

**Main Article:** *The Oxford Handbook of American Literary Realism*, ed. Keith Newlin (New York: Oxford UP, 2019), 621–47 [electronic version: oxfordhandbooks.com].

**Abstract:** Starting with a critical introduction to the problematic beginnings and US-supported rise of American studies in pre- and post-WWII Germany, this chapter looks at the teaching of American realism and its development in a nation strongly influenced by US culture. Based on archival research, a statistical evaluation of annual bulletins, and information collected from fifty practitioners, the chapter offers the first quantitative and thematic analysis of course offerings at German universities (1953–2016), the first comparison of the relative importance of American realist literature in German university courses and research publications from German-speaking countries (2000–2015), and the first survey of German Americanists on methods and experiences of teaching US realism and naturalism in the Federal Republic (2017). The chapter concludes by calling for new didactic approaches to illustrate the continuing relevance of writers active in the core period of the realist tradition.

# TEACHING AMERICAN REALISM IN GERMANY:

## Supplement – Additional Notes and Materials

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### Section on “The Rise of American Studies in Germany” [pp. 622–29]:

Additional note after the sentence [p. 622], “The first modern chairs and institutes devoted to the study of US society and culture were established at the universities of Frankfurt (1946), Erlangen (1946–1947), Munich (1949), Cologne (1951), Berlin (1952), Mainz (1952), and Stuttgart (1953).”\*

\* The sustainability of these pioneering centers of American Studies in postwar Germany is evidenced by a rating of 60 colleges and universities (or 90 percent of all institutions) doing research in British and American Studies carried out by the German Council of Science and Humanities (Deutscher Wissenschaftsrat) in 2012. Except for Stuttgart and Cologne, all of the aforementioned early foundings made it into the top 10 of German universities in the field of American Studies. The final ranking: 1. Munich; 2. Berlin; 4. Mainz; 6. Erlangen; 9. Frankfurt (the John F. Kennedy Institute at the Free University of Berlin and the Johannes Gutenberg University Mainz being the only institutions achieving the rating “outstanding” in the category “research quality” [Wissenschaftsrat, *Forschungs-rating*]).

Additional note after the sentence [p. 624], “While US guest instructors in Mainz were few and far between . . . , students in Germersheim profited from the expertise of twelve American visiting professors (mostly grantees under the Fulbright Agreement of 1952), eight of them teaching courses in American literature, including three lectures on American realism and naturalism.”\*

\* “The Realistic Novel in America from Dreiser to Hemingway” (Fitzpatrick, 1951/52), “Realism and Naturalism in American Literature” (Clark, 1957), and “American Fiction: From Henry James to the Present” (Duvall, 1958). In addition to Frank-Louis Schoell, an *agrégé d’anglais* from Geneva and

former professor at Chicago and Berkeley, who in 1947/48 and 1950/51 had taught four identical courses in Gernersheim and Mainz, these visiting professors were: Edward A. Fitzpatrick (Mount Mary College, 1951/52); Everett Helm (Wiesbaden, 1952/53); James R. v. Reinhold-Jamesson (later University of Arizona, Tuscon, 1953/54); Thomas Neville Bonner (William Woods College, 1954/55); Milledge B. Seigler (University of South Carolina, Columbia, 1955/56); Herbert v. Beckerath (Duke University, 1956/57); George Peirce Clark (Northern Illinois State College, 1956/57); Severn P. C. Duvall, Jr. (Dartmouth College, 1957/58); Ben L. Collins (Omaha University, 1957/58–1959/60); Carl W. Engelhart (State University of New York, Plattsburgh, 1958/59); William B. Stein (Washington and Jefferson College, 1959/60); Martin L. Abbott (Oglethorpe University, 1960/61); Ivor D. Spencer (Kalamazoo College, 1961/62); and George K. Romoser (University of New Hampshire, 1962/63).

