



## Annual Report 2019





Annual Report 2019

## Imprint

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## Opening Remarks



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## The Third Year of the Obama Institute for Transnational American Studies

**Alfred Hornung**  
**Speaker**

The third year of the Obama Institute was filled with more exciting activities at home and abroad with which we continued to pursue our academic and institutional goals to engage in research and teaching of Transnational American Studies at JGU Mainz and to coordinate joint programs with universities in Rhineland-Palatinate, the Atlantic Academy in Kaiserslautern as well as with international partners in Europe, North America, Asia, and Australia. The year started out with the good news of being recognized as one of the research platforms of the Johannes Gutenberg University securing continuous funding of the Ministry of Education, Science, Continued Education, and Culture for our joint research project on "Disruption and Democracy in America: Challenges and Potentials of Transcultural and Transnational Formations." Members of the Obama Institute and colleagues engage in the following research areas: Migration and Transculturalism, Transnational Periodical Cultures, Transnational Religion, Global Indigeneities, Transpacific Relations, and Medical Culture, some of which are



also part of third-party funded collaborative research activities. These cross-cultural and cross-disciplinary approaches to Transnational American Studies are also reflected in a number of conferences and academic events organized in 2019. Dr. Allison M. Stagg engaged the support of the Terra Foundation for American Art for a conference, co-organized with Oliver Scheiding and the art historian Gregor Wedekind, on "International Perspectives on American Art" in February. Tim Lanzendörfer and Obama fellow Mathias Nilges (St. Francis Xavier University) jointly organized "Reading in the Age of Trump: The Politics and Possibility of Literary Studies Now" in May. Mita Banerjee and Alfred Hornung collaborated with colleagues from the Graduate School of Arts and Sciences and

the Department of Medical Humanities and Ethics at Columbia University to run the third workshop on narrative medicine in June, preceded by a conference on "Medical Cultures." The narrative medicine workshop is open for professionals and scholars with a background in medicine, health care or the humanities and administered by the Center for Continuing Education at Mainz University. In July, Axel Schäfer combined the expertise of Obama fellows with the scholarship of participants in his seminar for a final conference session on "The Black Diaspora and African American Intellectual History." The research group "Transnational Periodical Cultures," directed by Jutta Ernst and Oliver Scheiding, conducted several workshops throughout the year, leading up to a major international conference in January of 2020. Members of the Obama Institute continue to be active participants in third-party funded research, such as the research group "Un/doing Differences" and a follow-up collaborative research center on "Human Differentiation," as well as the research training group on "Life Sciences/ Life Writing."

The Obama fellowship program, which intends to augment our American Studies competence, continues to provide valuable input for research and teaching in areas less represented in Mainz. This year we enjoyed the expertise of seven fellows from Great Britain, the United States, and Canada in the fields of North American literature, culture, history, and politics. For our Fourth of July celebration, Historian Richard King (University of Nottingham)

gave the keynote address on "Loyalty, Patriotism, and Nationalism in Times of Crisis" and our Master students and PhD candidates presented their topics in an elevator pitch format. Leibniz Prizewinner Heike Paul (University of Erlangen-Nürnberg) gave the annual Obama lecture, set on Thanksgiving Day, on "Civil Sentimentalism in Contemporary Political and Popular Culture." On this occasion we also award the Obama dissertation prize, which Dr. Noaquia Callahan received for her University of Iowa thesis in American history on "Heat of the Day: Mary Church Terrell and African American Feminist Transnational Activism," and the Hans Galinsky prize for undergraduate and graduate papers in early American studies.

The publication organs of the German Association for American Studies, the journal *Amerikastudien/American Studies* and the book series *American Studies: A Monograph Series* were edited in the Obama Institute. And we continue to closely cooperate with the *Journal of Transnational American Studies* (Stanford), Sabine Kim serving as managing editor and Alfred Hornung as European editor.

This *Annual Report* documents the impressive output of all members of the Obama Institute in terms of research activities, publications, organizations of and presentations at conferences. It also lists some of the excellent achievements of our Bachelor, Master and, doctoral students, who profit from our international network of relations, an extensive direct exchange program with 18 partner universities

in North America as well as exchange relations with institutions in Europe, Asia, and Australia. The first two candidates, Ashley Cheyemi R. McNeil and Thomas Breideband, completed the Dual PhD Program with Georgia State University in May, receiving the German Dr. phil. and the American PhD degree. The Annual Summer School through the South of the United States is another highlight of our program, directed by Prof. John R. Duke (Harding College, AR). We encourage our students to participate in these joint efforts to promote Transnational American Studies and we invite new students to join our attractive program.

The Obama Institute for Transnational American Studies attracts national and international attention for its pursuit of the Obama spirit and its dedication to the past president's ideas. At a time when the impeachment of the current president has reached the Senate floor, it is good to recall Barack Obama's integrity and empathy, also because of its expected outcome.

On behalf of the Executive Board I would like to express our gratitude to the support and cooperation of the members of our Advisory Board and the Affiliate members at the Johannes Gutenberg University. We would also like to thank the University and the State of Rhineland-Palatinate for their collegiate and financial support for our work. Thanks are due to all students and faculty members who empower the Obama Institute with their energy and commitment. Special thanks go to the

PR team and editorial staff, Thorsten Kathke, Rebecca Schäfer and Christine Plicht, who have worked to compile this *Annual Report* expertly with the layout assistance of Rebecca Heeb. Last but not least, we owe special thanks to Anette Vollrath and Christine Plicht, who untiringly and proficiently handle all administrative tasks of the Obama Institute.

## A View from Abroad

**Paul Giles | The University of Sydney  
Advisory Board Member**

"Some say the world will end in fire," wrote Robert Frost: "Some say in ice." Visiting snowy Seattle in January 2020 for the annual MLA Convention, I was asked continually about the bushfires in Australia, where I have lived for ten years now, and their impact upon the local population. There were, of course, large swathes of the country that remained relatively untouched by these events; fires always look good on the television news, and I was surprised how many of my colleagues in other countries had apparently received the misleading impression that the whole of Australia was already a towering inferno. Yet of course the damage to livestock, property and indeed human life was very significant, and even more disconcerting for global audiences was the sense that this might turn out to be a mere foreshadowing of events that could soon occur elsewhere due to global warming. One Australian newspaper compared the impact of these bushfires to 9/11, and there might indeed be said to be an uncanny resemblance in some of the issues around transnationalism and threats to the autonomy of a national domain that both events evoked.

As many subsequent critical commentators have suggested, the



most unsettling aspect of 9/11 was the way it indicated how the United States had become imbricated within a world it could no longer fully control. Unlike the exceptionalism of the Cold War era, when America was able to present itself as a moral beacon to the wider world, the United States at the beginning of the twenty-first century found itself uncomfortably enmeshed in an interdependent system where digital technology, migration and the international mobility of capital had rendered it newly vulnerable to being ruptured from both within and without. Similarly with climate change: it operates as a system of planetary circulation that takes no heed of national jurisdictions or borders. Much of the domestic commentary on

the bushfires in Australia indicted Prime Minister Scott Morrison for the short-sighted environmental policies of his government, and it is true that this career politician, more used to dealing with parochial affairs such as budget deficits and internal divisions within his own Liberal Party, appeared way out of his depth. He also appealed, typically enough, to an old spirit of Australian exceptionalism, blaming the crisis purely on Australia's extreme climate and saying it was the kind of situation that his resilient compatriots had lived through many times before. But even those inclined to read the bushfires in a more scientific way expressed reservations about placing blame on Morrison personally or attributing these events merely to particular choices made by national politicians. While I was visiting Seattle, Eric McFarland—a professor of chemical engineering at the University of California, Santa Barbara—wrote in a letter to the *New York Times* that vocal critics of the Prime Minister, such as Australian novelist Richard Flanagan, "seem to believe that Australia has some significant control over atmospheric carbon dioxide, and that by government action, wildfires and changes to the Great Barrier Reef potentially associated with climate change can somehow be mitigated. Australia is a country with under 25 million people. If all Australians stopped use of fossil fuels entirely, there would be no significant effect on any environmental consequence of carbon emission ... Addressing the effects of fossil fuel combustion on climate is global challenge that requires global participation."

I have heard it suggested by some younger scholars that transnationalism is now past its sell-by date, the relic of an era of Clinton, Blair and Obama that tried to reconcile progressive social democracy with international market capitalism. It could be argued, however, that the transnational turn is simply entering a different, tougher and more contentious phase. It will surely be no surprise to historians fifty years hence that the increased permeability of borders in various forms during the early years of the twenty-first century engendered new modes of collective anxiety, and that this induced a social reaction in the emergence of leaders who promised tougher immigration controls and greater protection for local jobs: Boris Johnson, Matteo Salvini, Scott Morrison, Donald Trump.

But all of these figures are also responding to emerging conditions of transnationalism, at a time when all of the major social and political challenges facing the world, from the economy to the climate, necessarily exceed the constraints of national borders. It is, of course, precisely the fact that such issues cannot be resolved simply within a national jurisdiction that makes them so disturbing, not just for the populations involved, but also for the processes of democracy more broadly.

One of the key questions for the twenty-first century will surely be if, and how, systems of political representation that are still largely locked into nineteenth-century models might be able to catch up with the new conditions of a transnational environment.

In his recent book *The Age of the Crisis of Man*, Mark Greif described how there were efforts after World War II by Reinhold Niebuhr and others to promote the idea of world community and governance, but they achieved only a relatively limited realization in the shape of the United Nations, and the absence of any mechanism for formal global government has clearly hindered the world's subsequent capacity to deal with issues such as climate change.

Given this predicament, the remit of the Obama Institute for Transnational American Studies should be seen as extending far beyond the agenda of President Obama himself. The solutions that Obama himself proposed—in terms of trade, defence, health care and so on—were of less significance in the long run than the larger questions raised during his presidency, driven by various social and technological developments, about the increasingly complex relations between national governments and transnational spaces. These are crucial questions that will continue to reverberate for many years to come.



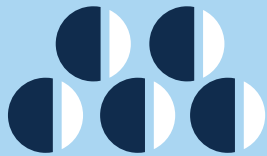
# 2019

at a Glance



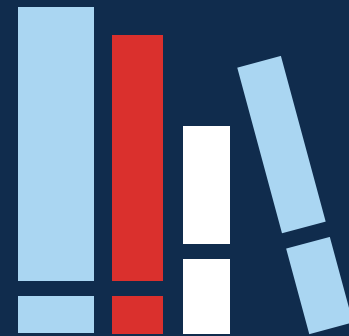
124

Bachelor, Master, and  
Phd Graduations



48

OI Faculty Members



45  
Publications



2

Locations in  
Mainz & Gernersheim

7

Conferences



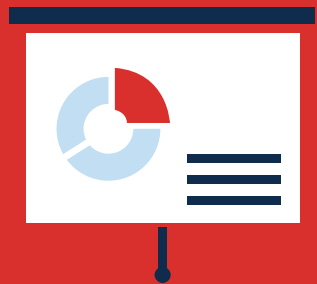
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Guest Lectures



1381

Students

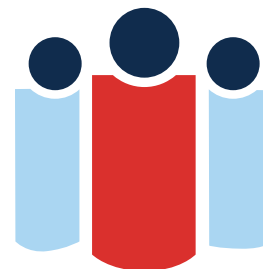


70

Presentations Given  
by OI members

14

Different Study  
Programs Benefit from  
OI Course Offers



8

OI Fellows



21

International  
Exchange  
Partners



## The Obama Institute

“ The Obama Institute aims to foster an understanding of the U.S. as a vibrant, complex culture in a changing world order, in which different visions of “Americanness” are taken up by communities across the globe.

Prof. Dr. Mita Banerjee

## 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 35,000 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 with digital data bases 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)

## Executive Board

The Executive Board has the following tasks:

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- 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. Its current members are:

### 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), *Color Me White: Naturalism/Naturalization in American Literature* (2013), and *Medical Humanities in American Studies* (2018).



### Prof. Dr. Jutta Ernst

As a professor of American Studies, Jutta Ernst is attached to JGU's Germersheim 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. Recent publications are *Jack London: Abenteuer des Lebens* (2016) and *The Routledge Companion to Transnational American Studies* (2019).



### 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 professor of American Literature and Early American Studies. His research focuses on periodical studies, short fiction studies, print culture and material culture studies. He is author of *Worlding America: A Transnational Anthology of Short Narratives before 1800* (Stanford University Press, 2015) and the monograph *The Early American Novel* (Paderborn: Schöningh, 2003). He also co-edited *A Peculiar Mixture: German-Language Cultures and Identities in Eighteenth-Century North America* (Penn State University Press, 2013). He edited the journal *Amerikastudien – American Studies* on behalf of the German Association of American Studies (2011–2019). His research projects in the field of periodical studies have been funded by the German Research Foundation (DFG) since 2009 (see GEPRIS).



