

[Masterstudiengang JFKI, Kultur,
Modul A: Hauptseminar]

The American Enlightenment

Prof. Dr. F. Kelleter

Monday, 16.15 – 18.00 (JFK 319)
(Winter Term 2016/17)

Course Organization: This seminar serves as **Hauptseminar** within **Culture-Module A** in the Master's program. Alternatively, if you want me to supervise your M.A. thesis, you can use this seminar to discuss your M.A. project (as a substitute for *Master-Kolloquium*; see "M.A. Policy" below). In both cases, the seminar builds on—and ideally should be taken in conjunction with—the lecture course "A Revolutionary Culture: Sources of America's Political Imaginary" (same room, immediately preceding seminar, 2-4 p.m.; see Appendix below). The same course reader will be used in both courses. The seminar sessions will expand on themes and topics introduced in the lecture course, but **in contrast to the lecture course, the seminar will be almost completely student-run: participants will be in charge of nearly all sessions, topics, and discussions.** There is no auditing this course.

Registration: To gain credit for this course, you need to have registered on Blackboard *and* Campus Management System. **Please do so in advance of our first session!** Students who are not registered by the end of the second week of the semester can no longer appear on the class roster. If you are not a student of Freie Universität and cannot register on either Blackboard or Campus Management, please immediately contact Regina Wenzel, secretary of the Kennedy Institute's Department of Culture, who will set up an account for you or manually register you for this class.

Attendance Policy: To participate in this course, you must **be present in the first session and propose three student-run sessions (individually or as a group) in our second class meeting** (see "Organization of Syllabus" below). If you cannot attend one of these sessions, please let me know in advance, before our first meeting (e-mail or office hours). Students who miss more than two classes altogether without medical notice will be taken off the class roster.

Course Material: The course reader for this class is identical with the course reader for the lecture course "A Revolutionary Culture: Sources of America's Political Imaginary." The reader can be purchased at Copyshop Königin-Luise-Straße. Texts in the reader can serve as basis for student-run sessions but you are invited to bring in additional material, including recent secondary literature (post-2000) or theoretical background readings that illuminate or help recontextualize this material in ways going beyond the lecture course's recommended background reading (Frank Kelleter, *Amerikanische Aufklärung: Sprachen der Rationalität im Zeitalter der Revolution*; on reserve shelf for lecture course). Once you've signed up for a particular session (individually or as a group), you are completely in charge of all organizational details. This includes **making available all course material for your session at least one week (seven days) ahead of time on Blackboard.**

Requirements: Each participant will organize and conduct **one session building on—or going beyond—the reading assignments of that week's lecture course** (see below). If less than 6 students attend this course, each participant will organize two sessions. If more than 11 students attend this course, individual sessions will be organized as group sessions. In this case, the students in charge

need to **coordinate their efforts both logistically and thematically**, so that their session will be a **joint and coherent endeavour** rather than a disconnected collection of individual presentations.

Organization of Syllabus: In the second session, each participant will be asked to **propose three student-run sessions (one proposal for each thematic section)**. Alternatively, students can already organize in groups of 3-5 participants before our first session. In this case, the student group will be asked to propose **two topics for group sessions (from different thematic sections)**. In either case, you need to **have read at least three lecture-course assignments before the semester starts**, have **thought about how to organize a seminar session on them**, and ideally have **looked into theoretical frameworks or recent studies** that go beyond the lecture course's recommended background reading (Kelleter, *Amerikanische Aufklärung*).

You can also propose topics or sets of texts that are not included in the lecture's syllabus. A list of possible fields and textual clusters can be found at the end of this document (see "Suggestions for Final Papers or New Session Topics").

We will discuss all proposals in class and then select *one* of your three proposals and assign a date. If you want to sign up for **one particular session (date) or topic**—rather than proposing three—you can do so by e-mailing a proposal to me **before our first session**, outlining your ideas and current research. This is also possible for group sessions. If you're not sure if a topic is suitable or not, feel free to contact me by e-mail (frank.kelleter@fu-berlin.de) or let's discuss it in my office hours.

Organizing and Conducting a Session: You are **in full charge of "your" session** (i.e., all 90 minutes), including time management and learning objectives. You will be expected to **act as an expert on your topic**, having studied your material in depth (including larger historical contexts and cultural implications) and having selected meaningful (and manageable) text passages for in-class use and analysis. The further the semester has progressed, the more you will be expected to draw on—and discuss—the current state of research about your topic.

