



Annual Report 2017

Imprint

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Opening Remarks

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PHILOSOPHIE UND PHILOLOGIE

The First Year at the Obama Institute for Transnational American Studies

Alfred Hornung Speaker

The official inauguration of the Obama Institute took place on February 8, 2017 as part of Black History Month. President Georg Krausch and Dean Stephan Jolie addressed an audience of students and faculty at the official opening ceremony. The press and the public reacted very favorably to this new Obama Institute whose research agenda intends to continue the work of Barack Obama and his family, and to serve as a counterbalance to the Trump administration.



During the first year of the Institute's existence, we have started to lay the groundwork for a cooperative research platform of all American Studies scholars at the universities in Rhineland-Palatinate, including the Atlantic Academy in Kaiserslautern and our international partners in Europe, North America, Africa, Asia, and Australia. We have instituted an Obama fellowship program and award the Obama dissertation prize annually. The Obama Institute cooperates with the *Journal of Transnational American Studies* and sponsors activities by our international partners, such as the conference on "The Post-Obama Ethos: The Transnational U.S. in the Aftermath of Hope," organized by Elizabeth West at Georgia State University in Atlanta, March 22–23, 2018.

Since February 2017, a number of significant meetings and conferences have taken place at the Obama Institute: a Fourth of July celebration with keynote addresses by the Director of the Atlantic Academy, Dr. David Sirakov, and the President of the German Association for American Studies, Prof. Dr. Philipp Gassert, along with poster presentations of students' theses. In August, the Obama Institute cooperated with Mia Gu GmbH (Birkenfeld) and Fudan University Press (Shanghai) in running a four-day "English Faculty Development Program" for 45 Chinese teachers and professors of English.

In the fall, the Obama Institute hosted three international conferences: "The American Short Story: New Horizons," "From Abolition to Black Lives Matter: Past and Present Forms of Transnational Resistance," and "Periodicals in Focus: Methodological

Approaches and Theoretical Frameworks." Throughout the year, Obama fellows and invited scholars gave guest lectures, chief among them the "Karl Dietz Memorial and Obama Lecture" on Thanksgiving with a presentation by Jerry Ellis, a writer of Cherokee descent.

Our American Studies students support and identify with the research agenda and the teaching program of the Obama Institute. They form part of a national and international network of scholars working on Transnational American Studies.

The Executive Board would like to thank the members of the PR team, Torsten Kathke, Tim Lanzendörfer, Christine Plicht, and Rebecca Schäfer, for coordinating the contributions to and for editing this Annual Report. We would also like to express our gratitude to Siliva Appeltrath and Anette Vollrath for handling the administrative tasks of the Obama Institute. This year in particular, we thank them for organizing and implementing the move to our new building, Philosophicum II.

The Annual Report documents the research and teaching potential of all members of the Obama Institute and the multifold cooperations with the members of the Advisory Board and Affiliate Members. Thank you all for your contributions to the activities of the Obama Institute for Transnational American Studies.

A View from Abroad

Elizabeth J. West
Advisory Board Member

The year 2017 began with the realization that before the month closed, we would witness the conclusion of a historic presidency. President Barack Obama, the first African American president of the United States, who had served not one, but two terms as the nation's commander-in-chief, was set to hand off the reigns and return to the realm of private citizen. For many who had seen Obama's presidency as the era of hope that he had so eloquently espoused, the uncertainty of what would follow highlighted the need for an outlet to examine this eight year run, to consider how Obama's influence might shape U.S. and global affairs into the future, and to find ways to promote his global humanitarian and intellectual visions through multidisciplinary and collaborative enterprises. President Obama will of course take on these goals and more through his foundation, but as evinced in a Jackson, Mississippi public school that recently changed its name from Robert E. Lee to Barack Obama, at all levels, institutions promoting education and social engagement can utilize the legacy of the 44th U.S. President to continue the kinds of inquiries and self-reflection and mobilization that he inspired. It is in this vein that I came to a greater appreciation for the inauguration of Johannes Gutenberg University's Obama Institute for Transnational American Studies.



While no one institute or institution will transform nations and behaviors on a sweeping scale, the necessity for and benefit of international dialog and research collaboration has been acknowledged among nations dating back to antiquity. The Obama Institute has been envisioned and installed to promote cross-continental exchanges and collaborations that will help to foster through academia an ideal of a global academy that can serve as example of how individual nations and populations can learn from and teach each other, and more importantly to respectfully hear contending ideas and to better exercise the art of disagreeing. I think the Institute's range of research fields is the starting point for its transnational vision: to study American/U.S. culture through a mix of the humanities, sciences, arts, and social sciences from scholars around the world calls on scholars to see the nation beyond the notion of a static entity defined simply by its construction of itself.

I was particularly impressed with the Institute's October conference seating the Black Lives Matter Movement as a point of reference to examine the history of black resistance. It illustrates the Institute's awareness of the immediate cultural tensions in the U.S. and its willingness to examine how these present issues—particularly those resting in the long history of U.S. racism—are relevant in our academic world. I was further delighted to see the mix of scholars visiting as teachers, researchers, and conference attendees, i.e. a range from junior to senior level and from diverse nations. The inaugural year has been one of high activity, and this represents a model for the future. Institutes are alive when they serve as a platform for scholarly and social engagement.

As an inaugural Advisory Board member for the Obama Institute, I am interested in conversations that we might have through annual Skype meetings and our biannual board meetings about how we can actively promote the Institute. I am hoping that the Spring 2018 conference at Georgia State University will provide an example of how we can bring the Institute to other universities, faculties, and students. It would be especially useful to meet and identify specific action items or goals that we might target for board members. Perhaps, for example, we might want to consider public relations goals of some form—such as the dissemination of information on the Institute, guiding users to our website, soliciting applicants for fellowships, etc. With respect to longterm programs, I would like to see perhaps brief writer-in-residence opportunities for graduate students and faculty. These can be competitive offerings that would again maintain a presence of international visitors to the Institute without requiring the logistics and commitment of an extended visit. In the area of Life Writing, a prominent international creative writer in residence could be a wonderful resource for students. It is in the area of collaborative work in Life Writing and the Sciences that I am especially interested—because of my own research. One of the significant opportunities in the future for the humanities is to connect in very clear and long term ways to the sciences. Establishing cross-continental humanities-science projects would put the Institute in a position of pioneer. Because interdisciplinary work of this kind is already underway through the Institute, I think the Obama Institute has the potential to be a world leader in this area.

The inaugural year of the Obama Institute has been an impressive launch. I think the challenge will be to put structures in place that will lead to generative activities and output. The board members can be helpful with some of this, but much will come from the establishment of ongoing programs that have both local and international audiences. And of course, the President himself is also central to the Institute. This might be done through the establishment of a prestigious annual award of some kind in his name.

Opening Remarks

I am excited and encouraged with the founding of the Obama Institute and what I anticipate will be its future role as a key international name in collaborative transnational studies of the Americas.





The Obama Institute

Mission and History of the Obama Institute

The history of the Obama Institute for Transnational American Studies begins with the institution of the chair for American literature at Johannes Gutenberg University in 1952. After the establishment of the first professorship on the culture of North America in Germany at the University of Berlin in 1930, also in the service of providing useful information for the political regime, American authorities instituted positions at German universities for the study of the United States after the war in Munich and Erlangen-Nürnberg in 1946, and in Mainz in 1952. The choice of Mainz for the third chair of American Studies was certainly connected to the strong presence of American troops in the state of Rhineland-Palatinate in the Southwest of Germany with important air bases in Ramstein and Spangdahlem. Mainz, the capital of Rhineland-Palatinate, and Wiesbaden, the capital of the state of Hesse across the Rhine River, used to have several barracks until the relocation of troops to the United States in the 1990s. Today there are still 70,000 troops stationed in Rhineland-Palatinate, and Wiesbaden-Erbenheim is the home of the Lucius D. Clay Garrison and became the Headquarters of United States Army Europe (USAREUR) in 2012. When the American troops left Camp Lindsey in Wiesbaden in 1993, they donated their extensive library to Johannes Gutenberg University where it now forms the USA-Bibliothek in the Georg Forster Building, complementing the holdings of the departmental and university library. The cultural influences of this American presence transformed German society and animated the course of American Studies at Mainz. Hans Galinsky, the first chair and founder of American Studies, followed an all-inclusive and comprehensive approach to American literature and culture from the multi-language colonial beginnings to its modern expressions in the twentieth century with a link to an American language education in German *Gymnasiums*. His successors, Winfried Herget and Oliver Scheiding, as well as his professorial colleagues, Klaus Lubbers, Hans Helmcke, Renate von Bardeleben, and Frieder Busch, followed this path. Together with new professorial appointees, Alfred Hornung, Mita Banerjee, Jutta Ernst, and Axel Schäfer, they transformed the original one-chair basis over the years into a cooperative research platform with an international standing.

In the first decade of the twenty-first century, the CHE (Centrum für Hochschulentwicklung) ranking recognized the quality of American studies at Mainz as one of the four research intensive fields of the University. In the research rating of English and American Studies in Germany, administered by the German Council of Science and Humanities in 2010-12, Mainz American Studies, together with the John F. Kennedy Institute in Berlin, received the highest score in research excellence.

In 2012, we also celebrated our 60-year anniversary and organized the Annual Convention of the German Association for American Studies on the topic of "American Lives," with Ambassador Philip Murphy of the U.S. Embassy in Berlin addressing the audience in the opening ceremony. In our talks, we introduced the idea to found an Obama Institute for Transnational American Studies. Both the eminent status of Mainz American Studies and the popular acclaim of the American President Barack Obama in Germany motivated us to pursue the formation of such an institute, similar to the John F. Kennedy Institute in Berlin, but with a different research agenda. The re-election of the President and his political objectives coincided with major research and teaching goals of our American Studies program: the multi-ethnic constitution of the United States of America, interreligious communication, the importance of life writing, and the transnational dimension of American politics and culture. In addition to the idea of liberty and freedom, one of the major incentives for the foundation of the John F. Kennedy Institute, the proposed Obama Institute would be guided by the idea of diversity underlying the development of American society in the twenty-first century. This also includes research on the activities of his family members at home and abroad, such as Michelle Obama's concerns for health issues and nutrition, the welfare programs of the president's Luo sister Auma in Kenya, and the musical education of children in Chinese orphanages pursued by his Kenyan brother Mark.

The president of Johannes Gutenberg University, Georg Krausch, and the members of the University Council strongly supported the idea of the Obama Institute. To gain President Obama's permission for the Institute, Dr. Hans Friderichs, former Economic Affairs Minister and chairperson of the University Council, served as a liaison with Ambassador Philip Murphy and the White House. In the summer of 2013, the Embassy communicated to us that "President Obama would be pleased to have an Institute named after him." The general agreement was to plan the official inauguration of the Obama Institute after the second term of his presidency. In preparation of this event, we organized an international conference on "Obama and Transnational American Studies" in October 2014, in which Dr. Auma Obama participated as a keynote speaker relating aspects of her German academic education and presenting her Foundation Sauti Kuu, a self-help program for young people in Kenya. We also had to clear several administrative hurdles and get the agreement of the Department of English and Linguistics, the Faculty of Philosophy and Philology, the University Boards of the Senate and the University Council. President Krausch proved to be a great help and saw to it that the "Regulations of the 'Obama Institute' (OI) research platform" within the Department of English and Linguistics successfully passed all bodies and went into effect on December 16, 2016. The appendix lists the members of the Executive Board, Advisory Board Members, and Associate Members.

Obama Institute Bylaws

**Regulations of the "Obama Institute" (OI) research platform
within the Department of English and Linguistics,
Faculty of Philosophy and Philology
(Resolution of the Faculty Council on November 30, 2016)**

Preamble

"The Obama Institute (OI) researches the roles of the USA in a changing global world in the most diverse areas, including culture, history, literature, media, economics, religion, medicine, the arts, and music. The research undertaken by the OI is interdisciplinary and transnational and leads the way in the new definition of area studies and cultural studies in the 21st century. In doing so, the OI fills a gap in current research by no longer restricting American Studies to the national borders of the USA. The OI studies not only processes of cultural exchange, but also shifting relations of the most various kinds. Staff from different research groups are currently working collaboratively across disciplines, including scholars of Cultural and Literary Studies, Law, Geography, History, and Sociology."

§ 1 (Tasks)

The OI undertakes interdisciplinary and transnational research on the roles of the USA with the most diverse approaches, including how nation-states such as the USA are redefining themselves at the beginning of the 21st century, how the complex demands of global migration and refugee displacement contribute to new forms of social relations, and how communication – such as between indigenous groups and settler societies – can be opened.

§ 2 (Members)

The work in the areas outlined in § 1 is principally a prerequisite for membership in the OI. Founding members are those members of the Executive Board, Advisory Board, and Associate Members who are named in the appendix to these regulations. The Executive Board will decide on the acceptance of further members (§ 3).

§ 3 (Executive Board)

The Executive Board consists of professors from the teaching area American Studies in the Department of English and Linguistics, Faculty of Philosophy and Philology, and from the American Studies, British Studies, and Anglophone Studies divisions, Faculty of Translation Studies, Linguistics, and Cultural Studies.

§ 4 (Tasks of the Executive Board)

The Executive Board has the following tasks:

- Advising and deciding on basic matters concerning the OI
- Development of the conceptual direction and the research program
- Deciding the financial and personnel arrangements
- Electing the OI Director
- Advising and deciding on the acceptance and exclusion of OI members.

The Executive Board will meet at least twice per semester.

§ 5 (Speaker)

The Speaker of the OI is a member of the Executive Board and is elected by the other members of the Executive Board. The term of office will usually be one year. The Speaker's role will be assumed in rotation by the members of the Executive Board.

§ 6 (Tasks of the Speaker)

(1) The Speaker represents the OI externally. The rules of § 79, Subsection 1, No. 1 of the Higher Education Act und § 9, Subsection 1 of the organizational regulations of the Department of English and Linguistics are not affected. (2) The Speaker is responsible to the Executive Board. (3) The Speaker can, in urgent, pressing circumstances effect interim decisions on behalf of the Executive Board. The Executive Board must be informed immediately; the Board can annul the interim decision or measure as long as these were not legally required and third-party rights were not created as a result of the decision. (4) The Speaker shall inform all members of the Advisory Board and all Associate Members concerning the current projects of the OI.

§ 7 (Advisory Board)

The Advisory Board is formed of: representatives with American Studies expertise in Rhineland-Palatinate, the Atlantic Academy Rhineland-Palatinate e.V., as well as outstanding researchers in Germany and abroad.

§ 8 (Tasks of the Advisory Board)

Via (virtual) conferences once per semester, the Advisory Board advises on questions and issues relating to the research strategies of the national and international collaboration with the Executive Board members.

§ 9 (Associate Members)

The Associate Members are Mainz University scholars. They shall establish and ensure the interdisciplinary networking of the OI at JGU.

§ 10 (Tasks of the Associate Members)

Associate Members will be consulted on the basis of their research specializations as well as their expertise for advice in ongoing conversations and will work jointly with members of the Executive Board on the development of the research program.