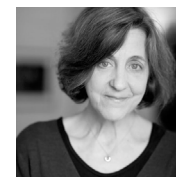
## Advisory Board

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 Delaware)



Prof. Dr. Rita Charon  
(Columbia University)



Prof. Dr. Shelley Fisher Fishkin  
(Stanford University)



Prof. Dr. Paul Giles  
(University of Sydney)



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



Prof. Dr. Gerd Humm  
(Universität Trier)



Prof. Dr. Ursula Lehmkuhl  
(Universität Trier)



Prof. Dr. Jürgen Wilzowski  
(T Universität 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. 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 2019

**Ian Afflerbach** (U of North Georgia)  
**Hsuan L. Hsu** (U of California, Davis)  
**Richard King** (em., U of Nottingham)  
**Walter Benn Michaels**  
 (U of Illinois at Chicago)  
**Mathias Nilges**  
 (St. Francis Xavier U, Nova Scotia)  
**Elizabeth Tandy Shermer**  
 (Loyola U, Chicago)  
**David K. Thomson** (Sacred Heart U)  
**Denise Uyehara** (Performance Artist)  
**Elizabeth West** (Georgia State U)

### Previous Fellows

#### 2018

**Celeste-Marie Bernier** (U of Edinburgh)  
**Michael Boyden** (Uppsala U)  
**Suzanne Ferriss**  
 (em., Nova Southeastern U)  
**Mark Noonan** (CUNY)  
**Markus Reisenleitner** (York U)  
**Laura Stevens** (U of Tulsa)

#### 2017

**Craig Howes** (U of Hawai'i at Manoa)  
**Michaela Hoenicke Moore** (U of Iowa)  
**Nina Morgan** (Kennesaw State U)

#### 2016

**Patrick Erben** (U of West Georgia)  
**Rebecca Harrison** (U of West Georgia)  
**Sandy Isenstadt** (U of Delaware)  
**Alan Lessoff** (Illinois State U)  
**Charles Wilson** (U of Mississippi)

#### 2015

**Greg Robinson** (U du Québec)  
**Martin Brückner** (U of Delaware)  
**Sauna Morgan Kirlew** (Howard U)

## Fellow's Report

**Elizabeth Shermer |**  
**Loyola University Chicago**

I had an exceptional time as an Obama Fellow in May 2019. I have held long- and short-term fellowships in both North America and Europe and consider the Obama Fellowship one of the most rewarding. I appreciated the space to work on the project that brought me to Mainz but truly benefitted from the opportunity to meet faculty members and students. They ensured that I left the Obama Institute with new ideas for my teaching and research that will benefit me for years to come.

The Obama Institute's vibrancy struck me the most. I immediately discovered an upcoming conference on Trump as well as the lecture schedule. Such rich, varied offerings are hard to find at many universities and institutes, especially in a single academic term. I immediately wished that I could stay longer.

I really enjoyed attending the offerings while I was in Mainz. These events gave me the opportunity to hear about new research outside my areas of expertise. All of those lectures helped me think about my work as well as the larger field of American studies and history. For example, I attended a lecture about dystopian novels that inspired me to think about how fears



of climate change have shaped and been shaped by growing inequality. Another session reintroduced me to a scholar who is tackling finance in the nineteenth century, which challenged me to think about how I might reconsider how I might write about that sector in the twentieth century.

But I really appreciated that the Obama Institute gave me the opportunity to think through those questions with other faculty and students. I met so many folks who filtered through the halls while I was there. It was a really wonderful opportunity to hear about their work and their thoughts on current scholarly trends. I especially benefitted from sharing an office with the UC Davis exchange graduate student who



generously shared her thoughts on my work as well as telling me about her own.

But I will especially remember my experience in Mainz's classrooms. I am really glad that I had the opportunity to share my current book project and field questions, both during the session and after (when students wanted to ask more personal questions about student loans and debts). It was also really helpful to delve back into the history and historiography of World War II as well as learn how the German tutorial system differs from American classrooms and the Cambridge supervision system.

But I really loved lecturing in the introduction to American politics. I only get to teach American politics every four years in the United States so it was a lot of fun to have the opportunity outside of a presidential year. But I never expected the students to be so enthusiastic and engaged. They asked me almost 30 minutes of thoughtful, engaged, provocative questions. We actually went over the time period allotted but none of them got up to leave. Some even stayed after to privately ask additional questions. I was happy to linger since I so rarely get such enthusiasm in the United States. Indeed, Mainz students' engagement was on par with the audiences that I had in Cambridge and the University of College London's Institute of the Americas.

As such, my only request would be that future Obama fellows would have more opportunities to take advantage of what

the Institute has to offer. For example, it would have been wonderful to have been sent the schedule of talks and conferences in advance. I had a really hard time finding the rooms for both since I did not have time to figure out where the locations were. I also would have liked to know which other fellows might be there at the same time so I could have reached out to make plans for a coffee.

But those ideas really reflect how much my experience at the Institute has helped me reconsider the programming that I construct in the U.S.. The Obama Institute's programming and teaching inspired me to consider adding additional public lectures at my university as well as the ones that I help coordinate at other institutions. Moreover, it has inspired me to think about ways that I could provide visiting scholars with richer opportunities at Loyola University Chicago, the Newberry Library, and UCSB's Center for the Study of Work, Labor, and Democracy. That inspiration, along with the opportunities to teach and meet other scholars, has been and will be invaluable for years to come.

## Obama Dissertation Prize

Each year, the Obama Institute for Transnational American Studies at Johannes Gutenberg University in Mainz, Germany awards the Obama Dissertation Prize for outstanding Ph.D. work in the field of transnational American studies. The recipient will be invited to Mainz to present their dissertation project as part of the talks taking place around the Obama Institute's annual Thanksgiving Obama Lecture.

Eligible for submission are dissertations completed at either a German or a foreign university in 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. Unpublished manuscripts of dissertations, defended in the last two years, written in German or English, will be evaluated by an international panel to select the award winner.

The award winner will be announced in September of each year. The award ceremony takes place annually in November (Thanksgiving Day).

### Winner 2019

#### Noaquia N. Callahan

(Colored Bird Institute | Ph.D. from University of Iowa, USA)

"Heat of the Day: Mary Church Terrell and African American Feminist Transnational Activism"

### Previous Winners

#### 2018 Argelia Segovia Liga

(Missouri State U, Springfield)

"'The Rupture Generation': Nineteenth-Century Nahua Intellectuals in Mexico City, 1774-1882"

#### 2017 Joost Baarssen

(Leiden University | Ph.D. from TU Dortmund)

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

#### 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" and **Curd Benjamin Knüpfer**

(Freie Universität Berlin)

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

## Winner's Report

**Noaquia N. Callahan | Colored Bird Institute, Long Beach, CA**

In September of 1964, Dr. Martin Luther King Jr. delivered speeches in West and East Berlin about the U.S. civil rights movement. King's emphasis on nonviolence as the only means to effect long lasting social change left an indelible impression on German student activists caught up in the turmoil of an ideologically divided city. A glimpse into each other's worlds not only linked their respective struggles for peace and unity, but underlined the transnational dimensions of the African American freedom movement. The Obama Institute is playing a critical role in continuing this tradition in the twenty-first century. For this reason, and many more, I am especially honored to be the recipient of the 2019 Obama Dissertation Prize.

Arriving in Mainz to participate in the Obama Lecture brought my own cross-cultural experiences in Germany and research in transnational American studies full circle. My journey began two decades ago, when I entered my high school German language classroom in Long Beach, California. The experience inspired me to study abroad, teach English as a second language, and earn a B.A. in German Studies. But the lack of diversity among my peers and in course curriculum made me feel



out of place. I used to believe that to be an African American woman interested in German history was unusual. That was until I discovered the German language diaries (1888 – 1890) of Mary Church Terrell – a prominent African American feminist and civil rights activist. The realization that my earlier experiences in Germany were part of a larger historical transatlantic exchange spurred my dissertation project that explores the internationalist activities and networks of Mary Church Terrell during the late nineteenth and early twentieth centuries.

Uniquely positioned as both the daughter of enslaved parents and unusually privileged when her parents became successful entrepreneurs, Terrell was highly

educated, world-traveled, and an astute observer of American racism both in the U.S. and as it followed her into encounters with Americans abroad. More than any other African American woman during this time, Terrell frequently crossed the Atlantic. She studied in France, Switzerland, Germany, and Italy; delivered addresses at international women's congresses; intervened in a German women's campaign against French occupation of the Rhineland following World War One; and served on the executive board of the first interracial transnational women's organization. Terrell's involvement in U.S. interracial cooperative organizing, combined with her cosmopolitanism, helped to center African American women in national and global politics.

The emergence of transatlantic feminist organizing at the end of the nineteenth century offered black women a new avenue through which to advance their own agenda for racial justice and gender equality. As an African American activist engaged in trans-Atlantic debates, Mary Church Terrell changed the way her North American and European feminist colleagues discussed race. She taught them about the authority of black women and helped them to understand how race impacted their lives; and, therefore, that the world worked differently for her.

Exploring the little-known world of African American women's transnationalism poses new questions to established narratives, reinforces the vast diversity in the American experience abroad, and leaves a legacy upon which the next generation can build and be inspired.

## Hans Galinsky Memorial Prize

Prof. Dr. Hans Galinsky (1909–1991) was the founder and 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 an ambitious curriculum, including the use and practice of American English at *Gymnasiums* in Rhineland-Palatinate. In addition, he used his personal relations to American and Canadian colleagues to create the direct exchange program. 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).

He 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 student papers and theses on any aspect from the beginning of the colonial era to the end of the Early Republic would qualify for submission. In more recent years, the members of the Executive Board of the Obama Institute have selected the awardees.

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

### Recipients 2019

#### Franziska Ottstadt

"The Remediation of American History in *Red Dead Redemption 2*"  
(Graduate Seminar 512: New Media and Early North America)

#### Robert Udo Dückerhoff

"Telling Amontillado from Sherry: Irony and Deceit in Edgar Allan Poe's 'The Cask of Amontillado'"  
(Proseminar 122: 19th Century Classics)

## 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 Gernersheim campus. Named after Univ.-Prof. Dr. Gustav H. Blanke, who headed the American Studies department in Gernersheim 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 Gernersheim, as well as the former mayor of the city of Gernersheim.

### Recipients 2019

#### Philipp Alpermann

"Political Spokespersons between Infotainment and Information: A Comparative Analysis between the White House Press Secretaries Sean Spicer as well as Sarah Huckabee Sanders and the German Government Spokesperson Steffen Seibert."

#### Dr. Debora Holler

"'We didn't cross the border, the border crossed us': Crossing, Trespassing, and Subverting Borders in Chicana Writing."

## Obama Lectures

Each year, the Obama Institute holds two special lecture events, which take place around the time of two of the most important U.S. holidays. The guest lectures, talks, and student presentations at these events demonstrate the broad scope and the vibrancy of our scholarly engagement with U.S. history, literature, and culture.

### 4th of July Obama Lecture

In the summer, we invite a keynote speaker to give a lecture on a topic related to our work in Transnational American Studies. This year Prof. Richard King, American Studies historian at the University of Nottingham spoke on "Loyalty, Patriotism, and Nationalism in Times of Crisis". Our guests spark lively discussions with students, faculty, and Obama Fellows, before the 4th of July fireworks set the stage for further celebration.

### Thanksgiving Obama Lecture

On Thanksgiving, we also give thanks and award the Obama Dissertation prize and other awards to outstanding (graduate) students for their contributions to our field. In addition, a keynote speaker presents excerpts of their work and a glimpse into current developments in American Studies research.



## Offices, Awards, and Appointments

### Offices

Prof. Dr. Mita Banerjee serves as deputy director of the Johannes Gutenberg University's Gutenberg Research Council.

### Awards

Prof. Dr. Alfred Hornung was named an Honorary Chair Professor of Shandong University in Jinan, China to pursue his work on Confucius and America.

Prof. Dr. Alfred Hornung received the Super Global Professorship of Keio University, Tokyo, December 2019.

As a recipient of a Fulbright Dissertation Fellowship, Tatjana Neubauer, M.A. spent six months at Columbia University, New York City.

### Appointments

Dr. habil. Florian Freitag was appointed W2 Professor of American Studies at the University of Duisburg-Essen, Germany, starting October 1, 2019 (two-year appointment).

Dr. Pia Wiegink was appointed Professor of American Studies at the University of Regensburg, Germany, starting October 1, 2019 (substituting for Prof. Dr. Udo Hebel during the term of his presidency at the University of Regensburg).

Dr. Anita Wohlmann was appointed as Associate Professor in the Department of the Study of Culture at the University of Southern Denmark in Odense, starting January 2020.





## Teaching at the OI in 2019

In our teaching at the Obama Institute, our goal is to involve our students in all projects of the institute. On the undergraduate level, we want to familiarize students with all aspects of American history and culture, from historical beginnings – Native American oral cultures and traditions as well as the beginning of Puritan settlement – to the present moment. Our courses are designed in such a way that they explore multiple media and genres (literature, short stories, films, comics, popular culture, political rhetoric, history of ideas) to

delve into the vibrancy of American cultural production both past and present. We invite our more advanced students to participate in current research projects at the Obama Institute through a variety of frameworks such as student conferences or internships. Moreover, we introduce new teaching and learning techniques into the American studies classroom, such as video presentations and mock trials, writing exercises and problem-based learning.

## Selected Teaching Projects

### Video Series "Key Topics in Transnational American Studies"

In 2019, the collaboration between JGU's Obama Institute, the Zentrum für Qualitätssicherung (ZQ), and the Zentrum für Audiovisuelle Produktion (ZAP), which started in June 2017, saw the production start of two additions to the first two videos by Florian Freitag and Pia Wiegink. Currently, Ruth Gehrman's video on "Science Fiction and Postcolonialism" is in post-production, while Alfred Hornung's contribution on "Confucius and America" is about to go into production.

The new videos will be a welcome addition to the growing catalogue of this video series, which presents key topics in Transnational American Studies to students. In 8-15min. clips, faculty members give an introductory overview over their field of expertise. A study sheet with suggestions for further research accompanies each video so that the material – in parts or as a whole – can be incorporated into various kinds of course settings and can be used for different purposes (e.g. in-class activity and discussion, homework, independent studying, follow-up summary, etc.).



**"Slavery" (Screenshot)**

Pia Wiegink



**"Theme Parks" (Screenshot)**

Florian Freitag



**"Science Fiction and Postcolonialism" (Screenshot)**

Ruth Gehrman



### Workshop “Narrative Medicine” (co-taught with faculty from Columbia University, New York)

This recurring, intensive weekend workshop offers rigorous skill-building in narrative competence. Participants learn effective techniques for attentive listening, adopting others' perspectives, accurate representation and reflective reasoning. Small group seminars offer first-hand experience in close-reading, reflective writing, and autobiographical exercises. Participants receive a packet of readings prior to the weekend that include seminar articles in the field of narrative medicine by leading educators. The target audience are health care professionals and scholars interested in narrative medicine.