Additional note after the sentence [p. 624], “In his memoir *New York Jew* (1978), Alfred Kazin, the author of one of the pioneering works on American realism, *On Native Grounds* (1942), describes the uncanny friendliness but also the repressive historical forgetfulness of German students and colleagues during his time as an American visiting professor at the University of Cologne in the spring of 1952.”\*

\* In the Fulbright Scholar Grantee Directory for 1952–53, Kazin, whose position in the US is listed as “Writer and University Teacher, 383 Madison Avenue, N. Y. C.”, only figures as one of the participants in a “Conference on American Studies Held at the University of Cambridge, England” in the summer of 1952 (“American Lecturers and Research Scholars Receiving Fulbright Awards for 1952–1953 Academic Year” 26). For information on the time frame of Kazin’s stay in Germany, including his being invited to attend the Salzburg Seminar in July, see Kazin, *Alfred Kazin’s Journals* 151.

Additional note after the following quotation [p. 625] from Skard’s *Trans-Atlantica: Memoirs of a Norwegian Americanist* (1978):

Often I listened to the debates with a divided heart. I felt scant sympathy with *die alten Herren*, the elder *ordinarii* professors, often with a somewhat dubious political past, spokesmen of the traditional hierarchical system of German universities, for which the country had paid dearly, and of a rigid Anglicist approach. . . . The survival of the ingrained system of academic power often was obvious. I noticed with pity the silence in the presence of their elders of many young scholars wary of their careers, and their demand that our private conversations not be quoted in my book. (140)\*

\* This passage is also quoted in Grabbe, “Amerikastudien als ‘kooperatives Experiment’” (2014) 228.

Additional note in the sentence [p. 625], “With his diplomatic formulation ‘dubious political past,’ Skard alludes to the fact that almost half of the . . . thirty-three founding members\* . . .”

\* The thirty-three founding members of the German Association for American Studies were, in alphabetical order: Eduard Baumgarten (Freiburg), Arnold Bergstraesser (Erlangen), Gustav H. Blanke (Münster), Hellmut Bock (Kiel), Dr. [Adolf] Bohlen (Münster), Paul Buchloh (Köln), Arno Esch (Bonn), Walther Fischer (Marburg), Hermann M. Flasdieck (Heidelberg), Hans Galinsky (Mainz), Heinrich Herrfahrdt (Marburg), Herbert Huscher (Würzburg), Walter Hübner (Berlin), Harold [S.] Jantz (Hamburg & Princeton), Friedrich Kegel (HICOG Bonn), Eberhard Kessel (Marburg), Helmut Kuhn (München), Hans-Joachim Lang (Hamburg), William C. Lehmann (München), Franz H. Link (Frankfurt), Hertha Marquardt (Göttingen), Fritz Meinecke (Frankfurt), Edgar Mertner (Münster),

Helmut Papajewski (Köln), Teut Riese (Freiburg), Karl Schneider (Münster), Herbert Schottelius (Hamburg), Theodor Spira (Frankfurt), Heinrich Stammler (München), Rudolf Sühnel (Bonn), Carl-August Weber (Tübingen), Inge Wolff (Hamburg), and Egmont Zechlin (Hamburg). Participants (totaling 46) in the foundational conference at the Amerika-Haus Marburg (June 12-14, 1953) who did not (or not yet) join the GAAS/DGfA in 1953, more than half of them Americans, were: Dr. Blume (Marburg), Mildred E. English (HICOG Bonn), Stephen B. Hult (HICOG Düsseldorf), Lloyd A. Jones, M.A. (Marburg), Mr. Jonassen (Amerika-Haus Giessen), Ministerialrat Dr. Kipp (Bundesmin. d. Innern [Ministry of the Interior], Bonn), Prof. Mackenroth (Kiel), John B. Mason (HICOG Bonn), Prof. [Heinrich] Mutschmann (Marburg), Dr. Benno H. Selcke (HICOG Frankfurt), Prof. Skard (Oslo), Dr. Tenbruck (HICOG Bonn), and Dr. Treue (DFG, Bad Godesberg) (see “Ordentliche Mitglieder [Regular Members]” and “Teilnehmerliste [Attendance List]”).