Appendix

Executive Board Members

Prof. Dr. Mita Banerjee

Prof. Dr. Jutta Ernst

Prof. Dr. Alfred Hornung

Prof. Dr. Axel Schäfer

Prof. Dr. Oliver Scheiding

Advisory Board Members

Prof. Dr. Martin Brückner (U of Delaware)

Prof. Dr. Rita Charon (Columbia U)

Prof. Dr. Shelley Fisher Fishkin (Stanford U)

Prof. Dr. Paul Giles (U of Sydney)

Prof. Dr. Craig Howes (U of Hawai'i)

Prof. Dr. Gerd Hurm (U Trier)

Prof. Dr. Ursula Lehmkuhl (U Trier)

Prof. Dr. Greg Robinson (U du Québec)

Dr. David Sirakov (Atlantic Academy Rhineland-Palatinate)

Prof. Dr. Werner Sollors (Harvard U)

Prof. Dr. Elizabeth West (Georgia State U)

Prof. Dr. Charles Wilson (U of Mississippi)

Prof. Dr. Jürgen Wilzewski (TU Kaiserslautern)

Prof. Dr. Zhang Longxi (City U of Hong Kong)

Associate Members

Prof. Dr. Manfred Beutel (Psychosomatic Medicine)

Prof. Dr. Dieter Dörr (Law)

Prof. Dr. Heike Drotbohm (Anthropology)

Prof. Dr. Thomas Efferth (Pharmaceutical Biology)

Prof. Dr. Anton Escher (Cultural Geography)

Prof. Dr. Dagmar von Hoff (German)

Prof. Dr. Friedemann Kreuder (Theater Studies)

Prof. Dr. Matthias Krings (Anthropology)

Prof. Dr. Franz Rothlauf (Economics)

Prof. Dr. Michael Simon (Cultural Anthropology)

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Prof. Dr. Mita Banerjee

Mita Banerjee is professor for American Studies, specializing in nineteenth- and twentieth-century American literature and culture, with a focus on Ethnic and Indigenous Studies. She is a co-founder of the Center of Comparative Native and Indigenous Studies (CCNIS) at JGU, and co-speaker of the research training group Life Sciences – Life Writing: Boundary Experiences of Human Life between Biomedical Explanation and Lived Experience funded by the German Research Foundation (DFG).

Banerjee is the author of, among others, *Race-ing the Century* (2005), and *Color Me White: Naturalism/ Naturalization in American Literature* (2013).



Prof. Dr. Jutta Ernst

As a professor of American Studies, Jutta Ernst is attached to JGU's Gernersheim campus.

She is the author of *Edgar Allan Poe und die Poetik des Arabesken* (1996) as well as *Amerikanische Modernismen: Schreibweisen, Konzepte und zeitgenössische Periodika als Vermittlungsinstanzen* (2018). She has also overseen and co-edited various editions, including *The Canadian Mosaic in the Age of Transnationalism* (2010) and *Transkulturelle Dynamiken Aktanten – Prozesse – Theorien* (2015), and has authored a multitude of book chapters, encyclopedia entries, and academic articles.



Prof. Dr. Alfred Hornung
(Speaker)

A research professor of American Studies and English specializing in Transnational American Studies and Life Writing, Alfred Hornung is the speaker of the Obama Institute. He cooperated in the foundation of the Obama Institute for Transnational American Studies at Mainz as a forum of exchange with the universities of the state of Rhineland-Palatinate, the Atlantic Academy, and international partner universities. He is general editor of *American Studies: A Monograph Series* on behalf of the GAAS.

Among his recent publications are *American Lives* (2013) and *Jack London: Abenteuer des Lebens* (2016).



Prof. Dr. Axel Schäfer

Axel Schäfer is professor of American History at the Obama Institute. His research centers on nineteenth and twentieth-century U.S. intellectual and cultural history with a focus on religion and politics, transatlantic social thought, and public policy.

He is the author of *American Progressives and German Social Reform, 1875–1920: Social Ethics, Moral Control, and the Regulatory State in a Transatlantic Context* (2000), *Countercultural Conservatives: American Evangelicalism from the Postwar Revival to the New Christian Right* (2011), and *Piety and Public Funding: Evangelicals and the State in Modern America* (2012).



Prof. Dr. Oliver Scheiding

Oliver Scheiding is Principal Investigator of the interdisciplinary DFG Research Training Group "Life Sciences–Life Writing" and has been a professor of American Studies and the director of the American Studies Program at JGU Mainz since 2004. He is the editor of *Amerikastudien/American Studies* (Amst) and co-editor of the monograph series *MOSAIC: Studien und Texte zur amerikanischen Kultur und Geschichte*.

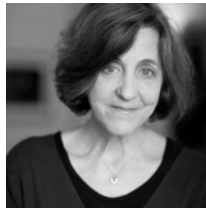
Among his books are *Geschichte und Fiktion: Zum Funktionswandel des frühen amerikanischen Romans* (2003) and *Worlding America: A Transnational Anthology of Short Narratives before 1800* (2014).

Advisory Board

The Advisory Board is formed of representatives with American Studies expertise in Rhineland-Palatinate, the Atlantic Academy Rhineland-Palatinate e.V., as well as outstanding researchers in Germany and abroad. Via (virtual) conferences once per semester, the Advisory Board advises on questions and issues relating to the research strategies of the national and international collaboration with the Executive Board members.



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(University of Hawai'i)



Prof. Dr. Gerd Hurn
(Universität Trier)



Prof. Dr. Ursula Lehmkuhl
(Universität Trier)



Prof. Dr. Jürgen Wilzewski
(TUniversität Kaiserslautern)



Prof. Dr. Greg Robinson
(Université du Québec)



Dr. David Sirakov
(Atlantische Akademie)



Prof. Dr. Werner Sollors
(Harvard University)



Prof. Dr. Elizabeth West
(Georgia State University)



Prof. Dr. Charles Wilson
(University of Mississippi)



Prof. Dr. Zhang Longxi
(City University of Hong Kong)

Obama Fellowship

Through the Obama Fellowship program, the Obama Institute for Transnational American Studies invites outstanding international scholars to lecture and work at Johannes Gutenberg University Mainz. The Fellowship offers financial support, office space, and facilities for visiting scholars. Up to five fellowships are on offer each year. Fellows spend a significant amount of time at the Obama Institute, usually between two and four weeks. They pursue their individual research, but are expected to participate in graduate teaching, as well as offer a public lecture and make themselves available to postgraduate students.

Obama Fellows 2017

Craig Howes (University of Hawai'i at Manoa)

Michaela Hoenicke Moore (University of Iowa)

Nina Morgan (Kennesaw State University)

Previous Fellows

2016

Patrick Erben (University of West Georgia)

Rebecca Harrison (University of West Georgia)

Sandy Isenstadt (University of Delaware)

Alan Lessoff (Illinois State University)

Charles Wilson (University of Mississippi)

2015

Greg Robinson (Université du Québec)

Martin Brückner (University of Delaware; Center for Material Studies)

Shauna Morgan Kirlew (Howard University)

Fellow's Report

Michaela Hoenicke Moore
University of Iowa

It is with a sense of deep gratitude that I report on my month-long fellowship at the Obama Institute for Transnational American Studies, which has, for many of us, become a beacon of light in troubled times. I am especially indebted to Professor Dr. Axel Schäfer who, for more than twenty years, has been the most erudite colleague and inspired friend an academic could hope for. And it was a real pleasure to meet his colleagues, Professors Mita Banerjee, Alfred Hornung, and Oliver Scheiding – each made my stay more productive and rewarding by inviting me to their events, discussing my research, and sharing their own scholarship with me (Prof. Hornung's *Obama and Transnational American Studies* will remain a particularly treasured companion).



The set-up of the Obama Fellowship, with three outstanding libraries for U.S. political, social, and international history, an office in the beautiful new building of the Institute, an apartment in the nearby Gastprofessorenhaus as well as several cafeterias in walking distance, was the best arrangement I have encountered in twenty years of transatlantic scholarship and fellowship awards; everything was in place to support truly advanced studies in U.S. transnational history. Equally important, thanks to Ms. Anette Vollrath's and Ms. Silvia Appeltrath's generous and effective help, various administrative tasks concerning library privileges and IT access were completed within hours of my arrival.

The Obama Fellowship followed on the heels of a semester-long Fulbright U.S. Scholar Grant that allowed me to work at the American Studies Institute, Innsbruck University, Austria, where I also first had the pleasure of meeting Dr. Damien Schlarb. This extended period of exchange with international colleagues at European research and teaching institutions proved to be of particular benefit as I continue to draft chapters for my second book project, *The Varieties of American Patriotism: Domestic Conflicts over U.S. Foreign Policy in the Twentieth Century*. While any national history benefits from internationalization, no topic may be more in need of a comparative approach than this one. In spite of efforts to frame U.S. history in a transnational context, the study of American nationalism has remained

largely a domain of U.S. academics, thus reinforcing the very solipsism that lies at the center of any national identity and notion of exceptionalism. Reflecting on recent transformations in American nationalism from an overseas perspective, and through invigorating exchanges with European colleagues, proved to be at once cathartic and uplifting.

The beginning of my fellowship coincided with the Obama Institute's July 4th celebration – a festive, collegial, and intellectually stimulating event. In addition to brilliant academic presentations, I enjoyed reconnecting with "old" colleagues, such as Philipp Gassert, whose work on America and its wars closely aligns with my own research, and meeting new ones. The following day (July 5) I offered a lecture on "War and American Society" to the students of the Einführungsvorlesung, outlining key moments in public responses to war from the founding of the republic through the height of the American empire in the twentieth century. A fruitful discussion ensued on questions of American patriotism and its relationship to U.S. military globalism. I was impressed by the students' level of preparedness and enthusiastic engagement.

The following week (July 11), I presented my latest research on Varieties of American Patriotism: Domestic Conflict on U.S. Foreign Policy from Munich to Korea as part of the Obama Lecture series. The larger study examines domestic debates over major military interventions from World War Two through the Vietnam War with a special focus on voices at the grassroots level, foregrounding soldiers, African-Americans, and immigrants. How ordinary Americans experienced their country's globalism and how these experiences affected their views of America's international role at the grassroots level remains a largely unexamined question. My talk that day focused on the transformative but also protean decades of the 1930s, 40s and 50s which in our textbooks are too readily categorized as isolationism, followed by the popular "good war," superseded by Cold War. This picture changes when we tune in to hundreds of thousands of voices of regular citizens recorded in letters to Presidents Roosevelt and Truman and other appointed or elected government officials.

A set of shared concerns and themes emerges across the foreign policy debates from the 1930s through the early Cold War: these were domestic battles over national values and interests and over who had the right to define them. This bottom-up history of American foreign relations highlights the inherent contradictions not only between exceptionalism and universalism, but also between putting U.S. national interests first and acting as a global leader, between promoting democracy and supporting dictatorships, between fighting for the freedom of others and discriminating at home, between protecting American sovereignty and insisting on an indivisible world market

and global military reach. While there is a substantive and growing body of literature on American nationalism as foreign policy ideology that speaks to this tension, we are only beginning to consider voices at the grassroots level that noted these contradictions, too. In personal statements as well as public opinion polls Americans articulated ambivalence, conflicting impulses of hope and caution, realistic assessments that the world would not easily submit to American ideas and ambitions, and preferences for working towards a just and equitable domestic order either ahead of or in tandem with overseas efforts preferably together with other nations.

The most often deployed argument against plumbing the indomitable diversity of American civil society in relation to the country's foreign policy is that it didn't matter: public opinion has little or no impact. But this is too high a bar for civil society in the national security state and we should at least consider the opposite perspective, too, and examine the impact of American military globalism on civil society, including its more disturbing aspects. These are cynicism, resignation, disassociation (2003 slogan: "America is not at war, America is at the mall") as well as anti-immigration sentiment, xenophobia and populist backlash that demands to put America first again.

Movements and arguments that have challenged American globalism and rejected calls for overseas intervention have, over the course of U.S. history, appeared on the left as much as on the right, have been pacifist-humanitarian as often as chauvinist-exclusionary, racist as well as cosmopolitan – and thus defy comfortable partisan appropriations, yet have been used in partisan attacks. Especially for the post-45 period many diplomatic historians have been reluctant to explore the full scale of dissenting voices, dismissing them as ineffective or marginal, deploring them as sectarian or parochial, criticizing them as detrimental to American national interest. Yet historians should not be content with retracing the perspective of those in power: even though often marginalized and suppressed, these dissenting voices are both persistent and varied in their specific concerns at different junctures. They are for the most part the losers of (official U.S. foreign policy) history, yet their arguments are clearly recorded in the government archives and in the public sphere, and they constitute an important part of American political culture. They deserve to be included in our history of American foreign policy and democracy. My presentation was followed by a lively, and for me most beneficial discussion of sources, methodology and communication theories. The critical input of the Obama Institute's literary and cultural studies scholars helped me rethink and refine some of my underlying assumptions.

Likewise, on July 11th, I had the chance to participate in Prof. Schäfer's Graduate

Seminar on Modern Times: The U.S. from World War I to the New Deal where the topic that week was Interwar Internationalism and Foreign Policy. Facilitated by a first-rate student presentation, we discussed the implications of two book chapters I have written on The Nazis and U.S. Foreign Policy Debates: History, Lessons and Analogies and on The Idea of the Dictator in the context of the New Deal. Again, I found the level of informed engagement on the part of the M.A. and Ph.D. students most impressive and gratifying. For a few days after these speaking engagements, I returned to completing an article on the seventieth anniversary of the Marshall Plan for the Austrian Foundation Geist und Gegenwart which was published this fall as part of a book on *Europa. USA. 3.0* with Wieser Verlag.

Most of my research time at the Obama Institute was dedicated to drafting an article on popular responses to President Truman's shift towards military globalism in the early Cold War. The essay will be part of a four-part Forum on Rethinking the Triumph of American Internationalism at Mid-Century for Diplomatic History, the leading academic journal in my field. Axel Schäfer of the Obama Institute, David Goodman of the University of Melbourne and Christopher McKnight Nichols of Oregon State University are the authors of the respective other articles which range from public propaganda and private opinion in the debate over U.S. entry into World War Two, the persistence of conservative isolationism from the 1930s through the 1950s, to the role of Evangelicals in the pivot to Cold War globalism. I continued to transcribe and mine "public mail," i.e. citizen letters, I had gathered at the Truman Library earlier that year and read up on the newest scholarship on McCarthyism, American communism, Soviet espionage in the U.S. and American anti-communism: one particular treasure trove are letters addressed to Secretary of State Dean Acheson during the trial of Alger Hiss. The Obama Institute's intellectual community and Johannes Gutenberg University's outstanding libraries made working on this article a real pleasure.

During my month at the Obama Institute, regular conversations with Axel Schäfer and Alan Lessoff also laid the groundwork for two future projects. Both scholars, experts on early 20th century political, social and cultural history, helped me build a bibliography for a book chapter on "Fascism and Nativism" solicited by Brooke Blower and Andrew Preston for the Cambridge History of America in the World, 1900-1945. I am deeply indebted to Schäfer and Lessoff for sharing their research-based expertise with me. Finally, Prof. Schäfer discussed with me plans for a future conference on Global Empathy and Worldly Power: Twentieth-Century American Evangelicals between Nationalism, Internationalism, and Imperialism. I look forward to returning to Mainz for this conference and to presenting a paper on

Reinhold Niebuhr and/or Catholic grassroots critiques of the Vietnam war as part of a panel on Religion and U.S. Foreign Policy Debates. In conclusion, let me reiterate my profound gratitude for the unique opportunities which the Obama Fellowship provided. I cannot imagine a more supportive and stimulating environment than the one the Obama Institute offers to advance new, groundbreaking scholarship on the U.S. in a global context. I look forward to expanding and deepening these transatlantic scholarly ties and to offering a Midwestern home to any student and scholar from Mainz.

Obama Dissertation Prize

The Obama Institute awards an annual dissertation prize in the amount of € 1000 for outstanding Ph.D. work in the field of transnational American Studies. Dissertations completed at either a German or a foreign university, focused on transnational American Studies and related fields, such as Early American Studies, Indigenous Studies, Life Writing, Ecology, Transnational History, Asian American/Pacific Studies, Material and Media Studies, Religious Studies, International Politics, and Economy, are eligible for submission.

Unpublished manuscripts of dissertations, defended in the last two years, written in German or English, are evaluated by an international panel to select the award winner. The award winner is announced in September of each year. The award ceremony takes place annually in November (Thanksgiving Day) in conjunction with the Karl Dietz Memorial and Obama Lecture. At this occasion the award recipient will be asked to give a presentation on their work.

