

Masterstudiengang JFKI,
Kultur-Modul B
(*Kultur der Nationalität und Diversität*):
Vorlesung

**Lecture Course B1:
Reform, Diversity, and Cultural Nationalism
in the Age of Romanticism**

Prof. Dr. F. Kelleter

Tuesday, 16.15 – 18.00 (JFK 319)
(Winter Semester 2016/2017)

This lecture course deals with the interlocking of Romanticism, cultural nationalism, and practices of political reform; it focuses on documents, debates, and philosophical as well as literary works from the period in-between the Jacksonian era and the Civil War. Topics include: "Indian Removal," transcendentalism, Edgar Allan Poe's theory of the media, the importance of *Moby-Dick*, debates on slavery and national expansion, sentimentalism and the abolitionist imagination, proslavery philosophies, the genre of the slave narrative, and other issues.

The lecture course serves as "Vorlesung" of Culture-Module B (*Kultur der Nationalität und Diversität*) in the **Master's degree program**. **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).

18 October 2016

Ideas of Diversity: Romanticism and the American Nation

Suggested Reading: Hubert Zapf, "Romantik und American Renaissance," *Amerikanische Literaturgeschichte*, ed. Hubert Zapf (Stuttgart: Metzler, 2004), 85-153 (*); Malcolm Bradbury, Richard Ruland, ed., *From Puritanism to Postmodernism: A History of American Literature* (Harmondsworth: Penguin, 1992), 104-178 (chapters "American Naissance", "Yea-Saying and Nay-Saying") (*).

25 October 2016

– [no session] –

1 November 2016

Practices of Diversity: “Indian Removal” and Revolutionary Dissent

Reading: Indian Removal Act; [John Marshall,] Cherokee Nation v. Georgia; Lucretia Mott and Elizabeth Cady Stanton, "Declaration of Rights and Sentiments, Seneca Falls."

8 November 2016

Transcendentalism (1)

Reading: Ralph Waldo Emerson, "The American Scholar"; from *Nature*: "Introduction," chapters 1, 4, 6.

Suggested: Emerson, "Divinity School Address," "Self-Reliance."

15 November 2016

Transcendentalism (2)

Reading: Henry David Thoreau, from *Walden, or Life in the Woods*: chapters 1, 2, 18.

Suggested: *Walden* (complete text) (*).

22 November 2016

From Irony to Perversity

Reading: see previous session; plus Edgar Allan Poe, "The Sphinx."

Suggested: Henry David Thoreau, "Slavery in Massachusetts," "A Plea for Captain John Brown."

29 November 2016

The Simulated Landscapes of America

Reading: Edgar Allan Poe, "Morning on the Wissahiccon," "The Domain of Arnheim," "The Masque of the Red Death," "The Tell-Tale Heart."

6 December 2016

Outward Movements

Reading: James Monroe, "The Monroe Doctrine"; John L. O'Sullivan, "Annexation."

13 December 2016

Nathaniel Hawthorne's *The Scarlet Letter*

Reading: Hawthorne, from *The Scarlet Letter*: "The Custom House."

3 January 2017

– [no session] –

10 January 2017

Nathaniel Hawthorne's *The Scarlet Letter* (continued)

Reading: Hawthorne, *The Scarlet Letter* (complete text).

Suggested: Hawthorne, "Young Goodman Brown."

17 January 2017

Herman Melville's *Moby-Dick, or The Whale*

Reading: Melville, from *Moby-Dick, or The Whale*: chapters "Etymology," "Extracts," chapters 1, 3, 4, 10, 16, 26-28.

Suggested: *Moby-Dick* (complete text) (*).

24 January 2017

Herman Melville's *Moby-Dick, or The Whale* (continued)

Reading: Melville, from *Moby-Dick, or The Whale*: chapters 32, 35-36, 41-42, 46, 89, 93-94, 96, 99, 106, 110, 124, 127, 132-35, "Epilogue."

Suggested: Melville, "Bartleby, the Scrivener."

31 January 2017

Sentimentalism and Reform

Reading: Harriet Beecher-Stowe, from *Uncle Tom's Cabin, or Life Among the Lowly*: "Preface," chapters 1, 3, 7, 9, 14, 20, 26, 30, 31, 34, 40, 45.

7 February 2017

The "Peculiar Institution"

Reading: William Lloyd Garrison, "To the Public"; George Fitzhugh, from *Cannibals All! or, Slaves Without Masters*: chapter 1: "The Universal Slave Trade"; Edward Pollard, from *Black Diamonds Gathered in the Darkey Homes of the South* (selections); Abraham Lincoln, The Emancipation Proclamation.

14 February 2017

The Slave Narrative

Reading: Frederick Douglass, from *Narrative of the Life of Frederick Douglass*: "Preface," chapters 1, 2, 7, 10-11, "Appendix"; Harriet Jacobs, *Incidents in the Life of a Slave Girl* (selections).

Suggested Reading: Douglass, "The Meaning of July Fourth for the Negro."

Unmarked texts are included in the course reader, which can be purchased at 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 JFKI library.

This lecture course serves as "Vorlesung" of Culture-Module B in the M.A. program.

Documentation of attendance: In each session (except the first), you will be asked to quote (in writing, in-class) one **key-sentence** from the material you have studied **for this session**. Alternatively, you can provide what you consider a **key thought (in one sentence) from last week's lecture**. To gain credit for attendance, you need have provided **at least 10 such in-class notes** by the end of the semester.

(If you cannot attend a specific session, the in-class note can be substituted by a 600-word abstract of the reading assignments or a 600-word summary of last week's class, to be e-mailed to me no later than the day you're missing class!)

Documentation of active attendance: **One-page informal reflection paper** on a session of your choice, to be handed in (e-mail) **by 14 February 2017**.

Electronic etiquette policy: You will not be able to follow a lecture with undivided attention when you're simultaneously surfing the Web. Laptop or tablet screens can also be a distraction for other students. Therefore, I suggest that you take your notes on paper. Only if absolutely necessary, use laptops or tablets for note-taking, and if you do, please disconnect your device from the internet. In addition, please turn off all cell phones in the beginning of class. Thank you!