Tell us how to prepare your session in advance! To do so, you can re-assign the readings (or parts thereof) from the lecture course, or give us additional material to study, or tell us what else we should research or read (this can include texts written by yourself). If you want to focus on a text already discussed in the lecture, you should introduce a theoretical frame, historiographical debate or a recent text-focused study that goes beyond the lecture's perspectives. In either case, **your session should engage in detailed textual work: closely analyze, discuss and assess all sources you assign** (both primary and secondary sources)!

For assignments, please use **Blackboard**, uploading material, announcing reading assignments, organizing study groups, etc. **Reading assignments beyond the lecture course should not exceed 20 pages per session and should be made available at least one week (seven days) prior to your session!**

You are free to organize your session **any way you think appropriate and efficient!** Think about what you want to achieve in your session and what you want to get across about your material. Plan accordingly and **state your intentions** explicitly in the beginning (e.g., is this session supposed to provide helpful feedback for a paper project? Is it supposed to help us understand the compositional choices of a particular text? Is it supposed to take a meta-perspective on trends and debates in US-based scholarship on a particular topic? other goals?).

Some objectives will be reached best by classical "presentations," others by a moderated discussion, group work, Q&A, work-shopping your paper project (discussing your paper's research question, corpus, methodology, projected structure), Q&A, video essays, or other formats—or a combination thereof. In all these cases, however, your focus should be on in-depth analysis. In other words: **Explicitly work with the material you have assigned!**

To come up with a format that suits your purposes, **try not to copy the format of earlier sessions!** Please make a conscious effort to structure your session in a manner that is adequate to the specificities of your material and goal! **Unconventional and creative approaches to class organization are explicitly encouraged**—almost anything goes! The only restrictions are:

- (1) that in the beginning of your session, you take approximately **5 minutes to explicitly state your goals** regarding the material/topic and to explain why you have chosen the structure you have chosen;

- (2) that you *work explicitly and thoroughly with the material you have assigned* (i.e., don't assign something without analyzing it in class);
- (3) that *students have enough time to contribute questions and observations* about the material, for example in a topic-related Q&A;
- (4) that at the end of each session, you reserve *10-15 minutes* in which you summarize the session's results, compare them to your initial goals, and give yourself and everyone else some time to "critique" the session (What worked well? What didn't? Are there any lessons for future session chairs?);
- (5) that if you want to include a "classical" presentation in your class-setup, you should *avoid reciting historical data or biographical information as long as there is no analytical or argumentative engagement* with them. In other words: everything presented should be functional to the session and your argument at large;
- (6) that *any group session should be a concerted effort*, not a mere collection of individual "presentations";
- (7) that you make a *conscious effort not to duplicate the structure of previous sessions!*

If you want to produce video essays (or if you want to learn more about the video essay as an educational or scholarly genre), have a look at the MediaCommons project [*in*] *Transition: Journal of Videographic Film and Moving Image Studies* (online: <http://mediacommons.futureofthebook.org/intransition/>). Your final paper can consist of a video essay plus written discussion. Please contact me if this is your goal.

Final Papers: The topic of your final paper can—but does not have to—be based on the topic of your session. However, paper topics need to be more **specific** than session topics; they need to address a **focused research question** (that is, a question to which you don't know the answer yet). To this purpose, your paper should **foreground analytical engagement** with a manageably sized research corpus (e.g., not "The American Constitution" but a specific article or amendment which is analyzed closely and contextualized densely by identifying specific federalist and anti-federalist sources that illuminate underlying debates).

For all formal questions, please follow the requirements specified in the *Modulkatalog / Studienordnung*. For citation, use MLA style throughout.

Papers are to be handed in by **April 10, 2017**. If you need an extension, it can be granted if you ask for it before this date. Please specify the reasons for your delay and document the state of your work.

Participants who don't have to write a paper can gain credit for participation (*Teilnahmeschein*) by organizing and conducting one or two class sessions (depending on the number of participants), according to the model described above.