Additional note in the sentence [p. 626], “Even though most leading positions, both at the largest American Studies centers and in the GAAS, were eventually filled with victims or opponents of the Nazi regime (many of them reemigrants)—including Theodor Spira (Frankfurt), Helmut Kuhn (Munich), Dietrich Gerhard (Cologne), Ernst Fraenkel (Berlin), and Hans-Joachim Lang (Erlangen)\*. . . .”

\* Theodor Spira—Director of the Amerika-Institut in Frankfurt (1947); GAAS President (1956); Helmut Kuhn—*ordinarius* (1953) and Director of the Amerika-Institut (1958) in Munich; GAAS President (1957–59) and Vice President (1956–57); Dietrich Gerhard—*ordinarius* (1954) and Director of the Amerika-Institut (1955) in Cologne; GAAS President (1959–61) and Honorable Member (1984); Ernst Fraenkel—Director of the John F. Kennedy-Institut in Berlin (1963); GAAS President (1962–66); Hans-Joachim Lang—*ordinarius* in Tübingen (1964) and Erlangen (1967); member of the GAAS Advisory Board (1959–67, 1973–77); cf. *Mitteilungsblatt* 63 (2016): n. pag.

### Section on “American Realism . . . as Taught in German Universities” [pp. 629–35]:

Complete materials in connection with the sentence [p. 629], “To avoid information overkill, only some of these data have been incorporated into the text. Complete documentation—including tables for all decades and a list of the star guest speakers mentioned in item (i)—is available (see Schmidt).”:

Total number of courses on US literature (1960–1969/70):	1,372
Number and percentage of courses related to American realism/naturalism (R + N):	211 (15%)
Number and percentage of courses explicitly devoted to R + N (course type 1, C1):	24 (1.7%)
Number of courses devoted to authors, or groups of authors, in R + N (C2):	187
German instructors (C1, top 5): Brumm (3 courses), Poenicke (3), Carstensen (1), Christadler (1), Halfmann (1)	
German instructors (C2, top 5): Galinsky (8), Brinkmann (5), Bungert (4), Lang (4), K. Schubert (4)	
German instructors (C1 + C2, top 5): Galinsky (8), Brinkmann (5), Brumm (5), Bungert (4), Christadler (4)	
Universities (C1, top 5): Berlin (5), Hamburg (4), Tübingen (4), München (3), Marburg (2)	
Universities (C1 + C2, top 5): Hamburg (23), Berlin (19), Tübingen (19), Heidelberg (17), Kiel (16)	
Percentage of American instructors (C1 + C2):	40%
Authors, or groups of authors (R + N), most frequently taught (top 10): Twain (44), James (41), Whitman (17), African American lit. (15), Jewish American lit. (15), Frost (14), Crane (13), Dreiser (12), Steinbeck (8), Adams (7)	
Table 1: Courses taught, 1960s	

Total number of courses on US literature (1970–1979/80):	3,881
Number and percentage of courses related to American realism/naturalism (R + N):	830 (21%)
Number and percentage of courses explicitly devoted to R + N (course type 1, C1):	70 (1.8%)
Number of courses devoted to authors, or groups of authors, in R + N (C2):	760
German instructors (C1, top 5): Poenicke (6 courses), v. Bardeleben (5), Kurt Müller (3), Wölk (3), Bartle (2)	
German instructors (C2, top 5): Brinkmann (14), Herms (14), Galinsky (13), Grandel (13), Ostendorf (13)	
German instructors (C1 + C2, top 5): v. Bardeleben (16), Brinkmann (14), Herms (14), Brumm (13), Galinsky (13)	
Universities (C1, top 5): Mainz (7), München (7), Würzburg (6), Berlin (5), Marburg (5)	
Universities (C1 + C2, top 5): Mainz (105), Heidelberg (44), Berlin (42), Erlangen (42), Gießen (40)	
Percentage of American instructors (C1 + C2):	15%
Authors, or groups of authors (R + N), most frequently taught (top 10): Jewish American lit. (184), African American lit. (160), James (104), Twain (94), Whitman (50), Crane (39), Mailer (33), Dreiser (30), Howells (23), R. Wright (23)	
Table 2: Courses taught, 1970s	