Winner 2017

Joost Baarssen (TU Dortmund University / University of Amsterdam)

"American Dreams, European Nightmares: Anti-Europeanisms in the United States"

Winner's Report

Joost Baarssen

TU Dortmund University / University of Amsterdam

I would like to thank the Obama Institute for giving me the honor and privilege of winning the Obama Dissertation Prize, and for the warm welcome I received in Mainz. In the short speech I was asked to prepare for the day, I joked, 'imagine winning the Trump Dissertation Prize, or studying at the Trump Institute of, perhaps not Transnational, but Walled-in American Studies.' But all kidding aside, I was greatly impressed by the aptly-named Obama Institute and its research scope; by the students, the staff – Prof. Hornung and Melanie Hanslik should be mentioned here in particular – and the Karl Dietz Memorial Lecture event itself. Thanks for giving me the opportunity to listen and talk to Jerry Ellis – what an impressive man. The funny thing is, my dissertation, in some arcane way, actually started in Mainz. I had begun my Ph.D. at the Ruhr Center of American Studies, TU Dortmund University, with a different subject, I learned quickly –

but not quickly enough – that someone at Mainz had already written 'my' dissertation, and masterfully so. As the presidential elections of 2012 came into full swing, I luckily found a new project: anti-Europeanism(s) in the United States. By applying for and then even winning the Obama Prize, my embarrassment about the previous mishap has become slightly attenuated: the whole endeavor, it seems, has come full circle.

I argue in the dissertation that anti-Europeanism is far from the stuff of an American fringe; instead, I believe anti-Europeanism has been a significant part of American experiences. It has been around since the founding of the United States, conspicuous in political and popular culture alike, and remains relevant up to today. To make this argument viable, my study explores two periods in American history in some detail. For the first, I use a varied selection of sources from the late eighteenth and early nineteenth centuries, ranging from political texts and personal letters, to early literature, poetry and drama. I use it to demonstrate how a peculiarly American image of Europe came into being and how anti-Europeanisms were used in early American conversations.

"American Dreams, European Nightmares: Anti-Europeanisms in the United States" moves to the post-2000 period in order to explore whether representations of Europe have evolved, and how anti-Europeanisms are used in presidential elections and political culture today. Despite an obviously lesser role for Europe on the world stage, I argue anti-Europeanisms continue to be relevant in the unceasing struggle to define what "America" means and is supposed to be. Anti-Europeanisms today are put to use in the attempt to mobilize people for political purposes, to exhort change, or, alternatively, to stop reforms from taking place. I demonstrate there are major similarities between the anti-Europeanisms of the eighteenth century and those of today. There is also considerable overlap in how and in what contexts anti-Europeanisms have been used.

Previous Winners

2016

Stephan Kuhl (Goethe Universität, Frankfurt)

"The Novels of Crude Psychology: Richard Wright, Fredric Wertham, and the Twofold Truth of Literary Practice."

2015

Holger Drössler (Bard College)

"Islands of Labor: Community, Conflict, and Resistance in Colonial Samoa, 1889-1919."

Curd Benjamin Knüpfer (Freie Universität Berlin)

"Right Wing Realities? News Media Fragmentation, Conservatism, and the Framing of U.S. Foreign Policy."

Hans Galinsky Memorial Prize

Prof. Dr. Hans Galinsky (1909–1991) was the founder of American Studies in Mainz and the first chair of American Studies at Johannes Gutenberg University, which he held from 1952 to 1977. He established the field of American Studies in Mainz from a comprehensive and multilingual perspective, covering the literatures, languages and cultures from the colonial period to modern times in the twentieth century. His research became the basis for his dedication to teaching, which he considered an essential part of his engagement in the subject. In close cooperation with the Ministry of Education and teachers of English, he implemented a curriculum requiring the use and practice of American English at *Gymnasiums* in Rhineland-Palatinate. And he only spoke American English with all members in the department, including written notes to his secretary. In addition, he used his personal relations to American and Canadian colleagues to create the direct exchange program with now sixteen universities for students at JGU. His special area of interest was the colonial period, to which he also dedicated his post-retirement with a planned five-volume history of Colonial American literature, of which four have appeared (1991–2000).

At the time of his death he had prepared the epitaph for his tombstone in the manner of Benjamin Franklin. He also decreed in his will that he did not wish any flowers or wreaths for his grave. Instead, the money should be collected as the basis for a fund to be used to reward excellent work by undergraduate or graduate students in the field of Colonial American literature, language, and culture. The money was put in a trust administered by the Hans Galinsky Memorial Prize committee, consisting originally of Hans Galinsky's successor, Prof. Dr. Winfried Herget, Dr. Karl Ortseifen, and Prof. Dr. Alfred Hornung. The committee agreed that all papers and theses of students in all courses would qualify for submission to the committee for the prize. The topics could cover any aspect from the beginning of the colonial era to the end of the Early Republic. In more recent years, the members of the Executive Board of the Obama Institute have selected the awardees. Faculty members of the Obama Institute are encouraged to contribute to the fund in lieu of Christmas gifts.

The Hans Galinsky Prize is awarded once a year to the winner and a runner-up at the annual Karl Dietz Memorial and Obama Lecture, now taking place on Thanksgiving.

Prof. Dr. Gustav Blanke and Hilde Blanke Prize

Every year, the Prof. Dr. Gustav Blanke und Hilde Blanke-Stiftung awards cash prizes to promising junior scholars in American Studies at JGU's Germersheim campus. Named after Univ.-Prof. Dr. Gustav H. Blanke, who headed the American Studies department in Germersheim from 1967 to 1979, the Blanke Foundation was established by Blanke himself in 1999 on the occasion of his 85th birthday. Since then, it has given out annual awards to junior scholars (M.A. and doctoral students as well as post-docs) whose individual research projects reflect the goals and the spirit of Blanke's life work: examining the beginnings, the development, and the global impact of the United States of America as well as documenting the efforts of the U.S. to strengthen relations among the nations. After Blanke's death in 2001, the name of his wife was added to the official name of the foundation, yet its goal has remained unchanged. The foundation's board, which selects the winners of the awards, consists of the JGU Chancellor, the Dean of FB 06, former and current members of the American Studies faculty in Germersheim, as well as the former mayor of the city of Germersheim.

In 2017, two M.A. students received a Blanke Prize: Anabel Mertz for her project "Enriching the Marvel Transmedia Universe: Neo-Noir, Feminism, and Mental Illness in Marvel's Television Series *Jessica Jones*" (2015) and Susanne Mollen for her analysis of German translations of Joyce Carol Oates's *Freaky Green Eyes*.





Teaching at the Obama Institute in 2017



Teaching at the Obama Institute

The way we teach reflects the vibrancy and the interdisciplinary character of American Studies both on the Mainz campus and in Germersheim, where young translators and interpreters are trained. The Obama Institute offers a comprehensive survey of American literature, history, and culture, from the beginnings of European settlement (and before) to the present day. Our students take in the full sweep of American Studies: From the religious doctrines undergirding Puritan settlement to the transatlantic journeys of all kinds of literary and cultural artifacts; from the relations between settlers and indigenous peoples to the rise of the United States as a (nation) state. Our aim is to provide a solid historical ground on which to build our investigations of more contemporary issues. Our instructors strive to bring their own research into the classroom, whether at the level of Ph.D., second book, or professorial research projects.

This fundamental concern for teaching that is both historically grounded and contemporary in its aims is reflected not just in what, but also in how we teach. Classroom discussions work to link historical developments to contemporary issues in American literature, culture, and politics, and to address the full sweep of cultural artifacts. We are especially concerned with creating a critical dialogue between different genres and media, linking literary representations to film and TV series, autobiography, or graphic fiction. One of our main emphases is bringing new teaching approaches to American studies, complementing traditional term papers through creative practices such as narrative medicine, cultural performances, and collaborative research projects. Our aim is to involve our students in our current research projects, especially in the areas of medical humanities, material studies, indigenous studies, religion and politics, and a transnational history of ideas. In their progression from Bachelor of Arts to Master of Arts and beyond, students of American Studies are prepared to take their research into their own hands. Our teaching philosophy reflects our desire to set up our students as independent, open-minded, and well-trained scholars of American Studies, ready to take their own academic work into the world.

Selected Teaching Projects

Blended Learning Project

Since June 2017, Mita Banerjee, Jutta Ernst, Florian Freitag, Christine Plicht, and Pia Wiegink have been collaborating with Magdalena Roguska-Heims (ZQ), Anna Liza Daunert (ZQ), and Adrian Weidmann (ZAP) to develop concepts and materials for blended learning units which will be made available to all instructors of American Studies at JGU Mainz. In the first phase, two units, each consisting of about five sessions and alternating face-to-face classroom activities with computer-mediated activities, will be developed on the topics of "Transnational American Studies" and "Periodical Studies." OI instructors will be able to freely use entire units or select specific sessions for their individual syllabi. Materials will be ready for classroom use by summer 2018.

"The Semiotics of Adaptation: A Cross-Cultural Approach"

Ines Veauthier is involved in an innovative teaching project supported by Gutenberg Lehrkolleg, "The Semiotics of Adaptation: A Cross-Cultural Approach." In cooperation with Thompson Rivers University in Kamloops, British Columbia, Canada, and through learning-by-doing, students acquire the skills they need both in academic and professional contexts, e. g. communication in multilingual, culturally diverse groups as well as target-oriented time and self-management in complex global settings.

Bachelor of Arts in American Studies

The Bachelor's Program of American Studies offers a wide range of courses. In six semesters, students immerse themselves in the central fields of American literature, culture, history, language, and media.

The B.A. program is structured in two phases of introductory (GMK) and advanced modules (AMK):

GMK I: Language and Communication

GMK II: American Studies

GMK III: Cultural Studies

GMK IV: Cultural Studies and Professional Orientation

GMK V: Culture, Media, and Literature

AMK I: Advanced Language and Communication

AMK II: Regional and Transnational American Studies

AMK III: Early American Literature and Culture: 16th–19th Century

AMK IV: American Literature and Culture from 1900 to the Present

The introductory modules (GMK I–III) will familiarize students with the basic methodologies and subject matter of American literary studies and American cultural studies. In addition to expanding their proficiency in English, students will explore a broad range of literary texts and historical documents, as well as cultural artifacts from all eras of American history. In advanced cultural studies classes (GMK IV–V), students will study topics related to historical and current developments in American society, politics, culture, and media. In the course of the first two years of their studies, students will also become familiar with relevant methodologies for doing American Studies.

In the advanced courses of the Bachelor program students deepen their knowledge of American literature and culture in topical seminars and conclude their course of studies with a B.A. thesis on a topic of their choice.

The Obama Institute graduated 31 Bachelors of American Studies in the Winter Term of 2016/17, and 23 in the Summer Term of 2017, as well as one Bachelor in the joint Mainz-Dijon American Studies program.

Master of Arts in American Studies

The American Studies Master's Program is designed to emphasize research-oriented perspectives on American language, literature, culture and their theories. It builds upon the B.A. program in American Studies at Mainz University, but also welcomes applications of students from American Studies programs in Germany, Europe, and other parts of the world.

American Studies has seen a number of major changes in theory and practice in the last decade. Its traditional emphasis on the language, literature, and culture of the United States has been expanded both conceptually and methodologically. Reaching beyond the continental geographical focus of the United States, the more recent concept of Transnational American Studies includes new regions of language and literature, branching out into Atlantic, Caribbean, and Pacific Studies.

The Mainz M.A. program responds to these new developments and encourages students to explore the transnational dimensions of American Studies. The program offers a broad spectrum of courses and the opportunity to conduct research on American literature and culture from pre-colonial times to the 21st century with areas of specialization in comparative indigenous studies, early American studies, and transnational life writing. It maintains long-established exchange programs and international cooperation with North American, European, and Chinese universities. The program also includes a special module on interdisciplinary studies allowing students to expand their research into cognate fields for a broad-based perspective on the Americas. The M.A. program especially emphasizes the need for students to experience the United States firsthand and is committed to offering students the possibility of studying at one of our partner universities in the United States, Canada, or China.

The M.A. program consists of several modules:

Modul 1: Methodology

Modul 2: Early American Studies

Modul 3: Cultural Studies

Modul 4: Modern American Literature and Media

Modul 5: Advanced Research and Professional Orientation

Modul 6: Advanced American Literature and Media Studies

Modul 7: Advanced Interdisciplinary Research

Modul 8: Advanced Research and Thesis Preparation

Based on students' previous B.A. experience, modules 1–6 focus on cultural and literary studies in research-oriented courses. Students discuss methods, theories, and techniques of academic research. One of the central aims of the M.A. program is to introduce students to different forms of textual and cultural analysis and to involve them in current research projects.

In the second year, students engage in a larger guided research project that combines different historical, thematic, and methodological approaches. At the same time, the M.A. program enables students to further develop their own professional goals in orientation sessions geared towards a career outside or inside academia.

Study abroad is recommended for the second year and highlights the importance of an international training program for students seeking a Master's degree in American Studies.

The Obama Institute graduated 9 Masters of American Studies in the Winter Term of 2016/17, and 9 in the Summer Term of 2017.

Ph.D. in American Studies

The institute hosts a vibrant Ph.D. program, bringing together scholars from Germany, the U.S., Canada, and China. Our Ph.D. students specialize in life writing research, indigenous studies, early American studies, material culture studies, and transnational American histories. Our Ph.D. students benefit from our partner institutions as well as from the international Ph.D. programs we are associated with.

Individual Doctoral Studies

Depending on their research interests, students contact one of our program's professors. After admitting the candidates, the professors serve as supervisor and mentor. The duration of an individual doctorate usually ranges from three to five years. Depending on the requirements of the project, funding is possible for a period of up to three years. This is provided by Stiftung Rheinland-Pfalz, Studienstiftung des deutschen Volkes, DAAD or foundations such as Friedrich Ebert Stiftung, Konrad Adenauer Stiftung, Heinrich Böll Stiftung, Rosa Luxemburg Stiftung, and others.

Structured Ph.D. Program "Life Sciences–Life Writing"

In addition to individual doctoral study, candidates can also attain their doctorates in structured Ph.D. programs resembling those in Anglo-American countries. A team of supervisors is responsible for supervising doctoral candidates. The program offers a curriculum of accompanying courses which are interdisciplinary in focus and promote the acquisition of "soft skills" and additional qualifications. The systematic and intensive supervision offered in our program "Life Sciences – Life Writing" allows candidates to complete their doctoral studies within three to four years.

Binational Ph.D. Mainz–Atlanta

For individual doctoral studies we offer a dual degree in American Studies jointly supported by Johannes Gutenberg University Mainz and Georgia State University, Atlanta. The five-year program includes a mutual student exchange for 12 months as well as full integration in course work and teaching in the academic programs of both universities. The program is fully funded by both departments and is open to all graduate students who have earned a Master's degree in American Studies.

Ph.D. candidates can also participate in the following exchange programs (10–12 months):

Columbia University, New York City (contact: Professors Banerjee and Hornung)

University of Mississippi, Oxford (contact: Professors Banerjee and Hornung)

University of California, Davis (contact: Professor Scheiding)

Study Abroad

The Obama Institute offers its students a wide variety of ways to go abroad during their studies, whether in the B.A., M.A., B.Ed., or M.Ed. programs, as well as as part of our Ph.D. training. We actively promote our students' applications to national funding programs such as those run by the German Academic Exchange Service and the Fulbright Commission, and regularly place our students in those programs, and we participate in the European ERASMUS scheme. But beyond that, the Obama Institute also offers a number of unique opportunities to go abroad that are based on the initiative of the institute's professors and teaching staff. With the Mainz Direct Exchange program, which annually sends nearly twenty students from all levels of our teaching program abroad to study at selected universities in the United States and Canada, the Obama Institute offers one of the most exciting exchange opportunities in American Studies. In addition, the annual Summer School, which takes a group of students on a research trip through the American South as part of their Culture Studies course work, regularly exposes students to what is to most a different and less-well known America.