#### Participants

- develop narrative competence to nourish effective patient-clinician relationships
- learn narrative communication strategies for patient-centered and life-framed practice
- build habits of reflective practice that nurture clinical communities
- acquire pedagogic skills to teach methods of narrative medicine
- replace isolation with affiliation, cultivate enduring collegial alliances, and reveal meaning in clinical practice

“The close reading of literature opens a bottomless resource for observing, thinking, and talking together about human interactions in the medical context at a level of depth and complexity that other worthy approaches (such as “professionalism” or communication skills training) cannot match...We have found that reading literary texts with a focus on relational dynamics awakens us to the social, structural, professional, and personal relationships in our working lives.

from Rita Charon, Sayantani DasGupta, Nellie Hermann, Craig Irvine, Eric R. Marcus, Edgar Rivera Colón, Danielle Spencer, Maura Spiegel, *The Principles and Practices of Narrative Medicine* (Oxford University Press 2017)



### Workshop “History of United States Indian Law and Policy”

From July 15–18, 2019, twenty-five students from the Department of English and Linguistics, the Institute of Geography, and the law faculty met with Prof. Lindsay G. Robertson from the University of Oklahoma for a four-days long interdisciplinary workshop on Native American law, history, and culture. The workshop was hosted by Prof. Dr. Mita Banerjee in Mainz as part of her Cultural Studies course and co-organized by Dr. Sonja Georgi.

The workshop traced the development and political and cultural impact of British colonial and United States policy towards indigenous peoples in North America from the seventeenth century through the present day. Participants explored topics

such as treaty-making, Indian removal, the reservation system, late-nineteenth century assimilation and allotment, mid-twentieth century Indian reorganization, and modern tribal self-determination. Students read and analyzed primary materials like articles of the U.S. Constitution, Supreme Court opinions, and policy statements that were instrumental in the formation of United States Indian law and policy. Students especially enjoyed asking questions about current topics concerning Native American self-governance and listening to the insightful legal interpretations of these texts by Prof. Robertson, who is Faculty Director of the Center for the Study of American Indian Law and Policy and Chickasaw Nation Endowed Chair in Native American Law, and has been a guest lecturer at the Obama Institute for several years.



### Workshop "Academic Writing" (Schreibsommer 2019)

On July 22, 2019, Dr. Damien Schlarb hosted the workshop "Academic Writing in English" as part of a university-wide program that aims to support students and faculty in developing and enhancing their writing skills through a series of workshops, events, and individual coaching. The initiative as a whole is funded by the JGU's Zentrum für Qualitätssicherung (ZQ) and their LOB project (Lehren – Organisieren – Beraten).

This particular workshop addressed academic writing as a process: the group discussed how to write to connect to others, how to attend to generic and disciplinary conventions, and how to give, receive and implement feedback. All students and university affiliates were welcome, regardless of their disciplinary background. However, writing was addressed from a humanities perspective, focusing on forms such as abstracts, personal statements, and argumentative research essays. The workshop was held in English and participants brought their current writing projects. First, the group discussed globally the conventions and strategies associated with academic writing. Participants talked about managing time, generating valid research questions, formulating thesis statements, performing research, analyzing text (detecting overt/covert meanings, explicating, historicizing), composing prose (rhetoric, logic, avoiding verbal fallacies), positioning their argument in relation to

that of others, receiving feedback, and the painful task of revising their own writing.

In phase two, the group broke into smaller groups and began implementing practically some of these strategies. Using their own work, they saw which of the previously discussed strategies worked and learned which tactics to apply when life happens and these strategies fail. In this phase, they talked about how to give and receive useful feedback, and how to write to connect to an audience.



### "Writing Fellows" in Advanced Undergraduate Seminars at the Obama Institute

The ability to communicate effectively in writing is a critical skill for mastering the learning objectives of the undergraduate programs offered by the Obama Institute. Developing academic writing skills not only serves as a helpful means of synthesizing and aggregating knowledge, but also for developing and testing new critical ideas. Therefore, seminars and proseminars usually require students to compose compelling and innovative pieces of research-based and argumentative writing which usually come at the end of a seminar. Thus students are not only given the opportunity for developing general writing skills, but they are also prepared for making significant contributions to existing scholarship.

Helping students to be successful in these writing assignments, the Obama Institute regularly organizes student-led tutorials in which beginning students are given the opportunity to practice important writing skills, such as doing research, documenting sources and formatting their manuscripts. While students have generally profited from these additional tutorials, students continued reporting difficulties with important aspects of the writing process. Students particularly identified planning the overall structure of their papers, developing focus, and finding a suitable problem or research question for their term papers as the

greatest challenges. This is why the Obama Institute decided to adopt a new format for the American Studies tutorials during the winter term 2018/19. This new format was intended to not only help more advanced students in mastering the mechanics of academic writing, but also to boost their writing competence alongside their critical thinking skills.

In collaboration with the university's writing center ("Schreibwerkstatt") and the "Zentrum für Qualitätssicherung," advanced students from our master's program were trained as "writing fellows" in order to familiarize students with the stages of the writing process and in order to give constructive feedback on a series of smaller writing assignment in the course of the semester. Designed by the respective instructors (in 2019: Dr. Sonja Georgi, Dr. Claudia Görg, Dr. Nele Sawallisch, and Dr. Damien Schlarb), these writing assignments advanced from shorter and descriptive to more reflective and argumentative forms of writing. In the end, students were required to compose a preliminary plan and first draft for their term papers. During the final phase of the semester, the writing fellows offered individual consultation hours for students in which they mostly helped students with problems related to developing a suitable question or problem for their papers. More than 90 third-year students from four advanced literary studies seminars participated in the project.



## Teaching at GERMERSHEIM

Teaching 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. Students learn the necessary tools to translate a variety of American texts from different fields and sectors into German (e.g. literary, legal, economic, and medical, among others) and are provided with the crucial cultural and literary competencies to transfer the culturally specific ideas and concepts these texts draw on.

Seminars and lectures in American Studies cover a variety of topics and genres: e.g., Jutta Ernst, "Reading Magazine Readers"; Michael Lörch, "Trump's Base? The American Poor Whites"; Ines Veauthier, "The Mexican-American Mosaic: Literature of the Americas"; Tatjana Neubauer, "Introduction to Reality Television"; Klaus Schmidt, "From Stereotypes to Human Beings: Revisionist Takes on U.S. Blue-Collar Life in Contemporary Southern Fiction and Film." Due to our special focus on Canadian Studies, many classes take an explicitly comparative North American perspective (Jutta Ernst, "Margaret Atwood across the Media" or Sabina Matter-Seibel, "Writing the Unspeakable: Trauma in North American Fiction"). On Monday evenings, students are invited to join the Research

Colloquium in North American Studies to discuss their current research projects and any concomitant issues or questions.

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)

**In 2019, the GERMERSHEIM faculty graduated 44 B.A. and 13 M.A. students.**

## Bachelor of Arts in American Studies (Mainz)

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.

**In the winter term of 2018/19 and the summer term of 2019, the Obama Institute graduated 30 Bachelors of American Studies as well as ten Bachelors in the joint Mainz-Dijon American Studies program.**

## Master of Arts in American Studies (Mainz)

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.

**In the winter term of 2018/19 and the summer term of 2019, the Obama Institute graduated 21 Masters of American Studies.**

## 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, Friedrich Naumann 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)

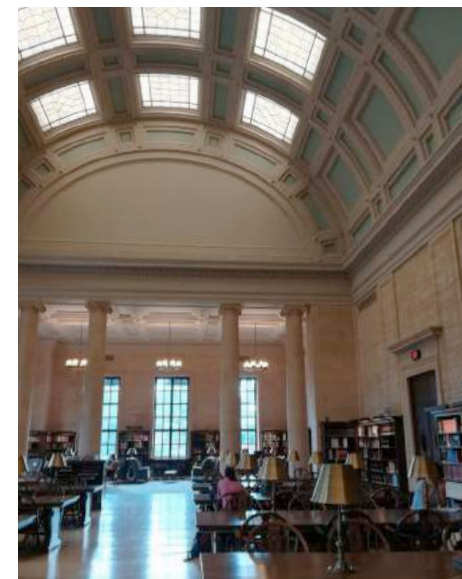
University of Mississippi, Oxford  
(contact: Professors Banerjee and Hornung)

University of California, Davis  
(contact: Professor Scheiding)

### Harvard University Institute for World Literature (IWL) Summer School

The Obama Institute is a member of Harvard University's annual IWL summer school program. This global program offers three weeks of coursework led by the world's most renowned literary scholars and hosted by a different university each year. Through our membership, we can offer up to two PhD students the amazing opportunity to join an international group of young scholars for a short but intensive term abroad.

In 2019, the Obama Institute sent Natasha Anderson, Nina Heydt, Abby Hohenstatt, and Ahngeli Shivam to the IWL's home institution, Harvard University, and is looking forward to giving more students the opportunity to participate in the program and study at Belgrade University, Serbia in the summer of 2020.



## 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.

The Middlebury College invites applications of Mainz American Studies graduate students to participate in the Bread Loaf School of English for an intensive six-week program from mid-June

to mid-August on its campuses of Bread Loaf in Vermont or Santa Fé in New Mexico. The participation of up to five students is graciously sponsored by the State of Rhineland-Palatinate. For more information consult [www.middlebury.edu/blse](http://www.middlebury.edu/blse).

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 Germersheim, 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



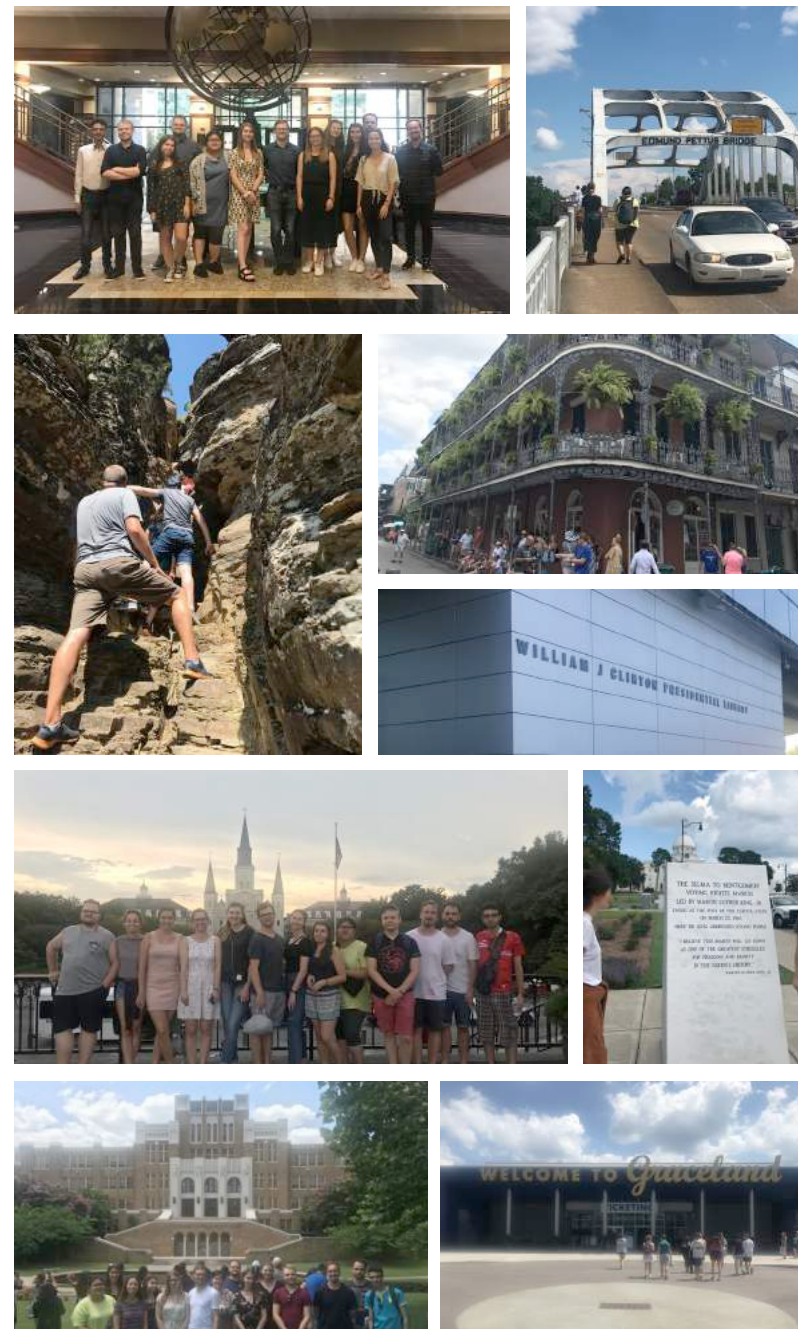
## Summer School 2019

The American Studies Summer School has been an ongoing program at the Obama Institute for seven years. Established as a collaboration between Prof. Dr. Alfred Hornung and Dr. John Richard Duke, Jr., the summer school takes JGU students through the American South, exploring the African-American Civil Rights Movement, Southern Literature and Culture, as well as Southern Food and Music. Participants travel through Arkansas, Mississippi, Louisiana, Alabama, and Tennessee, before finishing up the program in Washington, D.C.