Total number of courses on US literature (1980–1989/90):	5,887
Number and percentage of courses related to American realism/naturalism (R + N):	1,052 (18%)
Number and percentage of courses explicitly devoted to R + N (course type 1, C1):	122 (2%)
Number of courses devoted to authors, or groups of authors, in R + N (C2):	930
German instructors (C1, top 5): Christadler (5 courses), K. Müller (5), v. Bardeleben (4), Fluck (4), K. Hansen (4)	
German instructors (C2, top 5): Bus (21), Binder (19), Borchers (17), Ensslen (16), Lenz (15)	
German instructors (C1 + C2, top 5): Bus (21), Binder (19), Borchers (18), Brinkmann (16), Ensslen (16)	
Universities (C1, top 5): Frankfurt (12), Mainz (10), Münster (7), Düsseldorf (6), Freiburg (6)	
Universities (C1 + C2, top 5): Mainz (98), Düsseldorf (70), Frankfurt (56), Erlangen (55), Berlin (45)	
Percentage of American instructors (C1 + C2):	16%
Authors, or groups of authors (R + N), most frequently taught (top 10): African American lit. (228), Jewish American lit. (190), James (121), Twain (104), Native American lit. (85), Hispanic American lit. (58), Whitman (47), Crane (44), Steinbeck (34), local color/regionalism (28)	
Table 3: Courses taught, 1980s	

Total number of courses on US literature (1990–1999/2000):	7,072
Number and percentage of courses related to American realism/naturalism (R + N):	1,580 (22%)
Number and percentage of courses explicitly devoted to R + N (course type 1, C1):	180 (2.5%)
Number of courses devoted to authors, or groups of authors, in R + N (C2):	1,400
German instructors (C1, top 5): Wüstenhagen (9 courses), Kuczynski (6), Meyn (6), K. Müller (6), K. Hansen (5)	
German instructors (C2, top 5): Ensslen (24), Binder (21), Spengemann (21), Halfmann (19), Freese (18)	
German instructors (C1 + C2, top 5): Ensslen (25), Spengemann (22), Binder (21), Bus (19), Halfmann (19)	
Universities (C1, top 5): Mainz (11), Hamburg (10), Postdam (9), Freiburg (8), Tübingen (7)	
Universities (C1 + C2, top 5): Mainz (89), Frankfurt (75), Erlangen (67), Berlin (64), Düsseldorf (60)	
Percentage of American instructors (C1 + C2):	13%
Authors, or groups of authors (R + N), most frequently taught (top 10): African American lit. (528), Jewish American lit. (225), Native American lit. (205), Hispanic American lit. (130), James (113), Asian American lit. (107), Twain (96), Whitman (66), Morrison (62), neo-realism (35)	
Table 4: Courses taught, 1990s	