We believe that the opportunity to study abroad is crucial to a successful education in a literature, history, and culture program, and even more so in a teaching program. It is not just about finding additional opportunities to speak the language you are learning, or to participate actively in the culture you are studying; it is also about learning about the different traditions of American Studies in other academic cultures. Therefore, our exchange programs are not limited to the United States, although that remains a natural focus. ERASMUS exchanges also lead our students to universities in Britain, France, Denmark, Poland, and other European countries, whose own traditions in the studies of the humanities are capable of rounding out the experience of studying American Studies in Germany.

Direct Exchange Program

The Direct Exchange Program, established in 1956, is a unique opportunity for American Studies students at Mainz, connecting them directly with partner universities in the United States and Canada. The various exchange opportunities we offer—from simple undergraduate studies with tuition waivers to teaching/research assistantships for graduate-level studies—enable students to experience the United States and Canada firsthand. Based on years of cooperation, the Direct Exchange Program is a tailored and competitive program. Currently, the institute offers direct exchanges with the following American and Canadian partner universities:

Austin College, Sherman, Texas
Bowdoin College, Brunswick, Maine
Brock University, St. Catharines, Ontario
California State University, Chico, California
Clark University, Worcester, Massachusetts
Columbia University, New York City, New York
Georgia State University, Atlanta, Georgia
Hood College, Frederick, Maryland
Kansas University, Lawrence, Kansas
Middlebury College, Middlebury, Vermont
Mississippi College, Clinton, Mississippi
Thompson Rivers University, Kamloops, British Columbia
University of California, Davis, California
University of Louisville, Louisville, Kentucky
University of Mississippi, Oxford, Mississippi
Washington College, Chestertown, Maryland
York University, Toronto, Ontario

At Garmersheim, exchange opportunities exist with the following universities in the U.S. and Canada:

Kent State University, Kent, Ohio
Louisiana State University, Baton Rouge, Louisiana
Middlebury College, Middlebury, Vermont
Middle Tennessee State University, Murfreesboro, Tennessee
Southern Illinois University, Carbondale, Illinois
Thompson Rivers University, Kamloops, British Columbia

Erasmus Exchange Program

The EU-funded ERASMUS program enables students to spend a semester or two at a different European university free of tuition, and pays a small monthly stipend. The Obama Institute's ERASMUS partner universities for student exchanges currently are:

Universität Bern, Berne, Switzerland

Université de Bourgogne, Dijon, France

University of Brighton, Brighton, UK

Université de Fribourg, Fribourg, Switzerland

Universiteit Gent/Ghent University, Belgium

Università degli Studi di Padova, Padua, Italy

Uniwersytet Warszawski/University of Warsaw, Warsaw, Poland

Universität Wien, Vienna, Austria

In addition, the Institute also has lecturers' exchanges with several universities:

University of Warwick, Warwick, UK

University of Kent, Canterbury, UK

Summer School

The American Studies division launched a traveling summer school in 2013. Since then, a group of students and two faculty members have annually visited the southern states of Arkansas, Mississippi, Louisiana, Alabama, and Tennessee. Courses in cultural studies, language, and literature are taught on site. Starting in Little Rock, Arkansas, in mid-July and ending three weeks later in Washington, D.C., the American Studies Summer School has since turned into an annual project, focusing on The Civil Rights Movement, Southern Writers and Literature, and The History of Food and Music in the American South. The director and initiator of this project is Dr. John Richard Duke, Jr., who established this field trip in cooperation with the American Studies Chair Prof. Dr. Alfred Hornung, his project partner Dr. des. Melanie Hanslik, and the summer school's academic advisor Dr. Claudia Görg.

This summer school gives students an intensive research and learning opportunity in and about the American South. Students first prepare for visits to locations significant to the Civil Rights Movement with in-class lectures and discussions, and then they go to sights such as Little Rock Central High School and the Dexter Avenue Baptist Church. The summer school benefits from guest lectures, guided tours, musical performances, church services, and dinners and conversations with locals. It travels to and through the following locations: Searcy, AR, which serves as a home base where participants can get over jet lag and to get to know each other over the first week. From there it travels to various places within the state of Arkansas, for example Little Rock, the capital of Arkansas, with its Presidential Library, the Capitol Building, and Little Rock Central High. The summer school spends a day at the lake and in the mountains so that the group's stay in the "Natural State" includes some time in nature. The summer school goes to Blanchard Springs, where the group visits a cave, to Mountain View, "the capital of folk and bluegrass music," to Bentonville, the birthplace of Wal-Mart, and to Fayetteville, where the University of Arkansas is located. After exploring Arkansas, the group travels to Memphis, TN, and visits the National Civil Rights Museum, Beale Street, Sun Studio, and Graceland. After that, Oxford, MS, is on the itinerary, where the students get to stay with locals in their homes and visit the University of Mississippi. Then, the summer school stops in Jackson, MS, for a visit to the the Smith Robertson Museum and Cultural Center. For the weekend, the students and instructors dive into the cultures of New Orleans, LA, before they move on to Gulfport, MS, and finally to Montgomery, Selma, Tuskegee, and Birmingham, AL. In Nashville, TN, the group tours Fisk University and meets young musicians before taking a flight to Washington, D.C., which is the summer school's final destination.

Summer School 2017

During the summer of 2017, twenty-three students joined the journey through the American South. One of the students, Benjamin Martin, reports, "the summer school offered new perspectives on the U.S. and provided experiences which I wouldn't have had if I had traveled to the States as a tourist on my own." Particularly now, with the current U.S. president and the policies of his administration, it is more urgent than ever to study the U.S. and to participate in those cultural exchanges. The summer school has served as a practical asset for English and American Studies students at the Obama Institute for the past five years and has established academic relationships to several southern universities.



Teaching at Germersheim

Teaching in American Studies at JGU's Germersheim campus draws on the various research projects currently conducted by the faculty members and simultaneously reflects the department's focus on educating translators and interpreters. American Studies at Germersheim teaches classes in which various American literary, legal, economic, and other texts are translated into German, as well as seminars in which translations of American literary texts (Florian Freitag, "Translating *The Octopus* for the *New Yorker Volkszeitung*") and genres (Sabina Matter-Seibel, "Übersetzung von amerikanischen und kanadischen Kurzgeschichten ins Deutsche") and the depiction of translating and interpreting in American cultural artifacts in general (Sabina Matter-Seibel, "Translating and Interpreting in North American Fiction") are examined. Our teaching currently focuses on periodical studies, with at least one seminar on U.S. periodicals having been taught in every semester in 2017: "Periodical Studies" (Jutta Ernst) and "Transnational Periodical Cultures" (Florian Freitag). Incidentally, both of these were organized parallel to similar classes taught at the Mainz campus and also involved team-teaching. Further cooperations with the Mainz campus in the context of teaching include the development of modules on "Periodical Studies" and "Transnational American Studies" under the umbrella of JGU's blended learning initiative. The 150th anniversary of Canadian Confederation in 2017 has also left its impact on teaching in American Studies in Germersheim, where several instructors have a background and a special interest in Canadian Studies and Comparative North American Studies. In addition to an introduction to Canadian Studies and a lecture on "Canadian Literature and Culture: Beginnings to 21st Century" (both taught by Jutta Ernst), there are also overviews of Modernist and Postmodern fiction and poetry in the U.S. and Canada (both taught by Florian Freitag).

American Studies classes at JGU's Germersheim campus are part of the following programs:

B.A. Sprache, Kultur, Translation (Language, Culture, Translation)

M.A. Translation

M.A. Konferenzdolmetschen (Conference Interpreting)

Key Concepts in
American Cultural History

Second English edition
Oliver Scheiding

Scheiding · Geschichte und

MONSTER ALWAYS RETURNS

Christian K

Spahr · Race

ding · Obenland
Spahr (Hrsg.)

Kulturtheorien i

A Transnational Anthology of Short Narratives before 1800

WORLDING AMERICA

SEIDL

Obenland · Provid

The background is a blurred image of a bookshelf. Several book spines are visible, with titles such as "That Bind", "VILGINK", "Approaching Transnational America in Performance", "The Poetics of Genre in the Contemporary Novel", "Best Enacted", and "Orsten Kathke".

Research at the Obama Institute in 2017

Research at the Obama Institute

The Obama Institute is dedicated to transnational research into American history, literature, and culture. It builds upon the commitment of "traditional" American Studies to interdisciplinarity, but extends it to studying the entanglements of American histories with intercultural transfers across oceans, continents, and regions.

Broadly speaking, the transnational project has two main dimensions. First, it offers a research perspective that, while still regarding the state as a significant actor, examines circulations, interactions, and connections beyond the nation-state. This involves the study of the movement of peoples, ideas, technologies, literatures, and institutions across national boundaries. Second, anchored in a postmodern and postcolonial outlook, transnationalism seeks to "dis-integrate" U.S. history and culture. This includes exploring all forms of diversity and inclusion implicit in American national narratives. Transnationalism's focus on connections and circulations thus seeks to give voice to those who are not represented by nation-states.

Based on this understanding the Obama Institute sees itself as a meeting place and a research space for transnational American Studies. It maintains one of the strongest American Studies research programs in German-speaking countries. It offers full coverage of research into the history, literature, and culture of the United States, from the colonial period to the 21st century, including issues of translation and adaptation.

Our research areas highlight the Institute's wide range of activities. **Early American Studies**, which includes DFG-funded research projects on American periodicals and magazine fiction, promotes research projects that explore the textual and material grounds on which the many cultures – both Western and Non-Western – meet in the Atlantic and Pacific worlds. The **Center for Comparative Native and Indigenous Studies** is designed as a platform to bring together scholars and students who work on indigenous issues in a global context. The research training group **Life Writing/ Life Sciences** explores the narrative practices that underlie explanations and models derived from both empirical data and social experiences. Projects in **Political and Intellectual History** focus on topics such as migration and social policy, transnational social thought and politics, and nationalism and internationalism in American society. Research on **Religion and American Culture** explores the global history of American evangelicalism and the relationship between religion and politics, as well as religion and media. **Material Culture Studies** is a research initiative that connects the Institute to other disciplines, such as book history, art history, and sociology. And

the collaborative research project **Transnational Periodical Cultures** contributes to the burgeoning field of periodical studies, exploring magazines, newspapers, and other forms of serialized mass media in transnational contexts.

In addition, Obama Institute scholars are part of two research clusters at the Johannes Gutenberg University. SoCuM (Social and Cultural Studies Mainz) facilitates the interdisciplinary cooperation between social sciences and culture studies via research groups, conferences, international guest lectures, and doctoral dissertation grants. HKW (Historische Kulturwissenschaften) connects empirical research with historical perspectives and supports new research cooperations across established disciplinary and methodological boundaries. Both research clusters are currently engaged in preparing applications for DFG-funded Collaborative Research Centres (*Sonderforschungsbereiche*, SFB). The Obama Institute also cooperates with the Medical School and American Studies at Columbia University, New York in Narrative Medicine programs and the creation of a Medical Humanities research platform.

The Obama Institute sees itself as a node connecting scholars in American Studies and beyond. It invites the cooperation of scholars throughout the international academic community who are interested in manifestations of transnationalism in a multiplicity of contexts.

Conferences

Reading Transnational Periodical Cultures: A Workshop

May 11, 2017

Organized by Jutta Ernst and Oliver Scheiding

On May 11, 2017, Jutta Ernst and Oliver Scheiding organized a workshop on "Reading Transnational Periodical Cultures" at JGU's Germersheim campus. Featuring presentations by members of the Obama Institute as well as researchers from the German Department at JGU and the British Studies Department at U Regensburg, the workshop was held as part of the graduate seminars "American Periodical Cultures" and "American Periodicals," taught in parallel in summer 2017 by Ernst and Scheiding, respectively, and in the context of the research initiative "Transnational Periodical Cultures" at the Obama Institute. Spearheaded by Ernst and Scheiding, this recently developed research field seeks to investigate "the dense texture resulting from multiple authorships, editorial and layout strategies, print businesses, content, advertisement, distribution and subscription as well as all aspects related to the 'doing' of periodicals in transnational contexts" through both theoretical investigations and specific case studies.

Accordingly, the workshop opened with a broad overview of "Key Areas of Research" in transnational periodical cultures by Obama Institute member Tim Lanzendörfer. Urging researchers to theorize the meaning of transnational periodical cultures and of the digital, to locate periodicals in a transnational/translational media ecology, to think interdisciplinarily, and to (re-)discover the reader, Lanzendörfer provided the framework for the five case studies that followed: Obama Institute member Florian Freitag examined a partial and highly edited translation of Frank Norris's novel *The Octopus*, which was published in 1904 in *Der Pionier*, a yearly calendar issued by the New York City-based, German-language socialist daily *New Yorker Volkszeitung*. Anne-Julia Zwierlein (U Regensburg) took a thematic look at the depiction of women lecturing and reciting in late-Victorian popular periodicals; and Dagmar von Hoff from JGU's German Department introduced the audience to the transnational contributorship of Alfred Döblin's literary magazine *Das Goldene Tor* (1946–1951), which, incidentally, was published in Mainz during the last two years of its existence.

In the last two presentations of the workshop, two doctoral students from the Obama Institute discussed their dissertation projects: Anja-Maria Bassimir, who is part of the DFG-funded research project "Enterprising Evangelicalism: Distinction and Inclusion in Contemporary American Christian Religious Periodicals," talked about the multimedia offerings grouped around the magazine *Christianity Today*, while Johanna Seibert examined *The Watchman, and Free Jamaica Press* (1829–38) in the context of the early African Caribbean press in the nineteenth-century Atlantic world.

English Faculty Development Program International Conference

August 1-4, 2017

Organized by Alfred Hornung for the Obama Institute
and Fudan University Press

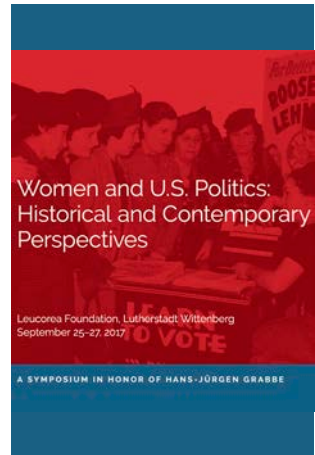
In cooperation with Mia Gu GmbH, represented by the project manager Shuai An, located in Birkenfeld, Rhineland-Palatinate, Prof. Alfred Hornung organized a four-day program for 45 Chinese teachers and professors of English. The program was sponsored by Fudan University Press, one of the major publishers of textbooks for teachers of English at institutions of higher education in China. The participants came from several Chinese universities. The objective of the program was to provide insight into the teaching of English as a foreign language in a non-English language environment. The four-day program offered by faculty members of the Obama Institute: Prof. Alfred Hornung, Dr. Claudia Görg, Dr. Bärbel Höttges, and Joy Katzmarzik, included presentations on "Foreign Language Education in Germany," "Teaching British and American Studies in Germany," "Research Rating of English," "The Obama Institute of Transnational American Studies at Mainz: Bachelor, Masters, Ph.D. Programs, Research Projects," "Creative Writing and Graphic Narratives," "Teaching Language Interference Problems through Grammar and Translation," "Teaching Literature and Cultural Studies," "Teaching Composition: Writing Term Papers," and "E-Learning in the Classroom and Beyond." In the discussion periods, the colleagues from China demonstrated their long-time experience and expertise in dealing with aspects of second-language acquisition and practice. The exchange of Chinese classroom knowledge and English language and American Studies education at the Obama Institute proved to be an invaluable form of cross-cultural learning. The academic program was enhanced by cultural visits to locations in Rhineland-Palatinate and Southern Germany. In many positive responses and feedback notes the Chinese colleagues expressed their appreciation of the program and their very good impressions of the high-class standards of the Obama Institute.

Women and U.S. Politics: Historical and Contemporary Perspectives

September 25–27, 2017

Organized by Axel Schäfer (Obama Institute) and
Julia Nitz (Martin Luther University Halle-Wittenberg)

The conference *Women and U.S. Politics*, held in honor of Hans-Jürgen Grabbe (Martin Luther University), brought together a wide range of international scholars from various disciplines who analyzed the agency women have possessed in the political sphere in the U.S. Taking place at the Leucorea Foundation in Lutherstadt Wittenberg, academics from the United States, Germany, Belgium, Poland, the Czech Republic, the Netherlands, Greece, Austria, and Great Britain offered a wide array of topics on the power, practices, and presentations of femininity in America from the Early Republic to modern-day politics.



