstein Veblen and locate business and businessmen in their social theories. Erhan's research aims to answer and raise further debates about the following questions: How does the image of business and businessmen change in fiction and social thought of the period? How do the fiction and social thought on business interact throughout the period? What is the relationship between social prominence and wealth in the works of thinkers and selected novels?

Primary supervisor: Prof. Dr. Dietmar Schloss

Cristina Stanca-Mustea (Romania)

Class of 2010 / HCA Ph.D. in American Studies Scholarship supported by the BASF Group

Cristina Stanca-Mustea was born in Bucharest, Romania, in 1982. She received her B.A. in Romanian and American Studies from the University of Bucharest in 2005. Christina Stanca-Mustea was the recipient of the DAAD Fellowship as part of the STIBET program and received her M.A. in American Studies from Heidelberg University in 2006. She majored in literature, religious studies, and law. Her thesis was entitled "Carl Laemmle and the Making of Hollywood".



The title of her Ph.D. dissertation is "Carl Laemmle – A Transatlantic Mediator." The thesis explores the ways in which the life and career of Carl Laemmle, a German immigrant of Jewish origin, changed the American and European entertainment landscape through the founding of the first major film studio in Hollywood in 1912 – Universal Pictures. Moreover, it analyzes Carl Laemmle's intensive support for saving more than 200 German Jews on the eve of World War II by paying affidavits and offering jobs at Universal Pictures.

Cristina has conducted research in Berlin, in the archives of Die Deutsche Kinemathek, and at the Library of the John-F.-Kennedy Institute. She also spent one month at the New York Public Library and the Lincoln Center for

the Performing Arts in New York and another month at the Center for Motion Picture Research at the Margaret Herrick Library in Hollywood, Los Angeles. Cristina Stanca-Mustea found evidence of Carl Laemmle's extensive involvement in the German and American political and cultural life and his support for German Jews living under the Nazi regime. Furthermore, she had the chance to consult rare documents of early film history, which provided a clearer insight into the beginnings of the business of motion picture. The archival research in the United States was supported by the Ghaemian Travel Fund. In 2009, Cristina Stanca-Mustea participated in several national and international conferences, where she presented her research. Recently, she contributed a chapter called "Universal Pictures: Propaganda – Export – Exchange" to the volume *The United States and the World: From Imitation to Challenge*, ed. Andrzej Mania and Łukasz Wordliczek (2009).

Primary supervisor: Prof. Dr. Philipp Gassert

Stephen Urich (USA)

Class of 2012

Stephen Urich grew up in the Washington, D.C. area. He graduated from St. John's College with a Bachelor in Liberal Arts. He then began working as an analyst on several projects for United States governmental agencies such as The United States Federal Emergency Management Agency and the Federal Retirement Thrift Investment Board. During this period he earned an MBA at Virginia Tech. Later while working in Brussels, he graduated Magna Cum Laude from the Centre Européen de Recherches Internationales et Stratégiques with a Masters in International Politics. Since finishing that program he has worked at United States European Command in Stuttgart.



Steven Urich's dissertation titled "Delegation of Powers a Political Tool of the United States Congress" intends to explore the United States Congress' delegation of authority and decision-making power to ad hoc committees. Congressional tendency to delegate power has increased over recent decades and his project will attempt to determine the root causes of this phenomena. The project will also investigate the resultant political and policy effects of delegation and the burgeoning of new committees invested with authority to shape policy decisions. Additionally, this project will explore the relationship between the formulation of these committees with the results of these committees and commissions.

Primary supervisor: PD Dr. Martin Thunert

Stefanie Weymann (Germany)

Class of 2012

Stefanie Weymann began studying English and American Studies as well as Modern German Literature at the University of Freiburg in 2003, from where she graduated in 2006 with a Bachelor of Arts. In 2007, she continued her studies at King's College London as a student of English. Stefanie completed her Master of Arts degree in 2008 with a thesis entitled "'Words and Images Run Riot in My Head': Memory and Oblivion in Samuel Beckett's *Molloy*, *Malone Dies* and *The Unnamable*," before joining the HCA in October 2009 with a project focusing on the city in contemporary American literature with the working title: "Performing Space: The City in Contemporary American Literature."



The postmodern city in literature, despite its illegibility, is still read by many as a metaphor or symbol that distinctly informs the narrative. In her dissertation project Stefanie Weymann wants to move away from the interpretation of the post-modern city as text and suggest a perspective on the city that privileges the production of urban space in literature over a mere reading of it. That way she wants to arrive at a topography of the urban imagination that elucidates the spatial practices which constitute the postmodern city in literature. This approach therefore presents the fictional city as an artistic performance: a city that is written, walked, dreamed, and yet remains imaginary. How do contemporary writers practice the postmodern city? What do their cities look like? Why are spatial practices so important for an understanding of urban space in literature? To answer these questions, this project will bring together sociological theories of urban space and the fictional cities of contemporary American writers such as Paul Auster, Don DeLillo, Toni Morrison, Thomas Pynchon and others.

Primary supervisor: Prof. Dr. Dietmar Schloss

Completed Ph.D.s

Raluca-Lucia Cimpean (Romania)

Class of 2009 / HCA Ph.D. in American Studies Scholarship supported by the Landesgraduiertenförderung Baden-Württemberg

Born in 1981 in Blaj, Romania, Raluca-Lucia Cimpean studied English and Romanian at Babes-Bolyai University, where she earned her B.A. in 2004 and an M.A. in American Studies in 2005. In 2006, she received an M.A. in American Studies at Heidelberg University. In 2007 and 2008 Raluca Cimpean was the literature teaching assistant for Prof. Dietmar Schloss. From September through November, 2009, she worked as an intern at the Romanian Embassy in Washington, D.C.



Raluca Cimpean's Ph.D. project is entitled "John F. Kennedy through the Looking Glass: Docudramatic Representations of the JFK Image." J.F. Kennedy is said to have been the first American politician to have fully grasped and used television's potential for politics and the first American President of the television age. His family background had made him aware of the tremendous influence moving pictures may exercise on public memory and behavior, whether used for pragmatic or artistic purposes. Given the advantageous relationship he enjoyed with the camera and the privileged place of cinema in the American entertainment industry, it comes as no surprise that the American public's interest in John F. Kennedy's life, career and tragic death has manifested itself to some extent in this popular culture medium.

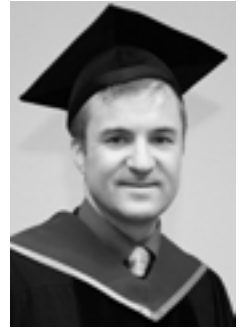
Raluca Cimpean's dissertation traces John F. Kennedy's posthumous relationship with moving pictures, namely the way in which the Kennedy image has been reflected in a popular film genre: docudrama. To achieve this goal, the dissertation provides a definition of docudrama, a description of the Kennedy image, and an analysis of the interaction between a cinematic code and a cultural construct, respectively. The set of docudramas concerned with the Kennedy image consists of the following: PT 109(1963), Executive Action (1973), The Missiles of October (1974), Kennedy (1983), JFK (1991), In the Line of Fire (1993), The Rat Pack (1998), Interview with the Assassin (2002), Thirteen Days (2003), and Path to War (2003).

Primary supervisor: Prof. Dr. Manfred Berg

Christian Maul (Germany)

Class of 2010 / HCA Ph.D. in American Studies Scholarship supported by the Landesgraduiertenförderung Baden-Württemberg

Christian Maul studied English and German literature and linguistics at Heidelberg University and at San Francisco State University. He graduated in April of 2006 and subsequently pursued a master's degree in American Studies at the HCA. He worked as a teaching assistant at the English Department of Heidelberg University and as a trainer for Business English and has produced various drama and musical theater projects with the drama group of the English Department.



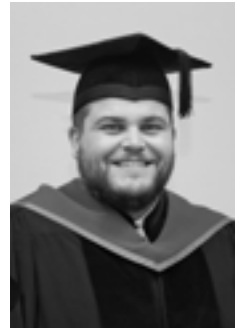
His thesis "From Self-Culture to Militancy, From Conscience to Intervention: Henry David Thoreau Between Liberalism and Communitarianism" seeks to shed new light on Henry David Thoreau's concept of individualism. While many of Thoreau's critics have reproached him for his escapism and isolationism, Christian Maul's project aims to illustrate that Thoreau's spiritual and intellectual autonomy prepared him for his existence as a social critic. After periods of detachment from his society and reassessment of ultimate American values during which he discovered his social and cultural embeddedness, he returned to the social and political arenas to utter his criticism. Thus, Thoreau became a prominent representative of community oriented, democratic individuality and anticipates communitarian thinking. In his dissertation, Christian Maul developed a model for the interpretation of the relationship between the individual and society by tracing fundamental characteristics of an American self that interacts with the social forces surrounding it.

Primary supervisor: Prof. Dr. Dieter Schulz

Anthony Santoro (USA)

Class of 2009 / HCA's Ph.D. in American Studies Scholarship supported by the BASF Group

Anthony Santoro was born in Newport News, Virginia, in 1978, and received his B.A. in 1999 from the University of Virginia, where he double majored in English and history. He was a member of the first MAS Class of 2005, where he wrote his M.A. thesis on the prophetic elements of Nat Turner's rebellion. The recipient of the 2005 HCA Book Prize, Santoro's M.A. thesis formed the basis for his 2008 article, "The Prophet in His Own Words: Nat Turner's Biblical Construction," which appeared in *The Virginia Magazine of History and Biography*.



Anthony Santoro's dissertation, entitled „Exile or Embrace: The Religious Discourse on the Death Penalty in the Contemporary Era,“ explores constructions of exile and embrace in religious contestations over capital punishment. Challenging the idea that either the popular conception of the monstrous “other” or of the scapegoat is capable of explaining and accounting for the continued symbolic power and relevance of capital punishment in the United States, this dissertation argues instead for the exile. Though the exile bears signs of the scapegoat, and though the exile exists in the discourse as a kind of other, the dissertation demonstrates that both the abolitionist and retentionist discourses argue that in order for the death penalty to retain legitimacy, even in a highly retributivist atmosphere, those executed cannot be not like us. They must, in other words, be more like us than not. By detailing the implications of this reliance on recognizability, the dissertation explores the ways in which the religious discourse deals with problems of moral and procedural certainty, of communication within the denominational traditions, and of participation as religious organizations within the pluralist state. Finally, the dissertation deals with the concept of embrace as it arises in the various discourses, showing that it is properly understood not as a binary opposite of exile, but as a successor to exile, and the reasons for and implications of this recognition.

Primary supervisor: Prof. Dr. Manfred Berg

Karsten Senkbeil (Germany)

Class of 2009 / HCA's Ph.D. in American Studies Scholarship supported by the Landesgraduiertenförderung Baden-Württemberg

Karsten Senkbeil, born in 1981, studied at the University of Osnabrück, Germany, and the City College of New York, New York City. He received his M.A. degree at the University of Osnabrück in 2006, majoring in English/ American Studies and physics.

Since October 2006, Karsten Senkbeil has been enrolled in the Ph.D. program at the HCA. His dissertation "The Language of American Sports: A Corpus-Assisted Discourse Study" analyzes the discourse of American sport journalism to extract and interpret the dominant ideological patterns of Americans' favorite pastime. The methodological approach of this project is an innovative linking of quantitative linguistic research, based on a large text corpus, with qualitative methods of discourse analysis to embed the linguistic findings in a cultural studies context. For his doctoral research travels, Karsten Senkbeil received scholarships from the Landesgraduiertenförderung Baden-Württemberg, the John-F.-Kennedy-Institute in Berlin, and the Ghaemian Travel Fund. Furthermore, he is a fellow of the Japan Society for the Promotion of Science (JSPS) and has conducted research at Doshisha University in Kyoto, Japan, adding a trans-pacific perspective to his project. In 2009, he presented his research results at the biennial conference of the American Studies Association (southern chapter) in Fairfax, VA, and at the American Studies conference of the Jagiellonian University, Krakow, Poland. Karsten Senkbeil has published a book entitled *Sport in Journalism and Fiction in the United States Today* (2007), and contributed a chapter called "Baseball and American Exceptionalism" to *The United States and the World: From Imitation to Challenge*, ed. Andrzej Mania and Łukasz Wordliczek (2009).

Primary supervisor: Prof. Dr. Marianne Hundt



Ph.D. Graduation Ceremony 2010 & Awarding of the Rolf Kentner Prize



Prof. Dr. Detlef Junker and Dr. Mischa Honeck with the first Ph.D. graduates in American Studies Raluca-Lucia Cimpean, Christian Maul, Anthony Santoro and Karsten Senkbeil.

Since 2006, when the HCA established its Ph.D. in American Studies Program, nearly two dozen aspiring scholars from 10 different countries have decided to pursue their doctorate in this field at Germany's oldest university. On October 21, in a dignified ceremony in the new atrium, the HCA proudly presented to the academic community its first four successful Ph.D. candidates – Raluca-Lucia Cimpean, Christian Maul, Anthony Santoro, and Karsten Senkbeil – and bestowed upon them their hard-earned certificates.

The ceremony began with a flourish: The four graduates, dressed in traditional academic gowns, descended from the top floor by elevator to the sound of classic rock and took their seats in the front row. After that, Prof. Dr. Detlef Junker moun-

ted the podium for his welcome remarks. He provided a brief sketch of how the Ph.D. in American Studies had evolved from a small group of ambitious young scholars in 2006 to one of Germany's most international and interdisciplinary doctoral programs that attracted students worldwide. The four graduates who had crossed the threshold to full academic maturity, Prof. Junker stressed, were shining examples of the excellent scholarship stimulated and encouraged by the Ph.D. in American Studies program. Prof. Junker then proceeded to present the Ph.D. certificates to Raluca-Lucia Cimpean for her dissertation "John F. Kennedy Through the Looking Glass: Docudramatic Representations of the JFK Image;" to Christian Maul for his study "From Self-Culture to Militancy, From Conscience to Intervention: Henry David Thore-



Awarding of the Rolf Kentner Prize: Daniel Stein, Günter Leyboldt und Rolf Kentner

au *Between Liberalism and Communitarianism;* to Anthony Santoro for his dissertation *“Exile or Embrace: The Religious Discourse on the Death Penalty in the Contemporary Era”*; and to Karsten Senkbeil for his work on *“The Language of American Sports: A Corpus-Assisted Discourse Study.”*

Following a musical interlude in which Eva Mayerhofer and Christian Eckert performed songs by Jazz icon Louis Armstrong, Prof. Junker commenced the second part of the ceremony, which was set aside for the awarding of the Rolf Kentner Prize. Sponsored by one of the HCA’s most active benefactors, Rolf Kentner, chairman of the Schurman Society for American History, the award recognizes an outstanding and yet unpublished dissertation in the field of American Studies completed at a German university. Its first recipient was Daniel Stein from the University of Göttingen. After a short introduction by Prof. Dr. Günter Leyboldt, chairman of the Kentner Prize committee, Daniel Stein ascended the stage to deliver his keynote address *“My Life Has Always Been an Open Book: Louis Armstrong,*

American Autobiographer.” Excerpting from his prize-winning dissertation, Daniel Stein presented some of the key arguments of his work which looks at the life and art of Louis Armstrong in the context of American autobiography writing. Stein’s study, which delves into an impressive array of textual, sonic, and visual material, is a model of the new cross-disciplinary American Studies scholarship that uses cultural protagonists like Armstrong to highlight and advance methodological debates in literature, cultural studies, history, and musicology. Both instructive and entertaining, Stein’s talk garnered much applause and definitely set a standard for future prize applicants.

The graduation ceremony drew to a close with a second musical interlude which – altogether fitting for the occasion – consisted of two more Armstrong songs. After that, the prize-winner, the graduates, and their friends and families were invited to a reception in the Bel Etage where they continued to celebrate well into the night.

A Transcultural Atlantic: Constructing Communities in a Global Context

This multidisciplinary and multinational research project (current members hail from the United States, the Netherlands, Poland, Italy, and Germany) explores the Transcultural Atlantic as a realm of crosscultural interaction from the period of the late eighteenth-century Atlantic revolutions to the end of the Cold War and beyond. More precisely, it investigates various processes of transatlantic networking, community-building, and dissent in the realms of business, academia, the media, popular culture, government, law, and the military. The project sheds new light on the men and women who shaped cultures of transatlantic exchange and cooperation; on the transfer and adaptation of ideas and values across the Atlantic; and on the changing nature of the Atlantic space in an increasingly globalized world. Taking up this approach not only allows us to resituate discourses about the “West” within a larger global framework; at the same time, it will place a greater and necessary emphasis on the contingent, pluralist, and protean nature of transatlantic cultures itself. Because it considers the making of the Atlantic world over a broad span of time, the project will trace changes in the culture of different, sometimes competing communities in the Atlantic realm – to highlight continuities and ruptures; to show the effects of increased flows of goods, services, information, ideas, and identities; and to reassess the impact of major historical developments across the centuries.

Our research endeavor is a cross-disciplinary undertaking, combining the insights of political science, history, cultural studies, literature, and geography. We do not treat culture or society or

politics in a vacuum but examine how they influenced each other through ideas, institutions, and practices. Transnational communities have never been crafted solely and primarily by statesmen and diplomats. Rather, we hypothesize that they grow out of socially constructed values, customs, and symbols as well as the ways in which these were disseminated, interpreted, and adapted in the Atlantic world. To examine these culture flows, our project rejects the traditional notion of cultures as holistic entities and embraces a more recent definition that conceives of cultures as highly interdependent and permeable. Transculturality emphasizes the plurality of existing societal designs and ways of life in the Atlantic realm, highlighting their transnational contours.

Noteworthy project activities in 2010 include the workshop “Cultures of Transatlanticism: The Impact of Lawmakers and Judges,” held in Heidelberg, February 4-6 (see page 119); the first of a six-part ERP-funded workshop series about different dimensions of transatlantic community-building and dissent; the conference “Transatlantic Alliances and Networks in a Global Context” held in Madison, Wisconsin, April 30 – May 1 (see pages 128-130); the three-week fellowship of Prof. Jeremi Suri, E. Gordon Fox Professor of History and Director of the European Union Center of Excellence at the University of Wisconsin, at the HCA in June; and the second ERP-funded workshop “Think Tanks and Foundations in the Transatlantic World – Past, Present, Future” in December.

This project is funded by the Transatlantic Program of the German Federal Ministry of Economics and Technology and the Global Networks Program of Heidelberg University.

Protest, Culture, and Society: Europe and North America

Protest movements have been recognized as significant contributors to processes of political participation and transformations of culture and value systems as well as to the development of both a national and transnational civil society. This research endeavor brings together the various innovative approaches to phenomena of social change, protest and dissent which have emerged in recent years from an interdisciplinary perspective. It contextualizes social protest and cultures of dissent in Europe and North America within larger political processes and socio-cultural transformations by examining the influence of historical trajectories and the response of various segments of society, political and legal institutions on a national and international level. In doing so, this research endeavor offers a more comprehensive, multi-dimensional, and transnational view of historical and cultural change in the twentieth and twenty-first centuries.

The research project "European Protest Movements since the Cold War. The Rise of a (Trans)national Civil Society and the Transformation of the Public Sphere," coordinated by Dr. Martin Klimke as part of this research framework, has been supported by the European Union's Marie Curie Program for the Promotion of Scientific Excellence. It was concluded in February of 2010 with a final workshop on "Arenas of Contestation" (see page 120). The findings of this research project are being published in a series with Berghahn Books (New York/Oxford) entitled "Protest, Culture and Society," see <http://www.protest-publications.org/>.

The Nuclear Crisis: Transatlantic Peace Politics, Rearmament, and the Second Cold War

On December 12, 1979, the North Atlantic Treaty Organization (NATO) implemented the so-called Double-Track Decision: In case arms control negotiations with the Soviet Union failed, the West would station intermediate nuclear forces to provide a counterweight to the new Soviet SS-20 missiles.

This momentous decision, alongside the almost simultaneous Soviet invasion of Afghanistan, directly affected international politics as well as domestic developments in Europe and North America. The world moved from an era of reduced tension to a newly heightened East-West confrontation during the „Second Cold War.“

East-West tensions and the threat of nuclear war provoked sustained political protest. This was further augmented by domestic political turmoil, which in Western societies was heightened by the arrival of a new brand of Western leaders such as Margaret Thatcher, Ronald Reagan, and Helmut Kohl. The early 1980s thus saw the biggest protest mobilization of the Cold War.

This research project seeks to establish a transnational history of this "Nuclear Crisis," which engulfed both Western Europe and North America, yet transcended the European and global East/West divide as well. The "Nuclear Crisis" explores this discourse from three distinct but interrelated angles. (1) It looks at the diplomatic, political, and strategic debate surrounding the nuclear armament issue. Only recently have historians started to look at this most salient political issue of the 1970s and 1980s. "Traditional" actors such as the political, diplomatic, and military elites carried this debate forward. Yet "anti-establishment" forces as well as other domestic and transnational actors,

such as the churches and intellectuals, were equally important. (2) By merging an “establishment” perspective with an analysis of protest cultures, this project aims to transcend the narrow boundaries of traditional diplomatic history: It seeks to bring non-state actors, intellectual discourses, and the role of culture into the study of international relations. It also looks at manifestations of “nuclear” death in popular culture, as well as in “high art,” including—but not limited to—music, film, and novels. (3) The project transcends the traditional East/West divide in postwar European history in a number of ways: it explores the “nuclear crisis” on both sides of the Iron Curtain; it looks at the connections between establishment and anti-establishment forces across national borders; it places them in a transatlantic and pan-European setting (one that is potentially global, given the impact of nuclear testing in the South Pacific); and it asks how and to what extent people envisioned themselves as part of larger transnational communities and spaces.

The accompanying digital archive has three main goals: First, it gathers and preserves materials on this important chapter of transatlantic and European history. Second, it makes these materials available worldwide and free of charge to scholars and teachers. Third, it fosters the growth of a community of scholars, teachers, and students engaged in teaching and learning about the nuclear crisis of the 1980s; <http://www.nuclearcrisis.org/> “Nuclear Crisis” is a collaborative project by the German Historical Institute (GHI), Washington, D.C.; Institute for Contemporary History (IfZ), Munich-Berlin; the Heidelberg Center for American Studies (HCA), Heidelberg University; and the History Department, University of Augsburg. It is directed by Philipp Gassert, University of Augsburg, Germany, Martin Klimke, German Historical Institute, Washington, D.C. / HCA, and Wilfried

Mausbach, HCA. Additional partners include the Archive Green Memory (Archiv Grünes Gedächtnis), Berlin; the German Federal Archives (Bundesarchiv), Koblenz; the International Center for Protest Research (ICP); and Volda University College, Volda, Norway.

African-American History: National and Transnational Vistas

In 2008, the Heidelberg Center for American Studies joined a research initiative with the German Historical Institute, Washington, D.C., and Vassar College (Poughkeepsie, NY) on “The Civil Rights Struggle, African American GIs, and Germany.” Initiated by Professor Maria Höhn (Vassar) and Dr. Martin Klimke (GHI Washington/HCA), this research project and digital archive (www.aacvr-germany.org) explores the connection between the establishment of American military bases abroad and the advancement of civil rights in the U.S. It investigates the role African American GIs played in carrying the demands of the civil rights movement abroad beginning with World War II.

In July 2009, the project was awarded the Julius E. Williams Distinguished Community Service Award by the prestigious civil rights organization NAACP (the National Association for the Advancement of Colored People) at its Centennial Convention in New York City. As the NAACP explained: “By giving voice to their experience and to that of the people who interacted with them over civil rights demands and racial discrimination on both sides of the Atlantic, Höhn and Klimke are preserving and expanding the history of African American civil rights movement beyond the boundaries of the U.S.”

As part of this research initiative, an exhibition on

"The Civil Rights Struggle, African American GIs, and Germany," including more than 50 black and white photographs as well as other exhibition samples, is currently shown in both Germany and the United States. By illustrating the untold story of African American GIs and the transnational implications of the civil rights movement, the exhibit aims at advancing a more nuanced and sophisticated sense of how America's struggle for democracy reverberated across the globe.

The exhibition has already been shown in Ramstein, Berlin, Munich, Mainz, Augsburg and Tübingen as well as in Washington, DC, Poughkeepsie, NY, and Berkeley, CA. Further exhibition locations include Hamburg, Ingolstadt, San Francisco, Oxford, MS, and Athens, GA, among others. From March 15 to April 24, 2011 the exhibition will be on display in Heidelberg at the Curt and Heidemarie Engelhorn Palais.

Furthermore, the accompanying book "A Breath of Freedom: The Civil Rights Struggle, African American GIs, and Germany" by Maria Höhn and Martin Klimke was published by Palgrave Macmillan in October 2010.

For further information on the project, the digital archive and the exhibition, please visit:

www.aacvr-germany.org

For further information on the project's publication, please see:

www.breathoffreedom.org

Mediated and Aesthetic Presentations of the Teachings of Christian-Oriented Organizations in the United States

This interdisciplinary project, led by Professors Manfred Berg and Inken Prohl, seeks to explore the ways postmodern Christian-oriented organizations attract and bind their members. Financed

by the German Research Foundation (Deutsche Forschungsgemeinschaft), the project will run for two and a half years and includes one full and two three-quarter positions, as well as travel funding. The three interlinked research projects will utilize methods drawn from the economics of religion, material religion, and religious aesthetics to examine practice and visual culture using three different case studies. Dr. Anthony Santoro will examine the Raider Nation, the body of fans dedicated to the NFL's Oakland Raiders, and will look closely at a particular subset of Raider fans, the Nation Ministries, a group claiming to be the official church of the Raider Nation. Katja Rakow, M.A., will examine megachurches in the United States, and Sebastian Emling, M.A., will examine creationist theme parks. These three case studies will all analyze the use of verbal and non-verbal carriers of meaning to show how these various groups position and brand themselves in the contemporary religious economy, as well as how they articulate an assumed transcendental and communicate its relevance to their members. We will examine religious traditions, organizations, and communities to explore the questions raised by the way the bilateral use and incorporation of sensory image data, material artifact creation and practice help the organization communicate to its members and help the members "make sense of it all." In collecting our data, we will be relying on qualitative methods of participant observation. By following this line of analysis, the project aligns itself with and will further develop studies of material religion, and will also contribute to studies of the aesthetics of religion in contemporary America. In discussing the ways cognitive and sensory signifiers merge in religious practice, we will also be drawing on sociological approaches to religion. Further, in line with recent scholarship on religion, we treat the programs of these organizations as goods created, promoted, branded, and consu-

med just as any other market commodity. In this, we align ourselves with and draw upon recent developments in studies of the economics of religion. This approach allows us to locate our studies within the historical “marketplace of religion” in the United States while allowing us to refine the concepts associated with this metaphoric explanatory model based on current research.

Violence and the Hidden Constraints of Democracy: A New Civilization Study Approach to Contemporary American Fiction

This project was initiated at the English Department of Heidelberg University by Professors Günter Leypoldt and Dietmar Schloss and will be pursued in close cooperation with the HCA. Funded by Heidelberg University’s “Innovationsfonds FRONTIER,” it explores America’s fascination with violence and especially the depictions of violence pervading American cultural and literary history. The project employs a novel theoretical approach which aims at analyzing American society and its cultural products from the perspective of European theories of modernization and civilization. The first part of the broader project, which is still in its early stages, is devoted to the analysis of depictions of violence in contemporary American novels. HCA staff Hannes Nagl and Katia Rostetter are part of this endeavour, working on novels by Bret Easton Ellis and Cormac McCarthy respectively. They are joined by Joel Holtzem (English Department), who focuses on “The Problem of Recognition in the Contemporary American Novel.”