Total number of courses on US literature (2000–2009/10):	8,184
Number and percentage of courses related to American realism/naturalism (R + N):	1,813 (22%)
Number and percentage of courses explicitly devoted to R + N (course type 1, C1):	181 (2.2%)
Number of courses devoted to authors, or groups of authors, in R + N (C2):	1,632
German instructors (C1, top 5): K. Müller (7 courses), v. Bardeleben (5), Burlui-Wahrig (4), Maria Diedrich (4), Kelleter (4)	
German instructors (C2, top 5): A. Köhler (29), Fischer-Hornung (21), Sylvia Mayer (21), Lutz (19), Kornelia Freitag (18)	
German instructors (C1 + C2, top 5): Köhler (29), S. Mayer (23), Fischer-Hornung (21), Lutz (20), K. Freitag (19)	
Universities (C1, top 5): Mainz (14), Tübingen (11), Freiburg (10), Jena (9), Köln (9)	
Universities (C1 + C2, top 5): Mainz (103), Berlin (81), Heidelberg (76), Bochum (71), Frankfurt (61)	
Percentage of American instructors (C1 + C2):	10%
Authors, or groups of authors (R + N), most frequently taught (top 10): African American lit. (753), Native American lit. (342), Jewish American lit. (287), Hispanic American lit. (257), Asian American lit. (244), James (83), neo-realism (75), Whitman (63), Twain (57), Morrison (53)	
Table 5: Courses taught, 2000s	

Total number of courses on US literature (2010–2016/17):	6,414
Number and percentage of courses related to American realism/naturalism (R + N):	1,383 (22%)
Number and percentage of courses explicitly devoted to R + N (course type 1, C1):	115 (1.8%)
Number of courses devoted to authors, or groups of authors, in R + N (C2):	1,268
German instructors (C1, top 5): C. Gerhardt (4 courses), Bieger (3), Decker (3), Flügge (3), Kanzler (3)	
German instructors (C2, top 5): Pisarz-Ramírez (22), Kirschner (21), Köhler (16), Broeck (15), Görg (13)	
German instructors (C1 + C2, top 5): Pisarz-Ramírez (23), Kirschner (21), Köhler (16), Broeck (15), Görg (14)	
Universities (C1, top 5): Mainz (8), Freiburg (6), Heidelberg (6), Mannheim (6), München (6)	
Universities (C1 + C2, top 5): Mainz (116), Bielefeld (57), Dortmund (45), Bochum (41), Potsdam (39)	
Percentage of American instructors (C1 + C2):	9.6%
Authors, or groups of authors (R + N), most frequently taught (top 10): African American lit. (631), Native American lit. (268), Hispanic American lit. (224), Jewish American lit. (200), Asian American lit. (196), neo-realism (74), Whitman (55), James (34), Morrison (31), local color/regionalism (27)	
Table 6: Courses taught, 2010s	

US guest lecturers and visiting scholars prominent in the study of R + N:	
Summer semester 1960 to winter semester 1969/70: Daniel Aaron, Jules Chametzky, Carl Dolmetsch, Leslie Fiedler, Alfred Kazin, Joseph J. Kwiatt, Roy Harvey Pearce, Donald Pizer, Henry Nash Smith, John Steinbeck, and Larzer Ziff	1960s
Summer semester 1970 to winter semester 1979/80: Daniel Aaron, Bernard Bell, Robert Detweiler, Carl Dolmetsch, Louis Filler, Ihab Hassan, Nathan I. Huggins, N. Scott Momaday, Donald Pizer, John Carlos Rowe, Gary F. Scharnhorst, Alan Trachtenberg, Cheryl A. Wall, and Larzer Ziff	1970s
Summer semester 1980 to winter semester 1989/90: Daniel Aaron, Juan Bruce-Novoa, Jules Chametzky, Carl Dolmetsch, Philip Fisher, Myra Jehlen, Harold H. Kolb, Sidney J. Krause, Audre Lorde, Walter Benn Michaels, N. Scott Momaday, Simon J. Ortíz, Tom Quirk, John Carlos Rowe, Gary F. Scharnhorst, Alan Trachtenberg, Cheryl A. Wall, and Larzer Ziff	1980s
Summer semester 1990 to winter semester 1999/2000: Daniel Aaron, Paula Gunn Allen, Rachel Bowlby, Juan Bruce-Novoa, Jules Chametzky, Carl Dolmetsch, Philip Fisher, Irene Gammel, Amy Kaplan, Elaine Kim, Sidney J. Krause, Nellie McKay, Walter Benn Michaels, Lee Clark Mitchell, John Carlos Rowe, Gary F. Scharnhorst, Mark Seltzer, Gayatri Spivak, Brook Thomas, Alan Trachtenberg, Gerald Vizenor, Hana Wirth-Nesher, and Henry B. Wonham	1990s
Summer semester 2000 to winter semester 2009/10: K. Anthony Appiah, Kristina Bross, Juan Bruce-Novoa, Lawrence Buell, Ernest Callenbach, Jules Chametzky, King-Kok Cheung, Emory Elliott, Irene Gammel, Henry Louis Gates, Nancy Glazener, Ihab Hassan, Robert Hemenway, Maria Herrera-Sobek, Jorge Huerta, Siri Hustvedt, Charles Johanningsmeier, Arnold Krupat, Paul Lauter, Francisco Lomelí, Rita Maria Magdaleno, Leo Marx, Deborah McDowell, Walter Benn Michaels, James A. Miller, Alejandro Morales, Bharati Mukherjee, Viet Than Nguyen, Donald Pease, John Carlos Rowe, Ramón Saldívar, Gary F. Scharnhorst, Mark Seltzer, Sidonie Smith, Hortense Spillers, Gayatri Spivak, Brook Thomas, Alan Trachtenberg, Tino Villanueva, Gerald Vizenor, John Edgar Wideman, and Sau-Ling Wong	2000s