Marianne Wokeck (Indiana University–Purdue University Indianapolis) started with a keynote address on how women of the 18th century indirectly influenced political decisions through their interaction at home with their husbands, sons, and brothers. In session one, Ursula Lehmkuhl (University of Trier) drew parallels between U.S. settlement activist Jane Addams and German Chancellor Angela Merkel regarding religious convictions impacting their aid of immigrants. Sabine Sielke (University of Bonn) considered how issues of misogyny form a recurring part of U.S. politics through the example of Hillary Clinton's unsuccessful bid for the presidency. Rob Kroes (University of Utrecht) spoke on the contemporary interaction of feminism and populism.

Julia Nitz (Martin Luther University Halle-Wittenberg) opened the second session and presented close readings of elite Southern women's Civil War diaries as a method of unraveling racial and social hierarchies in antebellum America. Gabriele Linke (University of Rostock) compared the various themes in the memoirs of African American Congresswomen to trace the evolution of their values and agendas. Session three featured Manfred Berg (University of Heidelberg), who examined President Wilson's changing role in the woman suffrage movement as he went from critic to

supporter during the First World War. Hans Bak (University of Nijmegen) outlined the multifaceted path of Dorothy Day with a special emphasis on how her socialist experience fueled her conversion to Catholicism and spurred her lifelong endeavor for social activism. Marcel Arbeit (University of Olomouc) presented how Elizabeth Spencer's struggle to avoid political entanglement impacted her fictional characters and autobiographical works. In session four, Volker Depkat (University of Regensburg) explained how clothes were used as political tools during the Early Republic of the United States. Eva Boesenberg (Humboldt University of Berlin) provided the final presentation of the evening with a focus on Michelle Obama and the language of fashion.

The second keynote featured Philip John Davies (British Library/De Montfort University Leicester), who provided a critical analysis of the 2016 U.S. Presidential elections. Theodora Tsimpouki (University of Athens) started session five with her presentation of how Edith Wharton's novel *The Age of Innocence* presented architecture as an instrument of female expression. Andrew Gross (University of Göttingen) investigated the psychology of refugee status and statelessness via the writings of Hannah Arendt. Jerzy Durczak (University of Lublin) offered a close reading of Sally Mann's photographic memoir and the clash of its aesthetics with its sociopolitical implications. In the final session, Frank Mehring (University of Nijmegen) outlined the multimedia development of the "Rosie the Riveter" icon from songs on the radio to poster art and from photography to film. Brigitte Georgi-Findlay (University of Dresden) constructed a time line of the presentation and interpretation of female politicians in U.S. television series.

Conference activities ended with a walking tour of Lutherstadt Wittenberg, which is celebrating the 500th anniversary of Martin Luther's Reformation this year. The organizers gratefully acknowledge the financial support provided by the U.S. Embassy Berlin and the Obama Institute.

The American Short Story: New Horizons

October 5–7, 2017

Organized by Oliver Scheiding

The international conference "The American Short Story: New Horizons" was organized by Oliver Scheiding and held in collaboration with the Society for the Study of the American Short Story, the American Literature Association, the European Network of Short Fiction Research, and the Obama Institute for Transnational American Studies Mainz. The conference hosted more than 90 participants coming from Europe, the United States, Africa, Asia, and Latin America.

The panels and papers addressed fresh and original questions relevant to studying the American short story: how the genre works as performance in itself; how it conveys a theory of culture in which aesthetic structures and the presentation of cultural problematics interrelate; how the short story and the practices of text-making are related to the cultures of print in which textual circulation and economic exchange are homologues; how we can read the short story as an expressive form alongside its material dimensions, its vitality of forms (i.e., short-short fiction, flash fiction), and the multiple meanings of such concepts as authorship and genre; how we can reassess the short story as a field to map out exchanges not just among authors, but also among editors, publishers, reviewers, readers, and the physical text, with its advertisements, illustrations, and editorial changes. In doing so, the conference explored the American short story as a coming together of the enduring narrative practice of compression and concision in American literature, presently culminating in a digital culture in which brevity rules. The conference demonstrated that studying the short story offers a vibrant field of research, not only in terms of the short story's productivity but also in terms of innovative theoretical questions.

The two keynote speakers were Lorraine M. López (Vanderbilt University) and Kasia Boddy (University of Cambridge). López, who is the author of six books of fiction and editor or coeditor of three essay collections, opened the conference with a reading of her short story "The Landscape" that appears in her award-winning collection



Homicide Survivors Picnic and Other Stories. Following her reading, López conducted a discussion of ghosting in conjunction with the short story, as a means for countering erasure and sustaining inspiration from the past. The second keynote address, by Kasia Boddy, titled "The Short Story and the Census," revisited the well-established affinity of regionalism and the short story focusing on the tension between local narratives and those produced by the state itself.

Further readings of short stories and discussions about the literary market, production, and the circulation/translation of the short story were given by Callan Wink, author of *Dog Run Moon* (Granta) and Hugh Sheehy, author of the *Invisibles* (University of Georgia Press). Their work has been published in *The New Yorker*, *Granta*, *The Best American Short Stories*, *The Kenyon Review*, and in the anthology *Best American Mystery Stories*.

The conference was made possible by generous funds from the German Research Foundation (DFG), the Center for Intercultural Studies, the alumni association of Johannes Gutenberg University, and the Obama Institute for Transnational American Studies.

From Abolition to Black Lives Matter: Past and Present Forms of Transnational Black Resistance

October 26-28, 2017

Organized by Nele Sawallisch, Johanna Seibert, Pia Wiegmann, Frank Obenland

This conference hosted by the Obama Institute for Transnational American Studies aimed at assessing and theorizing past and present forms of black intellectual, political, and cultural resistance from the era of abolitionist campaigns against the transatlantic slave trade to the recent global protest formation of Black Lives Matter.

Protests against racial discrimination, inequality, poverty, and injustice not only pervade (North) American history but span the globe and cross – oftentimes multiple – borders. Building on the recent transnational turn in American Studies and de-centering American Studies' focus on the nation as the prime focus of analysis, this conference attempted to trace the Atlantic routes/roots (Gilroy), the diasporic and global trajectories, as well as the movement, circulation, and dissemination of past and present forms and ideas of black resistance. The conference was geared toward discussing the transnational dimension and significance of various forms of resistance that are often embedded in larger social movements such as the anti-slavery, the anti-lynching, the Civil Rights, Black Power, Anti-Apartheid, the Global Justice, the Prison Abolition, or the Black Lives Matter movements.

Twenty contributors presented their research in three keynote speeches and six thematic panels. Prof. Dorothy R. Tsuruta, former chair of Africana Studies at San Francisco State University, opened the conference on October 26 with a keynote on the genealogies of black resistance from the eighteenth to the twenty-first century, including her department's history of resistance as the oldest college of ethnic studies in the United States. Art historian Prof. Charmaine Nelson (Harvard University) presented her research on "fugitive slave ads" in nineteenth-century Canada in her keynote on Friday. The final keynote on Saturday, October 28, by Prof. em. Vincent Carretta (University of Maryland) reflected upon the correspondences of three



African American and Afro-British writers of the eighteenth century. The contributors to the conference's six panels shed further light on different aspects of black protest culture: the opening panel comprised papers on the history of resistance in the United States and Great Britain, whereas the second panel was dedicated to theoretical issues of (black) transnational resistance. Panels 3 and 4 looked at representations and articulations of protest in visual art, including film, and theater. Panel 5 focused on the issues of gender and resistance by including intersectional, queer studies, and gender studies approaches to analyze black resistance in anglophone and francophone protest movements as well as literature. Panel 6 concluded the conference with two papers on Africa and the African Diaspora as they highlighted contemporary artistic practices in Ghana and Senegal in the context of global protest and migration movements.

In total, the conference counted 20 speakers and about 60 audience members from literary, cultural, and media studies backgrounds, as well as art/historians and political scientists from the United States, Canada, France, Great Britain, and Germany. This audience also comprised a large number of interested students from American Studies divisions in Mainz and elsewhere in Germany. In addition, representatives of the Federal Agency of Civic Education were among the audience members.

Selected Research Projects

U.S. Settler Colonial Biopolitics and Indigenous Life Writing

René Dietrich

(DI 1881/2-3; Funding 11/2017–01/2019)

The research project seeks to explore how acts of life writing by North American Indigenous authors bring to the fore the biopolitical logic of racialization, subjugation, and regularization integral to settler colonialism and constitutive to the U.S. as a settler nation-state from its foundation to the present. The texts of life writing by Indigenous authors from William Apess to Deborah Miranda render transparent the settler colonial biopolitical logic of the U.S. and show how it constructs Indigenous bodies and lives as objects to be variously removed, discarded, contained, infantilized, fetishized, or pathologized. In their acts of life writing these Indigenous intellectuals offer a powerful means of intervention into the biopolitical logic of settler colonialism, as they expose the foundational element of elimination and disavowal in settler colonial biopolitics, refuse to be contained within the depoliticized category of "Indianness," and attain a position of agency from which to not only offer a severe critique of the politics of the settler state, but also to denaturalize settler colonial rule. Their writing amounts to an exhibition of a lived sovereignty that defies the limitations of the settler state, its biopolitical order, and its lived colonial logics. The project thus seeks to probe how North American Indigenous life writing contains a crucial activist impulse in the movement toward a politics of decolonizing life and life writing.



Pedagogical Writing and Social Practice in the Age of American Romanticism

Clemens Spahr

(SP 1366/5-1; Funding 1/2017-12/2019)

This project studies American pedagogical writings in the age of American Romanticism. It proceeds from a broader understanding of American Romanticism, which includes the various proto-Romantic pedagogues of the late 18th and early 19th centuries. Discussing how these educational texts negotiated Romantic ideals in the context of institutionalized and habitualized practices, the project seeks to contribute to the field of the sociology of literature. The genres discussed in the monograph will include spelling dictionaries, programmatic and philosophical writings, and illustrated school records. These writings emerge in the context of particular educational experiments. These include Susanna Rowson's academies for women, Margaret Fuller's and Elizabeth Palmer Peabody's conversational circles, as well as Amos Bronson Alcott's Temple School and Lydia Maria Child's engagement for women's rights and abolitionism. The writings circulate in an established intellectual field, within which educational norms are negotiated with regard to habitualized norms and practices. At the same time, these writings also aim at a larger political reform project. From Rowson's spelling dictionary to Alcott's pedagogical writings to the writings produced in the context of the Brook Farm community, these writings always sketch alternative spaces of education that are supposed to change the field of education in a way that also affects social structures more generally. This connection between positioning in the intellectual field and social reform is most clearly evident in Frederick Douglass's literacy narratives, which continue this tradition by translating the idea of education into a political claim for freedom.



Body and Metaphor: Narrative-Based Metaphor Analysis in Medical Humanities

Anita Wohlmann

(WO 2139/2-1; Funding 1/2017-12/2019)

As Annette Kolodny has shown in *The Lay of the Land* (1975), American colonialist texts imagined the American prairie and frontier as a virgin or bride, waiting to be conquered and mastered. The American unknown land was also imagined as a benevolent mother, who would welcome heroic pioneers to her nurturing bosom. This imagery changed when colonizers realized how they had “deflowered” the virgin/mother land, how it had become mutilated and deformed. Alexandre Hogue’s painting “Erosion No 2, Mother Earth Laid Bare” (1936) illustrates this sense of disillusionment and visualizes the metaphorization of the land. In my project, I suggest that American women writers use conventional metaphors, as the one identified by Kolodny, in innovative and creative ways. They appropriate problematic, confining, and sexist comparisons in order to reimagine what it means to have and live in a female body. I draw on the fact that metaphors are everywhere and that we use them constantly when we discuss abstract ideas. The project is grounded in research on metaphors, narrative, and medical humanities, where metaphors and narrative are understood as central epistemological and cognitive tools in such fields as science studies, psychotherapy, medical anthropology, and palliative care.



My text corpus considers novels and short stories by American authors, such as Rebecca Harding Davis, Edith Wharton, Willa Cather, Ellen Glasgow, and Charlotte Perkins Gilman. In these texts, the female body is not instrumentalized to describe a male fantasy or (male) scientific theory. Instead, we can observe a reversal of source and target domain: Cather and Glasgow, for example, use the land as a source domain to describe the female body. The vibrancy, strength, and indomitability of the land thus describe the female protagonists' bodily nature. Wharton and Gilman also reimagine the conventional notion of the female body. They use the comparison of women to creeping vines and thus to plants who depend on a strong man/tree for support: Wharton's and Gilman's protagonists instead have bodies that are strengthened through 'pruning' and that have developed strong and deep 'roots'

that literally and figuratively shake the foundations of the patriarchal domestic ideal. In embedding their metaphors in complex, multi-layered narratives, the authors I examine provide ample material to consider how metaphors are compressed narratives or mini-narratives and, vice versa, how narratives are extended metaphors. The aim of the project reaches beyond the female body and specific literary examples. The purpose is to develop a model of metaphor analysis that joins metaphor theory and narrative theory in order to bring together two fields that have, in the last thirty years, developed profusely but separately, with only a few researchers so far who have started to conceptualize the intersections between metaphor and narrative.

If metaphors are ideologically fraught and can thus limit what is thinkable and doable, it is crucial to understand that metaphors can be resisted and to develop strategies that help us to creatively rethink metaphors. This is relevant for diverse fields, such as science, medicine, politics, social work, law, and education. In medicine, metaphors are ubiquitous, as ample research shows. Metaphors are used, for example, as mnemonic devices (strawberry bladder) or to explain complex medical procedures or diseases in doctor-patient communication. Some of the basic and repeatedly used metaphors in medicine conceptualize healing as mechanic repair (with the body as a machine), a detective's work (with the body as a crime scene) or a fight (with the body as a battleground).

During his illness, the American literary critic Anatole Broyard, for instance, pondered illness metaphors. Unsatisfied and uninspired by the conventional metaphors, he started to invent new metaphors. For example, he began to think about his illness as "a love affair with a demented woman who demanded things I had never done before" (21). And he imagines a doctor who had a metaphorical style of his own and would be invested in developing fitting metaphors together with his patient, so that Broyard's illness would no longer be an anonymous, depersonalized matter, but a space of agency to engage in a nourishing, creative and productive interpersonal quest for meaning and sustenance.

Transnational Periodical Cultures

Oliver Scheiding and Jutta Ernst

In collaboration with Dagmar von Hoff (German and Media Studies) and M. Bjørn von Rimscha (Journalism Studies), the project investigates periodicals in their network-like constellations, drawing attention to cross-border dynamics, which have long been ignored in periodical studies. With transnationalism serving as the overall lens, the project aims to assess, for instance, the role of translation and the use of multiple languages in a periodical market, which, since the eighteenth century, has profited from international exchange and hemispheric circulation. Instead of merely concentrating on the periodicals' content, a trend which has long dominated the field, the members of this research group adopt a wider perspective, considering magazines also in their very materiality, including size, paper, binding, typography, colors, etc., aspects which, in somewhat different form, are also pertinent for digitized versions of print magazines or online-only periodicals. In order to fully understand how periodicals function and what their cultural work is, they have to be studied in complex, historicized frames of reference which give various actors their due, including the producers, distributors, and readers of magazines. However, financial, copyright or censorship issues have also to be taken into account. Last but not least, the project aims at establishing the community-building potential of periodicals, thus contributing to important questions of social development and change.