Electronic Etiquette Policy: Studies have shown that students who bring laptops to class are much less likely to pay attention in class. Laptops or tablet computers can also be a distraction for other students. Since this seminar is meant to provide a more interactive learning format than the accompanying lecture course (where comprehensive note-taking is encouraged), please **keep all electronic screens turned off at all times**. As a courtesy to the students in charge of a session, **turn off all cell phones in the beginning of class (no text messaging)!** To access readings, please **bring print-outs to class** (assignments are not supposed to exceed 20 pages, see above). *Exceptions:* Students with special needs that can be accommodated by using a computer should contact me in the beginning of the semester. Laptops, tablets, or cell phones can also be used during class if this is part of the planned setup of a session. Furthermore, students in charge of a session may use laptops or tablets to run clips, presentations, etc. However, **have all media clips saved as files to your hard-drive—do not rely on internet access for a presentation**, as this can derail the "flow" of your session when everyone is waiting for a video to load! For the same reason, please **have tested and resolved all technological requirements (software and hardware compatibility, sound, adapter cables, aspect ratio, etc.) before class—do not start to take care of these issues during class!**

A Note on the Selection of Course Material: Studying cultural history can be intense and disturbing. This course assumes that students are able to engage with material that is challenging in its representations and agendas without need for protection or warning; in fact, engaging with (political, aesthetic, psychological) discomfort is a significant part of an American Studies education and an

opportunity for discussion and learning. However, there are some instances where a student may have had personal trauma that creates specific triggers for severe emotional distress. If this applies to you, please take responsibility to research all material we will be reading ahead of time, and let me know if you think that studying a particular text or material would create a significant issue for you—we can then work out alternative arrangements.

Plagiarism: Always indicate your sources, even when you're "only" paraphrasing them. Everything else constitutes plagiarism and is a serious breach of academic ethics that will not only result in immediate failure of this course but can endanger your career as a student at this department. Please take this issue seriously, because plagiarism is a severe scholarly offense! This goes for papers as well as for presentations. To find out more about what constitutes plagiarism, see definitions and examples collected in the *MLA Handbook* (and similar textbooks). **All cases of plagiarism involving exchange students will be reported to the student's home institution. There are no exceptions to this rule.**

M.A. Policy: If you want me to supervise your Master's Thesis (*Abschlussarbeit*), you should have written at least one paper in one of my seminars. Alternatively, you can use one of my seminars (such as this one) as an M.A. colloquium, preferably in conjunction with the corresponding lecture course. You will have to choose a topic connected to the seminar's material; please see me in my office hours before the first session to discuss possible options. Similar arrangements can be made for B.A. theses. Seminar topics are always broad enough—usually covering an entire period—to provide fruitful material and interesting M.A. research questions for all students of American cultural history.

SYLLABUS

17 October 2016

Organizational Matters

Assignments: Please have read this course description and the syllabus of the lecture course (below in the Appendix); have familiarized yourself with the course material in the reader.

24 October 2016

Syllabus

Assignments: Have read at least three lecture-course assignments; make three proposals (one from each of the thematic sections below) for organizing a session.

31 October 2016

[no session]

SECTION 1: REVOLUTIONARY AMERICA AND THE TRANSATLANTIC ENLIGHTENMENT

7 November 2016

Topic: The Federalist / Anti-Federalist Debate and the American Constitution

Session Organizer:

Reading:

14 November 2016

[no session]

21 November 2016

Topic: The French Revolution in America / The Haitian Revolution in America

Session Organizer:

Reading:

28 November 2016

Topic: The Newspaper Wars and the Beginning of Party Politics in the 1790s

Session Organizer:

Reading:

SECTION 2: THE (VERY) EARLY REPUBLIC (1787-1815)

5 December 2016

Topic: Republican Poetry (1)

Session Organizer:

Reading:

12 December 2016

Topic: Republican Poetry (2)

Session Organizer:

Reading:

2 January 2017

[no session]

9 January 2017

Topic: Agrarianism, Jeffersonian Nationalism, the Buffon Debate, and the Topos of the “Vanishing Indian”

Session Organizer:

Reading:

16 January 2017

Topic: Early Identity Politics (Olaudah Equiano and the Slave Narrative, William Apess, Women’s Rights Discourses)

Session Organizer:

Reading:

SECTION 3: THE EMERGENCE OF THE NOVEL / LITERATURE, POLITICS, AND DIVERSITY, 1760s-1810s

23 January 2017

Topic: The Sentimental Novel

Session Organizer:

Reading:

30 January 2017

Topic: The Gothic Novel

Session Organizer:

Reading:

6 February 2017

Topic: The Western Fictions of James Fenimore Cooper

Session Organizer:

Reading:

13 February 2017

Topic: The South and Slavery

Session Organizer:

Reading:

Suggestions for Final Papers or New Session Topics: Your session topic can—but is not required to—serve as basis for your final paper. *Feel free to come up with topics based on material not contained in the syllabus of the lecture course but resonating with the thematic sections listed above!*

Particularly welcome are paper (and session) topics that engage in original and archival research (making new material accessible) or topics that “follow” our texts into their wider spheres of cultural activity

(*newspapers, paratexts, popular culture, public debates, intertextual dialogues, media effects, etc.*). M.A. thesis proposals, in particular, should engage in original/archival research.

Recommended for general background reading and further thematic options: Frank Kelleter, *Amerikanische Aufklärung: Sprachen der Rationalität im Zeitalter der Revolution* (on reserve shelf for the lecture course). For questions of methodology in the study of culture, you may want to consult Bruno Latour, *Reassembling the Social: An Introduction to Actor-Network-Theory* (Oxford: Oxford UP, 2005) or chapters 1 and 2 in Latour's *An Inquiry into Modes of Existence* (Cambridge: Harvard UP, 2013).

If you're interested in writing a more literary-studies-type of paper, close readings are welcome, especially when their textual analysis is sensitive to the cultural history of styles, formal conventions, types of rhetoric, or media. Avoid picking a "master theory" to project it unto the material (as in "A[n] ~ist/ ~ian reading of ...").

Examples of possible paper topics / topical fields for organizing a session (not a comprehensive list; other topics are possible and welcome):

If you want to concentrate on material discussed in the lecture course, topics such as the following allow for archival research and/or close textual analysis in the context of American cultural history. Other topics listed below allow you to focus on material not included in the syllabus and set it in dialogue with other readings. In any case, **before you propose a paper topic, please check the availability of material in archives and data bases.**

All of the following—or similar—options for paper topics can also be used for proposals to organize a session:

Possible topics—or larger fields that might yield more specific topics—include (but are not restricted to):

- The Great Awakening and the American Revolution
- Enlightenment Theories of Language and Public Communication
- The Scottish Enlightenment in Colonial and Revolutionary America
- Common Sense and the Discourse of Sensibility in Colonial and Revolutionary America
- "Natural Rights" Discourse in the Transatlantic World
- Locke et praetera nihil?
- Cato's Letters* and the American Revolution
- Edmund Burke and British Colonialism
- Adam Smith, Liberalism, and Colonialism
- Political Sermons of the 1760s
- The John Adams/Abigail Adams Letters
- Situating William Manning
- Situating J. Hector St. John Crèvecoeur
- The Covenant Chain, the League of Iroquois and the American Revolution
- Samson Occom's "A Short Narrative of My Life" and *Sermon for Moses Paul*
- Samson Occom's *Sermon for Moses Paul* and Joseph Johnson's *Letter to Moses Paul*
- Political Sermons of the 1770s
- Republican Epics ("Rising Glory" poems)
- Phillis Wheatley: Aesthetics, Reception, Historiographical Usage
- Situating Benjamin Banneker
- Anti-Federalism (Positions, Controversies, Legacy)
- Political Sermons during the Constitutional Debate
- The Constitution and "Procedural Reason"
- The Constitution, Republican Communication, and "the Public Sphere"
- Concepts of "the People" during and after the Constitutional Debate
- American Theater during the Revolution and in the Early Republic (*The Contrast, The Algerine Captive*, etc.)
- Political Sermons of the 1790s
- The Whiskey Rebellion
- The French Revolution in America: More Sources (Extending the Lecture Course)
- The Alien and Sedition Acts
- The "Publicola" Debate (John Quincy Adams in the *Columbia Centinel*)
- George Washington and the Crisis of Republican Statesmanship in the 1790s
- Theories of an American Language (Thomas Jefferson, Noah Webster, others)
- The "Vanishing Indian": Further Sources (Extending the Lecture Course)
- Early Slave Narratives: Further Manifestations (Extending the Lecture Course)
- Oludah Equiano and Transatlantic Abolitionism (Extending the Lecture Course)