Summer semester 2010 to winter semester 2016/17: Elizabeth Ammons, William L. Andrews, Homi Bhabha, Leonard Cassuto, Wai Chee Dimock, Rita Felski, Shelley Fisher Fishkin, Shirley Geok-Lin Lim, Nancy Glazener, Maryemma Graham, Tomson Highway, J. Hillis Miller, Siri Hustvedt, Paul Lauter, Jonathan Lethem, Walter Benn Michaels, Keith Newlin, Viet Than Nguyen, Donald Pease, Carla L. Peterson, Luis J. Rodriguez, John Carlos Rowe, Ramón Saldivar, Gary F. Scharnhorst, Mark Seltzer, Richard Slotkin, Werner Sollors, Gayatri Spivak, Brook Thomas, Alan Trachtenberg, Tino Villanueva, Gerald Vizenor, Cornel West, Colson Whitehead, and Henry Wonham	2010s
Table 7: Notable US guest lecturers and visiting scholars, 1960s–2010s	

Additional material in connection with the sentence [p. 634], “A first remarkable result is that through seven decades and despite repeated paradigm shifts in national and international literary studies, Henry James, Mark Twain, and Walt Whitman have remained the undisputed favorites of instructors teaching the subject in Germany—a continuity that reflects the respective instructors’ . . . preference for realism over naturalism (see table in Schmidt).”:

US realist authors (active during the core period of R + N) who stood out in seven decades of German university teaching:	
Winter semester 1953/54 to winter semester 1959/60: James (5 courses), Twain (4), Whitman (3), B. Harte (2), Bierce (1), Crane (1), Howells (1)	1950s
Summer semester 1960 to winter semester 1969/70: Twain (44), James (41), Whitman (17), Frost (14), Crane (13), Dreiser (12), Adams (7), Howells (7), Norris (5), Bierce (3)	1960s
Summer semester 1970 to winter semester 1979/80: James (104), Twain (94), Whitman (50), Crane (39), Dreiser (30), Howells (23), Frost (18), Bierce (15), London (11), Norris (11)	1970s
Summer semester 1980 to winter semester 1989/90: James (121), Twain (104), Whitman (47), Crane (44), Dreiser (27), Howells (21), Norris (16), Wharton (15), London (14), Bierce (13)	1980s
Summer semester 1990 to winter semester 1999/2000: James (113), Twain (96), Whitman (66), Wharton (33), Crane (32), Dreiser (24), Howells (20), Norris (19), Cather (15), Chopin (15)	1990s
Summer semester 2000 to winter semester 2009/10: James (83), Whitman (63), Twain (57), Wharton (35), Crane (25), Cather (14), Chopin (14), Dreiser (12), Howells (11), Frost (8)	2000s
Summer semester 2010 to winter semester 2016/17: Whitman (55), James (34), Twain (27), Wharton (15), Chopin (12), Cather (11), Crane (6), London (6), Dreiser (4), Frost (3)	2010s
Table 8: Authors (core period) most frequently taught, 1950s–2010s	