Besides providing a unique on-site learning experience, the American Studies Summer School puts students in touch with local music, food, and people. The first week, spent in Searcy, Arkansas, is dedicated to getting to know each other while undertaking several fun outings, as well as studying Southern Literature in class. Through daytrips to Little Rock, Mountainview, Bentonville, and Fayetteville, students get a feel for American music, art, and the landscape of Arkansas. Following these first few days, the summer school takes its participants on a two-week road trip, from Memphis, Tennessee, through Oxford, Mississippi, New Orleans, Louisiana, Montgomery, Alabama, and Nashville, Tennessee all the way to Washington, D.C. Along the way, students get to experience several Civil Rights museums and locations, different styles of (live) music,

and encounter various American university campuses. The summer school is a unique opportunity for students to connect their studies at JGU with on-site learning in the Southern states gain important insights into the subjects they are studying at home. This field trip also provides the opportunity to gather material for research papers and final theses.

In 2019, the American Studies Summer School was, for the first time, co-organized by Nina Heydt and Julia Velten. With the indispensable help of Dr. Claudia Görg, they selected and prepared thirteen outstanding students for their three-week adventure. This year in particular, the program would not have been possible without the extraordinary work and support of Dr. John Richard Duke, Jr., Professor of American history at Harding College in Arkansas, who took it upon himself to not only lead the students through this program but also their first-time instructor. It is through his ongoing, outstanding commitment to the summer school, the Obama Institute, and our students that this program is such a unique academic but also personal experience that the participants will benefit from for a very long time.







## Research at the OI in 2019

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 the research cluster SoCuM (Social and Cultural Studies Mainz), which facilitates the interdisciplinary cooperation between social sciences and culture studies via research groups, conferences, international guest lectures, and doctoral dissertation grants.

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.

In 2019, the Obama Institute received a research grant on the topic of "Disruption and Democracy in America: Challenges and Potentials of Transcultural and Transnational Formations" that will support our research until 2023.



## Conferences

### Keeping the Faith: Glaube und Journalismus

**January 16-18, 2019**

Organized by Anja-Maria Bassimir and Oliver Scheiding

The conference brought together an international group of scholars, editors, and journalists working in the field of religious media. The papers held at this conference discussed religious media as part of the knowledge production of faith communities. The presentations focused on the producers, disseminators, and archivists of religious media and the roles they play for communicating and perpetuating faith traditions. The conference analyzed how religious journalists and others involved in producing religious online and print media work and thus nourish and support religious affiliation. For this purpose, the conference examined three areas of religious journalism: content, technology, and religious networks.



### "Once Upon a Time in America": Conference and Workshop on New Research on American Art, 1700-1950

**February 7, 2019**

Organized by Allison M. Stagg and Oliver Scheiding

In the fall of 2018 the Wallraf-Richartz Museum in Cologne hosted an exhibition devoted to exploring American art. "*Once Upon a Time in America: Three Centuries of American Art*" was the first German museum exhibition in over forty years to present a survey of American art to a German audience. On this occasion the Obama Institute for Transnational American Studies and the Art History Department co-organized and hosted a conference/workshop in February 2019. The academic program was focused on strengthening existing connections and building new networks between German academics engaged in American art history topics and international scholars in the U.S. The emphasis of this program was on student participation: students had the occasion to informally meet with scholars working on new perspectives of American art and visual culture and to discuss career paths in both Germany and America.





## Narrative Medizin

**March 23, 2019**

Organized by Anita Wohlmann, Miriam Halstein, and Ruth Gehrmann

After two international workshops on Narrative Medicine in 2016 and 2018 in Mainz – organized by the Obama Institute and led by colleagues from Columbia University, New York – this workshop, in March 2019, explored the experiences of the German-speaking workshop participants and other people who are interested in the field of Narrative Medicine.

The workshop allowed for interdisciplinary exchanges and a series of talks presented and discussed current and envisioned projects. Participants of this event also explored future focuses of the field in Germany. Founding the "German Network of Narrative Medicine" ("Deutsches Netzwerk für Narrative Medizin") and launching a website ([www.netzwerk-narrativemedizin.de](http://www.netzwerk-narrativemedizin.de)) aims at increasing the visibility of Narrative Medicine in the German-speaking countries.

The workshop received financial support through the DFG project WO 2139/2-1 as well as the Inneruniversitäre Forschungsförderung.



Talks:

PD Dr. Karl Weingärtner  
"Ästhetik - Kernkompetenz einer humanen Medizin?"

Dr. Katharina Bahlmann  
"Der Ort der Krankheit: Überlegungen zu Körper und Raum in der bildenden Kunst"

Prof. Dr. Susanne Michl und  
Dr. Anita Wohlmann  
"Kurzgeschichten und klinische Fälle: Überlegungen zu einer Unterrichtseinheit"

Franca Keicher  
"Oskar und die Dame in Rosa - Narrative Medizin und die kindliche Perspektive"

Dr. Christina Gerlach  
"Das ärztliche Gespräch als Würdigung des Patienten"

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## Reading in the Age of Trump: The Politics and Possibility of Literary Criticism Now

**May 16-18, 2019**

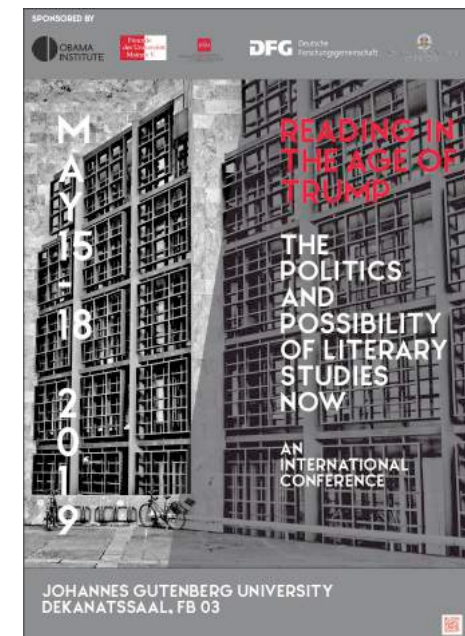
Organized by Tim Lanzendörfer, and Mathias Nilges (St. Francis Xavier University)

Literary criticism in the twenty-first century has been characterized by a renewed interest in the discipline's big questions, its foundational categories, and its basic methodological assumptions.

How do we read? What counts as interpretation? What is literature? What can literature do? What are its politics?

We believe that it is time to step back and critically examine and historicize the various conceptual and methodological movements that together make up the innovations in twenty-first century literary criticism. With a bit of cheek, we want to understand such things as the questioning of symptomatic reading as itself symptomatic of the contemporary.

Some of our questions then are: How may we historicize the discussions surrounding the category of reading? What are the politics of the various positions—of their underlying propositions and of their aims? What, in turn, are their political possibilities—indeed, what is the valence of the "political" in criticism? And in what ways may the attempt to historicize and to examine the politics of the different facets of twenty-first literary criticism allow us to



develop accounts of the possibility and the possibilities of literary criticism today? We propose to try and work through these questions during an intensive conference that brings together key scholars in the field in the effort to historicize the past two decades in literary criticism in order to examine its present politics and future possibility.

**JGU**  
JOHANNES GUTENBERG  
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**LSN**  
LITERARY STUDIES NOW

**St. Francis Xavier**  
UNIVERSITY

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## From Confucius to Mickey Mouse: U.S.-Chinese Transcultural Dynamics

**June 7, 2019**

Organized by Florian Freitag, Alfred Hornung, and Chang Liu (U Heidelberg)

During the late eighteenth century, the Founding Fathers' adaptation of Confucian ethics of conduct played a pivotal role in the formation of the American democracy and its public life, as taken up in Ezra Pound's embrace of Confucius' ideas and in his *Cantos*. In the twentieth century, the reception of the aesthetics, politics, and economic strategies of Disney theme parks had a similar impact on the "Disneyfication" of public space in China. These examples illustrate the longevity, the variety, but also the multi-directionality of U.S.-Chinese cultural relations. Within the various transnational networks spanning the Pacific Rim, relations between the U.S. and China have always played a special role, inspiring such concepts as "Chimerica" (Ferguson/Schularick; with an emphasis on economic and political aspects) and "ChinAmerica" (Hornung; with a focus on intercultural relations). The two cannot be easily separated, however, as politics and the economy have provided the legal framework and the material resources for cultural interactions and culture has profoundly determined the protocols of political and economic encounters.



"From Confucius to Mickey Mouse: U.S.-Chinese Transcultural Dynamics," jointly organized by Florian Freitag and Alfred Hornung from the Obama Institute and Chang Liu from the University of Heidelberg, brought together six scholars from American Studies, Chinese Studies, and Art History to discuss the actors and networks involved in and the media sustaining U.S.-Chinese transcultural dynamics.

## The Black Diaspora and African American Intellectual History

**June 27-28, 2019**

Organized by Axel Schäfer

This workshop explored the ways in which African American thought and culture have pioneered and continue to shape the transnational project. It was part of an M.A. course on "Transnational Approaches to American Studies: The Black Diaspora and African American History", which introduced students to the methods and approaches of transnational research pursued at the Obama Institute to enable them to develop self-directed research projects. The workshop gave students an opportunity to engage with current scholarship on the topic and to discuss their research topics with scholars who are experts in the field.

In her keynote address on "Race and Anti-Imperialism in Merze Tate's International Thought", Barbara Savage (University of Pennsylvania) discussed one of the few black women academics of her generation who was a pioneer in the fields of diplomatic history and international relations. A prolific scholar with a wide-range of interests, Tate's research covered the fields of disarmament, the diplomatic and political histories of the Pacific, and the role of railways and mineral extraction industries in the colonization of Africa. Among other inspiring talks, Richard H. King (University of Nottingham) in his presentation on "Ideas/Images of History" explored the ways in which "doing the

history of race" meant "doing intellectual history". In her talk on "Read. Reflect. Act.: Rosetta Douglass Sprague as Intellectual, Philosopher, Editor and Orator", Celeste-Marie Bernier (University of Edinburgh) gave a vivid account of Frederick Douglass' eldest daughter that explored the women in the Douglass family and their role as campaigners and reformers in their own right. At the center of Pia Wiegmann's (Obama Institute Mainz) presentation on "Harriet Jacobs, Transatlantic Public Intellectual" was the abolitionists' links to anti-slavery crusaders across the Atlantic and the significance of transnational ties for her ability to combine the voice of te enslaved women with the voice of the public intellectual.

The morning sessions with formal papers were followed by student presentation on their research projects, including "Richard Wright and the Bandung Conference" (Frederick Billmeier), "African American Women's Transnational Thought and Activism" (Katharina Weygold), "James Baldwin and the Black Diaspora" (Filiz Touchton), and "Eve Ensler's Vagina Monologues in a Transatlantic Context" (Josephine Koennecke). The workshop concluded with a roundtable discussion on "The Challenges of Writing Transnational African American Intellectual and Cultural History" based on questions the students had prepared. In addition to Celeste-Marie Bernier, Richard H. King, Barbara Savage, and Calvin White the workshop featured Elizabeth West (Georgia State University), who was a guest of the Obama Institute.

## Data and Stories in Digital Healthcare

**December 5-7, 2019**

Organized by Anita Wohlmann and  
Susanne Michl (Charité Berlin)

The workshop "Data and Stories in Digital Healthcare" examined the mutual entanglements of the humanities with medicine and data science. It focused on the variety of forms in which information about health and illness travel between different stakeholders, such as patients and health care professionals. These different forms are our objects of investigation: They encompass forms traditionally studied in the humanities (such as narratives, metaphors, images, graphic novels) as well as electronic forms (such as databases, electronic records, medical codes, and digital imaging procedures). The workshop wished to explore mixed methods to better understand how these diverging forms crisscross and destabilize allegedly neat disciplinary boundaries and how these forms communicate information by blending, intersecting, and even replacing one another.

The workshop explored mixed methods for Medical Humanities, a field of research that uses approaches from literature studies, history, art, anthropology, and philosophy in order to understand with the help of hermeneutical, qualitative perspectives some of the central issues in medical practice – such as pain, identity, illness, death, grief. With the rise of digital

technologies in medicine, the traditional methodologies used by scholars in Medical Humanities may no longer suffice and thus need to be rethought and reimagined so that Medical Humanities can continue to afford a deeper understanding of the complexities of medical care.

The aim of the mixed-method workshop "Data and Stories" was thus to explore and test mixed approaches to the work that data and stories do in health care. In order to facilitate productive exchanges between researchers from different disciplines and backgrounds, we proposed to foreground a selection of categories and concepts relevant to the humanities, data sciences and medicine – such as scale, uncertainty, ambiguity, space, temporality, images, cases, series – and to use them as crystallization points that productively refract how information in health care travels via different forms. In doing so, the workshop hoped to contribute to mapping the contours of what could be called "Digital Medical Humanities".

More than 20 international researchers (among them Kirsten Ostherr, Fritz Breithaupt, Arthur Frank, Thomas Weitlin, Danielle Spencer) joined the workshop, which took place at Schloss Blankensee in Trebbin.

## Selected Research Projects

**Un/doing Differences**  
(DFG Research Unit FOR 1939)  
**The Fabrication of Centenarians:  
New Forms of Age Differentiation in  
Autobiographies in the U.S.**

Mita Banerjee with Julia Velten  
(BA 1974/8-1; Funding 2016-2019)

This project explores the cultural fabrication of a new age category by looking at centenarians as a case in point. Centenarians' autobiographies are strongly on the rise on the American book market. Our project looks at these and other life-writing documents as a medium of social differentiation and individual identity formation. Looking at a time-frame from the 1960s to the present day, we analyze selected centenarians' autobiographies with regard to biographical narratives as well as paratexts. Analyzing discursive strategies, we explore to what extent these autobiographical narratives redefine extreme old age not in terms of physical decay but individual achievement. Moving beyond the narrative level we also investigate the conditions under which these autobiographical narratives are being produced in the framework of an "age industry": How are the protagonists of these narratives being "recruited" and what roles do co-authors and publishing houses



play? Moreover, our project explores the social differentiation of age as it converges or coincides with other differences such as gender, ethnicity, class, and religion. One of our focal points in this context is the intersection between various differences and their effects on the emergence of "centenarianess" as a category in a process which can be understood as a form of fabrication.