In the novels of numerous contemporary U.S. authors such as DonDeLillo, Toni Morrison, Bret Easton Ellis, Chuck Palahniuk, or Cormac McCarthy, physical violence is not only ubiquitous, but often also associated with social analyses explo-

ring the impacts of modernization processes in U.S. society. While some authors interpret violence as a symptom of a specifically American process of modernization, which is fragmented and incomplete, others see it as a way of escaping a postmodern hypercivilization. Both of these perspectives share a renewed interest in the – often hidden – constraints the individual is subjected to in post-industrial media- and consumer societies. The project aims at making this socio-analytical impulse of the novels transparent by drawing on European theories of modernization and civilization, which can be found in the works of social theorists such as Max Weber, Michel Foucault, or Norbert Elias. Elias theory of civilization, so far only very rarely applied to the American context, is especially interesting in this respect: Elias’ idea of a ‘civilizing process’, which combines observations at the macro-level (the development of a monopoly of violence and of dense social and economic interdependencies) and on the micro level (the development of a specific ‘civilized’ habitus) – seems to offer a fruitful way to analyze the ‘sociology’ found in the respective novels. At the same time, Elias’ writings on the sociology of sport and leisure contribute to an aesthetic perspective on violence, as they offer an approach to explain the fascination with violence for a ‘civilized’ readership.

In combining literary criticism and social theory, the project seeks to offer new ways of understanding American democracy which go beyond the idea of “American exceptionalism” without disregarding the peculiarities of the American modernization and civilization process.

Sustainable Governance Indicators 2011: Regional Coordination – United States, Canada, Chile and Mexico

HCA faculty member Dr. Martin Thunert is regional coordinator for the OECD member states in the Americas (Canada, Chile, Mexico, United States) of an ongoing international and comparative research project, which is conducted and sponsored by the Bertelsmann Foundation in Gütersloh – the Sustainable Governance Indicators (SGI). The SGI project was launched in 2006/07 – at the time under the heading 'Bertelsmann Reform Index' - and published its first edition of results in the spring of 2009. The first edition of the Sustainable Governance Indicators 2009 is based on a two-year study period from 2005 to 2007. The next SGI round for the observation period 2008-2010 was launched in late 2009 and the results of Sustainable Governance Indicators 2011 will be published in the first half of 2011.

The SGI analyze and compare the need for reform in 31 member countries of the Organization for Economic Cooperation and Development (OECD), as well as their ability to respond to current social and political challenges. The project is designed to create a comprehensive data pool on government-related activities in the world's developed market democracies – among them the United States, Canada, Chile and Mexico. In addition, it uses international comparisons to provide evidence-based input for reform-related public discourse taking place in these countries.

Using qualitative and quantitative data, the SGI measure the current need for political, economic and social reform in 31 OECD member states. At the same time, they examine to what extent the countries' governments are able to tackle pressing problems and implement effective solutions. The

SGI thus make use of a multi-dimensional approach that goes beyond the informational impact supplied by current rankings and indexes.

Most indexes and rankings that assess market democracies limit themselves to individual policy fields (such as economic policy, education or the environment) or to examining governmental performance based on abstract concepts such as organizational structures and procedures. Until now, there has been no index that combines both aspects – a gap that the Sustainable Governance Indicators have been explicitly designed to fill.

The SGI evaluate the extent to which OECD member states are in a position, given changing domestic and international conditions, to implement the measures necessary for ensuring their future viability. By measuring the need for reform along with the effectiveness of initiatives that have already been implemented, the SGI want to identify the best policy solutions for promoting democracy and a market economy. SGI findings are based on quantitative data from international organizations, supplemented by evaluations provided by renowned country experts.

The SGI identify the need for reform in 31 OECD member nations by comparing their performance in 13 policy areas (outputs and/or outcomes), a process meant to ensure political nonpartisanship. In order to assess the quality of the nations' reform management, the SGI focus on the most important political actor – the government – by examining its organizational structures and its ability to implement policy-related strategies. At the same time, the SGI do not assume that observed political outcomes derive solely from current government efforts. They do, however, assume that national policymakers are capable of effective leadership and that their chances of success stem from the executive branch's strategic capabilities,

meaning that the more able a government is to take strategic action, the better its chances are of successfully implementing reform – regardless of the actual reforms in question. The SGI’s objective is to shed light on those strengths and weaknesses within the governance process that have resulted in each nation’s current state of affairs.

The SGI comprise two indexes calculated using more than 130 indicators. The first is the Status Index, which measures key outputs and outcomes in the political, business, and social arenas. The second is the Management Index, which evaluates the government’s ability to create change. Both indexes are highly correlated. The Status Index shows where the need for reform is greatest. The Management Index identifies how successful policymakers have been in implementing reforms. A key assumption is that, over the medium term, positive results in the Management Index will also lead to positive results in the Status Index.

The Status Index summarizes each democracy’s development status, meaning the extent to which citizens participate in the political process and the degree to which each country guarantees basic rights and freedoms. Based on this, quantitative measurements are carried out in 13 political and economic policy areas: employment, business, taxes, budgets and finance, health, social cohesion, families, pensions, security, integration, environment, research, and education. These fields have been selected since they provide key answers to four challenges currently facing all OECD member nations: economic globalization, demographic change, new security challenges and ever-scarcer resources.

The Management Index examines government performance from two vantage points. Executive Capacity analyzes a government’s organizational

structures and processes in the categories of governance capabilities, efficient use of resources, international cooperation and capacity for self-reform. The second dimension, Executive Accountability, looks at how the government interacts with external state and non-state actors (parliament, political parties, trade associations and the media) and measures to what extent these actors positively influence the executive branch – and how.

Current political, economic and social developments in 31 OECD member states can be quantitatively assessed through a range of data made available to the public by a number of independent institutions. The SGI use these data in the Status Index directly as part of its indicators and indirectly as background information in the three expert reports prepared for each country.

In all, for SGI 2011, 62 country experts assessed, for the Status Index, the current performance in each of the 15 policy fields and, for the Management Index, the internal processes taking place within governance bodies and their interactions with external actors. The expert reports are based on a catalogue of questions and standardized responses, which are answered on a scale of 1 to 10. In addition, each country specialist – under the guidance of a regional coordinator – provides a detailed country report. SGI 2011 country specialists for the United States were Prof. Dr. Andreas Falke, University of Erlangen-Nürnberg, and Prof. Dr. Paul J. Quirk, University of British Columbia, Vancouver. The findings of these country experts are summarized by seven regional coordinators and converted into 31 synopses reports, with the regional coordinators comparing the assigned scores among countries and regions. Finally, the results have been vetted by the SGI Board, which is the governing body of the SGI project, made up of leading international specialists, before the indivi-

dual points are tallied into the separate rankings for the Status Index and Management Index. This multi-tier assessment process is meant to ensure the greatest possible level of objectivity.

The role of the regional coordinator for the Americas (Canada, Chile, Mexico, and the United States) has been to synthesize eight expert assessments written by eight recognized country specialists – two for each country, representing at least two academic disciplines (e.g. Economics and Political Science) or two nationalities, including the subject nation. The end results are four separate country reports of 30 pages each on reform capacities of the United States, Canada, Chile, and Mexico, incorporating quantitative data interpreted through the lenses of the qualitative expert assessments.

For the first SGI round – SGI 2009 – these synthesis reports along with the rankings, synopses, country reports, and individual analyses of select issues were published by the Bertelsmann Foundation in book form and above all online in February 2009. The book “Sustainable Governance Indicators 2009 – Policy Performance and Executive Capacity in the OECD” comprises key findings and information on SGI methodology as well as three special studies, e.g., on social justice in the OECD. All data, findings and methods of the SGI are freely available on the SGI Web site at <http://www.sgi-network.org>. Based on highly interactive functionality, it offers users easy access to every level of information. For a direct link to the U.S. country data and report go to http://www.sgi-network.org/index.php?page=countries_keyfindings&country=USA. The USA country report by Martin Thunert can be downloaded at http://www.sgi-network.org/pdf/SGI09_USA.pdf.

After the release of the first ranking in February 2009, it will be updated and reissued on a biennial basis. In 2010 eight country specialists (two each for the U.S., Canada, Chile and Mexico) in

cooperation with regional coordinator Martin Thunert drafted their expert country reports and assigned performance scores for each indicator for the observation period 2008-2010, which in the case of the United States includes the first 18 months of the Obama Administration. The publication of the second SGI edition is planned for the first half of 2011.

SEMTRACKS: Tracking Meaning on the Surface

In 2010 the project „Tracking Meaning on the Surface“ ended after two successful years of research and development. After the analyses of the U.S. presidential election ,08, additional studies were carried out to further improve the methods of revealing semantic imprints in mass corpus data. The project’s main challenges were problems of software development: Handling big text corpora and calculating semantic patterns necessitated the creation of sophisticated software algorithms and a powerful computer infrastructure. In addition, an end user software tool has been developed which allows scientists without programming skills to use the methods on their own data. It will be released soon on www.semtracks.org.



Participants, organizers, and contributors of the HCA Spring Academy 2010.

Back (l. to r.): Paul Musselwhite, Jacob S. Eder, Stephan Isernhagen, Daniel Bessner, Rashida Braggs, David Goldfield, D. Clinton Williams, Dorothea Fischer-Hornung, Jonathan Koefoed; second row (l. to r.): Alessandra Bitumi, David Bassano, Hannah Durkin, Katharina Gerund, Marta Lysik, Nicole Frisone, Alexandra Bux, Clara Höhn; front (l. to r.): Yohanna Alimi, Amandine Barb, Marja-Liisa Helenius, Chris Parkes, Paulina Napierala, Stefanie Weymann, Melissa Amy Maestrii, Sophie Lorenz.

The Conference

From March 21 to March 26, 2010, the Heidelberg Center for American Studies hosted the seventh annual Spring Academy. Its 21 participants from Europe and the United States had been selected from 128 applications to present and discuss their dissertation projects at this international conference on *American history, culture, and politics*.

Doctoral students from nine different countries attended this year's Spring Academy: They hailed from Canada, Finland, France, Germany, Great Britain, Ireland, Italy, Poland, and the United States. They represented research areas as diverse as African American literature, cultural studies,

economics, history, law, and political science. The conference aimed to give Ph.D. candidates the opportunity to introduce their research projects in ten themed panels: National Security and the Cultures of Political Elites, Intellectual Elites, Slavery and Urbanization, Race and Urban Space, Atlantic Crossings in the Nineteenth Century, Transatlantic Cultural Diplomacy, Mediating Native American Cultures, Race and Performance, State and Religion, and The USA and the World.

In addition, four experts in the fields of African American studies, cultural studies, history, and literature each held a workshop related to the to-

pics represented. Thus, participants were able to debate different themes connected to American Studies in a historical as well as a contemporary context. A number of social events throughout the week gave participants the opportunity to continue their discussions informally and to establish contacts.

Support

One of the world's largest producers of agricultural and consumer equipment, the John Deere Corporation, has been a longtime supporter of the HCA Spring Academy. John Deere operates one of its major tractor-production factories in the neighboring city of Mannheim. Since 2004, the John Deere European Headquarters has offered generous financial support for the conference. John Deere also invited the participants to visit the Mannheim factory and learn more about the company and its work.

Report on the HCA Spring Academy 2010

Most of the participants of the HCA Spring Academy 2010 arrived in Heidelberg on Sunday, March 20. After checking in at the Hotel am Rathaus, they met for an informal dinner at the restaurant Regie, where they had a chance to get to know each other and exchange ideas on their current research.

On Monday, March 21, the conference started with an Opening Session and reception at the HCA's new annex. Founding Director Prof. Dr. Detlef Junker welcomed the participants to the 2010 Spring Academy and gave them a short introduction to the Heidelberg Center for American Studies and the evolution of the Spring Academy over the past seven years. Dr. Dorothea Fischer-Hornung also welcomed the participants warmly and wished them an exciting and informative week.

After the Opening, the conference program continued in the Bel Étage with its first workshop "What is/are the American Studies?" It was conducted by Dr. Fischer-Hornung, a senior lecturer at Heidelberg University's English Department who has nourished and cherished the Spring Academy from its inception, which has earned her the title "Ms. Spring Academy." She provided a summary of some basic aspects of American Studies, for example "American exceptionalism," American history, and the development of American democracy. After a short analysis of terms such as "melting pot," "multiculturalism," and "polyculturalism," participants were asked to give their definition of "globalization," which resulted in a lively discussion about the relevance of American Studies and its economic implications in Germany and the United States, as well as its relevance for Women's Studies. Participants also raised the issue of job possibilities in American Studies or the humanities in general, and speculated about the value of a Ph.D. in today's job market.

The first panel of the conference, chaired by PD Dr. Martin Thunert, addressed the topic of "National Security and the Cultures of Political Elites." Daniel Bessner (History, Duke University) introduced his project, "The Social Science of War: German Exiles and the Making of the American National Security State, 1919-1989." In order to track the role German exiles had in the making of the American national-security state, after the passage of the 1947 National Security Act, Bessner analyzes the biographies of three representative émigré intellectuals who occupied positions of authority in foreign policymaking institutions in the early Cold War years: Hans Speier, Hans Morgenthau, and Walter Kotschnig. His study examines how German exiles influenced the three institutional spaces that defined Cold War American foreign policymaking: the government, think tanks, and universities. His

work thus illuminates a network characterized by informal and occasionally formal connections between such institutions, which Bessner terms the “military-intellectual complex.”

In his project, „‘The Welles of Loneliness’: Sexuality and the U.S. State Department, 1920-1950,” second speaker Chris Parkes (American Studies, King’s College London) examines the life and career of former Undersecretary of State Sumner Welles as part of a broader discussion about sexuality and politics in the United States. Parkes looks at Welles’ personal life as it relates to his professional career, highlighting key episodes and narratives which effected political discourses at the time. He argues that the contours of Welles’ career laid the foundation of a discourse about homosexuality and the threat it posed, which matured into the McCarthy-era purge of queer people from the State Department. By exploring the sexual locations and identities that Welles inhabited, this project brings greater insight to the study of early twentieth century American sexuality and the history of the Roosevelt Administration. The focus is on Welles’ tenure in the State Department, stretching from his first diplomatic post to Japan in 1917 to his resignation in 1943. Parkes analyzes how Welles established the reputation of a highly effective, but conspicuously ostentatious, diplomatic officer and how this reputation, combined with rumors about his sexuality, created a persona that epitomized conservative criticisms of New Deal liberalism and the State Department.

The second panel, also chaired by Dr. Thunert, examined different aspects of “Intellectual Elites.” Stephan Isernhagen (History, University of Bielefeld) presented his dissertation project on “Critique and Intervention: The Politics of Susan Sontag,” which examines Sontag’s intellectual “positions.” Isernhagen’s project is not a biography, but an

in-depth analysis of Sontag’s political writing and critique. He is interested in the relationship between her writings on political subjects as well as her aesthetics, and discusses this relationship from the 1960s to the 1990s/2000s. By focussing on Sontag as a political activist, he retraces some of the intersections between politics and art in post-World War II New York. In his dissertation, Isernhagen seeks to write about the structure and conditions of Sontag’s political interventions. His work is inspired by recently published scholarship that addresses various aspects of her writings and life. Moreover, Isernhagen argues that we gain a more nuanced, complex, and potentially new understanding of Sontag by looking at her personal papers, which he includes in his research.

Jonathan Koefoed’s (History, Boston University) dissertation about “Cautious Romantics: Antebellum Intellectuals in a Democratic Society” looks at a number of antebellum American intellectuals who have remained largely unexamined in the field of American history. Koefoed has tentatively labeled them “Cautious Romantics.” They share the singular quality of imbibing the same transatlantic, Romantic influences – German as well as English - as such well known Transcendentalists as Emerson, Thoreau, or Margaret Fuller. However, they came to different epistemological and religious conclusions, and wielded significant influence as professors, ministers, and university presidents. At this early stage, Koefoed’s research has identified James Marsh (publisher of Coleridge in America and President of the University of Vermont) and Horace Bushnell (linguistic theorist and Congregational minister) as key figures. His research will also discuss several university professors and presidents, including William Allen at Bowden College, Francis Wayland at Brown, and George Ticknor at Harvard.

In the evening, participants were invited to a wine-and-cheese reception at the HCA where they continued the lively discussions that had followed each presentation.

The second day of the Spring Academy, Tuesday, March 22, began with the third panel "Slavery and Urbanization," chaired by Dr. Fischer-Hornung. The first presenter, Paul Musselwhite (American History, College of William and Mary), talked about "Towns in Mind: Debating Urbanization and Empire in the Colonial Chesapeake, 1650-1750." Musselwhite's dissertation suggests that Jefferson's assertion ("We have no towns of any consequence"), while rooted in an important political and social perspective of the early Republic, fails to recognize a vital and contested debate over towns, cities, boroughs, and corporations which played out in the colonial Chesapeake. This debate, as much cultural as economic, was critical in constructing the region's political culture, defining the American colonies' relationship to the empire and incubating a distinct American urban ideal. Between 1650 and 1710, Virginia and Maryland, despite very different political circumstances, passed seventeen distinct but similar "cohabitation" acts designed to lay-out and promote towns; they also both eventually moved their capital cities and inspired the publication of numerous reports and pamphlets on the virtues of urban development. Musselwhite's dissertation views the Chesapeake town-building as an imperial variant on the English urban experience.

In part two of this panel, Melissa Maestri (History, University of Delaware) introduced her research on "Oh What A Tangled Web We Weave: 18th Century Slavery in New York City and Charles Town," which focuses on slavery in the urban centers of New York, Charles Town, and the connections of these ports in the larger Atlantic World. While

many historians focus on slavery in rural areas and on plantations, Maestri is researching and comparing slavery in two urban centers, focusing mostly on the eighteenth century. Her main goal for the dissertation is to heighten the importance of slavery in urban areas and demonstrate how significant slavery was in those towns. According to Maestri, studying urban slavery helps us understand the wide variety of conditions under slavery. She seeks to compare labor and working conditions in New York City and Charles Town and their surrounding hinterlands to test whether these cities were slave societies heavily reliant on slave labor. Maestri researches and compares the typical workday for urban slave workers, the manual labor urban tasks required, and society's dependency on slave labor to illustrate the importance of slavery in these ports.

The fourth panel on "Race and Urban Space," also chaired by Dr. Fischer-Hornung, opened with Nicole Frisone's (History, University of Minnesota) presentation. In her dissertation about "Modern Community Developments: Morris Milgram and Privately Developed Integrated Housing," she examines what the post-war urban and suburban landscapes meant to African Americans. Historian Andrew Wiese has argued that historians have done a better job of excluding African Americans from American suburbia than any white suburbanite could have done. In 1958, two developments in New Jersey began advertising their ranch and split level homes. Planned by the Princeton Housing Associates and constructed by Morris Milgram, Glen Acres and Maplecrest resembled most other subdivisions. The ethos behind this suburb, however, differed distinctly from that of other developers such as William Levitt. Glen Acres and Maplecrest were supposed to stop and lead to the ultimate eradication of the racial segregation and redlining practices that had come to define

Princeton's housing market. What is interesting about these developments is how they deviate from the traditional understandings of race and housing while exemplifying it at the same time. Examining the two communities allows for valuable insight into issues of class, race, consumption, and homeownership in the larger context of American Cold War capitalism.

In his project entitled "Righteous Politics in the Black Metropolis: Race, Religion, and Urban Space in Post-War Chicago," D. Clinton Williams (History of American Civilization, Harvard Divinity School) analyzes how interracial and ecumenical religious communities worked together to create grassroots alliances that protested post-World War II urban redevelopment projects that negatively affected poor minority communities in Chicago. "Righteous Politics in the Black Metropolis," highlights how clergy and their parishioners worked alongside planners, architects, policy officials, and politicians to create urban revitalization projects that benefited all parties involved. Using an interdisciplinary approach, Williams' study argues that the flaws of post-World War II political culture - such as the failures of the New Deal welfare state, the breakdown of the Great Society Programs, the growth of machine politics, and the weaknesses of the War on Poverty - necessitated that diverse urban religious communities build alliances to ensure minority communities were heard in the public sphere. Ultimately, this project provides the long-history to indigenous political mobilizations emerging out of Chicago's religious communities and emphasizes the strategies clergies and parishioners employed to engage the public sphere.

The fourth panel's final speaker was Stefanie Weymann (American Studies, Heidelberg Center for American Studies). Her dissertation project, "Poetics of Absence: The City in Contemporary Ame-

rican Literature," deals with urban space in contemporary American literature. While a number of critical works are dedicated to the study of the city



Stefanie Weymann delivers her paper on „Poetics of Absence: The City in Contemporary American Literature.“

in fiction, Weymann seeks to leave the traditional patterns of reading the city in literature as either overarching symbol that drives the narrative or backdrop to a character's movements within fictional space. Her interdisciplinary approach is based on theories of space, combining the areas of geography and sociology with literary studies. Whereas other literary studies, drawing on spatial theories, do not seem to leave the constraints of the city-as-text equation, Weymann wants to accomplish just that by suggesting a way into the realm of urban fictions that privileges the production of urban space over a mere reading of it: By looking at the city in recent American literature as a spatial performance, Weymann's approach fathoms the permeability of the urban text in that it sees the movements of fictional characters as a creative orchestration of space. She understands the term "performance" in this context as an activation of a city's many texts: its districts, sidewalks, buildings, memorials, and people, both strangers and friends; facets which fictional characters manage to creatively connect and weave together through a variety of spatial practices. As a result, the city in literature not only encompasses a subjective expe-

rience, but also a realization of space that sparks an immensely creative power.

After these two thought-provoking panels, Dr. David Goldfield held the second workshop on "Race, History, and Memory, 1840-2010." Dr. Goldfield is Robert Lee Bailey Professor of History at the University of North Carolina, Charlotte, and editor of the *Journal of Urban History*. In his workshop, Goldfield discussed the way white Americans view African Americans today as a product of both history and memory. Three historical themes are apparent in the formation of contemporary racial perspectives: Beginning in the 1840s, vast numbers of immigrants came to America which led to the American self-perception as "a nation of immigrants." African Americans were not part of this narrative. The second theme is the portrayal of African Americans as victims. While writers have often depicted immigrants in heroic terms, stories about African Americans have often focused on their victimization. The third theme is black agency. Until the 1960s, depictions of black agency were essentially invisible in history books. Thereafter, new perspectives on the role of blacks winning their freedom during the Civil War, forging a community in the age of Jim Crow, being patriotic Americans during two world wars, and forging the civil rights movement have altered the picture of passive African Americans. Goldfield's research suggests that the dichotomy between the stories of immigrants and African Americans, the portrayal of blacks as victims, and the revelations of black agency through history came together in the candidacy and election of Barack Obama. The Obama campaign, Goldfield explained, played on all three themes to broaden the candidate's appeal in the white community.

The sessions on Wednesday, March 23, chaired by Dr. Wilfried Mausbach, Executive Director of the

HCA and "Mr. Spring Academy," commenced with a panel on "Atlantic Crossings in the Nineteenth Century." Yohanna Alimi (American Studies, Université Sorbonne Nouvelle Paris III) introduced her research on "The Reception in Jacksonian America of the Revolutions of 1830 and 1848 in France." Although they took place an ocean apart, the American and French Revolutions have often been referred to as "Sister Revolutions" due to their chronological and ideological proximity. However, when two new revolutions successively broke out in France in 1830 and in 1848, nineteenth century Americans were led to reconsider the legacy of their own revolution. They had to re-examine the promises of 1776 and critically assess the political and social order more than fifty years later. Alimi will show how crucial issues such as participation, inclusion or exclusion were dealt with on each side of the Atlantic as a consequence of those two revolutions. Indeed, the response of Americans to these revolutionary movements provided an opportunity to interpret those foreign events in a domestic context. Alimi intends to examine the way in which the French situation reverberated in America and how the very notion of "revolution," revived by the events in France, figured in the national definition of the United States. She chose to look at Jacksonian America in a transnational perspective in order to decenter the classical approach to this period, which is usually studied from the inside, and to examine the Atlantic circulation of ideas between France and the United States.

The next panel, entitled "Transatlantic Cultural Diplomacy," opened with Alessandra Bitumi's (History of European Integration, University of Pavia) presentation on "The European Union Visitors Program: Public Diplomacy in the Transatlantic Crisis of the '70s - In Search of a European Identity." Bitumi's research concentrates on one of the oldest and most explicit examples of the EU's

attempts at public diplomacy: the European Union Visitors Program (EUVP). Originated as an initiative of the European Parliament, it has been jointly administered by both the Parliament and the Commission since 1974. Bitumi's research develops in three stages, with a transatlantic crisis as the starting point. The traditional analysis of economic factors, as well as the examination of strategic and political issues will enable an understanding of the nature of the crisis and illustrate the meaning of the political and intellectual debate within the U.S. and Europe over the supposed end of Atlanticism. The second level of the project focuses on the background and administration of EUVP until the mid-80s. Finally, the debate over American public diplomacy will help to identify the influence it has played in shaping several aspects of the European political culture.

Subsequently, Jacob Eder (History, University of Pennsylvania) talked about "Sanitizing the Nazi Past? West German Cultural Diplomacy versus the 'Americanization of the Holocaust.'" Eder's dissertation project is designed as an analysis of West German diplomatic initiatives in the United States from about 1977 to 1990, which aimed at reducing tensions between Germany and the United States on the political, societal, and cultural level. He assumes that the "Americanization of the Holocaust"—the Holocaust's growing impact on many aspects of American life, its incorporation into American popular culture, the construction of numerous museums and monuments, and its presence in the mass media—supplied the primary catalyst of such initiatives. From a German perspective, this "Americanization" posed a serious threat to Germany's reputation abroad and to German-American relations in particular. Should the Holocaust become their predominant association with Germany, Americans could call their close alliance with the Federal Republic into question—

on which the latter depended politically, economically, and, above all, militarily. However, Eder does not limit his study to this point of conflict, but takes other sources of tension into consideration, such as the passing-away of the generation that had rebuilt German-American relations after 1945, or the disagreement about rearmament strategies which caused anti-German sentiment in the United States.

During the Spring Academy, Wednesday afternoons are traditionally reserved for a group excursion, and the participants went on a sightseeing tour called "Heidelberg: In the Footsteps of Mark Twain." The tour, set up in memory of Twain's sojourn to Heidelberg, visited many popular sights of Old Town Heidelberg. The evening ended with a dinner at the Palmbräugasse where all participants had the opportunity to taste traditional German food.

Thursday, March 25, began with the seventh panel, chaired by Dr. Fischer-Hornung, on "Mediating Native American Cultures." It started with the presentation of Marja-Liisa Helenius (English Literature, University of Helsinki). In her dissertation project entitled "Mediating Cultures through Storytelling in the Novels by Leslie Marmon Silko," she examines Silko's novels and the theme of creating a hybrid discourse through the theoretical tool of mediation. Helenius analyzes Silko's three novels, *Ceremony*, *Almanac of the Dead*, and *Gardens in the Dunes* and the continuum they present. In all of these novels, Silko mixes history and myth, Western and Native American stories and culture, and thus seems determined to abolish the borders not only between time and place but between all forms of storytelling. She adopts Western literary forms to convey conventional oral storytelling tradition to contemporary audiences, and vice versa. All of the novels display a variety of mythologies

and beliefs, and Silko draws on abundant amounts of cultural (anthropological as well as literary) material from numerous cultures, both Western and indigenous, showing that the American continent has always been a mixing ground for not only cultures but stories. Helenius intends to scrutinize the hybrid dialogue and mediational approach in Silko's novels, focusing on how she makes use of the various cultural materials. She uses theory on mediation and hybridity by critics such as James Ruppert, Louis Owens, Blanca Schorcht, Paula Gunn Allen, as well as Robert M. Nelson's concept of homology to indicate the parallels found in the texts between Native American and Western cultural motifs.