Funded by the "Impulsfonds Forschungsinitiative Rheinland-Pfalz"

On the internet: www.transnationalperiodicalcultures.net

Habilitation

Dorothea Gail

Between Authenticity and the Market: Music, Subculture, and Values in the United States since the 1970s

Ever since the proliferation of countercultural movements in the late 1960s, music in the United States has increasingly become a platform through which different subcultures assert their values and express these to a broader society. This project examines manifestations of such subcultural values through five case studies: a.) the fusion of consumer values, branding, and community identity in advertisement music (the self-produced jukebox music of the fast food chain Waffle House); b.) the redefinition of ethnicity and world-views in New Age Music (R. Carlos Nakai); c.) anti-consumerist tendencies in the second wave of Detroit Techno electronic dance music (Underground Resistance and Plus 8); d.) the question of elitism in the classical music scene (Charles E. Ives), and e.) the commercialization of conservative Christian values in Contemporary Christian Music (Amy Grant and BarlowGirl). I analyze these cases via three fields of entanglement and tension: 1.) musical expression; 2.) subcultural values; 3.) the requirements of the market. Since at least the 1980s, supposedly independent subcultural values have had to confront the massive impact of a broader hegemonic consensus about the validity of a consumer society. As "lifestyle" and ethnicity were commodified, religious and humanistic values became products. Yet "authenticity" (artistic standards and the expression of values) and the "market" are not mutually exclusive categories. I seek to discover the new musical and social meanings that have emerged in the last thirty years as "small music business" encountered the pressures of consumer society. The project uses interdisciplinary approaches from critical culture studies, American studies, and musicology.



Selected Dissertations

Melanie Hanslik

Exchange Life Writing: Towards a Transnational Education

Advised by Alfred Hornung

This dissertation introduces and defines a new subgenre within life writing: Exchange Life Writing (ELW), a specific term for writing produced as a result of cultural exchanges that includes all types of self-representation a student creates reflecting on their exchange experiences (cultural, academic, personal, etc.). It focuses on and elaborates the transculturation processes specific to cultural exchanges through the analysis of students' cultural observations and experiences. The areas of investigation included the Obama Institute's three-week Summer School Program in the American South, the Direct Exchange Program's outgoing and incoming exchange students, and new teaching and curriculum concepts at JGU that produced ELW about short and long term, online and offline as well as group and individual sojourns abroad.



ELW as a specific discourse relies on past and present experiences but is oriented towards the future definition of a philosophical and psychological "self"; it serves as a tool through which to share one's life stories in descriptive and artistic renditions with others, who may be affected by these stories. Studying abroad transculturalizes individuals, the host and also the home communities. These transcultural experiences via study abroad and expressed through ELW might generate both a sense of transnationalism and a method through which to represent it. Exchanges challenge cultural affiliations and lead to transcultural processes commensurate with the digital era of globalization and migration; exchange students serve as cultural brokers and mediators. The practice of ELW as a meaning-making tool shapes the sense of a transcultural self and sharpens transcultural competences (overcoming ethnocentrism, training empathy, etc.). The writing, learning, and transculturalizing processes are enhanced and strengthened through this practice. The dissertation

presents an analysis of selected life writing forms, a qualitative study that contributes transdisciplinary methods to the field of life writing and transcultural studies. Additionally, it shows in what ways social media, digital expressions as narrative forms, function as a continuation of the transnational journey. Moreover, it emphasizes the significance and justification of the establishment of exchange life writing as a new subgenre of life writing and argues for the necessity of assigning ELW in the university curriculum because of its pedagogical values.

Joy Katzmarzik

Bill Watterson and Newspaper Comic Strips

Advised by Alfred Hornung

Despite the rising trend of research on graphic novels and comic books, newspaper comic strips as a subgenre of comics have been mostly disregarded or dismissed as light entertainment. This dissertation therefore sets out to approach the genre of newspaper comic strips through one of the most successful series of all times: Bill Watterson's *Calvin and Hobbes*. It pays close attention to the genre question, the historic framework, the graphic and narrative qualities of comic strips and the cultural context in which the series was published.

Calvin and Hobbes, published from 1985–1995, was distributed by Universal Press Syndicate. Among other awards, Bill Watterson won the Reuben Award as Cartoonist of the Year twice (1986, 1988), and in 2014, 19 years after he finished his comic strip, he was awarded the Grand Prix at the Angoulême International Comics Festival in France. An interest in the series and the creator still prevails, not least because Bill Watterson never treated comic strips as a business, but as a serious art form that – as any other art form – is capable of expressing truth. As such, he forbade the merchandizing of his characters, and by 1990 he withdrew from public life to focus on creating his art. Despite unbroken interest in the series, the artist behind the work remains a mystery today.



The dissertation approaches the genre question of how newspaper comic strips are

embedded in the broader genre of comics, and the impact of their serial publication in newspapers on the genre and its artistic quality. A historical outline then traces the evolution of newspaper comic strips from their early beginnings in the late 19th century with Richard Felton Outcault's "Down in Hogan's Alley" to Bill Watterson's publication in the Eighties and Nineties and beyond.

As newspaper comic strips are confined in their graphic and narrative space, entirely different parameters have to be applied. Thus, different parameters are developed to provide tools to approach newspaper comic strips and do justice to their brevity. This concerns graphic parameters (the panel frame, panel composition, character design, props, and lettering) as well as narrative parameters (plot, character, structure, setting, and themes). An interpretation of *Calvin and Hobbes* that works along the lines of these parameters reveals the interdependence of both the graphic and narrative language of comics. As humor plays a pivotal role in newspaper comic strips, the humorous techniques are also carved out and applied to *Calvin and Hobbes*.

As comic strip series are published on a daily basis, they are always rooted in a cultural context and quickly comment on cultural developments. A large part of the work is devoted to an in-depth analysis of *Calvin and Hobbes* and how the series is a humorous response to different political, social, cultural and philosophical movements of the Eighties and Nineties. Recurring topics in the comic strips are theology, art, ecology, and mass media. The analysis of each of these topics unearths the humorous and at times even parodistic quality of *Calvin and Hobbes*, and how Bill Watterson achieves a body of work that takes up relevant topics and discusses them within the artistic possibilities of the comic strip. The theological chapter shows how the protagonist Calvin (named after John Calvin) is frequently confronted with American Puritan heritage and poses theological questions, but humorously places them against and answers them from a postmodern background. Art is also discussed in the comics as Calvin frequently considers himself to be an acclaimed artistic genius: As he creates snow art, he borrows the terminology of modern/postmodern art movements to justify his art without truly understanding the core of the modern art movement, thereby revealing the loopholes of the modern/postmodern rhetoric. The chapters on ecology and mass media reveal how *Calvin and Hobbes* discusses social and political issues that became popular in the Reagan Era: the rising influence of mass media on a young audience, and an awareness for environmental issues.

This dissertation thus examines the hitherto widely underexamined genre of newspaper comic strips from different angles to shed light on the impact it has on the American society and its ability to interrogate current topics in a timely manner.

Christoph Lanzen

Physicians of Culture: Healing Cartharsis in the Fiction of Toni Morrison and the Philosophy of Friedrich Nietzsche

Advised by Alfred Hornung

In his study of Nobel Prize winner Toni Morrison's novels, Christoph Lanzen uses Morrison's interest in philosophical questions as a starting point to explore the relationship between her literary works and the Greek tragedy, which she deems as "extremely sympathetic to Black culture and in some ways to African culture". Lanzen links Morrison's research on classical works during her college days to the three epochs covered in her trilogy, ranging from the mid-nineteenth century in the South (*Beloved*) to the Harlem Renaissance in early 20th century New York (*Jazz*) to the establishment of alternative realities in Oklahoma (*Paradise*).



The overarching concept tying together this study on Toni Morrison's trilogy is the idea of Catharsis, which is derived from the Greek tragedy. The timeframe and focus on Greek tragedy inevitably leads to Friedrich Nietzsche's works, which form the basis of Lanzen's analysis of *Beloved*. Like Freud, Hegel, and Marx, Nietzsche's works provided the foundation of a new culture of knowledge which is based on the Greek tragedy and eventually resulted in paving the way for postmodernism — which also influenced Morrison's writing. In this study, Lanzen confidently links the philosophical constructs of the aforementioned thinkers with the works of African American intellectuals like W.E.B. DuBois and Henry Louis Gates, Jr. More specifically, he works with the concepts of "double consciousness" and the "therapeutic trickster" as well as the "doctors of interpretation," which mirror the formulations of French critics such as Deleuze/Guattari.

Lanzen furthermore demonstrates the relationship between the Nietzschean concepts of Apollonian and Dionysian structures and DuBois' double consciousness by applying them to the depiction of obesity in *Beloved*, which is the result of an excess of Apollonian influence. This dominance of the Apollonian is a common theme in Morrison's work and as Lanzen demonstrates, the characters capable of finding a balance between Apollo and Dionysus are exclusively female. He thereby

reads Morrison and Nietzsche as "physicians of culture," as both conceive societal structures as healthy only when the regulatory powers of the Apollonian can be balanced out by Dionysian deconstruction, which becomes the task of the female healers of culture.

Annika Rosbach

Translating Race: Literary Representations and German Translations of African-American English

Advised by Jutta Ernst

"Translating Race" examines the translation of African-American English into German. Drawing on both Translation Studies and Transnational American Studies, and focusing on seven U.S. novels in which African-American English constitutes a source of meaning – including Harriet Beecher Stowe's *Uncle Tom's Cabin* (1852), Alice Walker's *The Color Purple* (1982), and Danzy Senna's *Caucasia* (1998) – "Translating Race" argues that the strategies employed to translate African-American English into German frequently rely on racial or even racist stereotypes that are not present in the originals.



In the context of translations of U.S. novels into German, African-American English has been translated in a large variety of ways, including standard German, colloquial German, German dialects, and made-up non-standard varieties of German. It is only through a comparison of the individual translations with their originals, however, that the effects of these different translation strategies become apparent: whereas in the U.S. texts African-American English serves to portray blackness as multidimensional, individualistic, and de-marginalized, as well as the basis of identity and community, the very same characters often appear as either silent or as marginalized "Others" in German translations, which thus reduce them to stereotypes and, occasionally, veritable caricatures of themselves.

Moreover, while the American texts raise complex questions about racial identity and about the relationship between "black" and "white," the German translations universalize

these issues, reformulating them as universal questions about social injustice. Shorn of the specific historical and cultural contexts of the African-American experience, and transposed into a German context, the texts are ideologically functionalized, also for political purposes, and perpetuate racial differentiations and racist ideologies.

"Translating Race" simultaneously contributes to Translation Studies, especially to the investigation of power structures in and via translations, and Transnational American Studies, particularly to the literary construction of race within the context of cultural processes of exchange between Germany and the U.S. and to the role of translations in shedding new light on the originals. Finally, "Translating Race" also provides translators with practical advice on how (not) to translate African-American English.

Nele Sawallisch

Fugitive Borders: Black Canadian Cross-Border Literature at Mid-Nineteenth Century

Advised by Oliver Scheiding

This dissertation looks at autobiographical writing by black authors in Canada West (roughly, today's Ontario) between 1850 and 1861. It argues that the autobiographical testimony by former slaves from the United States constitutes a form of life writing which, although often done in scholarship, cannot be reduced to the dominant genre of the slave narrative. Instead, the four autobiographies that this dissertation focuses on are an expression of the creativity and originality of black authors who play on the genre conventions of the slave narrative as well as reader expectations. At the same time, authors show how they adapt the genre to their individual needs through the act of writing about their experiences. Since authors cross the border between Canada West and the northern United States multiple times, the dissertation also shows how the autobiographies reflect their status as versatile abolitionists, activists, businessmen, and clergymen.



The autobiographies under scrutiny here are in fact part of Afua Cooper's "fluid frontier"

(2002) between the two countries. They continuously negotiate forms of a cross-border community belonging. The present dissertation theorizes the concept of a black community as a focal point for the idea of a black North America. The authors appear to be indebted to this idea and contribute to shaping this black North America through their autobiographical writing. In this process, the concept of "nation" plays only a subordinate role. Instead, the dominance of "community" finds expression in what this dissertation labels the shaping of "genealogies", to which each author recurs individually through his text and into which he inscribes himself. This results in a process of community building through narratives that, in the context of emerging national discourses before Canada's Confederation in 1867, offer alternatives to a hegemonic national narrative of the white settler nation.

The dissertation contributes to the relatively young field of Black Canadian Studies and, in particular, to its literary studies branch. It is set at the crossroads between literature, history, and literary history and, in doing so, challenges the dominance of historiographical scholarship which has mainly shaped the development of Black Canadian Studies. Since mid-nineteenth-century literature by black authors in Canada West (and Canada more generally) has hardly been studied in detail, this project provides basic research by highlighting four little regraded autobiographies. Literary studies in Canada have marginalized these texts, in part due to content-related issues. Two reasons have been important in this respect: on the one hand, the four autobiographies at hand here are still being described in a simplifying manner as a U.S.-American phenomenon in the context of the slave narrative. On the other hand, autobiographical testimony by black Canadians is being read as historical source rather than literary text. One of the goals of this dissertation is to show that an analysis of lower profile texts is rewarding for several reasons: such an analysis broadens the scope of the Canadian literary canon and questions the predominant paradigm of the North American slave narrative. Additionally, it erodes a Canadian self-image as the Promised Land for fugitive slaves from the United States. The autobiographies disprove the vision of a Canada that foregrounds the equality and liberty of black people. The analysis of such texts also confirms that Canada West played a crucial role in North American as well as transatlantic abolitionism, in which the four authors were involved. Finally, the texts in this dissertation contribute to a differentiated understanding of the border zone between Canada West and the United States and of how it was shaped by race.

The project consists of four case studies of texts which have never been brought together, although these autobiographies pertain to the transnational archive of black Canadian authors. They are: Thomas Smallwood's *Narrative of Thomas Smallwood*,

(*Coloured Man*) (1851), Samuel Ringgold Ward's *Autobiography of a Fugitive Negro* (1855), Richard Warren's *Narrative of the Life and Sufferings of Rev. Richard Warren* (1856), and Austin Steward's *Twenty-Two Years a Slave and Forty Years a Freeman* (1857). In this context, the dissertation broadens Paul Gilroy's pathbreaking idea of the "Black Atlantic" (1993) by considering the plurivocal literature of Canada. Moreover, the project offers readers a foundational analysis of four examples from the primary literature, something which is yet absent from Winfried Siemerling's major intervention *The Black Atlantic Reconsidered* (2015). Life Writing is the point of departure for the analysis, but it focuses particularly on the more recent developments in Black Canadian Studies by looking at works which conceive of black Canadian history methodically as a transnational, cross-border phenomenon. The "transnational turn" has influenced Canadian literary studies, too, and the works of George Elliott Clarke (2005), Nancy Kang (2005), Alyssa MacLean (2010), and Winfried Siemerling (2015) make up the theoretical backbone of the dissertation.

Elena Scherzer-Sawal

Author's Carnivals: Sites of Agency and Consumption in Nineteenth-Century America

Advised by Oliver Scheiding

Authors' Carnivals are reflections of how Americans defined their culture in the last decades of the nineteenth century. Those events were based on and influenced the social and aesthetic values of the time within the time. By analyzing Authors' Carnivals, the aim of my dissertation is to rethink and also rewrite American culture of the nineteenth century by leaving behind evaluations and concepts based on a retrospective view.

The organizers of Authors' Carnivals aimed at entertaining and at the same time educating their peers. The growing industrialization was accompanied by people who were looking for entertainment during their leisure. Authors' Carnivals provided U.S. citizens with the entertainment they longed for. However, the carnivals were more than simple entertainment. They



fulfilled a higher moral and aesthetic standard because they were charity events and presented valued literature. The organization and management of the carnivals was mostly done by women. But Authors' Carnivals were not only an opportunity for women to show their skills in managing charitable events. The carnivals were rather neutral zones wherein interaction between the sexes was possible on equal terms. Although part of the public sphere of entertainment, women were allowed to make themselves heard and even seen. Being already experienced in the work of charity, women now moved their responsibilities as "republican mothers" (as Linda Kerber described them) from private education to public education.