For further information on the activities of the collaborative research group see:  
[www.blogs.uni-mainz.de/undoingdifferences](http://www.blogs.uni-mainz.de/undoingdifferences)



**Un/doing Differences  
(DFG Research Unit FOR 1939)  
Enterprising Evangelicalism: Distinction  
and Inclusion in Contemporary  
American Religious Periodicals**

Oliver Scheiding with Anja-Maria Bassimir  
(SCHE 1616-6/2; Funding 2013–2019)

The research project investigates the role religious periodicals play in producing affiliation to Evangelicalism in the U.S. It wants to find out how periodicals function in the context of different religious communities, how they are used to creating religious affiliations and distinctions, and how they help blurring religious boundaries and forge new alliances among believers. For this purpose, the research project has analyzed periodicals as religious enterprises. In doing so, it studies the communicative infrastructure (print and digital formats), the magazine's staff (publishers, editors, writers, etc.), and the target audiences to find out how periodicals are instrumental for processes of religious differentiation and identification.

For further information on the activities of the collaborative research group see:  
[www.blogs.uni-mainz.de/undoingdifferences](http://www.blogs.uni-mainz.de/undoingdifferences)



**Life Sciences – Life Writing:  
Experiences at the Boundaries of  
Human Life between Biomedical  
Explanation and Lived Experience  
(DFG Research Training Group)**

Mita Banerjee with Norbert Paul  
(GRK 2015; Funding 2014–2023)

From the twentieth century to the twenty-first century, the conditions of human life have changed dramatically due to political, socio-economic, ecological and cultural influences. Simultaneously, the interpretative models and spaces of action in medicine have shifted from observing and influencing biological processes towards the biological and technological shaping of health and disease. Examples are manifold: assisted reproduction, prenatal diagnostics, organ transplantation, longevity and dying – in all of these boundary experiences, the role of medicine has changed fundamentally and has influenced the ways in which we conceptualize and deal with human life. These developments have also resulted

in new approaches to explaining and understanding human life and life narratives in social and cultural studies (life writing).

The graduate program converges the areas of life sciences and life writing and sees them as complementary approaches to understand, explain and act in boundary experiences of human life. To achieve this convergence, joint concepts need to be established. The graduate program focuses on three research areas – corporeality, ability, temporality – which function as three conceptual spaces, within which biomedical explanations, literary and cultural analyses, and human experience interact. The interdisciplinary approaches are linked by narrative practices, which function as the conceptual and methodological background against which boundary experiences of human life are studied from diverse disciplinary angles, such as medicine, neonatology, psychotherapy, pharmaceutical biology, molecular biology, social sciences, cultural anthropology, history, philosophy, ethics, German studies and American studies.





## 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 eighteenth and early nineteenth 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 2017-2020)



The research project is situated at the intersection of the humanities and medicine and focuses on metaphors in their capacities as potent epistemological and experiential devices. Metaphors, like narratives, are relevant in science and health contexts as they help explain complex and abstract information. In addition, metaphors enable individuals to voice disruptive, personal experiences that are difficult to describe otherwise, for example through a coherent narrative. While narrative has been successfully implemented within interdisciplinary approaches, such as Medical Humanities and Narrative Medicine, research on the relation between metaphors and narratives has remained unsystematic. Moreover, studies on metaphors in Medical Humanities tend to emphasize the problematic side of metaphors: Metaphors can indeed be stigmatizing, essentializing, or dehumanizing when the meaning of the source domain is too readily substituted with that of the target (e.g., body as machine). What has been deemphasized, however, is that metaphors can also be pluripotent and empowering tools of the imagination, inviting ambiguity and complexity. Metaphors can thus

defamiliarize, contest, and reimagine reductionist or allegedly set connotations. This research project asks: How can the plurisignifying potential of metaphors be activated and conceptualized so that limiting and harmful metaphors become liberating and productive?

The project departs from the hypothesis that the relationship between metaphor and narrative is crucial to the meaning of metaphors, as metaphors are usually embedded in narratives and can project mini-narratives of their own. The aim is to develop an approach to metaphors, in which – on a theoretical and a practical level – metaphor analysis and narrative analysis are joined in order to investigate the plurisignifying potential of metaphors and to develop a concept that hones metaphorical competence.

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### Key Concepts in Theme Park Studies (DFG Research Network)

Florian Freitag  
with Filippo Carlà-Uhink (U of Potsdam)  
and Jan-Erik Steinkrüger (U of Bonn)  
(STE 2471/2-1; Funding: 04/2018-03/2020)



Since the opening of Disneyland (Anaheim, CA) in 1955 the theme park has become an industry, a cultural institution, and a medium of global economic relevance and of broad social impact. Research on theme parks has recognized their multi-level significance for some time already and has examined specific aspects of theme parks, their antecedents, and similar spaces from a large variety of disciplinary perspectives. At the same time, however, theme park scholars have rarely looked beyond the borders of their own disciplines and genuinely transdisciplinary discussions have not yet been established, let alone an independent field of research with its own theories and methods, scholarly associations, and publication organs. Moreover, specific aspects of theme parks, such as their temporality, have only just begun to be analyzed by scholars, while others, such as the depiction of theme parks in other media and in the arts, have not yet been discussed at all. The goal of the project is therefore to foster collaboration on theme parks across disciplinary borders. From 2018 to 2020, fifteen scholars from Germany, Switzerland, France, Spain, Portugal, the UK, and the U.S. and from American studies,

history, geography, anthropology as well as tourism, performance, and museum studies will join forces to collaboratively write a transdisciplinary introduction to "Key Concepts in Theme Park Studies," geared at an international scholarly audience.

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### Global Faith and Worldly Power: Evangelical Encounters with U.S. Empire

Axel Schäfer (supported by the Henry Luce Foundation)

This project explores the ways in which theologically conservative Protestants in the United States have encountered the world and positioned themselves in international crises. It makes two central contributions to the study of globalizing religion. First, it shows that, for American evangelicals, becoming more embroiled with the world outside of the United States re-defined the content and boundaries of the movement. As evangelical voices from Africa, Asia, and Latin America became more vocal and assertive, conservative Protestantism emerged as a more pluralistic, multi-directional enterprise. Second, it reveals that evangelical global missionary and humanitarian activism cannot be understood in isolation from the movement's engagement with foreign policy and international relations.

In particular, the project addresses four key frameworks for evangelical global agendas. First, it examines the role of evangelicals in the construction of U.S. foreign policy, exploring key moments across the twentieth and twenty-first centuries. Second, it studies the cultivation of affect and the circulation of emotion as a means of forming communities and extending power. Third, the project



investigates the complex relationship of evangelicalism with decolonization and the politics of race. Finally, it explores capitalism and the evangelical exploitation of commercial/business practice, including organizational schemes, marketing, exchange, and investment. Within these foci, the project traces several ongoing themes: the rising importance of humanitarianism as a form of international engagement; the racial and ethnic diversity of a movement in which race remains a central tension; the role of media; and the ways in which the globalization of the faith – long a goal of the missionary imperative – also has a boomerang impact reshaping U.S. evangelical life and politics.



### Transnational Periodical Cultures (Interdisciplinary Research Unit)

Oliver Scheiding and Jutta Ernst

The research group on Transnational Periodical Cultures (TPC), led by Jutta Ernst and Oliver Scheiding, contributes to the burgeoning field of periodical studies, exploring magazines, newspapers, and other forms of serialized mass media in transnational contexts. TPC is intent on clarifying what role periodicals play not only as sites of affection, identification, and social differentiation, but also as aesthetic sources for the arts and literature, given the changing expectations of global media markets and their audiences since the eighteenth century.

TPC serves as an interdisciplinary forum for organizing workshops, conferences as well as graduate and postgraduate research, bringing together students and international scholars from literary studies, media studies, book studies, journalism studies, sociology, translation studies, text design, archival studies, and digital humanities. The research group consists of senior and junior faculty members, PhD candidates, and graduate students working in the field of periodical studies.

For more information on TPC's activities see:  
[www.transnationalperiodicalcultures.net](http://www.transnationalperiodicalcultures.net)

TPC has organized the following workshops in 2019:

**Zeitschriften, Gestaltung und Design**  
Mainz. January 2019

**Periodicals and Globalization**  
Germersheim. May 2019

**Translation and Transnational Periodical Cultures**  
Germersheim. June 2019;

**Independent Magazines**  
Mainz. October 2019



### Indigenous Modernity and Non-Fiction Writing: Native American Periodicals 1890-1920

Frank E. Newton

This research project explores Native American periodicals and their particular material and cultural history between 1890 and the 1920s. It examines their material print arrangements (i.e. language, design, pictures, photographs, etc.) and how they function as vehicles to express an indigenous modernity. Current research understands periodicals as serialised and aesthetic artefacts serving both as means of socialisation and for establishing textual communities. Moreover, communication and media studies focus primarily on content, topic and the overall subject matter of periodicals. However, scholarship tends to overlook the indigenous periodicals' aesthetic and material dimensions to address questions of sovereignty and modernity. Despite the central role of periodicals as public institutions that fulfil social functions, innovations in print and public communication specific to indigenous periodicals have yet to be empirically and theoretically integrated into the fields of periodicals studies and Native American studies. The project aims at differentiating Native American periodicals as aesthetic products to address questions of collaborations, interaction, and ethnic differentiation in a period of social and technological transition. As such, the



project understands Native American periodicals as a highly influential middle ground to mediate different types of indigenous modernity. The project seeks to demonstrate how Native American periodicals—heavily saturated in language and images—use aesthetic styles to create an indigenous print media that is part of the global modernities.

The author received university funding from April 2019-2020 (Inneruniversitäre Forschungsförderung 1) and conducted archival research during May/June 2019 in Carlisle, Pennsylvania and Little Rock, Arkansas.

### Habilitation

Florian Freitag

#### Popular New Orleans: The Crescent City in Periodicals, Theme Parks, and Opera, 1875-2015

New Orleans is a unique city – which is precisely why there are so many New Orleanses all over the world: for almost 150 years, writers, artists, and cultural brokers and entrepreneurs have drawn on and simultaneously contributed to the Crescent City's fame and popularity by recreating the city in popular media from literature, photographs, and plays to movies, television shows, and theme parks. Popular New Orleans examines three pivotal moments in the history of the depiction of New Orleans in popular culture: the creation of the popular image of the Crescent City during the late nineteenth century in *Scribner's Monthly: An Illustrated Magazine for the People/The Century Illustrated Monthly Magazine*, one of the leading nineteenth-century American illustrated literary magazines; the translation of this image into three-dimensional immersive spaces during the second half of the twentieth century in Disney's theme parks and resorts in California, Florida, and Japan; and the reconfiguration of this image following Hurricane Katrina in public performances such as Mardi Gras parades and operas. Based on these three case



studies, Popular New Orleans argues that following Hurricane Katrina, popular media no longer portrayed New Orleans as an exotic and exceptional, but rather as an exemplary, quintessentially American city.

While some of *Scribner's/The Century's* more well-known texts about New Orleans have been thoroughly analyzed by scholars, Popular New Orleans for the first time considers all of the magazine's New Orleans-related textual and pictorial content in its original periodical context, examining how the individual features relate to each other and to other features published in the magazine. At the same time, the manuscript

contributes to the theoretical debate about periodical networks. Similarly, "Popular New Orleans" innovates on previous discussions about (Disney) theme parks in general and Disneyland's "New Orleans Square" in particular by comparing all of Disney's New Orleans-themed spaces and tracing their development over time, thus also stressing the need for a historical approach to theme park studies. Finally, the manuscript contributes to the rich scholarship about artistic responses to Hurricane Katrina by focusing on opera and simultaneously re-examining opera as a popular medium.

Covering visions of the Crescent City from George W. Cable's "Jean-Ah Poquelin" (1875) to Rosalyn Story's *Wading Home* (2015), *Popular New Orleans* traces both the evolution of popular images of New Orleans as well as their impact on the city itself. Based on field, archival, and literature research conducted in New York, Los Angeles, Dallas, Orlando, Tokyo, and New Orleans, *Popular New Orleans* discusses both well-known, canonical texts and artifacts (albeit from new, innovative perspectives) as well as material that has never been examined by scholars.



## Selected Dissertations

Thomas Breideband  
**Programmed 'Treasures of Eloquence':  
 A Rhetorical Take on Productivity Aids  
 in Audio Engineering Software**

Advised by George Pullman (Georgia State University) and Alfred Hornung (Johannes Gutenberg-Universität Mainz)

More than two thousand years ago, the Greek philosopher Aristotle posited that the success of any rhetorical, i.e., speech act lies in a speaker's ability to discover in each case the so-called *available means* of persuasion. For Aristotle and other classical scholars of rhetoric, these available means fell into three types of statements: (1) appeals that elevate the character and credibility of the speaker, (2) appeals that satisfy the desires and expectations of an attending audience, and (3) appeals that are grounded in logic and proper reasoning. These three types provided public speaking professionals with a set of comprehensive and constructive guidelines and prescriptions that would aid their craft—both in a technical and an aesthetic sense. Aristotle's theory of rhetoric presents a method to speech crafting, a skill to be developed through practice and study. Thus, the success of rhetoric is the learned understanding to pick appropriate appeals in each communication context



based on the knowledge of how any given appeal might best be leveraged to persuade an audience.

Aristotle's writings are still meaningful today because of their universal appeal. In fact, today's creative professionals have similar sets of means available to elicit sympathetic audience reactions. However, today's artists, who now widely use digital software for their craft, also have access to additional sets of available means, and these means do not seem to necessarily require the same amount of study and practice anymore. These means consist of smart algorithms and machine learning tools that are built into today's

digital software applications. The 'auto-correct' feature in word processing tools comes to mind, for example. Tools such as 'auto-correct' offer tempting productivity shortcuts. Whether these tools put into question the importance and significance of professional practice and study is the central concern of this dissertation.