The second presenter, Marta Lysik (English and American Studies, Humboldt University Berlin), introduced her dissertation on "Religion, Gender and the Narrative in the Works of Louise Erdrich," which probes the nexus of the novel, the narrative, and religion and gender. Taking her cue from Bakhtinian concepts of dialogism and of the novel, Lysik looks for parallels between the novel and protagonists in the process of transforming and becoming, highlighting the process, not the product. She wants to investigate how and to what effect the narrative techniques in Louise Erdrich's novels are interwoven with and reflected by the logic of the thematic scope of the works, and how the malleability of the narrative structure is mirrored by the multiple metamorphoses of the protagonists. She maintains that Erdrich's work engages in multiple dialogues: It is inter-generic and inter-lingual, inter-textual and intra-textual, inter-faith and intergender. To emphasize the inter-textuality of Erdrich's novels, a comparison to Olga Tokarczuk's work could be forged. Lysik aims at theorizing and exploring the productive tension sparked by this comparison between two writers analyzed almost exclusively in the Native American

and Polish literary contexts respectively.

The eighth panel, entitled "Race and Performance" and also chaired by Dr. Dorothea Fischer-Hornung, started with the presentation of Hannah Durkin (American Studies, University of Nottingham), who introduced her dissertation project called "Constructions of the Black Female Dancing Body in the Films and Writings of Josephine Baker and Katherine Dunham." Durkin re-examines the film careers of African American dancers Josephine Baker (1906-1975) and Katherine Dunham (1909-2006) as dynamic sites of identity construction, utilizing a comparative perspective to illuminate the conflicting ways in which individual performances complicate notions of "race" and "gender." Durkin's research scrutinizes the performative images generated within these artists' films and writings, which made them key players in twentieth-century cultural history. In this respect, her research deals with the hidden – or what Brenda Dixon Gottschild (1996) refers to as the "invisibilized" – African diasporic presences in American and transatlantic cultures; it investigates why Baker and Dunham have been left out of traditional mainstream dance histories. An examination of the ways in which fixed representations of racial identities help to both obscure and categorize artistic expression into fictional boundaries of "high" and "low" cultures is central to Durkin's research. Her interdisciplinary study also differs from previous work in the sense that it adopts a comparative examination of performers and cultural forms to consider the manifold ways in which dancing bodies highlight the cultural connections between film, dance and writing. Durkin critically analyzes the connections between Baker and Dunham's films and writings to reveal the translations, mediations and connections between textual and embodied performance, and to highlight the complex and often ambivalent ways in which

identity is staged and enacted. Her project interrogates questions of authorship and authenticity while providing vital insights into intercultural and transnational formations that reveal black female bodily performance to be a cultural battleground in which struggles for control over meanings have been both played out and contested.

As the last presenter in this session, Katharina Gerund (American Studies, Heinrich-Heine-University Düsseldorf) talked about her project on "Transatlantic Cultural Exchange: African American Women's Art and Activism in Germany," which deals with the reception of African American women's art and activism in post-war (West) Germany. Her research relies on a notion of active – rather than passive – reception processes that foreground the mutual interactions of cultural exchange. Therefore, while the main focus of the project is the reception of specific African American cultural products and representatives in Germany, the reciprocity of these encounters will be included in the argument as well as a broader historical dimension. Focusing on Josephine Baker and other female African American show stars, singers, and dancers who toured Europe and Germany during the first half of the 20th century and paying attention to the particular setting provided by the post-war American occupation for the engagement of Germans with (African) American culture, Gerund provides a broad context for the central case studies of her project. In an approach drawing particularly though not exclusively on new historicism, discourse analysis, the history of ideas, and (cultural) mobility studies, she analyzes the German reception and, consequently, the German constructions, appropriations and negotiations of the art and activism of four African American women: Angela Davis, Audre Lorde, Alice Walker, and Toni Morrison.

After the two panels, Dr. Rashida Braggs, Ghaemian Junior Scholar-in-Residence at the HCA, led the third workshop on "Seeing Through Performance: A Useful Lens for American Studies?" This workshop introduced a historical account of the discipline Performance Studies, detailed some seminal shifts and works, and posited the effectiveness of Performance Studies strategies in American Studies research. The workshop was divided into three sections, starting with background on the field, followed by a relevant case study from Braggs' research, and ending with a group exercise that considered connections between Performance Studies and American Studies. After the lecture, students met in small groups to explore how the Performance Studies approach and methodology could elucidate their own topics.



Participants of the Spring Academy 2010 visit its sponsor John Deere in Mannheim

In the evening, the participants visited the John Deere Factory in Mannheim, where they were greeted by Dr. Oliver Neumann, Public Relations Manager of John Deere Europe and Africa. John Deere has not only been a long-time supporter of the HCA, but has been particularly supportive of the Spring Academy, which it has generously funded since 2005. During the guided tour of the factory, everybody had the opportunity to observe how John Deere tractors are produced. The visit concluded with a reception at the visitor center.

The last day of the Spring Academy 2010, Friday, March 26, started with the ninth panel called "The USA and the World," chaired by Dr. Fischer-Horung. David Bassano (American History, University at Albany) presented his dissertation project entitled "The Central America Peace Movement in the United States: A Comparative Analysis of Operations." His dissertation will examine the peace and human rights movement in the United States in the 1980s, which was dedicated to changing the foreign policy of the United States towards Central America – specifically El Salvador and Nicaragua. Bassano's main objectives are to address deficiencies in the existing literature, mainly in the area of comparative studies of NGOs; to examine a theory of international NGO action apropos of the movement, the "boomerang theory" set forth by Keck and Sikkink; and to introduce the contributions of Amnesty International USA and Human Rights Watch to the discourse. The contributions these two human rights NGOs are critical to the story of the Peace Movement in both Central and North America, as they were well established by the time the Central America movement began. Their contributions have barely been mentioned, however, because their archives were only made available to the public in October 2007. Bassano also examines the operations and contributions of four other NGOs involved in the movement: the National Lawyers Guild (a professional group), Ventana (an arts association), the Communist Party of the USA, and the Albert Einstein Institution (a world peace group). While he analyzes various aspects of their organization, ideologies, memberships, and operations, he is particularly interested in their credibility with the American public and the U.S. Congress.

The tenth panel on "State and Religion", chaired by Dr. Mausbach, commenced with the presentation of Amandine Barb (CERI, Sciences Po Paris),

who introduced her dissertation project entitled "Church/State Relations in the United States since the 1980s," which examines how the relations between the state and religion have evolved in the United States over the past three decades. The main goal of Barb's research is to better understand the consequences that the increasing religious diversity of American society and the rising importance of religious rhetoric in the public sphere have had on the supposedly "traditional" "separationist" model of church/state relations upheld by the Supreme Court from the 1940s on. The objective is to find out to what extent the "traditional" conception of the separation between religion and the state has been questioned, challenged and redefined in the United States since the 1980s. Barb's current research focuses on the growing interest in the concept of "spirituality" in the United States and on how public institutions are gradually applying this concept as a new means to deal with religious issues that is acceptable and legitimate in a secular state. This research is based on the assumption that the idea of "spirituality" is indeed being increasingly taken into consideration in many areas traditionally considered as "secularized" in the United States, such as public health care settings, social work practice, and public universities.

The last presenter at the Spring Academy 2010 was Paulina Napierala (American Studies, Jagiellonian University Krakow). In her dissertation on "G.W. Bush's Policy Towards Faith-Based Initiatives in 2001-2008," she analyzes the faith-based initiatives policy of the 43rd president. This policy was designed to increase participation of religious charities in American welfare programs, let them retain their religious character while providing services, and even accept religious elements in their programs. The ideological base for this policy was the "compassionate conservatism" promoted by Marvin Olasky, which was presented as a new way

of thinking about the poor. According to Olasky, what the poor need is to hear the message of personal responsibility and self-reliance. Therefore, one of the first actions of the newly elected president in January 2001 was to create the White House Office of Faith-Based and Community Initiatives. President Bush's decisions sought to reduce barriers in the federal grant-making process and to boost participation among religious organizations, especially smaller faith-based groups, in providing social services.

In the afternoon, Prof. Jan Stievermann held his workshop on "Supernatural Experiences and the Search for Religious Identity in Contemporary Ethnic Fiction." Dr. Stievermann is Junior Professor for American Culture and Literature at the English Department of the University of Tübingen. During his workshop he first gave a lecture on his current book project "The Ethnic Fantastic." It examines the growing body of novels by contemporary minority writers from the U.S. in which characters of various ethnic origins are confronted with disturbing intrusions of the supernatural into their largely secularized and assimilated lives. Subsequently, the participants split up into two groups and looked at selected passages from two exemplary novels, Paule Marshall's *Praisesong for the Widow* (1983) and Louise Erdrich's *The Painted Drum* (2005), and discussed some of the theoretical texts that have influenced Stievermann's project.

The conference concluded with a panel discussion during which the participants and all contributors discussed the future of American Studies. Despite the diversity of projects and research fields presented during this conference week, all participants gained new and fruitful insights into the fundamental trans- and interdisciplinary nature of American Studies, while at the same time receiving helpful feedback for their specific dissertation projects.

The last panel discussion, however, only marked the close of the official conference segment. Afterwards, participants and contributors enjoyed a farewell dinner at the HCA, which gave everybody a final opportunity to talk about the presentations, give advice or make useful comments and, of course, exchange e-mail addresses and phone numbers – an appropriate ending to an exceptional week.

As in previous years, the Spring Academy 2010 was successful in bringing together outstanding young international scholars and giving them the opportunity to meet and exchange thoughts and ideas. In addition to celebrating its seventh anniversary, the Spring Academy has thus achieved its goal of providing a transnational forum for young researchers from all over the world. This would be impossible, however, without the commitment of the contributors, the HCA staff, and, of course, the enthusiastic involvement of the participants themselves.

Workshop "Cultures of Transatlanticism: The Impact of Lawmakers and Judges," February 4-6, 2010, at the Heidelberg Center for American Studies

This was the first in a series of six workshops on different aspects of transatlantic history, society, and politics, which are related to the HCA's research project "A Transcultural Atlantic (see pages 128-130) and are underwritten by an ERP grant from the Federal Ministry of Economics and Technology. This first installment was convened by Prof. Sebastian Harnisch (Department of Political Science, Heidelberg University) and Prof. Manfred Berg, (Department of History and Heidelberg Center for American Studies, Heidelberg University) to examine the reasons for and implications of differences in transatlantic legal cultures. The workshop participants, who hailed from Germany, the United States, Poland, and Latvia, explored the extent and scope of divergence with regard to the inclusion of international law into domestic doctrine and the salience of human rights and civil liberties in the Global War on Terrorism. The first part of the workshop dealt with the barriers and opportunities posed by national legal cultures to the inclusion of international law into the constitutional and domestic law of the United States and various European countries. In addition, the participants addressed democratic provisos to transfer competences to international institutions. The objective here was to obtain a group picture or to determine the extent to which cooperation among courts and nation states in international institutions is possible.

Sebastian Harnisch opened the workshop with a general assessment of convergences and divergences of constitutional law in Europe and North

America. Manfred Berg followed with a presentation about transatlantic discourses on human rights and the death penalty. Peter-Christian Müller-Graff (Heidelberg) highlighted the conflicting sovereignty claims of European legal institutions and those of its member states. Vicky Jackson (Georgetown) shifted the focus to the United States to investigate the reluctance of parts of the country's judicial elite to recognize and submit to international law. Pawel Laidler (Krakow) then talked about the role of the United States Supreme Court as a model for federalist jurisprudence for Poland and other Eastern European states. Karen J. Alter (Chicago) concluded the first section by dissecting American perceptions of the European Union from a legal and constitutional perspective.

The papers presented in the second section looked at key issues of the transatlantic legal culture, including the emergence of a common culture of human rights and civil liberties since World War Two and recent conflicts over the "War on Terror." Elizabeth Borgwardt (St. Louis) spoke about the emergence of human rights regimes after World War II and discussed their long-term impact on definitions of human rights and civil liberties in the age of the global War on Terror. Winfried Brugger (Heidelberg) drew attention to the complex sphere of church-state relations by addressing diverging notions regarding the separation of church and state in the United States and Germany. The concluding discussion concentrated on developing a common framework for analysis and examined how divergences in legal culture and networking among political and societal actors had shaped the evolution of "cultures of transatlanticism."

Workshop "Arenas of Contestation," February 18-19, 2010, at the Heidelberg Center for American Studies

The aim of the last event in the Marie Curie Conference and Workshop Series „European Protest Movements Since 1945,“ supported by the European Union, was to expand the definition of protest movements by focusing on alternative forms of political participation, decision-making, conflict resolution, and agenda-setting beyond traditional, (non)institutional arrangements and analyze how they play out publicly with the help of expressive, performative practices in Europe and North America.

In a joint keynote with Lorenzo Bosi (European University Institute, Florence, Italy) and Dieter Rucht (WZB, Berlin, Germany), the organizers outlined a typology of contestation structured according to moral and identity conflicts, conflicts of order, and conflicts of distribution and elaborated on their physical manifestations in terms of symbols, visualizations, and language. Particular emphasis was laid on developing sound methodologies to measure the political, social and cultural impact of these conflict fields.

Seven panels subsequently followed this structure during the conference, providing examples from fields as diverse as immigration, cultural heritage and diversity, memory, urban unrest and poverty, democratic transitions, imagery of protest, political extremism, and generational activism. In addition, the individual panel groups held brief workshops to deepen the discussion on the individual approaches. A concluding panel debated specific applications of these results for future research.

A specific outcome of this meeting was the formation of a group of researchers under the leadership of Lorenzo Bosi who will now, drawing on the

project's network and infrastructure, explore the development of a new research project/network based on these ideas. Concrete steps and funding options in this regard were also provided by a brief presentation of Verena Schultz-Coulon (University of Heidelberg, Germany).

The workshop in Heidelberg in February 2010 brought the conference and training series administratively coordinated from the HCA by Rebekka Weinel and headed by Martin Klimke (in cooperation with Kathrin Fahlenbrach and Joachim Scharloth) both academically and in terms of network building to a more than successful conclusion. In the four years of its existence, the series has established itself as an international, trans-disciplinary research network with more than 250 affiliated researchers from over 35 countries. From 2006-2010, the project organized five conferences and workshops at the universities of Heidelberg, Zurich, and Halle, as well as a summer school at Charles University in Prague. With these events and its online presences (www.protest-research.eu and www.protest-research.org), the project has provided a platform for discussing innovative research in the areas of contemporary European politics and history with a particular emphasis on transatlantic relations, civil society, social movements, and transnational processes between East and West. Next to the creation of long-lasting networks among young scholars from all over Europe, the series "Protest, Culture, and Society" (Berghahn Books, www.protest-publications.org), represents the scholarly legacy of this project and will continue to stimulate academic research and public debates in this field.

Conference "Transcultural Perspectives on Nationalism and Ethnicity in the Twentieth Century," February 26-27, 2010, at the Heidelberg Center for American Studies

This two-day symposium, organized by Simon Wendt (Transcultural Studies Program, Heidelberg University) and Brian Behnken (Iowa State University), explored the concepts of ethnicity and nationalism within a transcultural, comparative framework. Scholars from a number of universities in the United States and Europe presented papers in five panels that focused on the five continents. Participants discussed themes of culture and ethnicity as well as notions of nationalism. In addition, they addressed the global dimensions of the symposium themes, focusing specifically on the African diaspora and nationalism and ethnicity as they played out in the United States and Latin American, Europe, and Asia.

After introductory remarks by Simon Wendt on "Studying Nationalism and Ethnicity from a Transcultural Perspective: Thoughts on Theories and Methods," the first panel focused on the Americas: Marta Maria Maldonado (Iowa State University) discussed "Gendered Geographies of Power in New Immigrant Destinations;" Brian Behnken talked about "The Mexican's American/The American's Mexican: Cross-Border Flows of Culture and Nationalism between the United States and Mexico;" and Adela Licona (University of Arizona) analyzed "Third Space Sites and Subjectivity: Reimagining Borderlands Rhetorics."

The second panel revolved around issues of the African diaspora: Tunde Adeleke presented a paper entitled "Challenging E Pluribus Unum: Afrocentrism, Blacks, and the Challenges of (Multi)(Inter)-Culturalism;" Abdi Kusow (Iowa State University) looked at "Blurred Boundaries and Transformed

Identities: Conceptualizing the African Diaspora;" Gregory D. Smithers (University of Aberdeen) gave a talk on "'Kinship among Wanderers': Images from the Atlantic World to the Pacific," and Carola Lentz (Johannes Gutenberg University Mainz) discussed "'Unity in Diversity': Ethnicity, Nationalism and the Politics of Belonging in Ghana."

The second day of the conference commenced with a panel on Asia, which included papers by Justin Siefert and Alexandra Schott (Heidelberg University) on "The Impact of Ethnicity on Nationalism in South Asia: The Example of Sri Lanka and Kashmir;" by Frank Grüner (Heidelberg University) on "Russians in Manchuria: Ethnic Identity and Russian Nationalism in Colonial and Semi-Colonial Space;" by David Earhart (Vancouver) on "The Greater East Asian Co-Prosperity Sphere and Asian Perspectives on Nationalism and Ethnicity, 1941-1945;" and by Wolfgang Seifert (Heidelberg University) on "Nationalism, Ethnicity, and the Critique of Modern Japan after 1945."

The final panel of the conference discussed the issues nationalism and ethnicity in the European context, with papers by John Monroe (Iowa State University) on "The Making of a Metropolitan Fetish: An African Mask through Parisian Eyes, 1910-2006;" Kevin Amidon (Iowa State University) on "'Migration Background – Background Migration': Historical and Theoretical Reflections on Immigrants, Sexual and Gender Minorities, and Civil Rights in Germany and the United States;" Nenad Stefanow (Free University Berlin) on "'Historikerstreit' in the Yugoslav War: The Ethnicization of Universalist Notions as a Precondition for the Rise of Ethnonationalism in Yugoslavia, 1986-1995," and Carl W. Roberts (Iowa State University) on "National Discourse in Post-Unification Germany: Trends in Eastern vs. Western Journalists' Modal Usage, 1990-1997."

Conference “UNESCO and the Cold War,” March 4-5, 2010, at the Heidelberg Center for American Studies



Prof. Detlef Junker and Françoise Rivière, Assistant Executive Director-General for Culture, UNESCO, open the conference.

Though the United Nations Educational, Scientific and Cultural Organization (UNESCO) often became an arena for ideological confrontation between East and West during the Cold War, it also provided rare channels for exchange between the opposing blocs. A two-day conference dedicated to UNESCO and the Cold War drew attention to the organization's important and oft overlooked role in mitigating East-West conflict through cultural, educational and scientific spheres. Furthermore, the conference contributed to the growing discourse on ways in which the history of intergovernmental organizations can enrich understanding of transnational and transcultural histories. The HCA hosted and organized the symposium with UNESCO, marking the third and final symposium held by the International Scientific Committee for the

UNESCO History Project.

In keeping with UNESCO tradition, participants spoke in either English or French, relying on the simultaneous interpretation provided throughout the conference. Françoise Rivière, the Assistant Director-General for Culture of UNESCO and patron of the project, spoke on behalf of the new Director-General of UNESCO, Irina Bokova, welcoming the participants and emphasizing the independence of the community of scholars now working on the history of UNESCO through the UNESCO History Project.

Detlef Junker, Founding Director of the HCA and Jean-François Sirinelli, Director of the Centre d'Histoire de Sciences Po, Paris, then opened the conference. Detlef Junker conveyed the official greetings of the chair of Germany's National Com-

mission for UNESCO, Walter Hirche, and welcomed the participants to the newly renovated and enlarged HCA premises, giving a brief history of the university and the institute's ongoing role as an international center. Sirinelli, as president of the scientific committee, framed this third conference in relation to the first two conferences organized by the committee, "Towards the Transnational History of International Organizations: Methodology / Epistemology," held from 6-7 April, 2009, at King's College, Cambridge, U.K., and "UNESCO and Issues of Colonization and Decolonization," held at Cheikh Anta Diop University, Dakar, Senegal, from 4-6 October, 2009. This third conference, Sirinelli said, should be one where the history of cultures meets the history of international relations.

Robert Frank (University of Paris I Panthéon-Sorbonne), gave the introductory speech, in which he acknowledged the Cold War's overall chilling effect on international relations, while nevertheless emphasizing the comparative autonomy of international relations in the field of culture. Frank also addressed the bifurcation of the Cold War into two distinct "wars," the first taking place between 1955 and 1972 and the second after 1979, while pointing out the impossibility of assuming an entirely bipolar view of this long history of intersections.

Session 1

Mohieddine Hadhri (Qatar University) chaired the first session, whose title, "UNESCO and the Member States: In the Turmoil of Cold War Politics," provided a general thematic umbrella for the broad variety of theoretical approaches which panelists took to examine the roles of different states and individuals concerned with UNESCO. Starting in East Asia, Liang Pan (Tsukuba University, Japan) addressed "Japanese Relations with UNESCO during the Cold War," examining why and how

Japan channeled such a considerable portion of its outreach to Third World nations through UNESCO. Japan supported the organization not only during the early heyday of enthusiasm following its admission, but also during the withdrawal of the U.K. and the U.S. from UNESCO. Pan argued that a semi-official faction of retired bureaucrats personally committed to the idea of UNESCO was responsible for maintaining government support during the early 1980s, when Western support for the organization hit its nadir.

Approaching UNESCO history from an East Africa perspective, through "The Role of UNESCO in the Field(s) of Education, Science and Culture in Post-Independence Kenya," Joshua Osamba (Egerton University, Kenya) surveyed UNESCO's contributions to education in Kenya, demonstrating the centrality of a multilateral body in the shaping that nation. Anikó Macher's (Paris Institute of Political Studies) contribution on "Hungary, Member of UNESCO: Its Admission and its Activities (1945-1963)" carefully documented the ravages of the Cold War on Hungarian cultural relations, while maintaining that UNESCO often provided Hungary's sole window to the world beyond the Eastern bloc. Finally, in his special presentation on "UNESCO and the Cold War from a Human Rights Perspective," the retired director of UNESCO's human rights division and Czech émigré, Karel Vasak, recounted his personal experience of UNESCO's inability to enforce human rights standards prior to the Helsinki Accords. Following the 1976 UNESCO General Conference in Nigeria, however, the organization was able to secure some East-West cooperation to protect the human rights of teachers, scientists, journalists, writers and other intellectuals in its member states.

In her commentary on the papers, Laura Wong (HCA/Harvard University) suggested that filtering UNESCO's history through a purely Cold War lens allowed for an insufficiently narrow view of the or-

ganization. At the same time, she acknowledged the sensitivity required in drawing out individual narratives which were indeed deeply affected by East-West bloc tension during the first portion of UNESCO's existence. She praised Pan and Macher's use of new sources and urged the panelists to enrich their stories with more details about the individuals who had emerged in their papers.

Session 2

Ilya Gaiduk (Russian Academy of Sciences) chaired the second panel, titled "Engaging the Other Side of the 'Iron Curtain,'" which featured both historical and personally informed accounts given by former officials from the UNESCO Secretariat, NGOs and national delegations. In his talk on "How UNESCO Helped 'Rust' the Iron Curtain through East-West Volunteering," Arthur Gillette, former director of UNESCO's youth and sports activities division, described the achievements of East-West workcamping initiatives conducted under the auspices of a UNESCO-supported NGO, which brought young people from communist and capitalist countries together for work and exchange during the 1960s. While documenting the individual bonds forged by the young participants, he lamented the American media's misrepresentation of the efforts as communist propaganda.

Leland Conley Barrows, now of Vorhees University (USA) and formerly of the UNESCO European Centre for Higher Education (CEPES), gave a nuanced history of the center, which UNESCO opened in Bucharest in 1972. Created during the détente period of the Cold War, CEPES' presence in Romania made UNESCO the only international organization based in Western Europe to have a European presence on both sides of the Iron Curtain. Following Barrows, Klaus Oldenhege, the retired vice-president of the German Federal Archives, argued in his paper on "UNESCO, the International Council

on Archives (ICA) and the Cold War," that while the ICA, a non-governmental organization under the umbrella of UNESCO, was subject to national political influences during the Cold War, there was little evidence of professional self-restriction among archivists at ICA conferences. Oldenhege gave personal examples of individual cooperation between archivists on both sides of the Iron Curtain, as they attempted to repair and build their archival collections. Roman Romanovsky (Belarus) then addressed "The Role of UNESCO in Overcoming Consequences of the Chernobyl Catastrophe at the End of the Cold War," noting that UNESCO was one of the first intergovernmental organizations to respond following the Soviet cover-up of the accident. He argued that UNESCO was responsible for sparking the earliest waves of international attention to and solidarity for the Chernobyl victims.

Christian Ostermann (Cold War International History Project, USA) observed the common thread running through the papers, namely, that of international organizations and individuals carving out space amidst the conflict. While these were indeed interesting examples of human concerns transcending global politics, Ostermann warned that it would be anachronistic to ignore the immense conflict around which they were operating.

Session 3

Glenda Sluga (University of Sydney) chaired the last panel of the day, "In the Struggle for Peace and Mutual Understanding," covering five papers oriented around UNESCO normative instruments and related programs. Focusing on the Indian example, Omprakash Dash (Jawaharlal Nehru University, India) demonstrated how the country was able to take part in relatively open cultural exchange with both Soviet and US allies during the Cold War through cultural exchange and "World

Heritage” programs. On the other hand, Beatriz Barreiro Carril (Rey Juan Carlos University of Madrid) approached the subject of “UNESCO and the Cold War: Cultural Diversity and Cultural Industries,” from a legal historical perspective, arguing that the ideas of cultural diversity expounded in UNESCO policies were overshadowed by the boldly propagandistic cultural campaigns waged by the superpowers during the Cold War.

In an approach resonating with Barreiro Carril’s, Christian Bolduc (National Library and Archives of Quebec) suggested, in “The Convention for the Protection of Cultural Property in the Event of Armed Conflict (The Hague Convention of 1954): An Illustration of the Impact of the Cold War on UNESCO’s Flagship Project,” that despite the existence of grounds for agreement between the experts, representatives of the Eastern and Western blocs in the end hued to bloc loyalties during the drafting process. He concluded, citing the U.S., U.K. and Canadian non-ratification of the convention as evidence, that the convention had remained hostage to the conflict for the duration of the Cold War.

Suzanne Langlois’ paper (York University, Canada) on “UNESCO and the United Nations Film Board: Coordinating Information Films (1945-51)” explored the brief window of promise which existed for progressive documentary film-making by international organizations. She examined UNESCO’s early attempts to define its specificity within the UN system through its documentary film activities, detailing UNESCO’s film-making activity and cooperation with the short-lived UN Film Board. By the start of the Korean War, however, it seemed that a shortage of resources, exacerbated by international political polarization, had withered the UN system’s film potential.