The carnivals were based on the representations of literary pieces and thus displayed literature visitors were already familiar with and if they were not then the carnivals were a good opportunity to make acquaintance with the literature every American citizen should know. The importance and value of the single authors was underlined by giving every one of them his own booth or stage where his pieces were the focus. A fundament for a common literary acquaintance was thus influenced. Authors' Carnivals were both the expression of an informal literary canon and the collective consumption of literature through performance. Narrowing down the idea of the carnivals' entirety as an informal canon to the single carnivals, these events can be described as local performative anthologies, displaying the corpus of familiar texts within a community. The "editors" of those anthologies based their decision on the inclusion or exclusion of a literary writer on the author's popularity and significance for their potential audience.

Selected Book Publications

Torsten Kathke

Wires That Bind: Nation, Region, and Technology in the Southwestern United States, 1854–1920

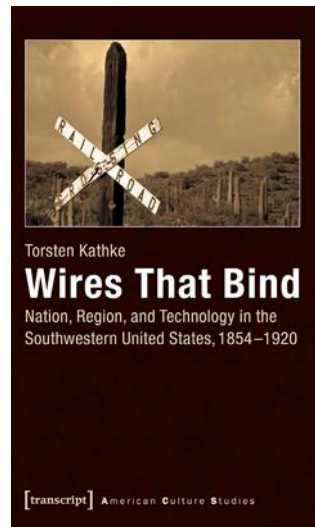
Bielefeld: Transcript

The U.S. Southwest in general, and southern Arizona in particular, experienced a bout of rapid modernization and change during the period bridging the latter half of the nineteenth century, and the beginning of the twentieth century. These roughly five decades bridge what Eric Hobsbawm calls the ages of capitalism and imperialism, and what Thomas Sheridan has termed Arizona's extractive phase of development.

The 1850s and -60s saw a bicultural Mexican-Anglo elite develop in the southern portions of Arizona and New Mexico. It held the reins for roughly three decades, but lost power to an influx of Anglos after the railroad arrived in 1880. 1889, when the territorial capital moved to Phoenix, a town founded by and for Anglo settlers, marked the point after which the dominance of this bicultural community declined rapidly.

"Secondary" elites – lower-class white men, but especially Mexicans and Mexican-Americans, African-Americans, and white women – availed themselves of the railroads and the telegraph to form overlapping networks of communication. These networks sometimes intersected with those of the primary elite, but often existed independently. The secondary elite fulfilled an important function in binding the Southwest to the nation's centers in the East and West, contributing greatly to create an Arizonan identity – distinct from that of New Mexico – which by 1912 had firmly taken root.

The book deals with the changes that greater nationalization brought on in Yuma, Tucson and Deming (New Mexico) from the Civil War Era until World War I. These three places provide a cross section of settlements within the Gadsden Purchase area, which was the last added to the continental United States, in 1854.



It focuses on the activities of local and regional elites and secondary elites. Episodes in Arizona History that recent scholarship has focused on, from the Camp Grant Massacre to even the "Great Arizona Orphan Abduction" I argue, can be better explained when viewed through the scope of a declining Anglo-Mexican frontier elite's struggle for relevance; relevance both of their territory within a national and ultimately global context, and relevance of their own community and way of life in a changing and modernizing Southwest.

The book posits that during the half-century from the 1850s to 1910s, Arizona began to constitute itself as a separate political space, first influenced by, and later, with an increasing Anglo population, in opposition to, its Mexican heritage. It developed this distinct identity in ways that seem counterintuitive on several levels of self-perceived elites.

The emerging Mexican-Anglo border elite sought out any chance to improve infrastructure in the region, as long as it benefited their business, and personal lives. Unlike previous inhabitants of the Southwest, they never did manage to escape the national and global forces that surrounded them, even if these were remote. The opening of the Suez Canal in 1869, for example, changed the routes of world trade by connecting Europe to Asia and points farther East – i.e. the American West. This, in conjunction with increasing railroad trackage throughout the U.S., allowed for the opening of Arizona to large-scale mining in its "extractive" phase of development late in the nineteenth century. Just as the changes in modes of transportation and geopolitics allowed for this elite to develop, they also unmade it a generation later.

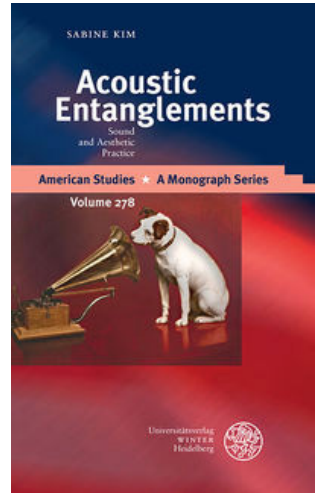
Starting in 1880, the elite's grasp of important local and regional political offices began to erode. They lost more and more incumbencies to newly arrived Anglos. Mexican-American Federico Ronstadt, who once was groomed for, but ultimately refused to run for mayor, was the exception, rather than the rule. Unlike the first generation of Anglo settlers in Tucson, the second wave transported their systems of values and civilization to the Southwest. Since that Southwest had already become much more "civilized" according to the newcomers' Victorian sensibilities, it was much easier to apply these without much alteration. The reason for this gradual "victorianization," ironically, had been the efforts of the first generation of arrivals that now found themselves, and their bicultural achievements, left by the wayside.

Wires That Bind explores this complex interplay of local, regional, national, transnational and global interests, and the forces that connected and constructed the American nation in the late nineteenth and early twentieth centuries.

Sabine Kim

Acoustic Entanglements: Sound and Aesthetic Practice Heidelberg: Universitätsverlag Winter

This book examines the entanglements of sound and practices of listening, performing, writing, recording, and transmitting as historically and culturally specific phenomena. Taking up Jonathan Sterne's analysis of media as always already socially mediated and not purely technological objects, *Acoustic Entanglements* examines the conjuncture of the invention of the phonograph and the phonographic logic of Emily Dickinson's poetry, contributing to work on Dickinson challenging the trope of the poet as a social recluse producing in an intensely private sphere. This book seeks to map the cultural logic informing the invention of phonography as foreshadowed in Dickinson's poetry, filled with the voices and sounds of the very lively dead, speaking to an age racked by a Civil War, whose death toll was enormous, and a Victorian culture of mourning that elevated embalming as an art of memory.



The book also draws on Paul Gilroy's conception of the "Black Atlantic" as a space of flows of people, slave ships, capital, and ideas in which the ships circulated as "mobile elements" of cultural and political transmissions linking European, American and Caribbean modernity, in order to ask questions about the ways in which aural phenomena such as gramophone records, and choirs can mediate cultures. Looking at the history of dub performance which emerged in Jamaican dancehalls in the 1970s before being re-routed to the diasporic centres of London and Toronto, *Acoustic Entanglements* argues that while LPs were certainly instruments of receiving Euro-American culture, they were also—via turntables, MCs, DJs and dub poets—a means of re-mixing, breaking up, and blending those sounds with local rhythms, experiences, and histories. By focusing on the poetic practices of Jamaican-born, currently Toronto-based practitioner Lillian Allen, the book argues that Allen's live performances negotiate the putative oral/print divide while deploying the human voice as "mobile element" of a condensed cultural archive. This book proposes a reading practice that seeks to retrieve the suppressed histories of the Caribbean that might be passed on as and in the materiality of voice. In looking at, or listening to, recordings and performances by Lillian Allen in the historically and culturally

specific forms of dub, *Acoustic Entanglements* explores how aesthetic practice makes it possible for history and diasporic memory to be transmitted in something as ephemeral as spoken sound. It also explores a gap in the seminal work done by the Black Atlantic, by extending the cultural-political sphere of transnational exchange and encounter north of the 49th parallel, to Black Canada.

In proposing this intersection of cultural and media histories as a way of mapping the stakes of acoustic and aesthetic practice, *Acoustic Entanglements* brings together the field of sound studies and transnational American studies.

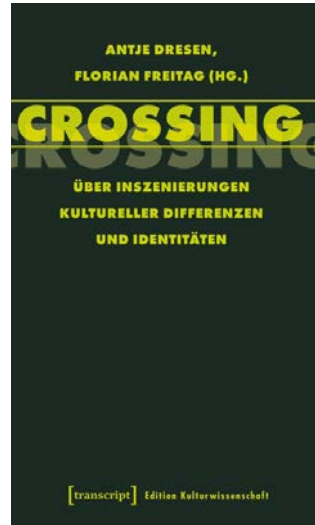
Florian Freitag, ed.

(with Antje Dresen)

Crossing: Über Inszenierungen kultureller Differenzen und Identitäten

Bielefeld: Transcript

In 1995, British sociolinguist Ben Rampton developed the concept of "crossing" to describe the momentary use of "language varieties associated with social or ethnic groups that the speaker does not normally 'belong' to" to achieve certain effects. Rampton's concept has been widely discussed and elaborated upon in sociolinguistics; and numerous scholars have stressed its potential for transdisciplinary research. This volume explores this potential by analyzing various cases in which people or institutions momentarily appropriate "foreign" codes – language varieties, clothing styles, or musical and textual genres – in order to (re)define their own identity and set themselves off against an 'Other.' Case studies come from the fields of history and Classics, American Studies, linguistics, musicology, sports, and law and cover crossings in a large variety of contexts from ancient Rome to the 21st century. Edited by two members of the former working group on "Crossing" at the Research Center of Social and Cultural Studies Mainz (SoCuM), the volume includes contributions by Filippo Carlà-Uhink, Silke Jansen, and Sebastian Klappert.



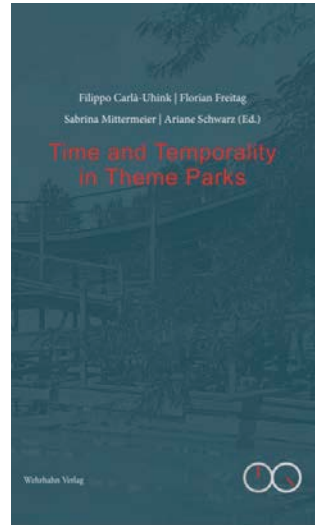
Florian Freitag, ed.

(with Filippo Carlà-Uhink, Sabrina Mittermeier, and Ariane Schwarz)

Time and Temporality in Theme Parks

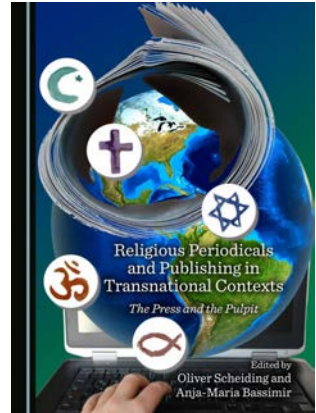
Hanover: Wehrhahn

Given the wealth and breadth of scholarly engagement with theme parks, it is all the more surprising that aspects of time and temporality have so far been comparatively neglected by critics. *Time and Temporality in Theme Parks* seeks to redress this critical imbalance by offering theoretical essays and case studies representing a wide variety of disciplinary approaches from anthropology and American Studies to history, geography, sociology, and theatre studies and covering theme parks and immersive spaces from all over the world and from the 19th to the 21st century. The chapters in the opening section develop different models of how to conceptualize the complex temporality of theme parks and related spaces. The following two sections, "Heritage" and "Nostalgia and Retro-futures," discuss the temporal intricacies of various theme parks, world's fairs, and heritage sites. The closing section, entitled "Creating Theme Park Times," offers the unique views of theme park managers, designers, and composers on why time matters, also and especially in theme parks. Edited by the members of a DFG-funded research group on theme parks based at JGU Mainz from 2014 to 2017, this volume includes contributions by, amongst others, Scott A. Lukas, Cornelius Holtorf, Angela Schwarz, and David Younger.



**Oliver Scheiding
and Anja-Maria Bassimir, eds.**
*Religious Periodicals and Publishing in Transnational
Contexts: The Press and the Pulpit*
Newcastle upon Tyne: Cambridge Scholars

This volume explores the interrelationship of religion and print practices, and sheds new light on the history of religious publishing in a globalizing world and its changing media consumption. Periodicals have recently become of interest to scholars in book history and religious studies, as they try to determine how magazines, journals, newsletters, and newspapers meet the diverse spiritual demands of believers conditioned by an increasingly translocal and pluralistic religious landscape in modern America and beyond. Existing publications in this field have produced new insights into the multilayered nineteenth- and twentieth-century publishing enterprises, as well as the numerous actors behind them, often crossing ethnic, gender, and national boundaries. This volume focuses instead on the socio-economic conditions, institutional organizations, action networks, and communicative environments that shape religious publishing and its medial apparatus in transnational contexts. In doing so, the authors study the material devices, business structures, and cultural networks needed for circulating words and images that nourish specific formations of religious adherence.

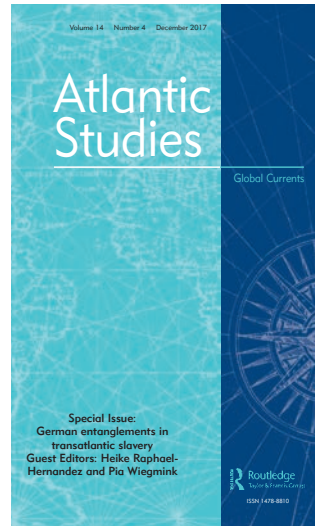


Pia Wiegink, ed.

(with Heike Raphael-Hernandez)

German Entanglements in Transatlantic Slavery. Special Issue of Atlantic Studies 14 (4)

While Germany's colonial past and imperialist endeavors have seen growing research interest during the last decade, the transatlantic slave trade and New World slavery have rarely been included in discussions about national commemorative cultural debates in Germany. For the longest time, Germany has entertained the notion that the transatlantic slave trade and New World slavery involved only other European players. Yet, the transatlantic slave trade and New World slavery were part of the earliest economic enterprises that embodied and inherently relied on global networks of trade that uprooted and relocated people in unprecedented numbers. Countering this trend, this collection re-charts various routes of German participation in, profiteering from, as well as showing resistance to transatlantic slavery and its cultural, political, and intellectual reverberations. Exploring how German financiers, missionaries, and immigrant writers made profit from, morally responded to, and fictionalized their encounters with New World slavery, the contributors demonstrate that these various German entanglements with New World slavery revise preconceived ideas that erase German involvements from the history of slavery and the Black Atlantic. Moreover, the collection brings together these German perspectives on slavery with an investigation of German colonial endeavors in Africa, thereby seeking to interrogate historical processes (or fantasies) of empire-building, colonialism, and slavery which, according to public memory, seem to have taken place in isolation from each other; yet, the collection demonstrates that they should be regarded as part and parcel of a narrative that ingrained colonialism and slavery in German cultural memory and identity to a much larger extent than has been illustrated and admitted so far in general discourses in contemporary Germany.