Newspaper Wars in the 1790s and the Beginning of Party Politics: More Sources (Extending the Lecture Course)
 The Sentimental Novel: Further Manifestations (Extending the Lecture Course)
 William Hill Brown's *The Power of Sympathy*
 Hugh Henry Brackenridge's *Modern Chivalry* in Literary and Political Context
 Tabitha Tenney's *Female Quixotism* in Literary and Political Context
 Quixotism in the Early American Novel
 Judith Sargent Murray's *The Gleaner* in Literary and Political Context
 Mary Wollstonecraft and the American Discourse of Republican Motherhood
 Republican Gothic (Charles Brockden Brown): Further Manifestations (Extending the Lecture Course)
 Yellow Fever and the Early Republic
The Monthly Magazine (Charles Brockden Brown)
United States Magazine (Hugh Henry Brackenridge)
 Isaac Mitchell's *The Asylum* (e.g., in the Context of American Gothicism)
 The Haitian Revolution and the Early Republic
 Slave Rebellions: Contexts, Communications, Usages (Gabriel's Rebellion, Nat Turner, Denmark Vesey)
 The Southern Plantation Romance (Forerunners of John Pendleton Kennedy: James Kirke Paulding's *Letters from the South*, George Tucker's *The Valley of Shenandoah*, James Ewell Heath's *Edge-Hill*)
 The John Adams/Thomas Jefferson Letters
 Paradigms of US Scholarship on the American Revolution
 Paradigms of US Scholarship on the Constitutional Debate
 Paradigms of US Scholarship on the 1790s
 The Development of the "Republican" Paradigm in US Scholarship on the Revolution and the Early Republic
 Critiques of Enlightened Reason: Paradigms and Histories

Alternatively, you can discuss and analyze recent—or canonical—research works, outlining how these studies contribute to the concepts/approaches introduced in this course or how they help to reconfigure them.
 Alternatively: many more options ...

Appendix: Syllabus of the Lecture Course "A Revolutionary Culture: Sources of America's Political Imaginary":

Monday, 14.15 – 16.00 (JFK 319)

This lecture course deals with the sources of a political imaginary in the United States, focusing on documents, debates, and artifacts from the eighteenth and early nineteenth centuries. Topics include the impact of the American Revolution on native cultures, the cultural work of *The Federalist*, the French Revolution in America, the parallel emergence of political parties and a national political press, the South and slavery, as well as other issues.

The lecture course serves as "Vorlesung" of Culture-Module A (*Amerikanische Ideengeschichte und Theorien amerikanischer Kultur*) in the **Master's degree program**. Recommended preparatory background reading: Frank Kelleter, *Amerikanische Aufklärung: Sprachen der Rationalität im Zeitalter der Revolution* (2002, will be made available on the reserve shelf for this course in the library). **Registration:** All participants must be registered via Blackboard and Campus Management before the first session. If you cannot register online or cannot attend the first session, please contact Prof. Kelleter before the beginning of the term. **Requirements:** see Syllabus and Course Description (on Blackboard). Students can take this lecture course in conjunction with the seminar "The American Enlightenment" (same room, immediately after the lecture).

17 October 2016

Discourses and Ideologies of the American Revolution

Reading: John Dickinson, from *Letters from a Farmer in Pennsylvania*: "Letter I"; from *The Letters of John and Abigail Adams* (selections); Thomas Paine, from *The Age of Reason* (selections); Thomas Jefferson, from "The Autobiography of Thomas Jefferson" (selections).

Suggested: Frank Kelleter, from *Amerikanische Aufklärung*: chapter 7 (381-429) (*).

Further Suggested Reading: from *Amerikanische Literaturgeschichte* (ed. Hubert Zapf): Hartwig Isernhagen, "Die Kolonien des 18. Jahrhunderts" (*), Helmbrecht Breinig, Susanne Opfermann, "Die Literatur der frühen Republik" (*).

24 October 2016

From the French and Indian War to *Common Sense* and the Declaration of Independence

Reading: Thomas Paine, from *Common Sense*: "Thoughts on the Present State of American Affairs"; Thomas Jefferson et al., "The Declaration of Independence"; Frank Kelleter, "1776: John Adams Disclaims Authorship of *Common Sense* but Helps Declare Independence."