To better understand these dynamics brought about by technological change, this dissertation highlights the influence of productivity aids on concepts such as professional expertise, user experience, and workflow by way of examining the field of audio production as a representative case. The research is based on close content analyses of the most widely used software solutions for music mixing as well as the public reflections of 25 leading audio engineers. Their reflections illuminate the state of a craft during a time when the industry has been rocked by the simultaneous disappearance of large parts of the recording studio sector and the rapid influx of digital productivity aids programmed into software.

By way of returning to classical rhetorical theories of memory and the practical strategies of recollection, I argue that outsourcing labor into software may come at a price. When today's digital aids are becoming capable of disrupting established knowledge development and practice conventions, then this convenience has the potential of turning into complacency that significantly hampers personal motivations to develop mastery.

In this work, I provide a lens through which we may investigate professional communities and the extent to which they reconcile the inclusion of the latest digital tools into their workflow while maintaining a level of control and independence over the production of content. The study culminates in a larger argument about the potentially detrimental effects of automation on creative practice and promotes an appreciation of memory and recollection strategies that inform a pedagogy of critical reflection and active engagement.

Vanessa Keiper

**The Role of the Horse in Cormac McCarthy's *All the Pretty Horses*:  
"as if some part of the horse were within him breathing"**

Advised by Winfried Herget

This study focuses on the horses in Cormac McCarthy's prize-winning narrative *All the Pretty Horses* (1992). Much more amenable than his earlier works, the novel offers none of the traumatized characters of *Outer Dark* (1968) or the apocalyptic setting of *Blood Meridian* (1985). Yet its mostly adolescent characters are emotionally orphaned and yearn for familial bonds and a domesticity that is absent from their world. Horses in *All the Pretty Horses* fill an emotional void and provide transportation as well as insight for the displaced characters. The connection between horses and humans plays an important role in my study, and I examine other contemporary literature to determine in how far McCarthy's horses are being ascribed human characteristics (and vice versa). Furthermore, this study aims to exemplify how the horse's embodiment of both motion and space entices susceptible characters to cross into the equine space of the narrative. In this space, such characters are portrayed as more fully-developed versions of themselves, but the transgressive nature of entering the equine space becomes evident when the characters are unable to sustain these



versions of themselves after crossing back into their sociocultural space.

Furthermore, my study considers the readers and how their pre-existing affinity for horses shapes their response to the narrative. Their individual degree of horse-interest incentivizes readers to roam the spaces of the narrative, and this recognition of a subjective component influences my grouping of characters into footmen, riders, and horsemen to mark their closeness to the narrative's horses. I examine other horse narratives to compare their depiction of the protagonists' closeness to horses, and expand this to consider the influence of gender on protagonists of horse-



narratives. While females often have an inherent connection with horses, only male protagonists that are horsemen are depicted as tapping into a preternatural connection with the equine, which then separates them from human society. The almost mythical closeness to horses of the protagonist of *All the Pretty Horses* is seldom rivaled in other horse narratives. Yet the transgressive nature of crossing the boundary into the equine realm is best evidenced by the protagonist's gradual loss of connection to the physical world as a social space, resulting in further alienation.

In addition to the principal novel of my study, I also analyze the later parts of McCarthy's border trilogy, *The Crossing* (1994) and *Cities of the Plain* (1998). I expand my textual analysis to include other examples of contemporary American narratives, for example Annie Proulx' "Brokeback Mountain" (1997) or Edward abbey's *Fire on the Mountain* (1962). A comparison of *All the Pretty Horses* and McCarthy's Pulitzer Prize-winning *The Road* (2006) concludes my study.

**Ashley Cheyemi McNeil**  
**Empathetic Humanism and**  
**Multiethnic Narratives**

Advised by Alfred Hornung and  
 Elizabeth West (Georgia State University)

This dissertation uncovers how select multiethnic American literatures imagine minoritarian subjectivity that is not premised on categories of nationalism or American mythos of agency, but rather privilege non-Western humanist subject-formation processes. Given their outlying position in the American literary canon, multiethnic, interracial texts have the capacity to engage not only alternative frameworks of subject formation, but also specifically humanist frames – meaning, encounters of inclusion that occur because of a reciprocal recognition of a shared condition of being. Investigating narratives of interethnic reception, this project illuminates how some modes of being, such as suffering and joy, illustrate a new humanism predicated on radical empathy. Employing an archive of narrative works that range from Barack Obama's *Dreams from My Father* (1995) to Monique Truong's *Bitter in the Mouth* (2010), alongside texts such as Karen Tei Yamashita's *Through the Arc of the Rainforest* (1990), this dissertation shows how minority subjectivities can be cultivated beyond the domain of settler agendas: how, for example, ethnic difference incites cross-cultural dignity, not racial subjugation; or how militaristic



violence heralds guardianship amongst its victims, not reactive hatred. Ultimately, this narrative methodology works to undermine mechanisms of agency that create subjects only to control, condition, and constrain them.

Exploring how American multiethnic literature expresses underexamined humanist encounters between minoritized peoples, this dissertation demonstrates the potential to destabilize the exclusionist nationalism that first marginalized them, without engaging or relying on said national codes of subjectivity. To that end, this project concludes by exploring how a methodology of empathetic humanism can be put into praxis. Providing examples of partnerships with local disenfranchised groups to co-create public-facing projects that expand the frame of "who counts" as a viable subject, this dissertation closes by demonstrating how empathetic humanism as a theory and methodology can be employed to benefit the public, common good.

Britta Muszeika

**Approaching Whiteness:  
Acknowledging Native Americans as  
Scholars of Reversal in 19th-Century  
Autobiographical Writings**

Advised by Mita Banerjee

In the light of the Canadian Truth and Reconciliation Commission (2015), the urgent and inevitable question arises why the United States has not yet committed itself to a similar process. Although Native Americans already started challenging their missing cultural, literary and political representation at the beginning of the nineteenth century, today they still remain in the lowest rank of society in all areas of life and continue to fight their persistent invisibility. The corresponding unawareness of past and present inequalities results in perpetuated stereotypical biases, which partly prevent them from being accepted and recognized as equal members of American society, and to some extent still deny them their right to self-determination. Countering misconceptions of "the inferior vanishing Indian" thus evolves to an inevitable step towards a possible reconciliation. It urges us to shift our focus to the native perspective, questioning the imposed and long-accepted white supremacy and corresponding privileges which served and still serve as a justification for ignoring and avoiding indigenous contributions. The "study of reversal" presented in this

paper unfolds the necessity of rereading native literary works proving their central role in shaping America's national identity. Presenting themselves as ethnographers of whiteness, they do not only provide a framework to reverse and complete our understanding of white identity encouraging a "white consciousness" but as a result, a framework to reimagine native culture. They create an alternative image of the stereotypical "inferior Indian" who proves himself capable of critically and objectively analyzing both cultures. By applying thoughts and principles used in modern studies on race (Critical Race Theory and Critical Whiteness Studies) in order to develop a differentiated counterimage of "the Indian's White Man," the three chosen native writers prove their scholarly mindset. One hundred years before we engaged in ethnic studies, Charles A. Eastman, Sarah Winnemucca and Zitkala-Ša emerge as scholars of reversal avant la lettre creating their own study of "races": one which calls for a rereading of literature, a rewriting of history, and ultimately a reversal of conceptual categories of the Self and the Other. Their depiction of white culture in all its complexity qualifies them as scholars of native and white culture and in consequence, as Eastman remarks as "agents of reconciliation" who actively provide a platform for a cross-cultural dialogue. The autobiographical accounts chosen may thus be read as testimonies of native contributions which may initiate a process of rethinking: one in which both natives and whites realize the necessity and

the chance of entering in a reconciliation process, which officially recognizes them as what they are: by no means vanishing but central in shaping America's past, present, and hopefully its future.

Rebecca Schäfer

**Time(s) of Lives:  
(Non-)Normative Temporalities,  
Age(ing), and Kinship  
Narratives in Contemporary  
U.S. American Culture**

Advised by Mita Banerjee

This dissertation looks at how, within a neoliberal, late-capitalist 21st century U.S. American socio-cultural context, concepts of time, age(ing), and kinship are intricately intertwined, depend on each other for their meaning, and thus produce each other. Located at the intersection of American Studies, queer theory, critical age(ing) studies, and studies on belonging and kinship, my project analyzes contemporary U.S. American cultural productions from across cultural contexts, independent as well as mainstream, in four case studies. Via close readings of said source material, I discuss their (non-)normative potential in regard to the temporality, age(ing), and kinship concepts and narratives that they articulate. A central question informing this study is thus whether going mainstream and being anti-hegemonic is necessarily and always mutually exclusive.



Elena Scherzer-Sawal  
**Living Anthologies: Authors' Carnivals  
 in Nineteenth-Century America**

Advised by Oliver Scheiding

Authors' Carnivals were a kind of literary fair or spectacle, consisting of a number of various program points and performative elements. Their common feature was that they were all based on well-known literary texts, or related to the lives of famous authors. The most common feature was the so-called tableau vivant, i.e. the real-life recreation of a scene from a literary text. Being highly entertaining events the Authors' Carnivals attracted many visitors and played a major role in the popular interpretation of national and foreign literature, as well as, the establishment of a national canon in the last three decades of the nineteenth century in the U.S.. Today Authors' Carnivals are a forgotten type of entertainment although they have many parallel structures with modern types of entertainments, e.g. cosplay or Comic Con. The aim of this dissertation, however, is not to show in how far Authors' Carnivals are related to today's entertainment, or may have even influenced them, but rather to investigate the role the carnivals played during their own era. To provide the reader with elementary knowledge on the events' structure a detailed description of the Authors' Carnival in San Francisco in 1879 is given. San Francisco's organizers took advantage of earlier Authors' Carnivals

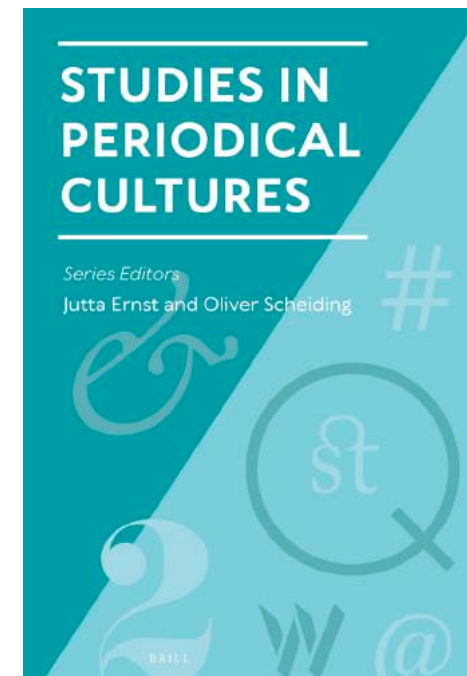
undertaken in other cities of the U.S. and made their carnival a paradigmatic event. Based on the description, the focus of the dissertation lies on the meaningful aspects of female agency and the consumption of literature in the late nineteenth century. With the organization of Authors' Carnivals women of society were given the extraordinary opportunities to be active participants within a public realm where men and women worked together for a benevolent cause. Remarkably, women were the driving forces and female participation was not only accepted but also appreciated. Thus, through Authors' Carnivals women actively introduced a new way of consuming literature in a morally accepted context outside privacy.

## Selected Book Publications

Jutta Ernst and Oliver Scheiding (eds.)  
**Studies in Periodical Cultures (SPC)**

Leiden/Boston: Brill

Studies in Periodical Cultures (SPC) contributes to the burgeoning field of periodical studies, exploring magazines, newspapers, and other forms of serialized media in (trans)national contexts. Research into periodicals is of high interest to many because of the medium's pervasiveness and its enmeshment with the formation of cultural identities. This book series considers periodicals as important artifacts, seeking to assess their role for processes of cultural transfer and translation. SPC looks at how periodicals evolve in and through networks of people, material infrastructures, media markets, and changing technologies. Likewise, the community-building potential of periodicals will be considered. SPC wants to determine what function periodicals have as sites of affection, but also as aesthetic and material sources for the arts and literature. The book series produces a much-needed bridge between historical/archival approaches and present work in the field of media studies by highlighting the legacies and trajectories of the periodical business from eighteenth-century print to the digital age.



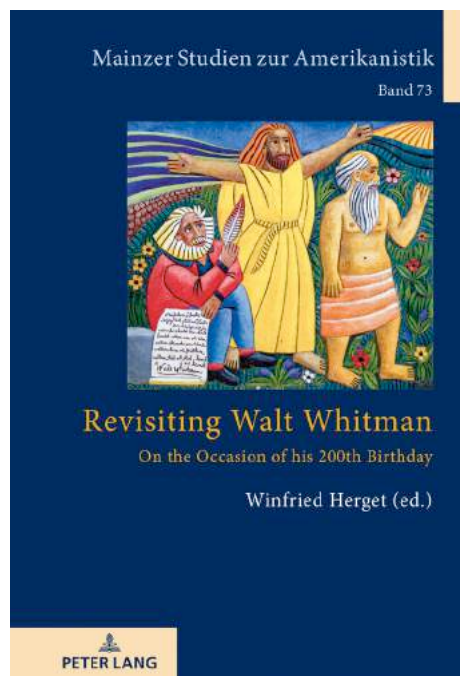
For more information see:  
[www.brill.com/page/spc/forthcoming-series-studies-in-periodical-cultures](http://www.brill.com/page/spc/forthcoming-series-studies-in-periodical-cultures)



Winfried Herget (ed.)  
**Revisiting Walt Whitman:**  
**On the Occasion of his 200th Birthday**

Berlin: Peter Lang Verlag, 2019

The collection of essays explores the transnational and intermedial (music, visual arts, digital media) legacy of Walt Whitman. It provides examples of his influence as well as suggestive parallels in contemporary poetry and thought. One common concern is the question of Whitman's understanding of democracy and its consequences for poetry and art. *Revisiting Whitman* has no revisionist agenda. Nor is it nearly celebratory: it also shows tensions and ambivalences in the oeuvre of "The Good Gray Poet."