List of Other Publications

- Banerjee, Mita, Anita Wohlmann, and Ralf Dahm. "'Living Autobiographically': Concepts of Aging and Artistic Expression in Painting and Modern Dance." *Journal of Aging Studies* 40 (Jan): 8-15.
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- , "Worshipping Washington: Evangelikale und Zivilreligion." Heike Bungert and Jana Weiß (eds.), *God Bless America: Zivilreligion in den USA im 20. Jahrhundert*. Frankfurt am Main: Campus, 2017.
- , and Kathrin Kohle, "Evangelikale und Massenmedien, Strukturen in den USA," Frederik Elwert et al. (eds.), *Handbuch Evangelikalismus*. Bielefeld: Transcript, 2017.
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- Freitag, Florian. "'Like Walking into a Movie': Intermedial Relations between Disney Theme Parks and Movies." *The Journal of Popular Culture* 50.4 (2017): 704-22.
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- Hornung, Alfred. "Foreword." *Auto/Biography Across the Americas: Transnational Themes in Life Writing*. Ed. Ricia Anne Chansky. New York: Routledge, 2017. xi-xii.
- . "Life Writing in and Beyond the Anglophone World." *a/b: Auto/Biography Studies* 32.2 (2017): 179-181.
- . "Out of Life: Routes, Refuge, Rescue." *a/b: Auto/Biography Studies* 32.3 (2017): 603-623.
- . Rev. of *Fashioning the Elusive Self: Autobiography in China and the West*, by Ying Wang and David Money. *a/b: Auto/Biography Studies* 32.3 (2017): 706-708.
- Kim, Sabine, and Greg Robinson. "Issue Introduction." *Journal of Transnational American Studies* 8.1 (2017): 1-11.
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- Veauthier, Ines. "Review of *Vampires and Zombies. Transcultural Migrations and Transnational Interpretations*. Eds. Dorothea Fischer-Hornung and Monika Mueller

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- , and Heike Raphael-Hernandez. "German Entanglements in Transatlantic Slavery: An Introduction." *Atlantic Studies: Global Currents* 14.4 (2017). 419-435.
- , and Sonja Georgi. "Coloured in South Africa: An Interview with Filmmaker Kiersten Dunbar Chace and Photojournalist Rushay Booysen." *Migrating the Black Body: The African Diaspora and Visual Culture*. Ed. Heike Raphael-Hernandez and Leigh Raiford. Seattle: University of Washington Press, 2017. 221-235.
- Wohlmann, Anita. "Of Termites and Ovaries on Strike: Rethinking Medical Metaphors of the Female Body." *Signs: Journal of Women in Culture and Society* 43.1 (Autumn 2017): 127-150.
- , Mita Banerjee, and Ralf Dahm. "'Living Autobiographically': Concepts of Aging and Artistic Expression in Painting and Modern Dance." *Journal of Aging Studies* 40 (Jan): 8-15.

List of Presentations Given by Members

- Banerjee, Mita. "Der Reis des Lebens': Biopiraterie und Lebenserzählungen in Indien." Lecture Series. "Denken geht durch den Magen Eine interdisziplinäre Vortragsreihe zur Essenskultur der Gegenwart." Goethe-Universität Frankfurt/Main, February 2017.
- Dietrich, René. "Land and Water as (Political) Life: Settler Biopolitics, NoDAPL, and Decolonial Relationalities." 38th American Indian Workshop, London, July 4-6.
- Ernst, Jutta. "Transnational Periodical Cultures: Theoretical Approaches." 28th Annual American Literature Association Conference, Boston, May 25, 2017.
- . "'What Is Africa to Me?' – Blackness and Transgression in Contemporary African Canadian Poetry." International Conference. "'The World Needs More Canada'? Changes and Challenges in Contemporary Canadian Culture and Society." Radboud University Nijmegen, the Netherlands, June 16, 2017.
- Freitag, Florian. "Disney's Immersive New Orleans: The Frenchifying of 'Old New Orleans' in Disney Theme Parks, 1955-2015." Annual Conference of the Society for Cultural History. Umeå, Sweden; June 2017.
- . "Enlisting the Farmer for the Socialist Cause: The Pionier's Translation of Frank Norris's *The Octopus*." 48th Annual Convention of the NE MLA. Baltimore, USA; March 2017.
- . "Feedback Loops of Disneyfication: From Theme Parks to Urban Spaces and Back." International Conference. "Architecture and Tourism: Fictions, Simulacra, Virtualities." Paris, France; July 2017.
- . "'The Future That Never Was Is Finally Here': Revisiting Modern Futures in Disney's Tomorrowlands." 64th Annual Conference of the German Association for American Studies. Hannover, Germany; June 2017.
- Hornung, Alfred. "Out of Life: Route, Refuge, Rescue." Guest Lecture. University of Potsdam, Jan. 19, 2017.
- . "Mediation for Cluster of Excellence Proposal: 'Future/Knowledge.'" University of Erlangen, Feb. 13, 2017.
- . "Confucius and America: The Moral Constitution of Statecraft." Keynote. "International Symposium on Cultural Self-Confidence and Interculturality & the Sixth Forum of East-West Studies." Chinese Academy of Social Sciences, Lanzhou University, China, Sep. 8-11, 2017.
- . "John Carlos Rowe and Oceanic Comparatism." 50-year anniversary of the University of Regensburg. May 11, 2017.
- . "Barack Obama's 'More Perfect Union.'" Keynote. Annual Convention of the Georgian Association for American Studies. Tiflis, Georgia, May 12-15, 2017.

- . "Workshop on Health." IABA-Europe Conference. King's College, London, June 6-9, 2017.
- . "Life Science, Life Writing" and "Narrative Medicine." Workshop, organized with Elisabeth Bronfen and Siri Hustvedt for the Master of Advanced Studies in Applied History of the University of Zürich. Villa Vigoni, Menaggio, June 22-25, 2017.
- . "Confucius and Modernism." Keynote. Tri-national conference organized by Fudan University, University of Hamburg, Macquarie University on "Modernisms & Modernities: East, West and South." Shanghai, China, July 19-22, 2017.
- . "Confucius and America" (Guest lectures at Yangtse University, Jingzhou; Sun Yat-sen University, Guangzhou; City University of Hong Kong; Lijiang Teacher's College, Lijiang, Yunnan; Chinese Academy of Social Sciences, Beijing, China, Sep. 3-23, 2017.
- . "Ecology and Life Writing." Guest Lecture. Lanzhou University, China, Sep. 9, 2017.
- . "The Silk Road and Cultural Exchange." Yangtse University, Jingzhou, China, Sep. 12, 2017.
- . "The Silk Road and Intercultural Communication." School of Foreign Languages, Xinhua College, Guangzhou, China, Sep. 22, 2017.
- . "Laudatio – Hans-Jürgen Grabbe." Conference on "Women and U.S. Politics." Wittenberg, Sep. 25-27, 2017.
- . "Class and Diversity in the Academy." Workshop. "Diversity and/in the GAAS," Amerikahaus München, Oct. 20-21, 2017.
- . "Laudatio – Werner Sollors." Honorary Doctoral Degree, University of Regensburg, Oct. 24, 2017.
- . "9/11 and the Publication of American Studies in Germany." International Committee Talkshop III: Global Publications in the Context of Dissent, Annual Convention of the ASA, Chicago, Nov. 9-12, 2017.
- Höttges, Bärbel. "The Initiation Story." Zentrum für Wissenschaftliche Weiterbildung, Johannes Gutenberg University, Mainz, Sep. 6, 2017
- Katzmarzik, Joy. "Reading Graphic Adaptations of Jack London's Narratives." *The American Short Story: New Horizons*. Johannes Gutenberg University, Mainz, October 5-7, 2017.
- . "Teaching Comics: Creative Writing and Graphic Narratives." English Faculty Development Program. Johannes Gutenberg University, Mainz, August 1-4, 2017.
- . "The Art of American Newspaper Comic Strip." Summer School of the Institute of World Literature, Kopenhagen University, July 2017.
- Lanzendörfer, Tim. "Making It New Again: Autonomy after Postmodernism." Modernist Studies Association, Amsterdam, August 9-13, 2017.
- . "How to Read the 'Literary' in the Market: On Genre, Prestige, Value." *Modernities and Modernization in North America*, 64th Annual Conference of the German

- Society for American Studies (DGfA), University of Hannover, June 8-11, 2017.
- . "Transnational Periodical Cultures: Key Areas of Research." 28th Annual American Literature Association Conference, Boston, May 26-29, 2017.
- Sawallisch, Nele. "Transatlantic Antislavery Travels of Samuel Ringgold Ward." *Diasporic Encounters, Subjectivities in Transit: Race, Gender, Religion and Sexualities in the African Diasporas*. Collegium for African American Research, Málaga, Spain.
- . "'Nothing here but Indians and wild beasts' – Sophia Pooley's Cross-Border Story of Enslavement." *Border Crossings: Translation, Migration, and Gender in the Americas, the Transatlantic, and the Transpacific*. Society for the Study of American Women Writers, Bordeaux.
- Schäfer, Axel. "Conservative Protestant Globalization: American Evangelicals and International Engagement after World War II." Cultures of U.S.-American Conservatism," University of Göttingen, Feb. 9-12, 2017.
- Scheiding, Oliver. "Material Religion and Print Culture in the Early German-Language Atlantic World," Panel organization "Socio-Materiality and Print Publications in the Early Atlantic World." The 10th Society of Early Americanists Biennial Conference, Tulsa, Oklahoma, March 2-4, 2017.
- . "Transnational Periodical Cultures: A Review of Recent Scholarship" 28th Annual American Literature Association Conference, Boston, May 25-28, 2017.
- . "Story Power: John Edgar Wideman's Microstories." 28th Annual American Literature Association Conference, Boston, May 25-28, 2017.
- . Organization and Chair of "Talkshop III: Global Publications in the Context of Dissent" (co-sponsored by the International Committee of the ASA). American Studies Association, Annual Conference, Chicago, Nov. 9-12, 2017.
- Schlarb, Damien. "Irregular, not Irreverent: Religion and Theology in *Moby-Dick* and *The Scarlet Letter*." University of Innsbruck, May 9, 2017.
- . "Cross-Readings and Traversal: *Redburn* & the Erosion of Biblical Authority." 11th Conference of the Herman Melville Society, London, June 28, 2017.
- Spahr, Clemens. Panel Chair and Co-Organizer: "American Modernism Between Technology and Ecology." 64th Annual Convention of the German Association for American Studies, June 2017.
- . Panel Chair and Organizer: "American Romanticism and the Institutions of Education." 28th Annual Conference of the American Literature Association, Boston, May 2017.
- Veauthier, Ines. "Past, Present, and Future: Memory and Belonging in Chicano Literature." Madrid: Instituto Benjamin Franklin, 2017.
- . "Just dream it, then do it: die Macht mentaler Bilder." Kodikas 2017.
- Wiegink, Pia. "Celebrating Freedom: Antislavery Events as Transnational Cultural Performance" *Environment Meets Performance: Current Research in Transnational*

American Studies (DFG Netzwerk "Cultural Performance" und "Environmental Crisis"), Universität Regensburg, Sep. 28-30, 2017.

---. "Birds of a Feather'? – Inter-American Relations in Walt Disney's *Saludos Amigos* and *The Three Caballeros*." Graz University, Nov. 27, 2017.

---. "American Antislavery Literature: Trans/National Perspectives." Tübingen University, Nov. 17, 2017.

Wohlmann, Anita. Roundtable: "Short Narrative Forms as Social Practices: Medical Humanities and Narrative Medicine." *The American Short Story: New Horizons*. Johannes Gutenberg University, Mainz, Oct. 5-7, 2017.

---. "Adaptation, Instincts, and the Needs of Doctors and the Female Sex: Rebecca Harding Davis's Imaginative Response to Women's Nature and the Role of Doctors." Medical Humanities Conference, Keele University, UK, June 2017.

---. "The Power of Figurative Language in Ageist Narratives." *Cultural Narratives, Processes and Strategies in Representations of Age and Aging*, European Network in Aging Studies, Graz University, April 2017.

List of Presentations at the Obama Institute

JANUARY

Clara Reiring (U Düsseldorf)

"Convergences of Postmodernism and Buddhist Thought: Rereading Richard Brautigan's *The Tokyo-Montana Express*"

Prof. Danielle R. Spencer (Columbia U, New York)

"Narrative Medicine: History and Context"

FEBRUARY

Prof. Roxanne Rimstead (U de Sherbrooke, Québec)

"Weapons of the Weak: Residential School Narratives as Indigenous Testimony"

Prof. Babette B. Tischleder (U Göttingen)

"Toward a Critical New Materialism: Nonhuman Agency, Narrative, and the Anthropocene (William Faulkner and Bruno Latour)"

MAY

Prof. Bill Bell (Cardiff U)

"When Washington Came to Lynchburg: Inside the New Religious Right, 1975–1985"

Dr. Michael Collins (U of Kent)

"José Martí, the American Press, and the Cuban War of Independence"

"Transnationalism and the Short Story"

"Like Lava in a Coffee Cup: Class and Culture in the American Gilded Age"

"Culture, Anarchy and the Modern City in John Dos Passos' *Manhattan Transfer*"

Jessica Conrad (U of Delaware)

"Polluted Luxuries: Consumer Resistance, the Senses of Horror, and Abolitionist Boycott Literature"

Prof. Danielle R. Spencer (Columbia U, New York)

"Discovering Difference: Diagnosis, Identity, and Narrative"

JUNE

Dr. Ulrich Adelt (U of Wyoming)

"Krautrock and Transnationalism"

Dr. Domenico A. Beneventi (U de Sherbrooke, Québec)

"Spaces of Need: Homelessness, Prostitution and Other Forms of Vagrancy in Recent Canadian Literature"

Prof. Trevor Burnard (U of Melbourne)

"Planters and Slaves in the Greater Antilles"

"The Plantation Machine: Atlantic Capitalism in French Saint Domingue and British Jamaica, 1748–1788"

Prof. Craig Howes (U of Hawai'i at Manoa)

"Life Writing and Periodical Culture of Hawai'i"

Prof. Nina Morgan (Kennesaw State U)

"Morocco and Transnational American Studies"

"The Routledge Handbook of Transnational American Studies"

"America's Post-Truth in the Age of Technical Reproduction"

Dr. Joshua B. Nelson (U of Oklahoma)

Kurzfilm-Präsentation *Ronnie BoDean* (2015) mit anschließender Diskussion

[organized in cooperation with Anton Escher (JGU Mainz; ZIS) and Dieter Dörr (JGU Mainz)]

Prof. Renée Ruderman (Metropolitan State U of Denver)

"Retrieving the Extinguished: Poems from an Assimilated Jewish American Connecting to her Jewish Past"

Falk Schacht, Musikjournalist und Dozent (Leuphana U Lüneburg)

"Die Allschool HipHop Theorie: Ketzerische Geständnisse eines geläuterten Real Keepers"

Prof. Elizabeth Tandy Shermer (Loyola U)

"Collapse or Triumph? A Sixty-Year Assessment of the Modern American Conservative Movement"

Prof. Kalindi Vora (U of California, San Diego)

"Life Support: Race, Technology and the Gendered Biocapital of Outsourced Labor"

JULY

Prof. Ian Afflerbach (U of North Georgia)

"Surveying American Late Modernism: *Partisan Review* and the Cultural Politics of the Questionnaire"

Prof. Philipp Gassert (U Mannheim):

"A Time for Optimism: Doing American Studies in an Era of Global Transformations"

Prof. Michaela Hoenicke Moore (U of Iowa)

"The Varieties of American Patriotism: Domestic Conflict over U.S. Foreign Policy from Munich to Korea"

Prof. Kathleen Scherf (Thompson Rivers U)

"Creative Tourism, Social Media, and Deep Mapping."

Dr. David Sirakov (Atlantische Akademie):

"The Rise and Challenges of Authoritarian Populism in Europe and the U.S."

OCTOBER

Prof. David Hall (Harvard U)

"Lessons Learned from a Comparative History of Reformation(s) in England, Scotland, and New England, c. 1550-1645"

"Exploring the 'Religious' in Early American Literature: Wilderness, Pilgrim, Covenant, Providence, and Prophecy"

Dr. William Pierce (APCO Worldwide)

"Health Care in America: How, Why, What Next?"

[organized in cooperation with Atlantische Akademie Rheinland-Pfalz e.V.]

NOVEMBER

Jerry Ellis (Author)

"The Trail Leads Home"

Prof. Steven Shapiro (U of Warwick, UK)

"The Culture of Realignment and Televisual Intellect: From *The Wire* through Occupy Wall Street to *Hemlock Grove* and *Mr. Robot*"

Jens Temmen (U Potsdam)

"Conceptions of Militourism and the Overthrow of the Hawaiian Monarchy"

DECEMBER

Dr. Dorota Filipczak (U of Łódź)

"Disrupting the Textual Monolith: Malcolm Lowry's 'Through the Panama' as a Precursor of a Multimodal Novel"

"Speaking Identity Through Trauma: Michael Ondaatje's 'Anil's Ghost'"

"*The Handmaid's Tale* by Margaret Atwood as a Cautionary Text on the Oppression of Women"

Prof. Donald E. Pease (Dartmouth College, NH)

"The President That Is Not One"