31 October 2016

The Cultural Work of *The Federalist*

Reading: Alexander Hamilton, "The Federalist No. 1"; James Madison, "The Federalist No. 10".

Suggested: Kelleter, from *Amerikanische Aufklärung*: chapter 8.2 (474-500). (*)

Further Suggested Reading: Kelleter, from *Amerikanische Aufklärung*: chapters 8.3 (500-533) and 8.4 (533-46) (*).

7 November 2016

The Constitution

Reading: *Constitution of the United States of America*.

Suggested: Kelleter, from *Amerikanische Aufklärung*: chapters 8.3 (500-533) and 8.4 (533-46) (*).

14 November 2016

– [no session] –

21 November 2016

The French Revolution in America

Reading: Edmund Burke, from *Reflections on the Revolution in France* (selections); Thomas Paine, from *Rights of Man* (selections); Noah Webster, from *The Revolution in France*: chapter "Religion"; John Adams, *Discourses on Davila* (selections).

28 November 2016

Newspaper Wars and the Beginnings of Party Politics

Reading: The Alien and Sedition Acts; Thomas Jefferson, "Draft of the Kentucky Resolutions"; [James Madison,] "Virginia Resolutions Against the Alien and Sedition Acts"; selections from *Aurora General Advertiser*, *Porcupine's Gazette*, *Gazette of the United States* and other sources.

Suggested: James Madison, "Report on the Alien and Sedition Acts."

5 December 2016

Republican Poetry (1)

Reading: Joel Barlow, *The Hasty Pudding*.

12 December 2016

Republican Poetry (2)

Reading: Timothy Dwight, from *Greenfield Hill*: "The Flourishing Village," "The Destruction of the Pequods" (selections); Phillis Wheatley, "On Being Brought from Africa to America," "To the University of Cambridge, in New England"; Philip Freneau, "The Wild Honey Suckle," "The Indian Burying Ground."

Suggested: Oliver Goldsmith, "The Deserted Village"; George Crabbe, "The Village" (selections); Wheatley, "On the Death of the Rev. Mr. George Whitefield, 1770."

2 January 2017

– [no session] –

9 January 2017

Nationalist Agrarians, Vanishing Indians

Reading: Thomas Jefferson, from *Notes on the State of Virginia*: selections from "Query VI: A notice of the mines and other subterraneous riches"; François Marbois, "Journey to the Oneidas"; Philip Freneau, "The Indian Student, or Force of Nature"; William Cullen Bryant, "The Prairies."

16 January 2017

The Beginnings of Ethnic Identity Politics

Reading: Olaudah Equiano, from *The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African, Written by Himself*: "To the Lords Spiritual and Temporal," selected chapters; William Apess, "An Indian's Looking Glass for the White Man."

23 January 2017

The Sentimental Novel

Reading: Susanna Rowson, from *Charlotte Temple*: "Preface," chapters 1, 6-7, 14-15, 17-18, 20, 22, 25-28, 32-35 or Hannah Webster Foster, from *The Coquette*: Letters 1-6, 8, 11-13, 15, 18, 21-22, 25, 36, 42-43, 48, 57, 61-62, 70-74.

Suggested: Kelleter, from *Amerikanische Aufklärung*: chapter 12 (708-66) (*); Foster, *The Coquette* (complete text) (*).

30 January 2017

American Gothic

Required: Charles Brockden Brown, from *Wieland, or The Transformation*: chapters 1-3, 6, 9, 11, 13, 16-17, 19, 22, 27.

Suggested: Brown, *Wieland* (complete text) (*).

6 February 2017

The Western Fictions of James Fenimore Cooper

Reading: Cooper, from *The Pioneers*: chapters 2-3; from *The Last of the Mohicans*: selections from chapters 17 and 33.

13 February 2017

The South and Slavery

Reading: Thomas Jefferson, from *Notes on the State of Virginia*: selections from "Query XIV: Laws"; John Pendleton Kennedy, from *Swallow Barn*: "A word in advance from the Author to the Reader" (Preface to the 1851-edition), "Introductory Epistle," chapters 1, 2, 7, 18, 31, 46-48; selections from *The Confessions of Nat Turner*.

Unmarked texts are included in the course reader, which can be purchased at the Copy Shop Königin-Luise-Straße. Marked texts (*) are not included in the course reader; they will be made available on the reserve shelf in the JFK library.