Nina Morgan, Alfred Hornung, and  
 Takayuki Tatsumi (eds.)

**The Routledge Companion to  
 Transnational American Studies**

London, New York: Routledge, 2019

*The Routledge Companion to Transnational American Studies* provides scholars and students of American Studies with theoretical and applied essays that help to define Transnational American Studies as a discipline and practice.

In more than 30 essays, the volume offers a history of the concept of the "transnational" and takes readers from the Barbary frontier to Guam, from Mexico's border crossings to the intifada's contested zones. Together, the essays develop new ways for Americanists to read events, images, sound, literature, identity, film, politics, or performance transnationally through the work of diverse figures, such as Confucius, Edward Said, Pauline Hopkins, Poe, Faulkner, Michael Jackson, Onoto Watanna, and others. This timely volume also addresses presidential politics and interpictureorial U.S. history from Lincoln in Africa, to Obama and Mandela, to Trump.

The essays, written by prominent global Americanists, as well as the emerging scholars shaping the field, seek to provide foundational resources as well as experimental and forward-leaning approaches to Transnational American Studies.



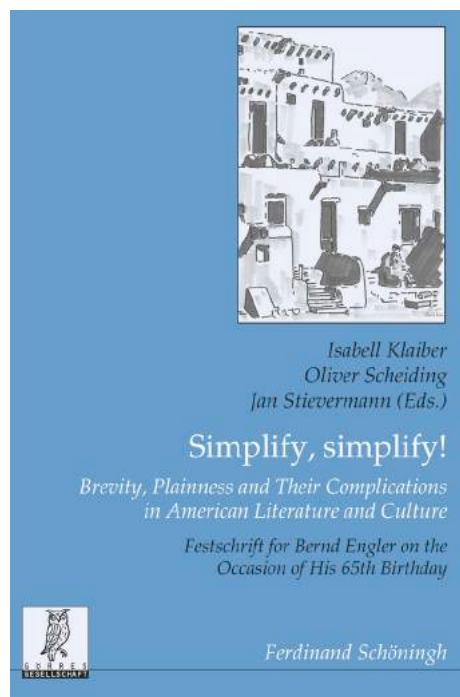
Edited by Nina Morgan, Alfred Hornung and Takayuki Tatsumi

Isabell Klaiber, Oliver Scheiding, and Jan Stievermann (eds.)

**Simplify, simplify! Brevity, Plainness and Their Complications in American Literature and Culture. Festschrift for Bernd Engler on the Occasion of His 65th Birthday**

Paderborn: Ferdinand Schöningh, 2019

This volume explores the varieties of the short form in American literature, art, and culture as well as different ideas and aesthetics of simplicity, plainness, and brevity from the nineteenth century to the present. The contributors discuss how these ideas were translated into widely diverging practices, serving an equally broad spectrum of cultural and political functions. The essays survey a range of media and genres, including short fiction, plays, popular rhetoric, songs, photography, film, and Twitter.



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- . "A Kaleidoscope of Color or the Agony of Race? Barack Obama's Dreams from My Father." *Developing Transnational American Studies*. Ed. Nadja Gernalzick and Heike Spickermann. Heidelberg: Winter, 2019, pp. 161-176.
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- . "Ecocriticism and Life Narrative." *Research Methodologies for Auto/Biography Studies*. Ed. Kate Douglas and Ashley Barnell. London and New York: Routledge, 2019, pp. 236-43.
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- Obenland, Frank**, Nele Sawallisch, and Elizabeth West. "Introduction: Transnational Black Politics and Resistance: From Enslavement to Obama Through the Prism of 1619." *Journal of Transnational American Studies* 10.1 (2019): n.p. [223-35].
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- . "The Consumption of Life: Consumerist Capitalism and the Commodification of the Self in Colson Whitehead's *Apex Hides the Hurt* (2006) and Gary Shteyngart's *Super Sad True Love Story* (2010)." *The American Novel in the 21st Century: Cultural Contexts – Literary Developments – Critical Analyses*. Ed. Michael Basseler and Ansgar Nünning. Trier: Wissenschaftlicher Verlag Trier, 2019, pp. 247-61.



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---. "You never talk alone: Community and Communication in the Americas." *Towards New Interpretations of Latinidad in the 21st Century/Hacia Nuevas Interpretaciones de la Latinidad en el Siglo XXI*. Ed. José Antonio Gurpegui Palacios. Madrid: Instituto Benjamin Franklin, 2019, pp. 123-31.

**Wiegink, Pia.** "The Serial Character of Abolition: Charting Transatlantic and Gendered Critiques of Slavery in *The Liberty Bell*" *Popular Culture – Serial Culture: Nineteenth-Century Serial Fictions in Transnational Perspective*, 1830s-1860s. Eds. Daniel Stein und Lisanna Wiele. London: Palgrave, 2019, pp. 145-159.

---. With Birgit Bauridl. "Cultural Performance and Transnational American Studies." *Routledge Companion to Transnational American Studies*. Ed. Nina Morgan, Alfred Hornung, and Takayuki Tatsumi. London: Routledge, 2019, pp. 85-95.

**Wohlmann, Anita.** ed. *Narrating Disability in Literature and Visual Media. Special issue for ZAA/Zeitschrift für Anglistik und Amerikanistik* 67.1, 2019.

---. with Madaline Harrison. "To Be Continued: Serial Narration, Chronic Disease, and Disability." *Literature and Medicine* 37.1 2019, pp. 67-95.

---. with Susanne Michl. "'Hooked up to that damn machine:' Working with Metaphors in Clinical Ethics Cases." *Clinical Ethics* 14.2, 2019, pp. 80-86.

---. with Janine Naß and Thomas Efferth. "Interviews and Personal Stories: A Humanities Approach in Pharmaceutical Education." *Pharmacy Education* 19.1, 2019, pp. 155-161.

---. "Symbol or Simile? Sylvia Plath's Poem 'Tulips' and the Role of Language in Medicine." *Lyrik und Medizin. Jahrbuch Literatur und Medizin* 11. Eds. Florian Steger and Katharina Fürholzer. Heidelberg: Winter, 2019, pp. 179-197.

---. "Analyzing Metaphors." *Research Methods in Health Humanities*. Eds. Erin Gentry Lamb and Craig Klugman. Oxford: Oxford University Press. 2019, pp. 25-38.

---. "Metaphor as Art – A Thought Experiment on Metaphors in Health Care." *Handbook for the Medical Humanities*. Ed. Alan Bleakley. London, New York: Routledge, 2019.

---. with Anders Juhl Rasmussen. "Brugen af litteratur i narrativ medicin". *Brug af litteratur*. Ed. Anne-Marie Mai. Hellerup: Forlaget Spring, 2019, pp. 258-282.

---. "Perpetual Adolescence in Literature and Film." *Encyclopedia of Gerontology and Population Aging*. Eds. Danan Gu and Matthew E. Dupre. Springer, 2019. (online publication)

---. "Television Series on Aging: Aging and Serial Narration." *Encyclopedia of Gerontology and Population Aging*. Eds. Danan Gu and Matthew E. Dupre. Springer, 2019. (online publication)

## List of Presentations Given by Members

**Banerjee, Mita.** "Narrative Medicine and the Black Maternal Mortality Crisis."

Narrative Medicine. June 20 – 23 2019, Johannes-Gutenberg Universität, Mainz.

---. "Narrative Medicine and Narrative Economics." PLATO Conference, June 5-6 2019, Johannes-Gutenberg Universität, Mainz.

---. "Narratives in Higher Education: Medicine and Economics." PLATO International Conference, September 13-14 2019, Johannes-Gutenberg Universität, Mainz.

---. "German National Identity, Coal Extraction, and the Ruhrgebiet." German Studies Association Annual Conference, October 3-6 2019, Portland, Oregon, OR.

**Ernst, Jutta.** "Language Shift as Dissent: The Use of French and German in Modernist American Magazines" Conference *Protestare in Lingua Straniera: La Stampa Allofona e il Dissenso*, May 2019, Rome, Italy.

---. "Transnationale Zeitschriftenkulturen: Übersetzung und Mehrsprachigkeit in modernistischen Magazinen." December 2019, Bielefeld, Guest Lecture.

**Freitag, Florian.** "Historical Reality TV." Guest Lecture, Potsdam, January 2019.

---. "Ancient Bodies TODAY: *Grecian Guild Pictorial*." Annual Conference of the American Literature Association, May 2019, Boston, MA.

---. "Ancient Bodies TODAY: *Bromans* (2017)." Annual Conference of the Society for Cultural History, June 2019, Tallinn.

---. "The Theme Park in China." International Conference *From Confucius to Mickey Mouse: U.S.-Chinese Transcultural Dynamics*, June 2019, Mainz.

---. "Lands of Tomorrow: An Archaeology of the Future in Disney Theme Parks." Annual Conference of the German Association of American Studies, Hamburg, June 2019.

**Herget, Winfried.** "Revisiting Walt Whitman", May 2019, Rathaus Dortmund.

---. "Kirche und Staat in den USA " Frankfurt Evang. Akademie am Römerberg, July 2019.

---. "James Fenimore Cooper- The Wept of Wish-tonWish", Verein RUK Rumpenheim Kultur e.V, Offenbach, September 2019, Offenbach.

**Hornung, Alfred.** "The Other Jack London." Vortrag und Mentoring für

DoktorandInnen, Universität Erlangen-Nürnberg, January 2019.

---. Partnerschaftstreffen, Center for Life Writing, King's College, London, February 2019.

---. "Poetic Knowledge and Narrative Medicine: Creating the Transnational Self" (Keynote, IABA-Europe, June 2019, Madrid.

---. Organization of the Narrative Medicine Workshop with Mita Banerjee and Colleagues from Columbia University, June 2019, Mainz.

---. "Confucius and Benjamin Franklin" Keynote, Chinese Comparative Literature Association, Shenzhen und Macao, July 2019.

---. "Confucius and Benjamin Franklin: Chinese Ideas in the Foundation of the USA" Keynote, 23rd Southeast Early China Roundtable, Milledgeville, Georgia, November 2019.

---. "The Routledge Companion to Transnational American Studies" Panel, American Studies Association, November 2019, Honolulu, HI.

---. On Site Evaluation des Department of English, 11.-14. November 2019, Universität Zürich.

---. "Chinese Ideas in the Foundation of the United States of America" December 2019, Shandong University.

---. "Life Writing and Diversity: Walt Whitman's Song of Myself", December 2019, Shandong University.

---. "Living Transnational American Studies" Conference "Trans-Pacific, Trans-Atlantic, Trans-Chronological", Keio University, Tokio, December 2019.

---. Global Guest Professor, Graduate School of Letters, 9.-15. December 2019, Keio University, Tokio.

**Lörch, Michael.** "Literary Canon Formation in the GDR: Scholarly Journal Publishing and Academia." Annual Conference of the American Literature Association, May 2019, Boston, MA.

---. "*Zeitschrift für Anglistik und Amerikanistik*: Herangehensweisen an eine Fachzeitschrift der DDR." Doktorandenworkshop Mainz, May 2019, Mainz.

---. "Mobilities and Immobilities in Academic Journal Publishing during the Cold War." 4th Transatlantic Graduate Student Conference on *Literary and Cultural Discourses of Mobility*, 16-18 October 2019, Göttingen.

**Neubauer, Tatjana.** "The O.J. Simpson Case: Between Stasis and Movement." 4th Transatlantic Graduate Student Conference on *Literary and Cultural Discourses of Mobility*, 16-18 October 2019, Göttingen.

**Newton, Frank.** "Native American Periodicals in the Progressive Era: A Reading of the Standard Sentinel (1898-1928)," May 2019.

**Obenland, Frank.** "'Nature Made Us Equal.' Anti-Slavery Discourse on the Early American Stage." Staging Slavery Around 1800: Performances of Slavery and Race from an International Perspective. International Conference. University of Gent, Belgium, September 20, 2019.

**Sawallisch, Nele.** "Issues in Contemporary Black Canadian Literature." Guest lecture. Master Seminar Canadian Studies: Key concepts and Debates (PD Dr. Stefanie Schäfer), January 2019, FAU Erlangen-Nürnberg.

---. "The (Im-)Possible Families of Henry Bibb: Black Families between Slavery and Freedom." Guest Lecture. Otto-Friedrich-University, May 2019, Bamberg.

---. "Insult & Injury: American Comedy as a Platform of Social Critique." Annual Meeting of the German Association for American Studies, June 2019, Hamburg.

---. "Ricky Gervais' Distorted Men." Anglistentag 2019. Section "Funny Men" organized by Stefanie Schäfer and Wieland Schwanebeck, September 2019, Leipzig.

---. "Worldmaking, Disrupted. Black Community Building in the Early Nineteenth Century." Symposium African American Worldmaking in the Long Nineteenth Century. Organized by Nicole Waller, Hannah Spahn, Verena Adamik, October 2019, Potsdam

**Schäfer, Axel.** "The 'Evangelical International': U.S. Empire and Transnational Religion", Keynote Address at the Religion in American Life Conference, 23-24 July 2019. University of East Anglia, Norwich, UK.

---. "W. E. B. Du Bois and the Writing of Transnational History", Workshop "Black Diaspora and African American Intellectual History", June 27-28, 2019, Johannes Gutenberg-University, Mainz.