Moving forward in time, Michael Palmer (University of Paris III) introduced “The New World Information and Communication Order (NWICO) and

the Cold War: Issues and Perspectives,” looking at the 1974-1984 UNESCO-led debates calling for a more “balanced” flow of information between developed and developing nations. The NWICO addressed the concerns of many developing nations that the “free flow of information” in fact assured that a few powerful nations and institutions controlled a one-way stream of information that stemmed from and focused almost exclusively on America and Western Europe. UNESCO support for NWICO raised concerns in the West about press freedom and contributed heavily to the U.S. and U.K. decisions to withdraw from UNESCO in 1984 and 1985, respectively. Palmer concluded that the split over NWICO represented less of an East-West confrontation than a reflection of the growing North-South divide.

In her commentary, Madeleine Herren (Heidelberg University) drew upon the theme of identifying and crossing over borders, whereby she called on panelists to elaborate on the ambiguities of trans-cultural versus transnational issues, and to explore the porosity of lines between national and international concerns, as exemplified in UNESCO’s administration.



Participants of session 3, “In the Struggle for Peace and Mutual Understanding”

Tom Weiss (City University of New York) chaired the final panel, which met on Friday morning. This issue-focused panel, "UNESCO: A Platform for Promoting Culture, Science and Education," examined how UNESCO addressed the environment, the social sciences, space research, race, textbooks and mathematics education. Jacob Darwin Hamblin (Oregon State University) wrote on "Cold War Science and Environmental Change in the UN Specialized Agencies: The Case of UNESCO." Hamblin argued that UNESCO's deeply rooted humanitarian outlook led it to initially frame science and technology as tools to exert mastery over nature. Although the environmental movement of the early 1970s challenged this "development" ethos, the U.S. and the Soviet Union were still committed to the transformation of the environment to generate more food, water, and wealth. So, despite efforts of ecologically-minded elements within UNESCO, the organization stuck to its "transformative" approach and failed to establish an environmentally-oriented framework for science and technology during the Cold War.

Taking a regional focus, Fernanda Beigel (National University of Cuyo, Argentina) described "Latin American Social Sciences and the Struggle for UNESCO's Leadership during the Cold War: The Competition between Chile and Brazil." Beigel addressed the internationalization of the social sciences by looking at tensions between two UNESCO-sponsored institutions in the Southern Cone: the Latin American Faculty of Social Sciences (FLACSO), founded in Santiago in 1956, and the Latin American Research Center on Social Sciences (CLAPCS), founded in Rio de Janeiro, also in 1956. Wagner Rodrigues Valente (Research Group on Education History of Mathematics (GHEMAT), Brazil) discussed his work on "UNESCO and the First Two Inter-American Conferences on Mathematics Edu-

cation." Improved math education was a Cold War educational priority and policy makers worldwide wanted to reform basic math teaching to bring it in line with changes going on in higher mathematics. Using the UNESCO archives, Rodrigues Valente demonstrated that the inter-American conferences had become sites of tension between the U.S., which tried to use the conferences to promote a pan-American reform policy, and UNESCO, which struggled to limit American dominance of the agenda.

Hervé Moulin (University of Paris IV Sorbonne) approached "UNESCO and the Birth of Space Activities," arguing that UNESCO successfully acted as a third force which brought competing parties together to cooperate, particularly, around satellite communications. Randle Hart (Southern Utah University), in "A Campaign of Ideas: The American Radical Right and UNESCO," looked at the responses of the radical right to UNESCO statements on race and UNESCO textbook activities. He suggested that the radical right did not instrumentalize the early UNESCO statements on race to rally support because conservative mainstream scholars in the U.S. had already dismissed the idea of race as a primarily social construction. Abhorring identification with even the most conservative aspects of academia, right extremists found the issue had no useful polarizing charge prior to the desegregation of American schools, legislated in 1954. In contrast, they were able to strengthen their networks through nation-wide campaigns against the use of UNESCO publications in public schools and libraries because theories of conspiracy and the hunt for "subversive" materials enjoyed a widespread appeal among potential radical right supporters.

Looking at UNESCO and textbooks in a much different milieu, Eva Schandevyl's (Free University, Belgium) paper, "A Contribution to International Understanding: Belgian Historians and Revision of

Textbooks," concluded that historical objectivity had suffered for the sake of peaceful relations. Schandevyl focused on the Belgian-German textbook commission's 1954 Brunswick textbook revision conference, arguing that participants actually privileged conservative postwar German historians' interpretation of First World War responsibility in order to make it easier for Germany's post-Second World War integration into the Western bloc. Iris Schröder (University of Magdeburg/Humboldt University) reviewed the papers and urged the authors to go beyond the metahistorical narratives of tension they had employed. She proposed methodology which would consider the circulation of ideas, discourses and historical actors in order to develop more spatially and geographically informed narratives. Focusing on organizations, networks and individuals, she suggested, would help to overcome the dichotomous tendencies often present in Cold War narratives.

Round Table and Closing Remarks

Akira Iriye's message (Harvard University) opened the final round table session of the conference. He first acknowledged the overwhelming presence of Cold War geopolitics as a shaper of world history since the Second World War. Nevertheless, it would be entirely plausible to write a history of the world since 1945 by focusing on issues like health care, eradication of diseases, and aging, all phenomena that have an integrity and a chronology of their own apart from the vicissitudes of the Cold War and other geopolitical developments. The importance of this conference, he suggested, lay in the fact that the manifold projects and themes developed by UNESCO were being brought together to add an important dimension to post-1945 history. Observing that UNESCO played a critically important role in redefining the world, in exploring the question of what it means to be human,

Iriye said that the study of UNESCO and the Cold War should reveal "how rich and diverse the history of the contemporary world can begin to appear when we examine these subjects in juxtaposition, each with its own logic, but without assuming that there is only one way of understanding the past." Robert Frank, Glenda Sluga, Ibrahima Thioub (Cheikh Anta Diop University, Senegal) and Ilya V. Gaiduk led the discussion following Iriye's remarks. They articulated some of the most prominent problems and themes the conference had generated, including: the usefulness of UNESCO history in drawing attention to multilateralism during the Cold War; the question of whether or not there had been a "global" Cold War; the need to separate the so-called Cold War period from the Cold War itself; and the possibility that the study of UNESCO's history could help to reshape the overall narrative of the period.

Françoise Rivièrè, Jean-François Sirinelli and Jens Boel (UNESCO) closed the conference, noting that the end of the conference series should mark only the beginning of a research movement. Sirinelli emphasized that in a multi-form world, there could be no simple, single conclusions; that the recentness of UNESCO history posed special problems; and that the study of the circulation of knowledge was raising new questions for historians. Françoise Rivièrè thanked Jens Boel, UNESCO's chief archivist and coordinator of the UNESCO History Project, acknowledging his essential role in the transmission of UNESCO history. Boel announced that the committee would present its findings at the International Congress of the Historical Sciences, meeting in Amsterdam this August. He then thanked his organizational team from UNESCO, led by Caroline Michotte, and also thanked the HCA organizers, led by Matthias Kutsch. The conference ended with a festive dinner at the historic student club and restaurant, Zum Roten Ochsen.

Conference “A Transcultural Atlantic: Constructing Communities in a Global Context,” April 30 – May 1, 2010, at the University of Wisconsin-Madison, European Union Center of Excellence

On April 30 and May 1, 2010, participants from the multinational and multidisciplinary research group “The Transcultural Atlantic” convened for a two-day conference at the University of Wisconsin-Madison’s European Union Center of Excellence. Committed to discussing fresh paradigms and presenting work in progress, the participants made important strides toward conceptualizing ways to research processes of community-building, identity-formation, and dissent in a globalized Atlantic world.

After a brief welcome by EUCE director and conference host Jeremi Suri, the first panel “Transatlantic Society before the Cold War” opened with a presentation by Adam Nelson (University of Wisconsin-Madison) on nationalism, internationalism, and the origins of American higher education. Nelson investigated the cosmopolitan outlook of leading U.S. scientists and educators in the early nineteenth century but also emphasized that America’s academic culture grew out of transatlantic rivalries and the inclination to portray the country’s nascent universities as expressions of a national democratic spirit. Cosmopolitanism was also a major theme in Mischa Honeck’s (HCA) talk about interactions between exiles of the European Revolutions of 1848/49 and American abolitionists in the Age of the Civil War. These “Forty-Eighters” and antislavery Americans, Honeck argued, made creative use of their partnerships, but also of their disagreements, to redefine notions of freedom, equality, and humanity in a period of fierce renegotiations of nation, race, class, and religion. Shifting the focus to the early twentieth century,

Robert Gross (University of Wisconsin-Madison) examined the impact of European educational concepts on public school reform in New York City. While Old World ideas remained popular due to established networks of trade, print, and immigration, Gross contended that an aggressive patriotism rising out of the ferment of World War I made it especially difficult for a German-inspired pedagogy to gain traction with Americans. Scott Mobley (University of Wisconsin-Madison) concluded the first section with a presentation on military strategy and the evolution of American foreign policy during World War II. According to Mobley, intensified communication between military and political leaders on both sides of the Atlantic as a way of dealing with the totalitarian threat laid much of the groundwork for the subsequent Western Cold War alliance.

Eric Jarosinski (University of Pennsylvania) kicked off the second panel “Transatlantic Culture in the Shadow of World War II” talking about one of the German-Jewish philosopher Theodor Adorno’s lesser-known documents, the Traumprotokolle. For Jarosinski, this psychological, semi-autobiographical text is of particular value for transatlantic research because it offers new insights into Adorno’s confrontation with, and criticism of, modern American popular culture. Another aspect of popular culture, the film industry, was addressed by Hiroshi Kitamura (College of William & Mary). Trained as a transnational cultural historian, Kitamura added a transpacific dimension to the conference proceedings by revealing Hollywood’s hegemonic influence on and interactive relationship with Japan right after World War II. James McKay (University of Wisconsin-Madison) then brought the discussion back to transatlantic politics: He talked about the role the Atlantic Alliance played in the fusion of Christianity and capitalism in the mind of the American Right. The interchange of political

ideas and cultural as well as religious identities was also the focal point of Vanessa Cook's presentation (University of Wisconsin-Madison). Like McKay, Cook highlighted efforts among European and American activists to reach an ideological consensus during the Cold War; unlike McKay, she focused on transnational exchanges among Ignazio Silone, Irving Howe, and other members of an internationally active New Left.

At the end of the day, Detlef Junker (HCA) delivered his keynote address "A Widening Atlantic: Market Gap – War Gap – God Gap" in front of the conference participants, faculty members, and a large number of students. In his critical analysis of past and present Euro-American relations, Junker outlined three major arenas that have led to a growing transatlantic rift after the end of the Cold War: diverging ideas of the relationship of state and market; the debate over the legitimacy of war in international politics; and conflicting attitudes regarding the place of religion in society. Unless Americans and Europeans managed to mitigate their differences, according to Junker, they would be ill-equipped to confront the challenges of an increasingly multi-polar world.

The second day began with Eric O'Connor (University of Wisconsin-Madison) and the panel "Transatlantic Politics and Society in the Cold War." In his presentation, O'Connor described how postwar politicians and journalists framed campaigns that were to persuade various national constituencies into supporting European institutions. Next came Campbell Scribner (University of Wisconsin-Madison), who talked about the challenges of educating global citizens in an American society reeling under the impact of Cold War politics and fears of communist subversion. Holger Nehring (University of Sheffield) then looked at how notions of security in government and society on both sides of

the Atlantic shifted during the Cold War, linking these shifts to differing threat perceptions and cultural imaginaries. These fault lines again came to the fore in Wilfried Mausbach's talk (HCA) on the peace movements of the early 1980s. While protesters in Europe and North America seemed united in their rejection of nuclear rearmament, their campaigns advocated different strategic approaches and projected different conceptions of the West. Marilena Gala (University of Rome) echoed these disagreements in her presentation on leadership and subordination in transatlantic relations during the Reagan era, thus painting a picture of late Cold War alliance politics shaped not only by a broad ideological consensus but by internal rivalries and power struggles.

Ilaria Poggiolini (University of Pavia) launched the fourth and final panel "The Transatlantic Beyond the Cold War," on which she spoke about the myth and project of European integration and its declining importance for the United States. Her findings were qualified by Malgorzata Zachara (Jagiellonian University, Krakow), who provided a much-needed perspective on the history of the transatlantic partnership from the viewpoint of Eastern European countries. For their post-communist societies, Zachara underlined, European integration and Atlanticism were no contradictions but two sides of the same coin. Dorothea Fischer-Hornung (Heidelberg University) expanded the theoretical framework of the conference by comparing several Atlantic Studies paradigms – transatlantic, circumatlantic, cis-Atlantic – that have emerged from postcolonial studies and proven fruitful in terms of fostering a transcultural dialogue between the two hemispheres and, specifically, among the nations of Europe, the Americas and Africa. B. Venkat Mani (University of Wisconsin-Madison) concluded the last panel with a thought-provoking presentation on how the development of digital libraries and

their global reach have shaped and are shaping cross-border E.U. politics.

Despite the diversity of projects and research topics presented during this two-day conference, all agreed that a multinational and multidisciplinary approach shows great promise and can help produce innovative, important, and ultimately useful scholarship in transatlantic politics, history, society, and culture. To sustain their cooperation, the study group decided to continue meeting in regular intervals, ideally at alternating venues in Europe and North America.

Conference "Toward an International History of Lynching," June 4-6, 2010, at the Heidelberg Center for American Studies

The conference „Toward an International History of Lynching“ was co-sponsored by the Curt Engelhorn Chair in American History (Manfred Berg), the Transcultural Studies Research Group “Radical Nationalism and Gender in the United States, Germany and Japan” (Simon Wendt), both at Heidelberg University, and the Hamburg Institute for Social Research (Bernd Greiner). It brought together scholars from nine countries and various academic fields, including history, anthropology, sociology, political science, and criminology. The goal of the conference was to move beyond the notion of lynching as a “negative American exceptionalism” and to place the study of lynching in a comparative and transnational perspective. Two key questions took center stage: (1) What cultural, political, and social factors have influenced the rise and fall of lynching? (2) What has been the historical relationship between lynching and the modern state, especially the emergence of a modern system of criminal justice?

The first session of the conference considered con-

ceptual frameworks for the study of lynching. In his opening address Manfred Berg (Heidelberg University) emphasized that the conference was only a first step toward mapping the international scholarly landscape on lynching. Berg proposed to define lynching as extralegal punishment perpetrated by mobs claiming to represent the will of the larger community, thereby distinguishing lynching from other forms of collective violence. To speak of lynching as extralegal punishment, he argued, presumes the existence of the modern state, which theoretically holds a monopoly of legitimate violence. According to Berg, the ability of the state to enforce its claim to a monopoly of violence and the popular acceptance of this claim are key variables that can explain the occurrence of lynching and provide scholars with a comparative framework.

Robert Thurston (Miami University, Ohio) undertook a broad comparison of the American South, Indonesia, South Africa, and Guatemala. The common denominator of these case studies, Thurston pointed out, was that lynching resulted from the decline of political stability and social legitimacy. In South Africa, in Guatemala as well as in Indonesia, the deterioration of political stability, albeit one based on state repression, produced a social climate of fear and insecurity and gave rise to lynching. A similar situation existed in the American South after the Civil War. In the antebellum South social and political stability had depended on slavery. Emancipation and the civil and political empowerment of blacks destroyed this stability and triggered a massive violent backlash from white Southerners. Lynching declined after the white South had established a new racial order based on racial segregation and political disfranchisement of African Americans.

Christopher Waldrep (San Francisco State University) discussed the question why lynching came to

be seen as an example of American exceptionalism. Focusing on the battles over the definition of lynching, he argued, could provide part of the answer. African-American anti-lynching activists emphasized racism as the key motivation of lynchers. They also insisted that the barbaric practice of lynching made America exceptional among the so-called civilized nations. According to Waldrep, these rhetorical strategies not only reinforced notions of lynching as a peculiar American crime but also diminished black agency. Only broadening the definition of lynching, he argued, would enable scholars to take black agency into account and to recover the full spectrum of black responses to white mob violence. The distinction between lynching and so-called race riots, for example, should be discarded since the latter often resulted from blacks fighting back lynch mobs.

The second session explored lynching in the United States from a transnational and transcultural perspective. Michael Pfeifer (City University of New York) traced lynching in North America back to traditions of collective retribution and violence in Great Britain and Ireland. Immigrants from the British Isles revived and transformed these traditions in America. Irish immigrants brought with them a localistic legal culture that reflected opposition to British laws. Confronted with a nativist environment in the United States, they did not trust the American criminal justice system and often fell back on traditions of communal punishment, especially in cases when African Americans had allegedly perpetrated crimes against fellow Irishmen.

Brittney Cooper (University of Alabama, Tuscaloosa) talked about Ida B. Wells' international anti-lynching campaigns in 1893-1894 and their repercussions. The black journalist's successful lecture tours in Great Britain and her cooperation with various British religious and humanitarian

groups, Cooper suggested, had a major impact on the decline of lynching rates in the United States. Moreover, Wells was a pioneer in exposing the racist myth that lynching was a legitimate response to the rape of white women by black men.

The third session dealt with lynching and international relations, focusing on the tensions between the United States and Mexico in the nineteenth and twentieth centuries. William Carrigan (Rowan University, New Jersey) presented the findings from a joint research project he conducted with Clive Webb (University of Sussex), who was unable to attend. Carrigan and Webb first explored the complex ways in which Mexicans reacted to anti-Mexican mob violence in the United States in the decades after the Mexican-American War. Reactions included political protest, retaliatory violence, and the glorification of Mexican outlaws who resisted Anglo domination. Yet Mexicans also resorted to lynch law themselves and sometimes even joined Anglo mobs. The second part of Carrigan and Webb's presentation detailed the efforts of Mexican diplomatic officials to secure compensation and protection for Mexican citizens in the United States. The ability of Mexicans to draw on the support of a foreign government, Carrigan and Webb argued, gave them far greater political leverage in their struggle against lynch law than was the case with African Americans.

The fourth panel focused on micro-historical case studies as a methodological approach. Lee Ann Fujii (George Washington University, Washington, D.C.) used the 1933 lynching of George Armwood on Maryland's eastern shore to probe questions of popular participation in spectacle lynchings, including the formation of mobs and the disfigurement of the victim's body. Fujii situated the Armwood case in a local lynching culture and cautioned against the exclusive use of local newspapers

as sources for studying lynchings because these newspaper reports often mirrored the local lynching culture, especially the presumption that the lynch victim must have been guilty of a heinous crime.

Ebru Aykut (Bogaziçi University/Mimar Sinan Fine Arts University) presented a case study from the Late Ottoman Empire, where hostility against the Armenian population had intensified since the war with Russia in 1877-1878. In 1893, a Muslim mob lynched an Armenian tailor named Ohanes in the small Anatolian town of Usak for allegedly raping a small Muslim girl. According to Aykut, the rape charges do not fully explain why Ohanes was lynched. His alleged crime, she contended, provided the dominant Muslim group with a welcome pretext to crack down on the town's Armenian population in the wake of mounting ethnic and religious tensions. The lynching of Ohanes, Aykut concluded, reflected a deep-seated distrust of Armenians as potential traitors, a line of thinking that was gaining wide currency throughout the Ottoman Empire. The case of Ohanes thus exemplifies the link between local anxieties and international conflict.

The fifth session raised questions about how lynching has affected indigenous populations. Thomas Brown and Leah Sims (Alamo Colleges, Northeast Lakeview College, Texas) presented a paper on "legal imperialism" and lynching among American Indian nations. Because Indian concepts of crime and punishment often clashed and competed with British and U.S. laws, respectively, the lines between legal and extralegal executions became constantly blurred. Presenting three case studies from three centuries, Brown and Sims demonstrated how the modern Anglo-American colonial state expanded its jurisdictions over Indian nations.

Victoria Grieves (University of Sydney) argued that Australian Aboriginal people suffered from racist oppression and violence similar to the Jim Crow system in the Southern United States. White settlers in Australia shared the universal white supremacist anxieties about interracial sexual unions, especially between black men and white women, and tried to make Aboriginal men subservient by violence. Grieves discussed several case studies of white violence against Aboriginal men, including police violence, in order to demonstrate the extent to which lynchings and other forms of extralegal violence have been instrumental in preserving white supremacy in Australia.

The sixth session provided insights into the relation between lynching and class conflict. Joël Michel (French National Assembly, Paris) linked French ideals of popular justice to the legacy of the French Revolution and to working-class ideals of social justice. Michel used two case studies, one from 1886 and the other from 1972, as evidence for the practice and rhetoric of working-class militancy vis-à-vis "bourgeois" perpetrators of crimes against the people. Voiced by leftist intellectuals, such as Michel Foucault and Jean Paul Sartre, calls for popular justice have often articulated distrust in bourgeois democracy and its criminal justice system at large.

Concentrating on lynchings in Peru in the late-nineteenth and early-twentieth centuries, Hinnerk Onken (University of Cologne) also emphasized the class-character of extralegal killings perpetrated by indigenous people, Chinese "coolies," and agricultural and industrial workers. Onken qualified these acts as subaltern resistance aimed at securing justice for the poor and oppressed, who could not expect redress from the state. Such practices, he pointed out, raise thorny ethical questions about the legitimacy of popular justice.

Lynching and communal punishment have often been closely linked to political terror. Racial violence in the Reconstruction American South is an important case in point, as Michael Fellmann (Simon Fraser University, Vancouver) demonstrated in his paper on the White Line movement in Mississippi. Lynching and mob violence against the former slaves were part of an organized paramilitary campaign that sought to destroy the interracial Republican Party and to re-establish the political power of Confederate elites. Arguably, the death toll of lynch law and racist violence was much higher during Reconstruction than it was in the 1890s, a fact that is overlooked by many historians of lynching that focus on the late nineteenth century.

Rachel Monaghan (University of Ulster, Belfast) elaborated on the extralegal punishment meted out by the Irish Republican Army (IRA) in Northern Ireland. The IRA not only targeted political adversaries but also claimed the powers of policing communities, punishing ordinary crimes, such as burglary, as well as “anti-social” behavior. While the IRA rarely used lethal violence to punish criminal offenders, it frequently did murder “traitors” and “collaborators.”

In his talk on lynching in South Africa during the apartheid era, Christopher Saunders (University of Capetown) questioned the conventional wisdom that American-style lynchings were virtually unknown in South Africa, presenting evidence on both white-on-black and black-on-black lynchings. Still, Saunders conceded that lynching was much less common in South Africa than in the American South. Unlike white Southerners in the United States, white South Africans adhered to a statist tradition and believed in the ability of the apartheid state to punish black crime and subdue rebellion if need be.

The eighth session raised the vexing question as to whether lynching can be regarded as a form of legitimate communal self-defense when the state is unable or unwilling to provide protection against criminals. Considering the situation in Onitsha in Southern Nigeria, where gangs of armed bandits had established a virtual reign of terror in the years between 1978 and 2002, Apex A. Apeh (University of Nigeria, Nsukka) made the case that ordinary citizens had no choice but to take the law into their own hands. Because of the widespread collusion between criminals and the official criminal justice system, Apeh reported, extralegal punishment by mobs has become commonplace in Nigeria.

In his paper on Brazil, Timothy Clark (Strategic Studies Section, U.S. Department of Defense) also pointed out that many poor and ordinary Brazilians have lost faith in the official system of law enforcement and criminal justice in the late twentieth and early twenty-first century. Based on data compiled by the University of São Paulo’s Center for the Study of Violence, Clark concluded that popular justice is a widespread phenomenon in the slums of major Brazilian cities. Even though lynching in Brazil lacks the racial characteristics of lynching in the United States after the Civil War, Clark saw certain similarities, among them the lower-class origin of many victims and the interrelationship between lynching and certain notions of masculinity.

The last session focused on lynching and vigilantism in several African societies. Tilo Grätz (University of Halle-Wittenberg/University of Hamburg) presented two case studies from the western African countries of Mali and Benin. In these two countries, lynchings were not so much the result of spontaneous mob action but represented a highly organized form of vigilantism. In fact, vigilante leaders have often assumed the power and

legitimacy that the state has been unable to claim. On the other hand, their abuse of power has also created popular resentment.

In the final paper Christy Schuetze (University of Pennsylvania, Philadelphia) and Carolin Jacobs (Max Planck Institute for Social Anthropology, Halle) talked about lynching in Mozambique, where lynch victims are often accused of witchcraft. Schuetze and Jacobs attribute the recent rise in lynchings to a decomposition of the country's social fabric wrought by growing socio-economic inequality, the AIDS crisis, and the breakdown of legal authorities. Thus vigilantism in Mozambique, as in numerous other places, may be seen as popular protest against the disorder of the state.

Not surprisingly, discussions throughout the conference largely reflected those issues that have shaped American scholarship on lynching over the past three decades: Should scholars concentrate on quantitative approaches aimed at generating statistical information and establishing structural patterns or should they write "thick descriptions" in order to decipher the cultural meaning of lynchings? Is lynching, in essence, a racial crime that can only be studied legitimately from the perspective of oppressed non-white minorities? Is the state monopoly of legitimate violence the solution to lynch law and mob violence or merely another ideological disguise for different forms of violent repression? Remarkably the case studies on Africa, in particular, raised the disturbing question whether lynching and vigilantism will inevitably result from the absence of efficient government and law enforcement – after all this was the classic justification for lynching on the North American frontier.

Conference: "Accidental Armageddons: The Nuclear Crisis and the Culture of the Second Cold War, 1975-1989," November 4-6, 2010, German Historical Institute, Washington, D.C.

After having been lost for almost thirty years, Albert Sonneman's photo-realist piece "The Last Washington Painting" was recently rediscovered. The painting is a classic of nuclear doom. It shows a mushroom cloud exploding over the American capital city as cars speed across Fourteenth Street Bridge straight into disaster. "It was painted in the days of mutually assured destruction, the daily business of parents of people I knew in D.C.," Sonneman recalled in a recent interview with the *Washington City Paper*. "This is the business of Washington. My girlfriend's father arranged the distribution of nuclear warheads for NATO." The painting very nicely reflects the cultural mood of the early 1980s, when the resurgence of Cold War tensions, the rearmament decisions of NATO, and the election of Ronald Reagan to the American presidency fed into a new bout of nuclear angst.

The story of the loss and the recent rediscovery of Sonneman's painting, which can now be seen at American University, is almost metaphorical for the returning interest in the controversies of the 1980s about an impending "nuclear Holocaust"—as the atomic doomsday scenario was commonly referred to at the time. By historical accident, this resurging interest is now accompanied by a new anti-nuclear movement in Germany. This conference at the German Historical Institute in Washington, convened by Eckart Conze (University of Marburg), Martin Klimke (GHI Washington, D.C./HCA), and Jeremy Varon (New School for Social Research) and co-sponsored by the New School for Social Research/Eugene Lang College, the Heinrich Böll Foundation, and the National Security Archive, Washington, D.C., studied the historical context in which artworks like Sonneman's

painting clearly resonated in Western cultures. As the conveners explained in their introduction, the “Accidental Armageddons” conference sought to explore the political and cultural discourse on nuclear weapons and atomic energy in the 1970s and 1980s – the Second Cold War – by analyzing diplomatic and strategic debates as well as the “anti-establishment” perspective of protest movements, and by linking political debates with cultural representations of nuclear death in music, literature, and film.