**“Final Remarks”** [p. 640]:

Additional note after the sentence [p. 640], “In addition to sharpening deliberately European perspectives on American life and letters, more interactive, personal, and activist approaches are worth exploring.”\*

\* For an interactive, intercultural approach to teaching American realism, including the use of visual materials (esp. *The Willa Cather Archive* and *The Willa Cather Foundation Website*), see Amy Mohr’s report on “Teaching Cather in Munich, Germany” (2014). Since in Nebraska, as Colin G. Cal-

loway has pointed out, “nearly half the inhabitants trace their ancestry to German-speaking immigrants” (“Historical Encounters” 47), Germany seems to be a natural rather than exotic site for studying Cather as a realist. For a personal and activist approach, see Carol S. Loranger’s “*Ragged Dick* in the Nineties” (1999), an article in which the author describes an active student learning project in a course on “American Texts: 1860-1920” at Wright State University in Dayton, Ohio. As part of her teaching Horatio Alger’s 1867 dime novel, Loranger asks her students to examine the concept of ‘moral capitalism’ by “do[ing] a little research on the possibilities for a *Ragged Dick* in Dayton in the 1990s assuming no social safety net” (10). When the findings are presented in class, this usually “sparks a lively and unpredictable discussion of Alger’s novel and comparative class and economic politics” (10). That activist approaches can be quite successful is demonstrated by the queer studies-related rise of Whitman and Cather in course offerings on US realism at German universities. Personal and activist approaches also resonate with revisionist, New Americanist understandings of the field: “Thus, the personal investment that characterizes many research projects in American Studies suggests that academic work is not external to, but embedded in, personal or historical events and that the affective dimensions of American Studies are not opposed to serious cultural critique, but paramount to making the leap from description and interpretation to critical intervention” (see Oppermann, “History of American Studies” [2016] 20). Cf. also Julie Sze, “Engaging Contradictions: Teaching and Pedagogy in American Studies” (2016).

Additional note after the sentence [p. 640], “Transdisciplinary methods (e.g., literature and science) and cooperative teaching (e.g., seminars in tandem) may also help to strike a chord with new generations of learners.”\*

\* A most recent example of literature and science as a method of revisiting the realist core canon is Sabine Sielke’s “Re-cognizing Henry James: Portraiture, Close-Up, Face Recognition” (2018). Other transdisciplinary concepts that have the potential to reach students in an age of digitalization and transmediality are “convergence culture” and “crossing”; for applications of these concepts (using perspectives from the fields of Translation Studies, Linguistics, and Periodical Studies), see, inter alia, Rosbach (2015), Florian Freitag (2015), as well as Freitag and Rosbach (2017). A sampling of diverse ideas and methodologies for the teaching of American realist texts can be found in selected volumes of the Modern Language Association’s “Approaches to Teaching” series—for example in the volumes on Kate Chopin (Koloski 1988), Willa Cather (Rosowski 1989), Richard Wright (Miller 1997), Charlotte Perkins Gilman (Knight and Davis 2003), Henry James (Reed and Beidler 2005), and Jack London (Brandt and Reesman 2015). Another recommendable source of inspiration is the open access journal *Teaching American Literature* (2007–).

## WORKS CITED

[essay and supplement]

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- “American Lecturers and Research Scholars Receiving Fulbright Awards for 1952–1953 Academic Year.” See “Fulbright Scholar Grantee Directories [1948–2002].”
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