---. "High on Jesus: American Evangelicals and the 1960s" Gastvortrag in der Abteilung für Anglistik, Amerikanistik und Anglophonie Germersheim, January 2019.

**Scheiding, Oliver.** "Transnational Agency and Periodical Cultures: Building Sustainable Networks" American Literature Association (ALA), May 2019, Boston, MA.

---. "Toward a Material History of the American Short Story" American Literature Association (ALA), May 2019, Boston, MA.

---. "The Contemporary American Short Story and Print Culture" Symposium der Society for the Study of the American Short Story and the American Literature Association – SSASS, The American Short Story – New Considerations, September 2019, New Orleans, LA.

---. "Further Issues for the Study of the American Short Story: On Reading the Short Story" Symposium der Society for the Study of the American Short Story and the American Literature Association – SSASS, The American Short Story – New Considerations, September 2019, New Orleans, LA.

---. "Visuality and Materiality in Contemporary Independent Magazine" Eighth Annual ESPRit Conference, Periodicals and Visual Culture, September 2019, Athens, Greece, Panel Organization.

---. "Analytic Approaches to Reading Magazines" Eighth Annual ESPRit Conference, Periodicals and Visual Culture, September 2019, Athens, Greece, Roundtable Presentation.

---. "The Kinfolk Experience: Independent Magazines and the Politics of the Page" Eighth Annual ESPRit Conference, Periodicals and Visual Culture, September 2019, Athens, Greece, Panel Presentation.

**Schlarb, Damien B.** "Filling out the Map: Traversal, Colonizing, and Conquest in 3rd-Person AARPGs." Playing the Field II: Video Games, American Studies, and Space. Kulturwissenschaftliches Institut, Essen (KWI) and the University of Duisburg-Essen, May 2019, Essen.

---. "Video Games and Colonial / Revolutionary America." Seminar: Early American Media. May 2019, Johannes Gutenberg-University, Mainz.

---. "Melville's 'Second Naivete': Biblical Hermeneutics and Aesthetics." 12 International Melville Society Conference. Session 6: Melville's Secular and Religious Origins (Expert Roundtable), June 2019, NYU, New York City, NY.

---. "Melville, the Wisdom Books, and the Alternative Origins of Postcritique." 12 International Melville Society Conference. Session 9: Melville and the Bible, June 2019, New York City, NY.

---. "Nothing Is True, Everything Is Playable: History and Travel in Video Games." Lecture Series: Transdisziplinäre und interkulturelle Perspektiven auf Tourismus: Reisen in die/der Geschichte. June 2019, Johannes Gutenberg-University, Germersheim.

**Schmidt, Klaus H.** "In Search of Neonaturalism; or, Lost in Translation: Tracing an Elusive Meme in American Literary Criticism and Contemporary U.S. Film." Plenary Lecture at the International Conference *American Literary Naturalism and Its Descendants*. November 2019, University of Iceland, Reykjavik.



**Spahr, Clemens.** "Pre-Philosophical Moments: American Transcendentalism, Education, and the Social Reproduction of Privilege." October 2019, Newberry Library, Chicago, Illinois, IL.

- . "The Problems of Popularity: Teaching Contemporary Rap Lyrics." Jahrestagung der DGfA, June 2019, Hamburg.
- . "Political Modernism: American Theater in the 1930s." Fremdsprachentag, May 2019, Pädagogisches Landesinstitut Rheinland-Pfalz, Speyer.
- . "Literature and Commitment in the Age of Trump." Conference "Reading in the Age of Trump." May 2019, Johannes Gutenberg-University, Mainz.
- . "Diaries of the Age: American Transcendentalism, Scribal Culture, and Social Reform." 30th Annual Conference of the American Literature Association, May 2019, Boston, MA.
- . "American Transcendentalism: Literature, Reform, and the Institutions of Education in Antebellum America." March 2019, University of Basel.
- . "Pre-Philosophical Moments: American Transcendentalism and the Professionalization of Education." May 2019, University of Düsseldorf.

**Veauthier, Ines.** "Anchors: Narrative Power in Motion." VI Congress of Literature, Language and Translation *LILETRAD*, 3-5 July 2019, University of Almería, Spain.

- . "The Other Human: Exploring Identities." International Conference *Representation in the Time of the Posthuman: Transhuman Enhancement in 21st Century Storytelling*, 29-31 May 2019, University of Zaragoza, Spain.

**Wiegink, Pia.** "Travelling Beyond the Slave Narrative: The Transnational Autobiographies of Nancy Prince and Eliza Potter," July 2019, Universität Bayreuth.

- . "Friends of Freedom: Female Editorship and Transatlantic Communities of Affection in *The Liberty Bell*," June 2019, Universität Wien.
- . "Black on White? Reassessing 'Tactical Anonymity' and 'Double Veiling' in Eliza Potter's *A Hairdresser's Experience in High Life*" In *Visibility and Opacity: Cultural Productions by African and African Diasporic Women*, Volkswagen Stiftung, July 2019, Schloss Herrnhäusen, Hannover.
- . "Harriet Jacobs, Transatlantic Public Intellectual" *The Black Diaspora and African American Intellectual History*, June 2019, Johannes-Gutenberg Universität, Mainz.
- . "Frauen und Fotografie" *Denkanstösse*, Interdisziplinäre Lunch Lecture, May 2019, Johannes-Gutenberg Universität, Mainz.

**Wohlmann, Anita.** "Take Back Aging: Power, Critique, Imagination" *ENAS/NANAS Conference* at Trent University, Canada; panel organization on "Dementia and Creativity" with a paper on "Relational Creativity: Caregiving and Artistic Formation" (with Cindie Aaen Maagaard). May 2019, Trent University, Canada.

- . "Age Narratives, Alter/Erzählen: An der Schnittstelle von Age Studies & Kinder- und Jugendliteraturforschung;" paper on: "Mismatch! Age Markes and the Troubles of Feeling Too Old", October 2019, Goethe-Universität, Frankfurt.
- . PathoGraphics workshop, "Comics put to practice: Illness narratives as tools of empowerment in the medical sphere" presentation on "Narrative Medicine and the Usability of Text and Image", October 2019, Freie Universität, Berlin.
- . Schönlein Symposium, "Narrative Medizin: Zuhören, Wiedergeben, Verbinden" presentation on "Narrative Medizin: über die Rolle von literarischen Texten in der ärztlichen Ausbildung", November 2019, Bamberg.

## List of Presentations at the Obama Institute

### January

#### Natasha Anderson

"Ottolie Assing: Navigating Transnational Networks in the Nineteenth Century"

#### Sophia L. Bamert (U of California)

"Urban Patterns: The Textual Making of Race and Space in Chicago"

#### Alfred Bendixen (Princeton U)

"Language and Domestic Space in Mary Wilkins Freeman"

#### Vivian Colbert (Mainz)

"Geschichtsrezeption in der Suffragettenbewegung: Eine Analyse der Zeitschriften *Votes for Women* und *The Suffragette/Britannia*"

#### Louisa Fabry

"Multisensorik bei Printzeitschriften"

#### Abby Hohenstatt

"Corporeality and the Dancing Body in A Dance Mag"

#### Scott Obernesser (U of Mississippi)

"Road Trippin': Twentieth-Century American Road Narratives"

#### Patrick Rössler (Erfurt)

"Die Forschung zu illustrierten Zeitschriften – Erkenntnisstand, Desiderate und Forschungslücken"

#### Danielle Spencer (Columbia U)

"Discovering Difference: A Narrative Medicine Investigation"

### February

#### Denise Uyehara (Performance Artist)

"Radical Time Travel: Denise Uyehara's 'Shooting Columbus'"

"Pomo Feminist: Serious, Funny and Unhinged Performances"

### April

#### Jeffrey Herlihy-Mera (U of Puerto Rico at Mayaguez)

"After American Studies: Rethinking the Legacies of Transnational Exceptionalism"

### May

#### Mario Bisiada (Barcelona)

"Do your homework on Brexit!' Transnational Education Metaphors in Newspaper Discourse"

#### Wolfgang Görttschacher (Salzburg)

"Poetry Publishing: From Periodical Research to *Poetry Salzburg Review*"

#### Hsuan L. Hsu (U of California)

"Making a Stink: Racial Capitalism and Speculative Atmospherics"

#### Susann Liebich (Heidelberg)

"Constructing and Representing a Globalising World: Geographical Imaginaries in Australian Magazines of the 1920s and 1930s"

#### Walter Benn Michaels (U of Illinois)

"Neoliberal Identity"

"Pluralism and Populism: The Legacy of May 68"

#### Sasha Pimentel (U of Texas at El Paso)

"The Harlem Renaissance as Root and Flower: Poets of the Time and Contemporary Poets Sing"

#### Jennifer Reimer (U of Graz)

"Border Encounters: Theorizing the US-Mexico Border as Transa"

#### Bertrand van Ruymbeke (U Paris 8)

"The Image of America in pre-revolutionary France (1763-1789)"

#### Ute Schneider (Mainz)

"Urban, dynamisch, erfolgreich – Kultur und Strategien des Ullstein-Konzerns in den 1920er Jahren"

#### Elizabeth Tandy Shermer (Loyola U)

"Why Do 45 Million Americans Owe \$ 1.5 Trillion in Student Loans?"

#### David Thomson (Sacred Heart U)

"Reorienting Atlantic World Financial Capitalism: America and the German States"

#### Frank Wagner (München)

"*nomad* – Ein globales Zeitschriftenunternehmen"

**June****Ian Afflerbach** (U of North Georgia)

"Strong or Weak Theory? Reading Modern Magazines"

**Richard King** (U of Nottingham)

"Thinking against the Grain": Challenging the (Emerging) Liberal Consensus"

**Madleen Podewski** (FU Berlin)

"Sehen, Blättern, Lesen, Zählen: Wie sich Zeitschriftenordnungen erschließen lassen"

**Brendan Rensink** (Brigham Young U)

"Transnational Indigenous Histories in the North American Borderlands"

**Barbara D. Savage** (U of Pennsylvania)

"Race and Anti-Imperialism in Merze Tate's International Thought"

**Laura M. Stevens** (U of Tulsa)

"Early America through the Lens of Science Fiction"

**Elizabeth J. West** (Georgia State U)

"Heinrich the Shoemaker and the S/Cistrunks that Followed: A Narrative of Black and White in the U.S. South"

**July****Gregory Betts** (U College Dublin/ Brock U)

"Decolonizing the Garde: Avant-Garde Canadian Writing and the Indigenous Renaissance"

**Brennan Collins** (Georgia State U)

"Developing a Local University Ecosystem: Transdisciplinary, Collaborative Local Scholarship"

**Richard King** (U of Nottingham)

"Loyalty, Patriotism, and Nationalism in Times of Crisis"

**October****Lars Harmsen** (FH Dortmund)

"Independent Publishing: Painless Birth – Stressful Life"

**Madeleine Morley** (Berlin)

"Print Design in Digital Times"

**Urs Spindler** (Hamburg)

"What is Indie? An insight into the Independent Publishing Practice"

**Frank Wagner** (München)

"Nomad Magazine – A Magazine for the Global Creative Community"

**Christian Schmidt** (U Leipzig)

"Wie Zeitschriften, nur anders! Eine Einführung in die Geschichte und Kultur des Mediums 'Zine'"

**November****Heike Paul** (U of Erlangen-Nürnberg)

"Civil Sentimentalism in Contemporary Political and Popular Culture"

**December****Jochen Achilles** (U of Würzburg)"Winesburg, Ohio" – Community, Regionalism, and Cultural Mobility in Sherwood Anderson's *Winesburg, Ohio* (1919) and Donald Ray Pollock's *Knockemstiff* (2008)"



## List of Faculty and Staff Members

### Professors

Banerjee, Prof. Dr. Mita  
Ernst, Prof. Dr. Jutta  
Schäfer, Prof. Dr. Axel  
Scheiding, Prof. Dr. Oliver

### Research Professors

Hornung, Prof. Dr. Alfred

### Emeriti

Herget, Prof. Dr. Winfried

### Staff

Heiser, Pia  
Plicht, Christine, M.A.  
Vollrath, Anette

### Faculty

Bassimir, Dr. Anja-Maria  
Dietrich, Dr. René  
Dingfelder Stone, Dr. Maren  
Evans, Vanessa, M.Litt.  
Fazli, Sabina, M.A.  
Fellows, Ralph J. D.  
Feyerabend, Dr. Britta  
Gehrmann, Ruth, M.A.  
Georgi, Dr. Sonja  
Görg, Dr. Claudia  
Hanselman Gray, Jessica, M.A.  
Heiß, Stephanie  
Heydt, Nina, M.A.  
Holt, Daniel, M.A.

Höttges, Dr. Bärbel  
Kathke, Dr. Torsten  
Lörch, Michael, M.A.  
Matter-Seibel, apl. Prof. Dr. Dr. h.c. Sabina  
Neubauer, Tatjana, M.A.  
Newton, Frank E., M.Ed.  
Obenland, Dr. Frank  
Obernesser, Scott, Ph.D.  
Raatz, Volker, Dipl.-Dolm.  
Sawallisch, Dr. Nele  
Schäfer, Dr. Rebecca  
Schlarb, Damien, Ph.D.  
Schmidt, Dr. Klaus H.  
Siebald, apl. Prof. Dr. Manfred  
Spahr, Dr. habil. Clemens  
Türk, Dr. Claudia  
Veauthier, Dr. Ines  
Velten, Julia, M.A.  
Wiegink, Dr. Pia  
Wohlmann, Dr. Anita

### Adjunct Faculty

Achilles, Jochen Prof. Dr.  
Gernalzick, PD Dr. Nadja  
Kohl, Dr. Martina  
Kortenbruck, Anke  
Smyth, Thomas Ph.D.  
Temmen, Jens, M.A.  
Wacker, Petra M.A.  
Wetzel-Sahm, Dr. Birgit