The first panel on “Doomsday Ideologies,” chaired by Martin Klimke, started with a comparative discussion by Michael S. Foley (University of Sheffield) of the environmental protests of the Clamshell Alliance against the Seabrook (NH) and Diablo Canyon (CA) nuclear power plants, on the one hand, and the grassroots campaign of Love Canal (NY) residents, on the other, who had discovered that their houses had been built on a toxic waste site. As Foley argued, Love Canal activists were more successful than their anti-nuclear peers because they could see concrete “visible evidence” of pollution from their “front porches.” These “front porch politics” succeeded in mobilizing the critical support of representatives in Congress, whereas the dangers of nuclear power remained more abstract even after the Three Mile Island (TMI) disaster in March 1979. Wilfried Mausbach (HCA) then analyzed the “Nuclear Winter” scenario, which burst onto the scene in the fall of 1983, and which he characterized as “the one and only new concept that separates the struggle against nuclear weapons in the 1980s from its antecedents in the 1950s.” Although the science behind it was not particularly new, the idea of “nuclear winter” resonated because it was an outgrowth of a new environmental awareness that had not existed two to three decades earlier. It also tapped into the general sense of doom and crisis that became character-

istic of the 1970s. Eckart Conze examined the “instrumentalization of Auschwitz” during the early 1980s debates about nuclear rearmament in West Germany. He highlighted the mobilizing effect of the term “nuclear Holocaust,” which was meant to provoke anxiety and fear of death. It stipulated a “special German responsibility.” German as well as American politicians were linked to Nazi crimes, which provoked conservative politicians, such as CDU General Secretary Heiner Geissler, to fortify their political positions by also using historical analogies to the 1930s. Geissler famously claimed in the West German Federal Parliament (Bundestag) that the pacifism of the 1920s and 1930s had “paved the way to Auschwitz.”

Nuclear death in film and popular culture was the theme of the second panel, chaired by Jeremy Varon. Tony Shaw (University of Hertfordshire) used the 1979 movie *The China Syndrome*, which dealt with a near disastrous turn of a fictional safety cover up at a California nuclear power plant, to look at the cultural dimensions of the Cold War. He asked how Hollywood’s skepticism of nuclear energy connected with a critique of corporate power and the media. Originally conceived of as a small-scale docudrama, the film became a major blockbuster thanks to the input of activist actors like Jane Fonda and Michael Douglas and its auspicious timing since it was released shortly before the near meltdown at TMI. In fact, the movie seems to have framed the reaction to TMI of journalists who had had little knowledge of nuclear energy up to that point. William Knoblauch (Ohio University) then examined British anti-nuclear pop music of the 1980s. Geography, memories of World War II, and British civil defense propaganda made Britain a unique case. MTV enabled activist musicians to convey their political messages and even export them to the United States. Overall, however, Knoblauch concluded that nuclear pop was

more popular in Great Britain than in the United States, which seemed to be less exposed to nuclear threats. Furthermore, anti-nuclear pop came to a sudden end in 1987, when Cold War tensions eased and groups shifted their focus to other political issues.

Panel three, chaired by Eckart Conze, continued to explore nuclear themes in music as well as in the arts more generally. Laura Stapane (HCA) spoke about the "Artists for Peace" (Künstler für den Frieden) movement, which in the early 1980s served West German musicians, artists (e.g., Joseph Beuys), actors, and intellectuals as a platform for utilizing artistic expression as a means of political protest. Politically triggered by NATO's double-track decision, the movement aimed to disseminate the idea of a nuclear-free world in a series of cultural events. Thanks to a wide variety of genres and artists—a plethora of different types of music such as rock, pop, classical, folk, and the so-called German Schlager was offered—these art festivals were highly successful both financially and in terms of participation. The organizers were also able to mobilize groups not normally interested in political issues. Martin Klimke then linked anti-nuclear expressions in West German popular music at the beginning of the 1980s (such as Nena's "99 Luftballons") to the "Green Caterpillar" bus tour that was organized by the newly founded West German Green Party as part of its 1983 electoral campaign. A fusion of cultural and political event, the tour not only forced the Social Democratic Party to reconsider its ties to critical artists but also strengthened the Greens' appeal as an "anti-party party." In addition, the tour's emphasis on regional input helped pull the party together. Finally, it also helped to broaden the draw of Green politics beyond the alternative milieu.

The fourth panel, chaired by David Lazar (GHI

Washington, D.C.), turned its attention to literature. Philipp Baur (University of Augsburg) argued that one of the Second Cold War's characteristics was "the intentional use of fiction to warn and educate the public." By looking at Gudrun Pausewang's *Die Letzten Kinder von Schewenborn* (The Last Children of Schewenborn) and Anton-Andreas Guha's *Ende. Tagebuch aus dem 3. Weltkrieg* (End: Diary of World War III), he came to the conclusion that regionalism and the localization of Armageddon were peculiar features of the artistic anti-nuclear engagement during the 1980s. These scenarios also fed on scientific visions of a post-apocalyptic world (like those presented in the concept of nuclear winter). Thomas Goldstein (Clemson University) examined how the official East German Writers Union (Schriftstellerverband) served the regime's propagandistic purposes with mixed results. Whereas the government had some success in co-opting even critical writers to its "peace agenda," the narrow focus on NATO missiles that it fostered became increasingly untenable as Gorbachev's reforms and a growing environmental consciousness in the GDR triggered increasing criticism of the dictatorship. Dolores Augustine's (St. John's University) examination of the representations of the peace and anti-nuclear movement in the West German print media focused on the weekly *Der Stern*. The Second Cold War saw a confluence of the debate about peaceful and military use of nuclear power. In contrast to debates of the 1950s, those during the Second Cold War utilized visual strategies to convey the horrors of nuclear destruction; protests were generally portrayed in a sympathetic light; and the synergy between anti-nuclear power and anti-nuclear weapons issues made media coverage during this period a "force" to be reckoned with.

Establishment reactions were the focus of the fifth panel, chaired by William Burr (National Security

Archive). Jan Hansen (Humboldt University, Berlin) summarized his findings on the political and cultural discourse on nuclear weapons within the West German Social Democratic Party. NATO's double-track decision shattered party unity over central foreign policy questions. Driven by cultural anxiety and deep-seated fears regarding modernity, the Social Democratic split over nuclear weapons led to a renegotiation of the possibilities and nature of legitimate political action within the political mainstream. In his presentation, Tim Geiger (institute for Contemporary History, Munich/Berlin) asked: "Did Protest Matter?" According to Geiger, the peace movement did not have to push the government very hard for détente, because the SPD-FDP government coalition aimed to reduce nuclear arsenals anyway. Furthermore, the peace movement helped the federal government to present itself as a proponent of a moderate approach and to bolster its international position. It was forced, however, to step up its propaganda efforts. Reinhild Kreis (University of Augsburg) then analyzed the discourse about a "successor generation" as a master trope that structured the debate about an alleged "transatlantic crisis" among diplomats, politicians, and experts. Fears of estrangement, which were couched in generational terms, need to be read in the context of the contemporary discussions about "value change." Leaders therefore focused on bringing the "next generation" on board for German-American friendship, which they feared anti-nuclear sentiments and widespread anti-Americanism had sundered.

The sixth panel, chaired by Philipp Gassert (University of Augsburg), on "Security Cultures" focused on the emergence of particular national discourses structured around nuclear issues. Natasha Zaretsky (Southern Illinois University) discussed how, following incidents such as Watergate or the oil crisis, the TMI accident led to a further erosi-

on of public trust in governmental policies and official insurance. TMI now placed the human body—and, more specifically, the pregnant, the young child's, or fetal body—in the center of a question of trust. TMI emerged as a fully-fledged cultural crisis because the "grammar of human life" enabled female members of a largely white, conservative, rural Pennsylvanian community, especially, to remain good Christians and patriots while opposing nuclear energy at the same time. Tim Warneke's (Heidelberg University) presentation explored the discourse about "madness" in the United States and West Germany. Taking his clues from *Dr. Strangelove*, Warneke argued that the consensus of "what was reasonable and what was insane" broke down in the context of shifting values, resulting in an almost complete rupture of communication between the two warring camps. Finally, Katrin Ruecker (The Graduate Institute of International and Development Studies, Geneva) explained why France did not experience a prolonged period of nuclear anxiety. The small, and mostly communist, French peace movement operated in a "discouraging context" (Wittner), with all major parties strongly in favor of the *force de frappe* (the French nuclear program) and NATO's rearmament decision. Also, public opinion was either strongly in favor of nuclear power and nuclear weapons or indifferent. Finally, French international aspirations and, thus, France's national identity were closely linked to having access to nuclear weapons. The nonaligned French peace movement therefore had only limited success.

The final panel, chaired by Marianne Zepp (Heinrich Böll Foundation), explored grassroots initiatives at the local level. Stephan Milder (Carrboro, N.C.) discussed the protests against the planned Wyhl nuclear power plant in South Baden, Germany. Local grassroots opposition, which included conservative farmers and middle-class citizens

from the neighboring university town of Freiburg, served as the model on which many subsequent anti-nuclear protests were built. The media portrayed them mostly in a positive light, and their opposition to what they perceived as non-responsive government officials proved to be contagious. In "Radical Feminism and the Anti-Nuclear Movement" Kyle Harvey (Macquarie University) looked at the emerging "eco-feminism" of the 1970s and 1980s. Exposing deep rifts within feminism, the movement was characterized by clashes that were as much about womanhood as they were about politics. Using the example of the tensions over the Seneca Falls Women's Encampment in upstate New York, Harvey demonstrated that feminist radicalism turned off many potential supporters. Finally, Susanne Schregel (TU Darmstadt) analyzed Nuclear Free Zones as part of the transnational oppositional movement to nuclear war, which was both global and local at once. Within this movement, the local was seen as the place where global transformations would emerge. This special, localized nature of protest seems to have been one further characteristic of the 1980s peace movement that distinguished it from its predecessors in the 1950s, as some of the other papers demonstrated as well.

An evening keynote lecture and a public panel discussion rounded out the conference. In his keynote on "The Rise of the Hawks and the Revolt of the Doves: Writing the History of the Second Cold War," Lawrence S. Wittner (University of Albany, SUNY) raised the question of the impact of the peace movements. Whereas some politicians like former U.S. President George H. W. Bush retrospectively claimed that pursuing "peace through strength" had worked, Wittner came to a different conclusion: In fact, governments listened to anti-nuclear activists. From Jimmy Carter's inaugural address to Ronald Reagan's stunning course reversal in the

mid-1980s, the idea of nuclear abolition proved to be irresistible. A "remarkable popular uprising" against "nuclear madness," along with the "rise of world citizenship," led to a considerable reduction in the nuclear danger. With nuclear arsenals now significantly diminished (there are now about 20,000 nuclear warheads worldwide, down from a peak of more than 60,000 in 1990) Wittner stressed that real progress had been made.

A panel discussion on the second night of the conference provided a contrast to Wittner's upbeat message. It featured the author and anti-nuclear activist Jonathan Schell (Yale University), whose book *The Fate of the Earth* (1982) remains one of the key texts of the nuclear apocalyptic genre. Sharing the panel with Frida Berrigan (New America Foundation) and Philipp Gassert, Schell highlighted some of the failures of earlier anti-nuclear movements, discussing how his 1980s prophecies had stood the test of time and what their contemporary relevance was. As Schell insisted, the dangers of "exterminism" are still with us, and with global warming, they seem to have taken on a dimension that would have been unimaginable in the 1980s.

Whereas Jonathan Schell, from the perspective of his own involvement, stressed continuities between then and now, the final discussion of the conference explored some of the discontinuities and specificities of 1970s and 1980s culture that particularly interest historians. Eckart Conze proposed that "a real and perceived crisis of modernity" is the common denominator of the various anti-nuclear movements and groups. Martin Klimke submitted the interaction of the transnational and the local levels as a 1980s peculiarity, including how human rights discourse unified or divided peace activists in Eastern and Western Europe. He asked what the impact of both popular movies and the 1986 meltdown in the Chernobyl

nuclear power plant in the Soviet Union was. Jeremy Varon underscored the lessons and examples that the 1970s and 1980s still provide in how to cope with global problems. Wilfried Mausbach asked to what extent the Second Cold War had a specific culture different from the 1950s and what the parameters for distinguishing between a First and a Second Cold War should be. Reinhild Kreis emphasized the importance of different perceptions of time and timeliness in contemporary debates on nuclear and environmental issues. Philipp

Gassert stressed that the “nuclear crisis” provides raw materials for a history of the political culture of the 1980s, when people were trying to make sense of multiple crisis scenarios and got stuck in the most dramatic one. As the conference’s discussion demonstrated, historical research into the 1980s, which has only just begun, is propelled by new questions and exciting source materials, some outstanding examples of which this conference brought to the fore.

Bosch Archival Seminar

Bosch Foundation Archival Seminar for Young Historians 2010 American History in Transatlantic Perspective

September 5-17, 2010

Archival Seminar in Chicago, Madison, Boston, and Washington, D.C.

Co-organized by the German Historical Institute Washington, the University of Chicago Department of History, and the Heidelberg Center for American Studies (HCA), with the generous support of the Robert Bosch Foundation.

Conveners: Mischa Honeck (HCA) and Martin Klimke (GHI/HCA).

Participants: Nate Probasco (University of Nebraska), Felix Schürmann (University of Frankfurt), Brian Bredehoeft (University of Florida, Gainesville), Jan Hüsgen (University of Hannover), Rebecca Preis Odom (St. Louis University), Claudia Buchwald (University of Munich), William Chou (Ohio State University), Juliane Frinken (Free University Berlin), Cynthia Greenlee-Donnell (Duke University), Sophie Lorenz (University of Heidelberg).

The Bosch Foundation Archival Seminar for Young Historians convened in September 2010. On a tour spanning four cities (Chicago, Madison, Boston, and Washington, D.C.), the ten seminar participants from Germany and the United States were introduced to the holdings and policies of a broad spectrum of American archives and research libraries. The goal of the seminar was to prepare doctoral students from both countries working in diverse fields of American history for their prospective research trips; to teach them how to contact archives, use finding aids, and identify important reference tools; and to help them gain a greater appreciation of the various kinds of archives and special collections located in the United States.

After a historical walking tour of Chicago on Labor Day, September 6, the Bosch Archival Seminar 2010 commenced the following day with a thesis workshop at the University of Chicago, hosted by Prof. Kathleen Neils Conzen and attended by members of the history department and graduate student body. The seminar participants, who had been grouped into five transatlantic tandems, each consisting of one German and one American student, commented on the work of their respective partners, exposed their projects to academic sc-



Participants from the 2010 Bosch Archival Seminar for Young Historians

rutiny, and received valuable feedback from their peers and present faculty members. On Wednesday, September 8, the Seminar met Daniel Greene, Director of the William M. Scholl Center of American History and Culture at the Newberry Library, for a daylong introduction to the institute's collections as well as for a general overview of American archival policies and practices. Among the topics discussed were the purchase of rare books, how to browse manuscript collections, the expedience of maps for historical research, and the digitization of archival resources. Thursday morning, before the group departed for Madison, Wisconsin, was reserved for a brief visit at the Cook County Court Archives where Phil Costello demonstrated how historians could make creative use of legal records and court cases.

Our first destination in Madison was the Wisconsin State Historical Society, which welcomed the Bosch Seminar in the morning hours of September 10. Nancy Green and Harry Miller spoke about the history and holdings of their institution within the broader context of American state historical societies and impressed the students with the Wisconsin State Historical Society's dedication to accessibility and public education. After that, time was set aside for individual research before the group reassembled at the local University of Wisconsin history department for a roundtable talk on career opportunities in the historical profession. Under the guidance of Jeremi Suri, William Reese, Adam Nelson, and James Danky, the participants engaged in a spirited dialogue about the hazards young historians aspiring to an academic career face in an ever more mobile yet highly competitive environment on both sides of the Atlantic. Despite the

news about a tightening job market, however, the discussants agreed that graduate education offered a range of skills badly needed in and outside academia, and that historians cooperating across national borders were exceptionally well suited to meet the demands of today's globalized world.

On Saturday evening, September 11, the group arrived in Boston, the third stop on our itinerary. The following morning gave the seminar participants a chance to witness public history in action with a guided tour of the Freedom Trail, after which they could enjoy some time for individual explorations. On Monday, September 13, the Bosch Archival Seminar 2010 resumed at Harvard University. The first of three research libraries on our schedule was Houghton Library, where Peter Accardo walked the group through some of the library's most precious Early Americana collections and gave valuable advice on how to use them for various research agendas. The seminar then moved on to the Schlesinger Library, one of the leading U.S. research facilities for women's history. Ellen Shea showed and explained letters, pamphlets, books, and visual material related to topics ranging from domesticity and black women to the female suffrage movement. The day concluded with a visit to the Baker Library Archives at the Harvard Business School. Katherine Fox, Associate Director of Public Services, acquainted the students with the richness of the Baker Library's holdings, which touch upon almost every issue pertaining to the country's economic development from an agricultural society to an industrial and postindustrial superpower. Our sojourn in Boston drew to a close the next morning when we drove to Columbia Point to see the John F. Kennedy Presidential Library. Enjoying a two-and-a-half hour tour of the museum and library archives under the supervision of Stephen Slotkin, the group benefited from staff presentations on audiovisuals, declassification, and the library's

manuscript collections and oral history program. After reaching Washington, D.C., in the late afternoon of Tuesday, September 14, the Bosch Archival Seminar continued the next day at the Smithsonian National Museum of American History. Craig Orr, Associate Curator of the museum's archives, talked to the students about the archive's holdings on American technological, scientific, and consumer history, raising their awareness of connections among the three and of important overlaps with the broader fields of social and cultural history. The second half of the day was spent across the street at the National Archives. Richard McCulley guided the students through the Legislative Records, including statutes and the official correspondence of congressional delegates, while Eugene Washington provided an instructive survey of the Freedmen's Bureau Records, which contain significant data on African American life during and after Reconstruction. On September 16, we visited the Library of Congress. After a tour of the Jefferson building, historian Daun van Ee spoke to the participants about the breadth of the manuscript collections available through the Library of Congress Manuscript Division. The group then advanced to the Prints and Photographs Division, where Sara Duke and her coworkers had worked hard to muster illustration samples conducive to the participants' individual projects, thereby underscoring the significance of visual material for historical research. Finally, the group made the acquaintance of the Deputy Historian of the House of Representatives, Fred Beuttler, to talk with him about his work as a congressional historian. The ensuing tour of the Capitol marked a true highlight of this year's Archival Seminar and will be fondly remembered by those who partook in it.

On Friday, September 17, the Bosch Archival Seminar came to a cheerful conclusion at the German Historical Institute. William Burr, Senior Analyst of

the National Security Archive at George Washington University, joined the group to give a presentation on the archive's origins, holdings, and mission. He was followed by Ida Jones from Howard University's Moorland Garland Research Center, which holds a remarkable array of collections on African American history and culture. Participants and organizers then took stock of the results of the Bosch Archival Seminar 2010 in a wrap-up discussion. All concurred that the three basic objectives of the Seminar - building archival knowledge, ex-

panding scholarly networks, and fostering international cooperation - had been fully achieved. The idea to form German-American tandems along the lines of similar research interests received special praise, and it is to be expected that further cooperation will grow out of these transatlantic partnerships, be it through continued academic exchange, joint conference appearances, or an online presence for the network on Facebook.

Individual Research

The following HCA staff members and associates are currently working on their Ph.D. projects which address major topics and problems in American Studies:

Tobias Endler, M.A.

"The Public Intellectual Debate over American World Leadership after September 11"

Supervisor: Prof. Dr. Dietmar Schloss (English Department)

Since September 11, 2001, the book market has been flooded with publications discussing the United States' position as the world's last remaining superpower. The professional backgrounds of the authors are as diverse as their ideological orientations. While most of them agree that America should have a leadership role in the world, differences arise as to how the "American way" can be disseminated most effectively. The publications are geared to a mainstream audience and the general public. The authors also use other media to spread their message (TV and radio interviews, Internet blogs, reading events). This study considers prominent authors of post 9/11 non-fiction texts as intellectuals who mediate and "moderate" processes of public opinion forming. It describes the complex structure of public intellectual work under today's conditions. Will America's leading thinkers be able to continue their work in the tradition of the Enlightenment intellectual – which seems to be their intention?

During a Research and Teaching Fellowship at Yale University, Tobias Endler interviewed almost twenty of the most prominent U.S. public intellectuals, tracing their self-perception, their working conditions, the state of the nati-



on, and the present American mindset. The results, together with a thorough analysis of the interviewees' widely read publications, will provide a copious account of the condition of the public intellectual in early twenty-first century America.

Jens Hofmann, M.A.

“Subsidized Hegemony? The Problem of the Offset Treaties in U.S.-German Relations, 1960-1976”

Supervisor: Prof. Dr. Manfred Berg (History Department)

Between 1961 and 1976, the United States and Germany signed eight treaties designed to offset the security costs for stationing American troops on German soil as a conventional counterbalance and deterrence to the military forces of the Soviet Union. The initiative for these Offset Treaties originally came from the Eisenhower Administration, which argued that Germany should take an active part in the financing of the burdens of the Cold War's security costs, and thus back the monetary value of the U.S. dollar and a deficit-ridden U.S. budget. Germany first accepted but grew more and more displeased with the Offset agreements, claiming that the U.S. was using its dominant position within the NATO alliance to draw money from Germany. However, it was only in 1976 when Chancellor Helmut Schmidt finally succeeded in persuading U.S. President Gerald Ford that the Offset treaties were out of date.



This dissertation project aims at a variety of goals. First of all, it wants to shed light on the process and the arguments brought forward to convince the Ford Administration of finally terminating the Offset agreements. For that reason, it focuses on the political, economic and cultural background and the actions that propelled or aggravated this process. Second, by integrating the theoretical and methodological approaches of other disciplines such as Political Science, Sociology, Psychology and Anthropology, the project aims at combining the traditional focus and approach of Diplomatic History with the concepts of Social History and Cultural Studies. However, it still conceives political factors and actions as the driving force in the field of International Relations. Third, the project comprehends itself as a contribution to the research of U.S.-German relations during the short period of the Ford presidency, which has been widely neglected so far in comparison with the U.S.-German relations during the Carter presidency, characterized by continuously growing disagreement.

Sophie Lorenz, M.A.

„Freedom for Angela Davis: The German Democratic Republic and Angela Davis, 1965-1989“

Supervisor: Prof. Dr. Manfred Berg (History Department)



Since the 1950s, solidarity with the African-American freedom struggle became an integral part of the political and cultural self-conception of the self-proclaimed anti-racist state of the German Democratic Republic (GDR). Solidarity with African-Americans was not only meant to renounce the Nazi past, but also to show that the GDR was morally superior to the West. At a time when the East German regime was still without diplomatic relations with the United States, the East German solidarity campaign for Angela Davis became a focal point of what can be understood as an unusual cross-racial coalition against the backdrop of Cold War divisions. Between 1970 and 1972 the GDR engineered and enforced a solidarity campaign for Davis, then one of the leading intellectual representatives of black power. The government-orchestrated campaign made Davis not only an integral part of East Germany's collective national memory. She also frequently returned to the GDR as guest of honor, thereby representing what the GDR considered as the "other America" of black civil rights activists such as Dr. Martin Luther King Jr., Ralph Abernathy, or the African-American singer and actor Paul Robeson. Thus, those encounters produced alternative perceptions to the dominating image of the United States as the imperialist enemy in East German culture.

This study seeks to trace the various expressions of support for Angela Davis in the GDR in particular and the crossings between the GDR and Black Americans in general – both in terms of specific personal interactions and cultural perceptions. The underlying assumption is that socialist international solidarity with the African American civil rights struggle resulted in interactions between East Germans and black Americans between the early 1950s and the 1970s and thereby influenced reciprocal perceptions. Including the East German support for Davis as another piece of the puzzle into the Cold War narrative, thus, reveals the important role that alliances with African-Americans had begun to play in Cold War politics.

Elena Matveeva, M.A.

„Going East: American Journalists and the Soviet Experiment, 1921-1934“
Supervisor: Prof. Dr. Dietmar Schloss (English Department)

This project focuses on four American intellectuals and foreign correspondents – William Henry Chamberlin, Louis Fischer, Eugene Lyons, and Maurice Hindus – who traveled and lived in the Soviet Union during the 1920s and the early 1930s. It examines the books and articles they wrote about their host country. While other historical studies have used these journalists merely as sources, this dissertation portrays the group as an intellectual network that aimed to influence America’s perception of the Soviet Union by presenting it as a possible and attractive alternative to Western capitalism.

Since 2007, the project has been supported by a scholarship from the Konrad Adenauer Foundation. In November of 2007, Elena Matveeva took part in the international conference “200 Years of American-Russian Relations” in Moscow. In March of 2008, she did research at the Historical Society of the University of Wisconsin in Madison. In September, she spent two weeks at the Mudd Library archive in Princeton where she mined the papers of Louis Fischer. In May 2009, Elena Matveeva presented a chapter entitled “Louis Fischer and his struggle for Recognition” at the HCA’s summer Ph.D. colloquium. In August, she visited the archives of the University of Oregon in Eugene, OR, and Stanford University, CA, where she worked with the papers of Eugene Lyons. In 2010, she completed a chapter about “Culture, Politics, and Dissent in Eugene Lyons’ Moscow” and is about to finish her next chapters on Maurice Hindus and William Henry Chamberlin. Elena Matveeva is currently in the fifth year of her Ph.D. project.



Katia Rostetter, M.A.

“‘Spaces of Decivilization’: A Civilization-Studies Approach to Cormac McCarthy’s Fiction”
Supervisor: Prof. Dr. Dietmar Schloss (English Department)

Long ignored and sometimes even denounced as merely another writer who exploits depictions of excessive violence to attract readers, Cormac McCarthy has only recently been recognized as a writer of serious fiction by literary critics.

This dissertation, which is part of a larger project on “Violence and the Hidden Constraints of Democracy: A New Civilization Studies Approach to Contemporary American Fiction,” aims at a more comprehensive understanding of



the role of violence in Cormac McCarthy's fiction. It looks at depictions of violence in their context, as part of the societies McCarthy portrays in his fiction. The dissertation will look at and explain the frequent and sometimes very graphic violence found in McCarthy's fiction using theories of modernization and civilization as a theoretical framework. In particular, Norbert Elias' theoretical premise that the process of increasing pacification of the habitus is closely connected, in fact, indivisibly linked, to processes of state-formation as ever more complex and dense networks of interdependence evolve will inform my approach to understand the depictions of violence in their societal context.

The project aims to look at the depictions of violence in Cormac McCarthy's fiction from two different but connected angles. First, it approaches the novels as metaphorical or allegorical commentaries on American society and the role of violence therein. Second, the project aims to explore the sociological and aesthetic dimension of literary depictions of violence. Questions concerning the reasons why violence seems to be attractive to largely pacified readers living in a democratic state, or how depictions of violence might offer an outlet for feelings which have to be repressed in postmodern American society, will guide this part of the dissertation project. As part of the larger project, this subproject aspires to give a better understanding of the role violence plays in American fiction, and how it is then reflected upon American society.

Johannes Steffens, M.A.

"The Racial Integration of the American Workplace: How U.S. and Foreign Companies Ended Racial Discrimination in Employment"

Supervisor: Prof. Dr. Manfred Berg (History Department)

This dissertation project examines the role of American corporations and international (primarily German) companies with large subsidiaries in the United States in ending racial discrimination in employment. By looking inside the corporate black box, it seeks to challenge the dominant monolithic image in the public and in academia of corporations as rancorous opponents of equal employment opportunity and make an original contribution to the study of the "long civil rights movement." The main research interest lies firstly in the motivation of companies to abandon centuries-old practices of excluding ethnic minorities from many professions and secondly in the ways and means with which companies developed and implemented nondiscriminatory hiring and promotion practices (known as fair employment practices, equal employment opportunity, affirmative action, or diversity management) and transformed their ethnically homogeneous personnel into multicultural workforces within a relatively short time span. In examining this profound transformation



process, the project aims to uncover the interrelations between corporate actors and the legislative, executive, and judicial branches as well as social actors. Lastly, it seeks to uncover the extent to which racial discrimination and integration efforts in U.S.-subsidiaries of foreign companies were influenced by the business culture and politico-economic conditions in the home country of the parent companies.

Selected Publications

The following list includes books and book chapters, articles and entries for reference works that have been published by HCA faculty and staff in 2009/2010. It furthermore encompasses publications relevant to the field of American Studies that have been published by scholars from the academic departments affiliated with the HCA.

Manfred Berg (HCA and History Department)

"Die Überzeugungsstrategien von Restitutionsbewegungen. Die Forderung nach Reparationen für die Sklaverei in den USA," in: Angelos Chaniotis et al., eds., *Überzeugungsstrategien. Heidelberger Jahrbücher* 52 (Berlin and Heidelberg: Springer Verlag, 2009), 61-71.

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"Civil Rights Act of 1960," in: Paul Finkelman et al., eds., *Encyclopedia of African American History, 1896 to the Present: From the Age of Segregation*

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"Literacy Tests," in: Paul Finkelman et al., eds., *Encyclopedia of African American History, 1896 to the Present: From the Age of Segregation to the Twenty-First Century*. 5 Vols. (New York: Oxford University Press, 2009), Vol. 3, 176-77.

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"Die Ursprünge der Sklaverei in Nordamerika," in: Stefan Weinfurter, ed., *Neue Wege der Forschung. Antrittsvorlesungen am Historischen Seminar Heidelberg 2000-2006*. (Heidelberg: Universitätsverlag Winter, 2009), 155-178.

"American Wars and the Black Struggle for Freedom and Equality," in: Georg Schild, ed., *The American Experience of War*. (Paderborn: Ferdinand Schöningh, 2010), 133-54.

with Dieter Gosewinkel, "Law: Constitution and Culture," in: Christof Mauch, ed., *The United States and Germany During the Twentieth Century: Competition and Convergence*. Publications of the German Historical Institute, Washington, D.C. (Cambridge and New York: Cambridge University Press, 2010), 52-69.

Rashida K. Bragg
(HCA and Stanford University)

"Performing Home: Sidney Bechet's Restless Route through Jazz in France," in: *African and Black Diaspora: An International Journal* 3 (2010).

„Between African-American and European: Kenny Clarke's Musical Migrations." *African and Black Diaspora: An International Journal* 3.1 (2010).

Winfried Brugger (Law Department)

"Neuere Rechtsprechung des U.S. Supreme Court," in: *Juristenzeitung* 64 (2009), 609-621.

"From Hostility through Recognition to Identification: State-Church Models and their Relationship to Freedom of Religion," in: Hans Joas and Klaus Wiegandt, eds., *Secularization and the World*

Religions. (Liverpool: Liverpool University Press, 2009), 160-180.

"Schutz oder Verbot von Hassrede? Ein Streit zwischen Amerika und Deutschland," in: Philipp Gassert/Detlef Junker/Wilfried Mausbach/Martin Thunert, eds., *Was Amerika ausmacht. Multidisziplinäre Perspektiven*. (Stuttgart: Franz Steiner Verlag, 2009), 115-128.

Bob Cherny
(HCA and San Francisco State University)

"Graft and Oil: How Teapot Dome Became the Greatest Political Scandal of its Time," in: *History Now* (online journal of the Gilder Lehrman Institute of American History), June 2009. Online at http://www.historynow.org/06_2009/historian5.html

Kirsten Fischer
(HCA and University of Minnesota)

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Dorothea Fischer-Hornung
(English Department)

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Philipp Gassert **(HCA and University of Augsburg)**

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"The 'Golden Arches': Image or Counter-Image of Europe?" in: Benjamin Drechsel and Claus Legge-wie, eds., *United in Visual Diversity. Images and Counter-Images of Europe*. (Innsbruck: Studienver-lag, 2010), 225-237.

Thomas Gijswijt

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Jens Hofmann (HCA)

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Mischa Honeck (HCA)

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"Siri Hustvedt, What I Loved," in: Dietmar Schloss and Heiko Jakubzik, eds., *Zweiundzwanzig amerikanische Romane aus dem neuen Jahrhundert: Literaturkritische Essays zur Einführung*. (Trier: Wissenschaftlicher Verlag Trier, 2009), 167-180.

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Jeannette Eileen Jones (HCA and University of Nebraska-Lincoln)

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Detlef Junker (HCA)

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Martin Klimke (HCA and German Historical Institute, Washington D.C.)

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with Belinda Davis, Carla MacDougall and Wilfried Mausbach, eds., *Changing the World, Changing Oneself: Political Protest and Intercultural Identities in 1960/70s West Germany and the United States*. (New York/Oxford: Berghahn Books, 2010).

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Steven Less (HCA)

"The International Administration of Holocaust Compensation: The International Commission on Holocaust Era Insurance Claims (ICHEIC)," in: Armin von Bogdandy et al., eds., *The Exercise of Public Authority by International Institutions: Advancing International Institutional Law*. (Berlin and Heidelberg: Springer-Verlag, 2010), 607-658.

Günter Leypoldt (English Department)

"The Transcendental Turn in Nineteenth-Century New England," in: Bernd Engler and Oliver Scheiding, eds., *A Companion to American Cultural History*. (Trier: Wissenschaftlicher Verlag Trier, 2009), 275-301.

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Julia Lichtenstein (nee Merkel) (HCA)

“Inherent Defeatism in Barry Hannah’s The Agony of T. Bandini and Uncle High Lonesome,” in: *CO-PAS* 11 (2010).

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Wilfried Mausbach (HCA)

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“Das europäische Exil und die kollektive Identität der 68er-Bewegung in den USA,” in: Claus-Dieter Krohn and Lutz Winckler, eds., *Exil, Entwurzelung, Hybridität*. (= Exilforschung. Ein internationales Jahrbuch, Vol. 27) (München: edition text + kritik, 2009), 115-132.

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“America’s Vietnam in Germany – Germany in America’s Vietnam: On the Relocation of Spaces and the Appropriation of History,” in Belinda Davis, Wilfried Mausbach, Martin Klimke and Carla MacDougall, eds., *Changing the World, Changing Oneself: Political Protest and Collective Identities in West Germany and the U.S. in the 1960s and 1970s* (New York: Berghahn Books, 2010), 41-64.

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Peter Meusburger (Department of Geography)

“Milieus of Creativity. The Role of Places, Environments, and Spatial Contexts,” in: P. Meusburger, J. Funke, and E. Wunder, eds., *Milieus of Creativity. An Interdisciplinary Approach to Spatiality of Creativity. Knowledge and Space*. Vol. 2 (Dordrecht: Springer, 2009), 97-153.

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Mohamed Metawe (HCA)

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Patrick Roberts (HCA)

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with Matthew Dull, "How Congress Should Repair the Vacancies Act," *The Hill*, January 9, 2009.

Anthony Santoro (HCA)

"Hermeneutical Communities in Conflict: The Bible and the Capital Jury," in: Bart C. Labuschagne and Ari M. Solon, eds., *Religion and State – From Separation to Cooperation? Legal-Philosophical Reflections for a De-Secularized World*. ARSP sup-

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Dietmar Schloss (HCA/English Department)

ed., *Civilizing America: Manners and Civility in American Literature and Culture*. (Heidelberg: Universitätsverlag Winter, 2009).

with Heiko Jakubzik, eds., *Zweiundzwanzig amerikanische Romane aus dem neuen Jahrhundert: Literaturkritische Essays zur Einführung*. (Trier: Wissenschaftlicher Verlag Trier, 2009).

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with Heiko Jakubzik, "Einleitung," in: Dietmar Schloss and Heiko Jakubzik, eds., *Zweiundzwanzig amerikanische Romane aus dem neuen Jahrhundert: Literaturkritische Essays zur Einführung*. (Trier: Wissenschaftlicher Verlag Trier, 2009), 1-12.

with Simone Falk, "Paul Auster, The Book of Illusions" in: Dietmar Schloss and Heiko Jakubzik, eds.,

Zweiundzwanzig amerikanische Romane aus dem neuen Jahrhundert: Literaturkritische Essays zur Einführung. (Trier: Wissenschaftlicher Verlag Trier, 2009), 15-27.

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Manfred G. Schmidt (Department of Political Science)

"Staat und Markt – die Vereinigten Staaten von Amerika und Europa im Vergleich," in: Philipp Gassert/Detlef Junker/Wilfried Mausbach/Martin Thunert, eds., *Was Amerika ausmacht. Multidisziplinäre Perspektiven*. (Stuttgart: Franz Steiner Verlag, 2009), 129-139.

Cristina Stanca-Mustea (HCA)

„Universal Pictures: Propaganda-Export-Exchange“ in: Andrzej Mania and Lukasz Wordliczek, eds., *The United States and the World: From Imitation to Challenge*. (Krakow: Jagiellonian University Press, 2009).

Martin Thunert (HCA)

with Detlef Junker und Wilfried Mausbach, eds., *State and Market in a Globalized World: Transatlantic Perspectives*. (Heidelberg: Universitätsverlag Winter, 2009).

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“‘Große Zelte’ – Entwicklungen amerikanischer ‚Volksparteien‘ und mögliche Rückschlüsse für die deutsche Diskussion,” in: Ralf Thomas Baus, ed., *Zur Zukunft der Volksparteien. Das Parteiensystem unter den Bedingungen zunehmender Fragmentisierung*. (St. Augustin/Berlin: Konrad-Adenauer-Stiftung, 2009), 121-146.

“The Information and Decision Support Centre (IDSC) of the Egyptian Cabinet: A Think Tank in the Making”, in: *Zeitschrift für Politikberatung*, 2, no.4 (2009), 679-685.

With Wilfried von Bredow, “Grenzen, Sicherheit, Wirtschaft – und morgen Energie? Prioritätenprobleme im kanadisch-amerikanischen Verhältnis nach dem 11. September 2001,” in: *Zeitschrift für Kanada-Studien* 30, no. 1 (2010), 24-46.

„Erfährt die ‚Weisheit der Vielen‘ in der Politikberatung zu wenig Wertschätzung und Nutzung?“ in: Gerd Pischetsrieder, ed., *Werte, Wertschätzung, Wertschöpfung ... für Beruf und Unternehmen*. (Hamburg: GPO Verlag, 2010), 135-143.

“Obamas Redekunst – Instrument zum Machterwerb, aber nicht zum Machterhalt?” in: Jürgen Weibler, ed., *Barack Obama und die Macht der Worte*. (Wiesbaden: VS-Verlag, 2010), 81-99.

with Svenja Falk, Andrea Römmele, Henrik Schöber, “Vom strategischen Nutzen des Wissens für die Politikberatung,” in: *Politische Vierteljahresschrift* 51, vol. 1 (2010), 119-125.

with Svenja Falk, Andrea Römmele, Henrik Schöber. “Politikberatungsforschung”, in: Irene Gerlach, Eckhard Jesse, Marianne Kneuer, and Nikolaus Werz, eds., *Politikwissenschaft in Deutschland*. (Baden-Baden: Nomos 2010), 97-122.

Simon Wendt (History Department and Goethe University Frankfurt)

“‘We Were Going to Fight Fire with Fire’: Black Power in the South,” in: Peniel E. Joseph, ed., *Neighborhood Rebels: Black Power at the Local Level*. (New York: Palgrave Macmillan, 2010), 131-147.

“Black Self-Defense,” “Deacons for Defense and Justice,” and “Williams, Robert F.,” in: Leslie Alexander and Walter Rucker, eds., *Encyclopedia of African American History*. (Santa Barbara: ABC-CLIO, 2009).

“African American Resistance, Jim Crow Era,” “African American Resistance, Reconstruction Era,” and „American Slave Rebellions,” in: Immanuel Ness, ed., *International Encyclopedia of Revolution and Protest: 1500 to the Present*. (New York: Blackwell, 2009), 16-19, 19-21, 88-90.

Selected Talks

During 2009/2010, the following HCA staff members, students, and associates gave talks at the conferences, workshops, and panel discussions listed below:

Dorothea Fischer-Hornung (English Department)

"Structural Violence and Thanatos in Dave Egger's *Zeitoun*." American Studies Association, November 2010, San Antonio, Texas.

Lectures on Katherine Dunham, Zora Neale Hurston, Maya Deren, and the Circum-Caribbean Culture of Vodoun, April 2010, Bate College, Maine.

"Occupied Bodies: Zombies in William Seabrook's Memoir *The Magic Island* and the Film *White Zombie*." American Studies Association, November 2009, Washington, D.C.

Mischa Honeck (HCA)

"Liberating Sojourns? African American Travelers in Mid-Nineteenth Century Germany." Conference "Black Diaspora and Germany Across the Century," March 19-21, 2009, German Historical Institute, Washington, D.C.

"Exile, Emancipation and Cosmopolitan Nationalism in the Age of the American Civil War." Conference "Transatlantic Alliances and Networks in a Global Context," April 30-May 1, 2010, European Union Center of Excellence, University of Wisconsin-Madison.

"Why We Fight: German-American Revolutionists Confront Slavery and Secession." Symposium "Secession and War Come to Washington," May 7,

2010, United States Capitol Historical Society, Washington D.C. (CSPAN Video Library, <http://www.c-spanvideo.org/program/293631-4>).

"The Boons of Free-Labor Cotton: Transatlantic Antislavery Economies and Mid-Nineteenth Century Reform." May 29, 2010, German Association for American Studies Berlin.

"Of Murderers and Martyrs: Felice Orsini's Transnational Afterlife and the Radicalization of America." June 1, 2010, Institute of American Studies and Polish Diaspora, Jagiellonian University, Krakow.

"Immigrant Participation in the American Civil War: Revisiting the German-American Case," November 24, 2010, Department for English and American Studies, University of Erlangen-Nuremberg.

Detlef Junker (HCA)

"The Widening Atlantic: Market Gap, War Gap, God Gap." Conference "Transatlantic Alliances and Networks in a Global Context," April 28 – May 2, 2010, University of Wisconsin-Madison, USA.

"The Widening Atlantic: Market Gap, War Gap, God Gap." Conference "Coercion, Cohesion and Conflict: the Future of the Transatlantic Community," June 2 – 4, 2010, Copenhagen Business School, Denmark.

"Sind die USA eine imperiale Macht?" October 18, 2010, Lions Club Achern.

"The Widening Atlantic: Market Gap, War Gap, God Gap." Discussion organized by The German Center for Research and Innovation and the Hei-

delberg University Association at the German House, November 8, 2010, New York, USA

“The Widening Atlantic: Market Gap, War Gap, God Gap.” November 10, 2010, Center for European Studies, Harvard University.

Martin Klimke
(HCA and German Historical Institute, Washington, D.C.)

„Modern Germany’s Engagement with the Holocaust.” February 4, 2009, School of Law, Washington and Lee University, Virginia.

“From June 2 to Kent State: Transnational Symbols and Collective Identities.” International Conference „1968 in Japan, Germany and the United States: Political Protest and Cultural Change,” March 5, 2009, Japanese-German Center, Berlin.

„Von den USA nach Westeuropa: Friedensbewegung als ‚transnationales‘ Phänomen der westlichen Welt,” International Conference „Zweiter Kalter Krieg und Friedensbewegung: „Der NATO-Doppelbeschluss in deutsch-deutscher und internationaler Perspektive,” March 27, 2009, Institute for Contemporary History, Berlin.

„Countering The Other Alliance: Transatlantic Student Protest and the U.S. Department of State in 1960/70s,” June 28, 2009, Society for the History of American Foreign Relations, Falls Church, Virginia.

„Yes, We Can! Political Rhetoric in the U.S. and German Elections.” September 23, 2009, Goethe-Institute, Washington, D.C.

„Countering The Other Alliance: Transatlantic Student Protest and the U.S. Department of State in

1960/70s.” October 9, 2009, German Studies Association, Washington, D.C.

„Bewegung und Establishment. Neue Konstellationen seit 1968?.” November 30, 2009, Institut für soziale Bewegungen, Ruhr-Universität Bochum
“Schwarze und Rote Panther: Die afroamerikanische Bürgerrechtsbewegung und Black Power in der Bundesrepublik der 1960/70er Jahre.” February 24, 2010, America House Munich.

“The Other Alliance: Student Protest in West Germany and the United States in the Global Sixties,” Book Launch, April 21, 2010, Woodrow Wilson Center, Washington, D.C.

„1968 in International Perspective,” Panel Discussion, The Graduate Center, City University of New York, May 4, 2010, New York.

„An Ambivalent Partnership: Protest Movements and the Media during the Cold War.” September 10, 2010, Volda University College, Volda, Norway.

„The Other Alliance: Student Protest in the United States and West Germany in the Global Sixties,” Book Discussion, Series „Zeitgeschichte im Gespräch,” together with Ingrid Gilcher-Holtey and Gretchen Klotz-Dutschke, September 28, 2010, Heinrich Böll Foundation, Berlin.

„Between 99 Red Balloons and a Green Caterpillar: Nuclear and Environmental Discourse in 1980s Popular Music and Electoral Politics.” International Conference, „Accidental Armageddons: The Nuclear Crisis and the Culture of the Second Cold War, 1975-1989,” (convened together with Eckart Conze and Jeremy Varon), November 5, 2010, German Historical Institute, Washington, D.C.

Wilfried Mausbach (HCA)

„Das europäische Exil als intellektuelle Anknüpfung und kollektive Identität der 68er in den USA?“ March 6, 2009, H. u. E. Weichmann-Stiftung, Gesellschaft für Exilforschung, Hamburg.

„Schrittmacher, Störenfried oder Zaungast? Die amerikanische Friedensbewegung und das Ende des Kalten Krieges.“ March 27, 2009, Hertie School of Governance, Berlin.

„Western European Perspectives: Making and Implementing the Dual-Track Decision.“ (Discussant), December 11, 2009, Ministry of Foreign Affairs, Rome.

„Marching Together, Striking Separately? The Transatlantic Struggle Against the Euromissiles and the Future of the West.“ Conference „Transatlantic Alliances and Networks in a Global Context,“ April 30-May 1, 2010, European Union Center of Excellence, University of Wisconsin-Madison.

„Forlorn Superpower: European Reactions to the American Wars in Vietnam and Iraq.“ May 18, 2010, Institute for American Studies and Polish Diaspora, Jagiellonian University, Krakow.

„Nuclear Winter: Prophecies of Doom and Images of Desolation during the Second Cold War.“ International Conference, „Accidental Armageddons: The Nuclear Crisis and the Culture of the Second Cold War, 1975-1989,“ November 4, 2010, German Historical Institute, Washington, D.C.

Anja Milde (HCA)

„‘Pansies,’ ‘Dykes,’ and Panthers: New Dimensions of Social Movement Coalitions,“ March 30-April 3, 2009, sixth HCA Spring Academy: American Histo-

ry, Culture & Politics, Heidelberg.

„‘Pansies,’ ‘Dykes,’ and Panthers: Coalitions in the Gay and Civil Rights Movements.“ May 6, 2009, Interdisziplinäres Doktorandenkolloquium at Heidelberg University, Heidelberg.

„‘Pansies,’ ‘Dykes,’ and Panthers: The Challenge of Conducting an Oral History Project.“ May 27-31, 2009, Transatlantic Doctoral Workshop of Northwestern University and Ludwig-Maximilians-Universität, Munich.

„Liberal Oases in Conservative Hell: Coalitions in the Gay and Civil Rights Movements.“ December 9, 2009, the German School, Washington, D.C.

„Liberal Oases in Conservative Hell: Intersections of Race and Sexuality in Equal Rights Activism.“ April 8-11, 2010, British Association for American Studies, University of East Anglia, Great Britain.

„Liberal Oases in Conservative Hell: Oral Histories of the Intersection of Race and Sexuality in Equal Rights Activism.“ July 7-11, 2010, International Oral History Conference „Between Past and Future: Oral History, Memory and Meaning,“ Prague, Czech Republic.

„Claiming a Place at the Table: The Gay Liberation Front, the Black Panther Party, and the Complexity of Coalition Politics, 1969-1971.“ October 14, 2010, Ph.D. Colloquium, Heidelberg Center for American Studies, Heidelberg.

Dietmar Schloss (HCA and English Department)

„Shifting Positions: The Literary Intellectual in Charles Brockden Brown’s ‘Walstein’s School of History’ and *Arthur Mervyn*.“ Conference: „Moder-

nization and Intellectual Authority in US Literary Culture, 1750-1900," July 13, 2009, Heidelberg University, Heidelberg.

„The Power of Uselessness: Thorstein Veblen's and Henry James's Reflections on a New American Habitus." Conference: „Money, Manners, and Ideas: On the Interrelation Between Habitus and Social Status," December 17, 2009, Goethe-Universität Frankfurt.

„Beyond Postmodernism? Don DeLillo's Novel *Underworld* (1997) and the Contemporary American Scene." February 1, 2010, Lecture Series Literaturgeschichte, Anglistisches Seminar, Heidelberg University.

„Cosmopolitanism and Nationalism in the Literary and Political Writings of Joel Barlow." Conference „Cosmopolitanism and Nationhood in the Age of Jefferson", December 2, 2010, Free University Berlin.

Martin Thunert (HCA)

"The Party System and Recent Elections in Germany." March 3, 2009, Department of Political Science, University of San Diego, California.

"Die innere Entwicklung der westlichen Führungsmacht im Kalten Krieg." March 12, 2009, Fortbildungsseminar für Lehrkräfte an Gymnasien „Die USA – von den rebellischen Kolonien zur globalen Supermacht," Akademie für politische Bildung, Tutzing.

"Die Außen- und Sicherheitspolitik der USA im 21. Jahrhundert." March 19, 2009, Fachhochschule des Bundes, Wehrtechnik, Mannheim.

With Mario Glanzmann, "Occidentalism? Non-Western Images of the West." Workshop: "The Transcultural Atlantic," May 14, 2009, HCA, Heidelberg University, Heidelberg.

"Policy Advice and Governance: The State of the Art." Conference "Politics and Knowledge," June 4, 2009, University of Lausanne.

"Fallbeispiel Kanada." Conference "Machtquelle Erdöl: außen-, innen- und wirtschaftspolitische Herausforderungen für Nettoexporteure," June 30, 2009, German Institute for Global and Area Studies, Hamburg.

"Kanada: Nordamerikas Energiesicherheitsgarantie?" Conference „Das andere Amerika: Kanada in der historischen und politikwissenschaftlichen Forschung," July 3, 2009, Ruhr-Universität Bochum.

"Der Präsident im politischen System der USA." July 28, 2009, Summer School 2009 of the Atlantische Akademie Rheinland Pfalz, Lambrecht.

"Vom Governorator zum Girlie-Man? Zum Wandel des politischen Images von Arnold Schwarzenegger," Conference „Schwarzenegger- Body and Image," September 19, 2009, HCA, Heidelberg University, Heidelberg.

"Team of Rivals? Beratungsstrukturen in und im Umfeld der Obama-Administration." September 24, 2009, Deutsche Vereinigung für Politische Wissenschaft, Kiel.

"Obamas Gesundheitspolitik und der Widerstand gegen sie." November 13, 2009, Atlantische Akademie Rheinland-Pfalz, Lamprecht.

"Die Gesundheitsreform Obamas und ihre Kritiker." December 8, 2009, University of Kaiserslautern.

- “Wissen – Beraten – Entscheiden.” January 27, 2010, NRW School of Governance, University Duisburg/Essen.
- “From Vision to Indifference? Shifting Canadian Views on Europe.” February 19, 2010, Society for Canada Studies, Gräfenberg.
- “Speaking Truth to Power? The Politics of Expertise.” April 26, 2010, Willy Brandt School of Public Policy, University of Erfurt.
- “Neighbours at Odds? The Consequences of Shifting and Conflicting Priorities in Canadian-American Relations After September 11, 2001.” May 7, 2010, Gräfenberg.
- “Expert Policy Advice in Germany.” May 21, 2010, University of Warsaw.
- “The Performance of Canadian Democracy and Governance in Comparison to Other OECD Countries through the Lens of the Sustainable Governance Indicators (SGI) Project.” June 3, 2010, Canadian Political Science Association, Concordia University, Montreal.
- “Kanada in den transatlantischen Beziehungen – heute.” June 16, 2010, University of Augsburg.
- With Henrik Schober, “Expert Policy Advice and Public/Societal Consultation in Germany.” Conference “Intellectual Bridges to the Future: Policy Advice and Policy Development in Canada and Germany,” June 21, 2010, Canadian Embassy, Berlin.
- “Think Tanks in Germany: A Country Profile.” Workshop “Think Tanks in Global Comparison: Modes of Operation.” Friedrich Ebert Stiftung und University of Zhejiang, August 25, 2010, Hangzhou, China.
- “Das US- Hochschulsystem im Überblick.” September 30, 2010, Friedrich-Naumann-Stiftung, Mainz.
- “Kongresswahlen 2010 - Denkkarte für Obama?” November 9, 2010, Friedrich-Naumann-Stiftung, Mainz.
- „Kommissionen, Stiftungen, Think Tanks – Akteure der Politikberatung in Deutschland.“ November 11, 2010, Hamburg.
- “Progressive Think Tanks in the United States – No longer on the Defensive?” AG Politikwissenschaft in the DGfA, November 13, 2010, Lambrecht.
- “Wiedervereinigung und Europa aus transatlantischer Perspektive.” November 15, 2010, Katholische Akademie Ludwigshafen.
- “Minderheitsregierungen in Europa und Nordamerika – empirische Befunde und normative Überlegungen.” November 18, 2010, University of Augsburg.
- “Kanadas Energiepolitik und Energiesicherheit.” Lehrerfortbildung Politische Bildung: Kanada, November 30, 2010, Politische Akademie Tutzing.
- “Obamas Gesundheitsreform.” December 14, 2010, Evangelische Akademie Loccum.

Jolanta and Soheyl Ghaemian Travel Fund for Scholars

In January of 2008, the Ghaemian Foundation established the Jolanta and Soheyl Ghaemian Travel Fund for Scholars as part of its commitment to promote the arts and sciences in Heidelberg.

The purpose of the Fund, which is administered by the HCA, is to facilitate research and scholarly exchange in the field of American Studies by providing grants for travel to a library, an archive, or academic conference. The Fund is able to make annual allocations up to a total amount of 10,000 EUR. Grants are awarded in a speedy and unbureaucratic manner.

Especially in the humanities, and in particular for graduate students and younger scholars, the challenge to procure funds for research-related travel is ever recurrent and often insurmountable. The Jolanta and Soheyl Ghaemian Travel Fund for Scholars helps alleviate this condition by assisting scholars with the expense of travel. Grants from the Jolanta and Soheyl Ghaemian Travel Fund for Scholars are awarded by the HCA on a competitive basis. Eligibility is limited to graduate students, Ph.D. candidates, and postdoctoral scholars at the University of Heidelberg who work on topics related to the United States, Canada or transatlantic relations.

In 2010, the Ghaemian Travel Fund has sponsored the following young scholars and their research projects:

Tobias Endler (Anglistisches Seminar):

"How to Be a Superpower: The Public Intellectual Debate over American World Leadership after 9/11."

Julia Lichtenstein (HCA):

"Hybrid Identities in a Southern Context in Cynthia Shearer's *The Celestial Jukebox*."

Mohamed Metawe (HCA):

"Middle East Issues in Transatlantic Relations, 2003-2009."

Anja Milde (HCA):

"Pansies, Dykes, and Panthers: Coalitions in the Gay and Civil Rights Movements."

Marleen Schulte (HCA):

"Fusing the Local and the Global: Shifting Spaces in the Critical Regionalist Fiction of New England."

Tim Warneke (Historisches Seminar):

"The Ubiquitous Dr. Strangelove: Madness as a Central Topos of Cold War Discourse."

Xenia Wirth (Historisches Seminar):

"Fighting the 'Good War': Latino Soldiers' Changing Conditions in World War II."



HCA

Special Feature

Special Feature

The author of our special feature is Daniel Stein from the University of Göttingen, recipient of the Rolf Kentner Dissertation Prize, which was awarded for the first time in October 2010. This essay is based on two different papers, the first of which was presented at the special session on “Dancing About Architecture: Creating Intermedia Theory” at the Modern Language Association in Washington, D.C. (2005), the second of which was given on the occasion of the awarding of the Kentner Prize at the HCA. Many of the issues presented here are discussed more elaborately in the author’s forthcoming monograph, tentatively titled *Music Is My Life: Louis Armstrong, Autobiography, and American Jazz* (under review at the University of Michigan Press).*

Louis Armstrong as a Model for Intermedia Theory

When jazz pianist Thelonious Monk claimed that writing about jazz was like dancing about architecture, he addressed a phenomenon that has long troubled intermedia and interarts critics: the fact that cultural expressions in different media frequently impact each other and even seek to “be” like one another, as when writing about jazz aspires to become jazzy or when Duke Ellington attempts to create a “literature of music” (50).ⁱ Moving away from the more traditional understanding of literature and music as sister arts, Robert O’Meally, Brent Edwards, and Farah Griffin reject “old assumptions about the ways that a novelist emulates or evokes a saxophonist” in the introductory notes to their essay collection on the so-called New Jazz Studies. Instead, they “suggest that certain aesthetic issues, certain modes and structural paradigms . . . operate at the edges of media, at what one might term the interface of sound and script and pigment” (5). It is these interfaces among sound, text, and image that inform my analysis of Louis Armstrong’s jazz.ⁱⁱ From this perspective, Armstrong’s trumpet playing and singing as well as his stage acting, film, radio, TV appearances, photographs, interviews, multiple autobiographies, essays, and letters represent different forms of expression by a single individual

who not only extends his communication across medial boundaries but also, and this is where the intermedial potential lies, creates a productive interface for these forms. We cannot gain a full sense of Armstrong’s music by simply asking how it is constructed or what it sounds like. Instead, we must ask how musical creation intersects with stage acting, and how that in turn interacts with the autobiographical impulse in his interviews and writings.

According to the German intermedia critic Werner Wolf, “‘intermediality’ applies to any transgression of boundaries between conventionally distinct media of communication” (“Intermediality Revisited” 17); more simply put: intermediality is “the participation of more than one medium of expression in the signification of a human artefact” (*Musicalization* 1). What seems like a simple definition becomes more complicated once we realize that intermedia theory distinguishes between instances in which several media are present (plurimediality) and intermedial references in one medium to a non-present medium—jazz in the poetry of Jack Kerouac or Bob Kaufman; blues in the novels of Langston Hughes, Gayl Jones, or Clarence Major.ⁱⁱⁱ In live jazz performance,



we can find both types of intermediality: sound and images are present—we hear and see the musicians—while a third element—something we may loosely designate as “text”—stories; cultural connotations; aesthetic debates; musicians’ biographies; discourses of race, class, and gender—is undeniably present but manifests itself beneath the surface of musical articulation. What I am interested in is finding a way to grasp both types of intermediality, to accomplish more than merely assert that Armstrong’s stage acting influences our reaction to his music or that cultural connotations impact our understanding of his writing.^{iv}

A concert Armstrong and his band played in Copenhagen in 1933 forcefully illustrates the centrality of visual expression in Armstrong’s jazz (the footage is included on Gary Giddins and Kendrick Simmons’s *Masters of American Music: Satchmo*, 1986). As the band is playing the opening riff of “Dinah,” we watch Armstrong bending forward. He is facing the band; his back is to the audience. His shoulders are accenting the time, his head is nodding the rhythm, and his feet are tapping the beat. Armstrong then turns to the microphone, the camera, and the audience.

Singing the first verse, he keeps his eyes closed. Moments before the first chorus begins, he opens them in an exaggerated fashion. In addition, his mouth is always moving, overly articulating every note that emerges from it. The interplay between closing/opening eyes, the raised eyebrows, and the exaggerated lip movements creates a visual effect that is amplified by Armstrong’s vocal interjections (“yeah,” etc.) as well as his charismatic, comical grinning: Armstrong’s acting produces performative *excess*.

In a letter Armstrong wrote to his manager in 1955, such excess is realized in the medium of writing. Armstrong recalls advice a New Orleans character named Black Benny had given him shortly before the promising young musician left the South:

Something else Black Benny [said] to me, came true --> He said (TO ME) “DiPPER” as long as you live, no matter where you may be --> always have a white man (WHO LiKE YOU) and Can + will Put his Hand on your shoulder and say—“THis is “MY” NiGGER” and, Can’t Nobody Harm’ Ya.” (160)^v

Passing off the advice as folk wisdom related to him by Black Benny, Armstrong’s shifts narrative agency away from himself. The phatic use of capital letters in “WHO LiKE YOU” could be interpreted as

Armstrong's recognition of Glaser's friendship. But other markers (several of the apostrophes, the plus symbol, arrows, multiple underscores) cannot be explained functionally. It is more productive to read the passage as an *excessive* performance in writing. The visual appearance of the text disguises it as uneducated and "black" ("non-standard"), and the markers create ambiguity: Is Armstrong jiving? Is he mocking American racism? Is he implicating Glaser in acts of exploitation by situating himself in the position of the black boy in need of protection from the white man? Is he doing all of these things at once? The indexical annotations, suggesting linguistic play, evade easy verification.

The most challenging reading of Armstrong's performative practices is Brent Edwards's notion of "scat semantics." Edwards looks at Armstrong's scatting and vocal insertions in songs like "Lazy River," "Heebie Jeebies," and "Chinatown, My Chinatown" and finds a "multiplicity of register," where "[t]he language peels away from itself, questioning, mocking its own pretensions, . . . continually qualifying and breaking up its own assertions" (639). He characterizes Armstrong's scat singing as "transporting [an] excess of meaning" (624); in the stage act, he discerns "facial contortions, chest convulsions, head nods, even mouth movements, shadow pronunciations that don't correspond to any development in the production of sound" (647). It is Armstrong's excessive drive to meet and overwhelm the public through a proliferation of signs in different media that Edwards labels "scat aesthetics":

Scat works the "accompaniments of the utterance" in a given medium: in song, vocal play that liquefies words; in performance, the excessive . . . physicality of mugging; in writing, the overgrowth of punctuation, self-interruptions, asides, that exceed the purposes of emphasis, intonation, and citation. [T]he proliferation of index points at—

structurally suggests—an expressive syntax that is unavailable but inferred through its "accompaniments." (623-24)

In terms of intermedia theory, Edwards is describing a "transmedial" impulse, an impulse that does not depend on the translation from one medium to another—the transcription of vocal scatting into writing, for instance. Armstrong's scat aesthetics express the same impulse in each medium chosen for communication, employing the specific material means of each medium to convey the message: scatting in music; clowning on stage; textual annotations in his writings.

But this scat aesthetics is more than a transmedial phenomenon, and I want to suggest a reading of Armstrong's music, acting, and writing that accounts for the intermedial references among sound, image, and text that inform his performances in these media.

Explaining the premise behind his concept of *cultural poetics*, Stephen Greenblatt writes about medical discourses in Shakespeare's plays: "The relation I wish to establish between [cultural] practices is not one of cause and effect or source and literary realization. We are dealing rather with a shared code, a set of interlocking tropes and similitudes" (qtd. in Montrose 401). In *Shakespearean Negotiations*, he defines cultural poetics as "the collective making of distinct cultural practices and [...] the relations among those practices" (5). Three suggestions for a cultural theory of intermediality can be drawn from Greenblatt's notion of cultural poetics. The first suggestion is that the relation between the literary and musical medium does not have to be one in which a musical source is transposed into literary form or mimicked by the text in question. Instead, cultural codes structure the circulation and negotiation of meaning. This runs counter to the very premise of intermedia criticism that focuses on text-immanent features and may

thus be called “text-centered intermediality.” Two, these cultural codes are neither arbitrary nor definitive, but performative, discursive, and cultural. They pre-structure and delimit the range of possible expressions and guide their reception, but they never totally determine them.^{vi} Three, these performances, discourses, and cultural codes are intermedial: They integrate textual, musical, as well as visual communication in various cultural fields and contradict assertions of musical and textual autonomy. If we approach Armstrong’s performance practices in this manner, we must investigate how messages in different media are connected through an overarching cultural code instead of a relationship of source-and-realization. This, then, is territory that musico-textual intermedia studies have traditionally excluded from analysis, and I label the phenomena that appear within this territory “cultural intermediality.”^{vii}

The turn to cultural codes as potential intermedial connectives beyond textual references has a critical advantage: It provides a rationale for studying medial relations beyond an author’s control. Questions of authorial control are a central weakness of text-centered criticism. “Es ist zuzugeben, dass die Fokussierung auf Zeichenkomplexe in [...] der Intermedialität zu einer Einseitigkeit führt, die sowohl autoren- bzw. producentenseitige Phänomene (z.B. die biographisch-psychologische Erscheinung der ‘Doppelbegabung’) als auch rezipientenseitige unterbelichtet,” Werner Wolf writes. “Allerdings erlaubt diese Fokussierung [...] immerhin noch den Blick auf die in keinem Fall zu vernachlässigende Dimension des Werks” (“Intermedialität” 167-68). Speaking of “werkinterne Intermedialität,” Wolf notes further: “[Sie] wird dennoch in der Regel bewusst vom Autor oder Künstler für bestimmte Zwecke der Sinnstiftung eingesetzt” (172). This assumption forces literature into a

cultural vacuum, a sort of operating table on which the critic finds a text clinically separated from its involvement with processes of culture. This is especially problematic—as Wolf himself admits—when we are dealing with artists who, like Armstrong, perform in several media. Moritz Baßler is therefore right to note about the circulation of ideas, motifs, sounds, and images through the discursively structured poetics of culture: “Erst im (von keinem Autor mehr kontrollierten) Zusammenspiel vieler [...] Diskurse konstituiert sich [...] der Sinn, die symbolische Energie [einzelner] Details” (Einleitung 21).

My focus on cultural codes and medial relations beyond an author’s control confronts critical reservations against the New Historicism’s alleged arbitrariness of context selection and its reduction of cultures to a series of texts. The Geertzian notion of “culture as text” and its attending project of cultural hermeneutics, both of which have been and continue to be influential in the conception of cultural poetics, extend the textual paradigm to the whole of culture as a series of texts, or text-like “webs of significance” (5). But in its reliance on Geertz’s text-centered cultural anthropology, New Historicist analysis is vulnerable, as Greenblatt and Catherine Gallagher have acknowledged, to “a wholesale aestheticizing of culture” (12); everything is textualized, and socio-political contexts are only, or at least primarily, grasped in terms of their textual traces and dimensions. It is also forced to privilege the discriminating abilities of the interpreter, whose identification of representative textual evidence makes possible the tracing of energies through the various texts and institutions of a culture (cf. Fluck, “Geschichte” 235, 240).

Critics like Alan Liu have been especially skeptical about Greenblatt’s focus on the anecdote as the

textual nugget in which essential cultural energy is stored and from which the workings of cultural codes in a historical period can be extrapolated. It is the metonymic or synecdochic relationship between a text and its cultural intertexts that Liu and others question. Greenblatt's answer to the question of textual selection is controversial. Speaking of the multitude of stories, anecdotes, and texts the literary critic faces, he suggests: "So from the thousands [of possible reference texts], we seize upon a handful of arresting figures who seem to contain within themselves much of what we need, who both reward intense, individual intention and promise access to larger cultural patterns" (*Renaissance* 6). Thus, "a small number of resonant texts" are embraced as "converging lines of force in [a] culture" (5); they "function [...] less as explanatory illustration than as disturbance" and "require [...] explanation, contextualization, interpretation" (*Learning* 5). Despite its potential shortcomings, Greenblatt's anecdotal approach is promising in the context of jazz, where anecdotes are not marginal, but central, and thus of particular value. Throughout much of the twentieth century, access to jazz history was almost exclusively gained through the anecdotes related by musicians to journalists and hobby historians, who wove these anecdotes together and combined them with analyses of recordings. Given the centrality of oral storytelling in the working-class culture of black New Orleans, it is not surprising that Armstrong's narratives are filled with anecdotes—I have already quoted one of the most prominent anecdotes, Black Benny's advice about seeking protection from a white man. Thus, instead of refuting Greenblatt's anecdotal emphasis, I am interested in what his approach can accomplish for the analysis of Armstrong's life writings. A brief excursus shall test the validity of such an approach.

Armstrong's penchant for storytelling manifests itself in a curious but fascinating anecdote he told numerous times in different situations, a story about when he was a child and was asked to fetch water for his mother from a nearby river. He told this anecdote in the recording studio (on the *Louis Armstrong Plays W.C. Handy* album from 1954), interjected it into one of his recorded songs ("Talk to the Animals"), related it to a live audience in 1958 and 1962, and wrote about it in a letter to Leonard Feather (Oct. 1, 1941: cf. 116).^{viii} In all of these instances, except for the letter, the anecdote is presented as an autobiographical experience, most likely because he tended to personalize everything he performed. In the letter, it is presented as a joke told by blackface comedian George Williams:

He (George Williams) said when he was a little boy living way out in the country one day his mother sent him down to the pond to get a pail of water. She said, "Boy, run down to the pond and fetch me a pail of water right away." So he went running down to this pond to get this water, and the minute he went to dip his pail into this water he looked over there and spied an alligator lying in this water. George said he'd gotten so terribly frightened until he clear forget to get the water and immediately started to running home. And no sooner had he gotten to the porch of his home, his mother said to him: "Boy, where's that water that I told you to get?" And George said, "Mother, there's an alligator in that water." And his mother said, "Aw, boy, go and get me that pail of water. Don't you know that that alligator was as afraid of you as you were of him." Sez George, "Well mother, if that alligator was as afraid of me as I was of him, that water isn't fit to drink." (116)

Once we look more closely at alligator references in Armstrong's oeuvre, we find song titles like "Alligator Hop" (with King Oliver's Creole Jazz Band, 1923) and "Alligator Crawl" (with the Hot Seven, 1927). We also discover the slang term "gate," which, the glossary in *Swing That Music*

and other sources tell us, is short for “alligator” and describes the “non-playing swing devotee” (135).

Apart from the anecdote’s appearances in these diverse media, which create an intermedial web of significances, there are other, more complex cultural resonances. For instance, common racist depictions of African Americans after the Civil War began to caricature blacks as intellectually inferior alligator bait (cf. Boskin, *Sambo* 134, 136, 137, 146), and these kinds of caricatures did by no means end with the arrival of the twentieth century. Kenneth Goings’s research on post-World War II cultural artifacts documents the lasting pervasiveness of “[t]he Old South themes of watermelon and alligator bait” in the 1950s and 60s (73). Yet these Old South themes materialized in various ways, not all of them racially deprecating or explicitly denigrating. While they were manifested, on the one hand, in letter openers spotting a black human head sticking out of an alligator’s mouth (cf. Goings n. pag.), they also appeared in African-American folklore, as a recent collection of stories Zora Neale Hurston collected for the Federal Writers’ Project illustrates (it is titled *Go Gator and Muddy the Water*). The alligator story and its complex dispersal across Armstrong’s oeuvre and beyond—an Italian compilation of Armstrong recordings features a black boy on all fours trying the crawl away from an alligator; the recent Disney movie *The Princess and the Frog* (2009) is set in New Orleans, has a jazzy soundtrack, and features an alligator named Louis who also happens to be a trumpet virtuoso—demonstrates the significance of Greenblatt’s anecdotal approach, but it also illustrates the shortcomings of an exclusively text-centered perspective.^{ix} Such racial stereotypes, stock images, caricatures, and folk stories are disseminated via many media; they collaborate intermedially by reinforcing racial codes, and they

unfold their cultural power as modern signifiers of “blackness.” But how are they related? How can we describe their relationship in historical terms? In New Historicist terms, it is their partaking in an overarching cultural poetics that constitutes the collaboration and relations beyond individual media.

What we encounter in Armstrong’s music, stage antics, and writings is a cultural sensibility that is best understood in its relation to a set of “minstrel codes,” the cultural connotations Houston Baker has described as the “*sound* emanating from the minstrel mask” (18), the “*strategies of attraction*” (29) that offered audiences familiar images, sounds, and narratives of blackness. In the popular imagination of ante- and postbellum America (especially in the North), minstrel figures like Jim Crow, Zip Coon, and Sambo served as racial caricatures and comic representative of blackness: Played by white actors in blackface, they were portrayed as humorous and musical clowns. Their language (stigmatized fake black dialect) and music (banjo tunes frequently celebrating plantation life), as well as their nappy hair, thick lips, bulging eyes, and exaggerated gestures expressed a racial code, assigning intellectual inferiority, speech deficiencies, and other ridiculous attributes to the African-American population. The minstrel influence on twentieth-century popular culture manifested itself in the immensely popular “coon” songs, in African-American musical theater as well as in blackface acts like Al Jolson’s in *The Jazz Singer* and roles for black actors (including Armstrong) in Hollywood movies.

The minstrel influence in Armstrong’s work has been frequently acknowledged—and criticized—, but it is important that we understand its implications as a cultural code that connects all of Armstrong’s practices within a framework

of cultural intermediality. In Armstrong's work, we find something theater historian Harry Elam has called "productive ambivalence." Three examples may illuminate the intermedial workings of productive ambivalence in Armstrong's mobilizations of the minstrel code.

First, Armstrong's music: Armstrong played minstrel-type songs throughout his life. "When It's Sleepy Time Down South," his signature song, contains many nostalgic references to southern plantation life; the lyrics speak of banjos "ringing" and mammies "singing"; they depict "darkies" happily "dancing to the break of day." What we have to keep in mind here, however, is that Armstrong is never completely confined by this code, that it is always connected with his music, whether through his vocal mastery or his technical prowess on the trumpet, which serve to infuse the minstrel code with an element of ambivalence that is productive in the sense that it questions the ideology of black inferiority. While Satchmo activates minstrel elements, and while Armstrong uses these elements to create an intermedial network of references—the sounds, sights, and stories of minstrelsy—, his performances give way to an expression of ambiguity that goes beyond derisive depictions of blackness.

Second, Armstrong's stage acting, his mugging and clowning: the flashing of his teeth and his excessive grinning, the closing and opening of his eyes, and his spirited but over-determined dancing. These performance practices supply his audience with an image of comic and exuberant blackness that may be traced back to the racial codes established by minstrelsy, but they also demonstrate the practice of productive ambivalence, essentially troubling the very minstrel notions that structure the act because they also contain elements of vernacular humor as well as a self-conscious understanding

of the act as a performance for a paying audience.

Third, Armstrong's writings: The letter Armstrong wrote to his manager Joe Glaser mixes an expression of submissiveness that we know from the plantation romance, where it is represented by the stereotypical figure of Sambo (Armstrong needs a protective white master), with the ambiguities of verbal play. We do not know for sure who the real master is—at the end of the letter, Armstrong writes slyly: "It has been such a real Pleasure writing to you, Boss. Hope I didn't bore you." And in his second autobiography, *Satchmo: My Life in New Orleans* (1954), Armstrong gives an account of a train trip from New Orleans to St. Louis; we watch a slow-witted, clumsy Negro:

[M]y ears pricked up like a jackass. When I grabbed all my things I was so excited that I loosened the top of my olive bottle. . . . In the rush to get seats somebody bumped into me and knocked the olives out of my arm. The jar broke into a hundred pieces and the olives rolled all over the platform. . . . I felt pretty bad about those good olives, but when I finally got on the train I was still holding my fish sandwich. Yes sir, I at least managed to keep that. (191)

This is basic minstrel material. Armstrong is a simple creature, craving food, talking to himself or an imaginary superior white Southerner. But this view only works if we discard the musical references sprinkled throughout the autobiography and established through the cultural codes that connect autobiography and music through the figure of the autobiographer. This code reminds readers that the man who is telling these stories is also the virtuoso trumpeter of the Hot Five, Hot Seven, and other seminal jazz recordings.

To return to the question of cultural intermediality: How are music, stage acting, and writing connected beyond a transmedial impulse? I have argued that the intermedial minstrel code—its complex interaction of sounds, images, and

stories—can be identified in all media Armstrong chooses for communication. I have also argued that, rather than being constituted simply by matching phenomena, Armstrong’s performances mobilize various media by giving presence to their underlying cultural code: the ideologies and discourses of American minstrelsy and their twentieth-century continuation. Therefore, to reiterate a New Historicist assumption, Armstrong’s engagement with the contradictions inscribed in the minstrel code—Eric Lott’s love-and-theft dynamics—productively performed central beliefs in early twentieth-century American culture: the belief that African-American artists and entertainers must pepper their performances with comic enactments of “blackness” in order to be appreciated, and the belief that such versions can be safely integrated within a raced national self-understanding. In following this code, Armstrong was able to affirm his audience’s values and keep people tuned in to his music. At the same time, as Ralph Ellison reminds us, he “made poetry out of being invisible” (8).

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Notes

- * The author wishes to thank Detlef Junker, Mischa Honeck, Anja Schüler, Wilfried Mausbach, and Cristina Stanca-Mustea at the HCA for their hospitality. Thanks also go to Rolf Kentner, Günter Leypoldt, and the commission that awarded the Rolf Kentner Dissertation Prize to the author's dissertation on Louis Armstrong
- i. On Ellington's literary experiments in music and autobiography, see Edwards, "The Literary Ellington." I discuss the confluences of music, visual representation, and verbal discourse that produce Thelonious Monk's intermediality as a jazz icon in "Hearing, Seeing, and Reading Thelonious Monk: Toward a Theory of Changing Iconotexts."
 - ii. While I focus on Armstrong here, my observations are relevant for other jazz autobiographies as well. In "The Performance of Autobiography," I also discuss Duke Ellington's *Music Is My Mistress*, Billie Holiday's *Lady Sings the Blues*, Mezz Mezzrow's *Really the Blues*, and Charles Minus's *Beneath the Underdog*.
 - iii. For jazz-specific analyses of music-text relations, see Osteen, "Introduction: Blue Notes Toward a New Jazz Discourse"; Jarrett, *Drifting on a Read: Jazz as a Model for Writing*.
 - iv. See also Stein, "Jazz-Autobiographie und kulturelle Intermedialität: Theoretische und praktische Überlegungen zur Beziehung von autobiographischem Text und improvisierter Jazzmusik."
 - v. For a facsimile of this passage of the letter, see Edwards, "Louis Armstrong and the Syntax of Scat," 642-43.
 - vi. As Moritz Baßler explains: "Im Vordergrund steht hier nirgends die klassische semiotische Vorstellung eines kulturellen Codes und seiner konkreten Realisierungen, sondern die Vorstellung des 'Eingebettetseins' (*embeddedness*) eines Textes in einen kulturellen Kontext aus Texten" (*Die kulturpoetische Funktion* 49).
 - vii. For a more elaborate version of this argument, see Stein, "From Text-Centered Intermediality to Cultural Intermediality; or, How to Make Musico-Textual Studies more Cultural."
 - viii. He relates the anecdote at the Monterey Jazz Festival in 1958 (see *Louis Armstrong: Live at the 1958 Monterey Jazz Festival*) and during a concert in Chicago in 1962 (cf. Giddins, *Satchmo* 28-29).
 - ix. The compilation is titled *See You Later...*; the rest of the line ("alligator") is implied. "See You Later, Alligator" was written and first recorded by Louisiana-born Bobby Charles in 1955. It was popularized by Bill Haley and the Comets. For images of African-American children as alligator bait, see Goings 42, 80, 81.



**A Forum for
Public Debate**

A Forum for Public Debate

As a forum for public debate, the Heidelberg Center for American Studies (HCA) facilitates communication between the academy and the general public as well as among the business community, the political sphere, and the media.

In its public forums, the HCA presents current research in the field of American Studies to the public in our public forums. These include the HCA's Baden-Württemberg Seminar, individual lectures on the United States, and high-profile keynote addresses on the U.S. and transatlantic affairs, debates, and panel discussions.

Strongly believing that mutual respect and consideration can only be achieved through an open-minded but critical debate, the HCA's public forum serves as a venue for dialogue and discussion about the United States, thus enhancing the understanding of the United States in Germany.

The Baden-Württemberg Seminar

Each spring and fall, the HCA invites distinguished scholars, public policy experts, journalists, writers, and artists to participate in its Baden-Württemberg Seminar. Initiated in the spring of 2007 as a lecture series featuring fellows of the American Academy in Berlin and coordinated by the HCA, the seminar has been run exclusively by the HCA since the summer of 2009. Participants present their current work, discuss issues of transatlantic interest or read from their writings at selected institutions throughout the state of Baden-Württemberg.

Baden-Württemberg's profound interest in the United States is reflected in many of its cultural, political, and economic institutions, its corporations, museums, and libraries. This year, the HCA was pleased to present the seventh and eighth semester of the Baden-Württemberg Seminar. Our cooperation partners in 2010 were the graduate program "Globalization and Cultural Studies" at the University of Mannheim, the German-American Lawyers' Association, the Law Department of

Heidelberg University, the Marsilius Kolleg at Heidelberg University, the Deutsch-Amerikanisches Institut (d.a.i.) (German-American Institute) in Tübingen, the English Department of Heidelberg University, the History Department of Heidelberg University, the Freiburg Institute for Advanced Studies (FRIAS), School of Language & Literature, and the Deutsches Literaturarchiv Marbach. We wish to thank this committed network of partners for their continued support.

Spring Seminar 2010

This year's spring semester of the Baden-Württemberg Seminar brought six speakers to the state. Its topics ranged from a discussion of Thomas Jefferson and the Declaration of Independence to President Obama's foreign policy. Once again, many of these excellent lectures were made possible by the support of our partners and their commitment to the transatlantic dialogue.

The 2010 spring program opened on April 22 at

the University of Mannheim in their graduate program "Formations of the Global." Hall Gardner, Professor of International and Comparative Politics at the American University of Paris, addressed "Obama's Foreign Policy: Surmounting Nightmarish Scenarios?" In a sweeping analysis, Professor Gardner analyzed the developments in Euro-Atlantic relations in view of the changing nature of the European Union and the United States. He identified and examined the main political processes in the transatlantic alliance and evaluated the prevalent trends in transatlantic relations with strategically important third countries and regions, such as Russia, China, the Balkans, and the Middle East, as well as the E.U. and U.S. relationship with key international organizations, such as NATO, the UN and G-7/8.

The importance of international cooperation was also a major theme in the talk of Edith Stein Weiss, Francis Cabell Brown Professor of International Law at Georgetown University, who spoke on "The Evolution of International Water Law." This lecture took place on May 12 at the HCA and was co-hosted by the German-American Lawyers' Association, the Law Department and the Marsilius Kolleg at Heidelberg University. A former member of the World Bank's Inspection Panel, Professor Weiss gave a compelling overview about the problem of managing fresh water resources, which are at the same time ecological, economic, social, and cultural goods. She pointed out that managing them is complicated by tensions arising from possible clashes between the policies favouring privatization, trade and investment liberalization, and domestic and international regimes governing water resources, environmental protection and human rights. Weiss contended that international rules on trade and investment may affect efforts by governments to manage and protect their fresh water resources and to regulate services for deli-

very of fresh water and addressed the key issues that increasingly confront policy makers, tribunals, arbitration bodies and other institutions.



Judith Wechsler, Tufts University

For the third event in this year's spring program of the Baden-Württemberg Seminar, the HCA was privileged to host a talk by Judith Wechsler, an art historian and documentary film maker from Tufts University. Professor Wechsler is the author of a number of standard works in art history and has directed more than twenty documentaries. She spent the spring as the Berthold Leibinger Fellow at the American Academy in Berlin, where she was working on a documentary film about her father, the pre-eminent Judaic scholar Nahum N. Glatzer. Judith Wechsler shared many personal impressions of her father's biography and left the audience with an encompassing picture of his significance for the revivification of Judaic studies in a time of exile and for twentieth-century German-Jewish and American intellectual history.

On June 10, Marcia Pally, a well-known journalist and professor of Multilingual Multicultural Studies at New York University, posed the question "Is Religion Incompatible with Democracy?" to the audience at the Deutsch-Amerikanisches Institut (d.a.i.) in Tübingen. Two weeks later, James Mohr, Philip H. Knight Professor of Social Sciences at the University of Oregon, came to the HCA to talk about "Licenses on their Own Terms: The Strange Legal Origins of the American Medical Profession." Professor Mohr looked at a Supreme Court case even many U.S. legal scholars do not know much about. He argued that *Dent v. West Virginia* (1899) had major implications for the development of the medical profession in the United States: It determined what the American approach to medical practice would be in the future, opened a constitutional door for a new era of licensing in the U.S., created a unique form of license criteria for physicians that led to a subsequent lack of internal regulation and public oversight, elevated the practice of medicine to the status of a state-sanctioned profession (only the second one in U.S. history) and launched a scramble for professional status that eventually created a highly stratified occupational landscape in the U.S.

The last lecture of this spring's Baden-Württemberg Seminar fascinated the sizeable audience and engaged historians and literary scholars alike. In her talk, Betsy Erkkilä, professor of literature at Northwestern University, challenged a widely accepted tradition of thought about Jefferson's original as opposed to his final version of the Declaration of Independence. Through close reading and historical and contextual analysis, she foregrounded a more secular, bodily, "agonizing," passionate, sentimental, literary, morally utopian, and radical version of the Declaration, the Revolution, and the founding that was repressed in the final version of the Declaration. Erkkilä argued

that judged by the literary standards of Jefferson's time, the first version of the Declaration tells a more aesthetically unified, morally coherent, affectively powerful, and revolutionary story that might have changed American history. This becomes particularly evident in Jefferson's condemnation of slavery and the slave trade as a violation of the "most sacred rights of life and liberty" and his impassioned renunciation of the British people for abandoning their virtuous American "brethren" in their struggle against British tyranny. This event took place at the HCA and was co-sponsored by the English Department at Heidelberg University.

Fall Seminar 2010

For the eighth semester of the Baden-Württemberg Seminar, the HCA once more put together an attractive series of seven lectures and readings for enthusiastic audiences. The topics of the fall program ranged from "Soft Power" to "Moral Clarity." The first event in this fall's Baden-Württemberg Seminar on October 4 was attended by a sizeable audience which included the MAS class of 2012. In her most recent book, *Irresistible Empire*, which came out in a German translation this year, Victoria De Grazia, Moore Collegiate Professor of History at Columbia University, analyzed the triumph of American consumer culture over Europe's bourgeois civilization. Having looked at this facet of "soft power," Professor DeGrazia is now conceptualizing a history of the term, which was first used by Harvard historian Joseph Nye in 1992 and flourished after September 11, 2001. In her lecture "Can We Write a History of Soft Power," she pointed out that the term originally had a very positive connotation and was used interchangeably with the terms "cultural diplomacy," "foreign public relations" and "McDonaldization." Among other things, Professor DeGrazia posed the question when the United States started to use "Soft Po-

wer,” what work it was intended to do and what this concept said about a new moment in American hegemony.

Robert J. Norrell, Bernadotte Chair of Excellence at the University of Tennessee, started a series of November lectures with a talk on “The Media and the Movement: How Racial Images Thwarted and Enabled Race Reform in the U.S.” Looking at the representation of African Americans in the American mass media between 1890 and 1958, Professor Norrell traced the history of black protest since emancipation and linked the intensifying protest in the 1950s and 60s to changes in media portrayal. While American pop culture – comic strips, advertisement and the minstrel show – had demonized African Americans for a long time and had bolstered white supremacy, this development took a sharp turn in 1938 and enhanced the emerging Civil Rights Movement. Professor Norrell argued that against the backdrop of court decisions that bolstered African American equality and civil rights and a growing desegregation in sports, the defining media moment for black equality came with the fight of Joe Louis against Max Schmeling in June 1938. Greater racial equality was also deemed necessary for the war effort, and in the next decade or so, LIFE and LOOK magazines, the Saturday Evening Post and Reader’s Digest significantly reduced racist images; at the same time, Norrell contended, a powerful black media empire emerged and validated black culture for African Americans.

A week later the audience at the HCA was moved and inspired by Anne Hull’s engaging lecture on “The Essential Need for Journalism.” Currently the Holtzbrinck fellow at the American Academy in Berlin, Anne Hull is a national reporter at the Washington Post whose writing often focuses on the marginalized in American society and explo-



Anne Hull, *The Washington Post*

res the dilemmas of race, class and immigration. Her stories investigating the neglect of wounded soldiers at Walter Reed Army Medical Center were awarded the 2008 Pulitzer Prize for Public Service and the Robert F. Kennedy Journalism Award. Anne Hull not only gave an insider’s account of how the Walter Reed Story broke, but also emphasized that the greatest privilege for reporters is to be given the time, weeks and months, to follow stories closely and intensively. She also reported about the dilemmas journalists face in “front line” reporting and about the challenges of having to leave the comforts of home and city to report on the real America. Furthermore, Anne Hull alerted her audience to the current difficulties newspapers face because of diminishing resources that often go to online reporting instead of investigations like the one that blew the whistle on the Walter Reed scandal. Anne Hull’s approach to journalism is, as she emphasized, best characterized by Eudora Welty’s words: “It is not my job to judge, but merely to pull the curtain back to reveal this hidden world behind it.”

On November 23, the third lecture of the month, provocatively titled “Anti-Intellectualism in American Life: The Case of Richard Rorty,” was held by Richard Wolin of the Graduate Center of the City University of New York. Many consider Rorty to be one of America’s most significant philosophers of the postwar era who addressed the central problems of modern philosophy – the mind-

body problem, the nature of the self, the unity of truth — and debated outstanding representatives of twentieth-century European literature like Marcel Proust, Vladimir Nabokov and George Orwell. Yet, Richard Wolin contended that at a certain point Rorty became a rather peculiar philosophical presence, a philosopher who abandoned the philosophical vocation, and announced its goals and purposes in essence a dead letter. Professor Wolin in particular looked at Rorty's uneasy alliance during the 1970s with the Nietzsche-inspired "anti-philosophical" doctrines of Michel Foucault, Jacques Derrida, and Jean-Francois Lyotard — whose epistemological skepticism Rorty shared, but whose anti-liberal political views he increasingly found distasteful and incompatible with his own muted social democratic political leanings. Undoubtedly, the sizeable audience enjoyed and critically received the talk.

On the following day, the Baden-Württemberg Seminar was hosted by the Freiburg Institute for Advanced Studies, School of Language & Literature, who welcomed Laura Otis from Emory University. Currently a Fulbright research scholar at the Max Planck Institute for the History of Science, Professor Otis presented her latest project, "Thinking with Images, Thinking with Words," which analyzes the ways that individuals vary in their uses of words and images to formulate thoughts. Her methods combine basic qualitative research with cross-disciplinary and historical investigation. In her primary research, Laura Otis is interviewing a wide variety of creative professionals, especially scientists and creative writers, asking them how they obtain, develop, remember, and communicate ideas. In evaluating the results, she is comparing her subjects' insights to the findings of twentieth and twenty-first century psychologists, cognitive scientists, philosophers, linguists, and literary theorists about visual and verbal thinking. The goal of

this project is a widely accessible, interdisciplinary book integrating the knowledge emerging in each of these fields.

The eighth Baden-Württemberg Seminar concluded in December with two lectures by renowned American authors. On December 7, philosopher Susan Neiman discussed her latest book, *Moral Clarity*, which had just come out in a German edition, at the Deutsches Literaturarchiv Marbach. A moral philosopher committed to making the tools of her trade relevant to real life, Susan Neiman shows how resurrecting a moral vocabulary — *good* and *evil*, *heroism* and *nobility* — can steer us clear of the dogmas of the right and the helpless pragmatism of the left. In search of a framework for forming clear opinions and taking responsible action on today's urgent political and social questions, she reaches back to the eighteenth century, retrieving a set of virtues — happiness, reason, reverence, and hope — that were held high by every Enlightenment thinker. Susan Neiman shows that the pursuit of moral clarity is not a matter of religious faith but is open to all who are committed to these ideals.

Two days later, the HCA welcomed Professor Darrell Bock from Dallas Theological Seminary, whose book *Breaking the Da Vinci Code* became a *New York Times* bestseller in its own right. The seven codes expressed or implied in Dan Brown's blockbuster novel continue to raise questions. In his lecture "The Da Vinci Code and History: Sorting Out the Claims of a Worldwide Best-Seller," Professor Bock responded to some of the novelist's claims, using central ancient texts, and focused on the following questions: Who was Mary Magdalene; was Jesus married; and what is the remaining relevance of *The Da Vinci Code*? We are certainly looking forward to such excellent speakers and such enthusiastic audiences in the spring 2011 Baden-Württemberg Seminar.

Other Public Events at the HCA

Panel Discussion: The Obama Presidency – One Year On, January 19, 2010

One year after the inauguration of the new American president, a panel of experts met in the new atrium of the HCA to take stock of the Obama presidency. In his opening remarks, HCA Founding Director Professor Detlef Junker recalled the promises of President Obama's inaugural speech and pointed out that the president's disapproval ratings were the highest ever recorded. One of the reasons for this could lie in the administration's attempt to introduce comprehensive health care reform which, as Dr. Mischa Honeck (HCA) pointed out, is dividing the country. Political fervor has switched from Obama to his opponents. Organizations like the so-called "tea party brigades" depict him as socialist, fascist or Stalinist while they see themselves as representatives of the "common man" and are suspicious of everything the educated class believes in.

Dr. Martin Thunert (HCA) analyzed health care reform in terms of legislative process, financing, and its most controversial topics: abortion, Medicaid and access for illegal immigrants. He also pointed out that many Americans perceive high unemployment and the need to create jobs as far more important than the passing of the health care reform. Dr. Karen Smith Stegen (Energy Institute Bremen/Jacobs University) emphasized in her talk that any attempt to mitigate climate change must involve a change in the way U.S. citizens use fossil fuels. Greater conservation efforts and a push in the development of renewable forms of energy would not only reduce emissions but also the U.S. dependency on foreign sources of fuel. Yet, President Obama did not have much to offer in Copenhagen because the Senate had not yet passed



Assessing the Obama presidency.

the respective legislation. The analysis turned to foreign policy with Dr. John Deni's (HCA) remarks on Afghanistan. Dr. Deni pointed out that the war became "Obama's war" in May of 2009 when he named the new commander and subsequently increased the number of troops. Dr. Deni expects a decision on the beginning of the U.S. withdrawal in mid 2011.

Jeff Jowett (Republicans Abroad) presented a rather critical view of the Obama presidency, which he described a "failure." In particular, he pointed to the areas of foreign policy, where he said the U.S. position had been weakened, and health care reform, which the majority of Americans reject according to polls cited by Jowett. He predicted Republican upsets for the midterm elections in November as well as for the successor to Ted Kennedy's Senate seat in a race that took place that very night. In contrast, Francois Rolland (Democrats Abroad) emphasized that President Obama was right on target concerning his election promises. Also, Rolland pointed out that Obama did much to restore America's reputation in the world. The lively discussion that ensued focused on health care and foreign policy and raised the question whether any American president can live up to the expectations that come with the job.



Prof. Detlef Junker and Baden-Württemberg's Minister of Science, Prof. Peter Frankenberg

Almost one year to the day after the new HCA Annex was opened, the center had another reason to celebrate: On behalf of the President of the Federal Republic of Germany, the Baden-Württemberg Minister of Science and Research, Prof. Dr. Peter Frankenberg, bestowed the Federal Cross of Merit on the HCA's Founding Director. Professor Dr. Detlef Junker received this honor for his exceptional support of American Studies as a discipline, his academic teaching and his creative administrative abilities.

After the president of the Schurman Association, Rolf Kentner, had greeted the audience, it was addressed by the rector of the Ruperto Carola, Prof. Dr. Bernhard Eitel. In the succeeding lecture, Prof. Dr. Philipp Gassert (University of Augsburg) sketched the themes and the institutional development of American Studies in the Federal Republic of Germany. In its formative years, from the mid-

1940s to the mid-1960s, much of the discipline concentrated on analyzing the U.S. as a role model for a democratic German state. The Vietnam War launched a more critical period that lasted until the end of the Cold War, when questions of globalization and the dissolution of borders appeared on the scholarly agenda. Institutes for American Studies were founded in Munich (1949), Berlin (1964), and Frankfurt (1979). The establishment of the HCA in 2004 meant a new departure for the discipline: The HCA was founded as the first public private partnership, offering a unique range of expertise and cross disciplinary cooperation. "The Heidelberg Way," concluded Philipp Gassert, quickly became a success and the HCA turned into "one of the finest institutions for American Studies in Europe."

In his laudatio, Minister Frankenberg emphasized, that, in addition to his work as an institution build-

der, Professor Junker had enhanced the German academic reputation abroad, deepened the mutual understanding of the “other,” and thus fostered transatlantic relations in a significant way. The event concluded with a few words of thanks by Professor Junker, who dwelled on the personal memories of “the first truly transatlantic generation in German history.” Afterwards, the numerous guests took the opportunity to toast the honoree and enjoy the reception.

Panel Discussion: “Studying and Teaching in the United States and Germany – A Transatlantic Dialogue: Experiences of German and American Exchange Participants,” October 28, 2010

In late October 2010, the HCA hosted a panel discussion featuring both students and faculty who had studied and taught in the United States and Germany. This evening was part of a week long seminar for administrators in international education who toured a number of educational institutions in the state of Baden-Württemberg. In addition, a sizeable number of students were curious about how teaching and studying environments differ on both sides of the Atlantic. The event was jointly organized by the HCA, the Akademisches Auslandsamt Universität Heidelberg, and Heidelberg Alumni U.S. (HAUS) and generously supported by the German Academic Exchange Service.

After warm greetings from the HCA’s Founding Director, Professor Detlef Junker, Dr. Martin Thurnert (HCA) opened the discussion. On the podium, Professor Patrick Roberts (Virginia Tech University/HCA) and Professor Kathleen Donohue (Central Michigan University/HCA) shared their views on differences in teaching, emphasizing differences in student discipline, work ethics and grading. Professor Michael Gertz (Heidelberg University



Professors and students discuss studying and teaching in the United States and Germany.

Institute of Computer Science) commented – among other things – on hierarchies at German and American universities and how his time at the University of California/Davis helped him develop new research skills. The experience of the students – Gordon Friedrichs and Johanna Illgner from Germany and Jennifer Martens from the U.S. – focused on the structure of degree programs, the spread of the workload throughout the semester, the transparency of grading and the availability of their instructors. Eventually, the audience contributed substantially to the debate. A reception in the Bel Etage following the discussion gave everyone a chance to mingle and continue the conversation.

Media Coverage

During the past year, reports on the HCA, its faculty and staff and its activities have appeared in the following media:

The Atlantic Times, C-SPAN, Frankfurter Allgemeine Zeitung, Frankfurter Allgemeine Sonntagszeitung, Handelsblatt, Kölner Stadtanzeiger, Mannheimer Morgen, news.de, Rhein-Neckar-Zeitung, Ruprecht, Stars and Stripes, SWR2, Times Literary Supplement, titel thesen temperamente, Unispiegel, WDR 5, welt-online, Die Zeit.



Ruperto Carola: 625 Years

In 2011, the HCA will contribute to the celebration of the 625th anniversary of Heidelberg University with the following activities:

March 31, 5:00 p.m.

University Hour

“Bridges to the New World: Meet the HCA’s Partners on the Other Side of the Atlantic – A Video Conference”

March 15 - April 21

Photo Exhibition

“The Civil Rights Struggle, African-American GIs, and Germany”

April 8, 6:00 p.m.

Commencement MAS Class of 2011

Speaker: His Excellency, Philip D. Murphy,
U.S. Ambassador to the Federal Republic of Germany

June 24

America Day

Panel Discussion: “The Obama Presidency – Will There Be a Second Term?”
Announcement of the James W.C. Pennington Distinguished Fellowship

June 25

University Mile

HCA Open House: “Hot Off the Press, Hot Off the Reel, Hot Off the Grill”

October 6-8

Conference

“Religion and the Marketplace in the U.S.”

For more information, please visit:

www.625.uni-heidelberg.de or www.hca.uni-heidelberg.de





James W.C. Pennington Distinguished Fellowship

Honoring the first African American recipient of
an honorary doctorate from a European university



Call for Donations



“Germany stands high in our affections, not only on account of her literary fame, but because of the fidelity her sons have ever shown to the cause of human liberty.”

James W.C. Pennington (1809-1870)

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HCA
Humboldt Center
for American Studies

James W.C. Pennington Distinguished Fellowship

Call for Donations

The Heidelberg Center for American Studies (HCA) and the Faculty of Theology at Heidelberg University are proud to announce the creation of a new fellowship honoring James W.C. Pennington, an African American churchman, abolitionist, and pacifist who holds a special place in the history of our university.

Born into slavery in Maryland, Pennington escaped bondage at the age of eighteen. He learned to read and write, and in 1834, became the first black man to attend classes at Yale University. Four years later, Pennington was ordained minister of the Presbyterian Church. His devotion to black freedom and non-violence made Pennington a cherished member of the international peace and abolitionist movements. At the 1849 World Peace Congress in Paris, Pennington befriended the Heidelberg theologian Friedrich Carové. Impressed with Pennington's courage and eloquence, Carové persuaded Heidelberg University in the same year to confer an honorary doctorate of divinity on the black minister. It was the first time that an African American received this greatest academic honor from a European university.

On the occasion of its six-hundred and twenty-fifth anniversary, Heidelberg University wishes to pay tribute to James W.C. Pennington's extraordinary life, thereby strengthening the ties that bind Germany's oldest university to the United States and the international academic community. Our goal is to raise a total of €125,000, or roughly \$175,000, to fund a fellowship that, for an initial period of five years, will enable one American or international graduate student annually to pursue his or her dissertation project in Heidelberg for one year.

Funds raised through this scholarship drive will be awarded to graduate students focusing on research topics that held a special resonance in James W.C. Pennington's career as a spiritual leader, intellectual, and activist: slavery, emancipation, peace, education, reform, civil rights, religion, and intercultural understanding. Preference will be given to research projects centering on U.S. history, transatlantic relations or the Atlantic world.

To honor the memory of James W.C. Pennington, we ask for your support in establishing the James W.C. Pennington Distinguished Fellowship at the HCA.

All donations are tax-deductible as permitted by law. Prospective donors may wish to note that the endowment for the fellowship needs to reach at least € 25,000, or roughly \$35,000, before the fellowship can be officially launched.

For the U.S.

Checks should be made out to Heidelberg University Association (with "Pennington Distinguished Fellowship" in the check's memo line) and mailed to Heidelberg University Association
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New York, NY 10017

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A BREATH OF FREEDOM

By Maria Höhn and Martin Klimke



“This deeply moving book perfectly captures my own experience as a black soldier in the segregated U.S. army during WWII who took part in the liberation of the Nazi concentration camp of Buchenwald. Höhn and Klimke vividly illustrate the fundamental impact these events had on my own life and on the lives of so many veterans who later became foot soldiers in the **black freedom struggle.**”

—Leon Bass, WWII veteran,
civil rights activist, and former principal of
Benjamin Franklin High School, Philadelphia

“A breakthrough in international history.”

—Brenda Gayle Plummer, University of Wisconsin-Madison

“Even for those of us who were involved in the civil rights movement during the 1960s, this book is an eye-opener.”

—Bob Filner, Chairman of the House Veterans’ Affairs Committee

Based on an award-winning international research project and photo exhibition, this poignant and beautifully illustrated book examines the experiences of African American GIs in Germany and the unique insights they provide into the civil rights struggle at home and abroad.

*Digital archive including videos, photographs, and oral history interviews
available at www.breathoffreedom.org*

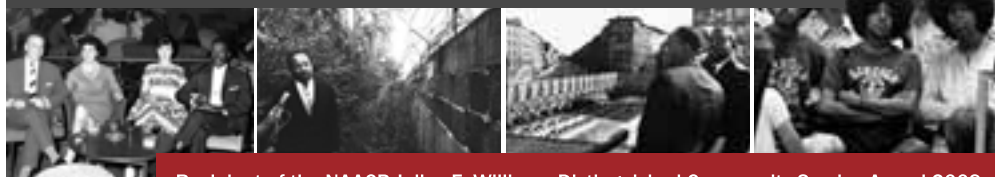
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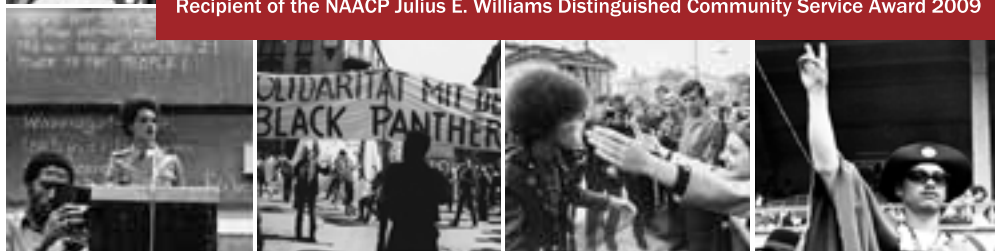


Photo Exhibition:

The Civil Rights Struggle, African American GIs, and Germany



Recipient of the NAACP Julius E. Williams Distinguished Community Service Award 2009

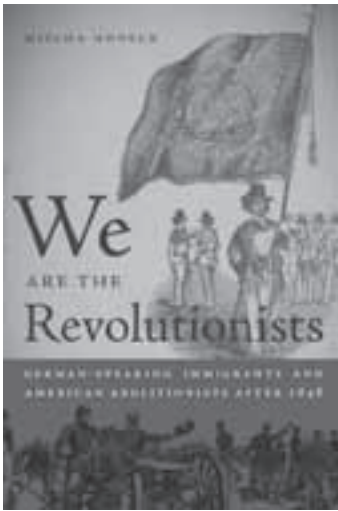


Upcoming exhibition locations in Germany, U.K. & U.S.:

- Hamburg - America Center (12/06/2010 - 01/21/2011)
- Ingolstadt - Bayrisches Armeemuseum (02/02 - 03/07/2011)
- Heidelberg - HCA Heidelberg (03/15 - 04/21/2011)
- London - GHI London (05/2011)
- San Francisco - African American Arts & Cultural Complex (01/2011)
- Oxford, MS - University of Mississippi (02/2011)
- Athens, GA - University of Georgia (03/2011)
- Chapel Hill, NC - University of North Carolina (09/2011)

For further information, please visit: www.aacvr-germany.org/exhibition
or contact us at: mail@aacvr-germany.org





From the University of Georgia Press

WE ARE THE REVOLUTIONISTS

*German-Speaking Immigrants and
American Abolitionists after 1848*

Mischa Honeck

Rethinking the struggle to end
American slavery in a transatlantic
context

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Paper ISBN: 978-0-8203-3823-1

Cloth ISBN: 978-0-8203-3800-2

Ebook ISBN: 978-0-8203-3960-3



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Widely remembered as a time of heated debate over the westward expansion of slavery, the 1850s in the United States was also a period of mass immigration. As the sectional conflict escalated, discontented Europeans came in record numbers, further dividing the young republic over issues of race, nationality, and citizenship. The arrival of German-speaking “Forty-Eighters,” refugees of the failed European revolutions of 1848–49, fueled apprehensions about the nation’s future. Reaching America did not end the foreign revolutionaries’ pursuit of freedom; it merely transplanted it. In *We Are the Revolutionists*, Mischa Honeck details how these expelled radicals joined forces with local abolitionists in the battle to overthrow slavery, which helped them find new sources of belonging in an Atlantic world unsettled by massive migration and revolutionary unrest.

“Combining German- and English-language sources as few Americanists can do, Honeck’s smart and ambitious book connects the American abolitionist movement to immigration, the midcentury revolutions of central Europe, and the ways activists on both sides of the Atlantic found to end human bondage in the United States.”

—Paul Finkelman, Albany Law School

MISCHA HONECK is assistant professor at the Heidelberg Center for American Studies at the University of Heidelberg.

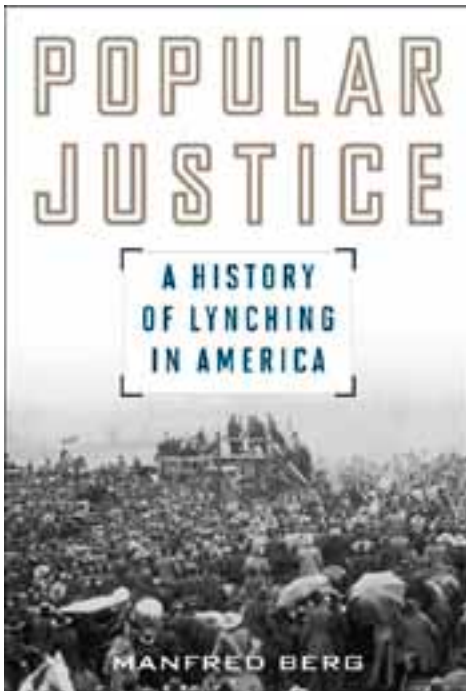
Popular Justice

A History of Lynching in America

by Manfred Berg

„Manfred Berg has written the most comprehensive overview to date on the history of mob violence in the United States. Popular Justice provides an intelligent synthesis of the extensive scholarship on lynching that is perfect for classroom use.“

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Manfred Berg is the Curt Engelhorn Professor of American History at Heidelberg University and the Heidelberg Center for American Studies. He is the author of, among other books, *The Ticket to Freedom: The NAACP and the Struggle for Black Political Integration* (University of Florida Press, 2005).

Feb 2011. 208pp. cloth.
\$35.00,-
ISBN 1-56663-802-X

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Manfred Berg traces the history of lynching in America from the colonial era to the present. Berg focuses on lynching as extralegal communal punishment performed by „ordinary“ people. He confronts racially fragmented historical memory and legacies of popular justice to help the reader make better sense of lynching as part of American history. Berg analyses lynching cases with victims ranging from African American men to white women to cattle rustlers as he explores the concepts of „frontier justice“ and „popular justice.“

„Comprehensive yet concise, this is a superb history of lynching from its colonial origins to contemporary hate crimes. While giving due emphasis to white violence against African Americans, Berg conclusively demonstrates that mob violence afflicted other racial and ethnic minorities, not only in the South but across the entire nation.“

--Clive Webb, *Reader in American History, University of Sussex*

„To the terrible tragedy of mob violence Manfred Berg brings vivid detail and narrative, capturing the sweep of violence across all regions and every ethnic group, a comprehensive account.“

—Christopher Waldrep, author of *Jury Discrimination: The Supreme Court, Public Opinion, and a Grassroots Fight for Racial Equality in Mississippi*

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