



European Studies in Global Perspectives

Course Overview

Summer Term 2024

Cluster 2: Languages, Cultures, and Education

Mandatory Modules

lan510 - Language 1 and Culture	first semester	12 ECTS
lan520 - Language 2	second semester	12 ECTS

Elective Modules

ang613 – Regional Literatures and Cultures	6 ECTS
ang614 – Genres: Cultural, Historical and Theoretical Perspectives	6 ECTS
ang615 – Motives – Themes – Issues (and their Media)	6 ECTS
ang622 – Elective Module	6 ECTS
ang619 – Contexts of Language Teaching and Learning	6 ECTS
ang620 – Teaching Literature and Culture	6 ECTS

Elective Modules

ang931 – Language and Society	6 ECTS
ang951 – Psycholinguistics: Language and the Mind	6 ECTS
ang971 – Culture and Difference	6 ECTS
ang981 – The Canon and the Margins	6 ECTS
ang991 – Media and Markets	6 ECTS
ipb611 – Elective Module	6 ECTS
ges974 – Theories and Ideas	6 ECTS

lan510 – Language 1 and Culture (first EuGI semester)			
3.02.998	Seminar: Multiple Imaginations: Germany's Pasts and Presents Part 1: Colonialism and Migration (mandatory)	Dr. Sunday Omwenyeke,	dates, times, and locations: see below ECTS: 3 CP
<p>Dates, times, and locations:</p> <p>Fri., 3 May: 16:00–20:00; A05 1-160 Sat., 4 May: 10:00–19:00; Auswandererhaus Bremerhaven Sun., 5 May: 10:00–19:00; A01 0-010 a</p> <p>Contents:</p> <p>In this seminar, we will work on different narratives about and representations of what is imagined – in different times and under different (political, social, economic) circumstances – as 'Germany'. We will explore what 'Germany' supposedly is and gain a deeper understanding of it. Inspired by a cultural studies perspective we will look at what and who is represented by whom as 'German(y)', who and what is excluded by the narratives, what the specific circumstances for specific narratives are and which counter-narratives can be found.</p> <p>The aim of the seminar is not to study what is called 'Germany' or 'Europe' but to learn about representation and perspectives of (multiple) self-imaginings, how they are constructed in different narratives and which functions these imaginings serve.</p> <p>The focus of this seminar will be on imaginings that are connected to German and European colonialism and migration in different German eras. In the context of this seminar, we do a joint study trip to the museum Auswandererhaus (German Emigration Center) in Bremerhaven to explore different narratives and representations about Germany's past and present connected to migration. With a selection of texts and short films we will examine issues of power relations, exclusion and inclusion, and their implications.</p>			
###	Exercise: Language Courses (A1.1 - B2.2)*	Language Center	date, time: tba room: tba ECTS: 9 CP
*You will have a German placement test organized by the Sprachenzentrum during the Welcome Week to determine which course level is appropriate.			

lan520 – Language 2 (optional second EuGI semester)

3.02.999	Seminar: Multiple Imaginations: Germany's Pasts and Presents Part 2: National Socialism and German Reunification	Dr. Sunday Omwenyeke	dates, times, and locations: see below ECTS: 3 CP
<p>Dates, times, and locations:</p> <p>Fri., 24 May: 16:00–20:00; A01 0-010 b Sat., 25 May: 10:00–19:00; Bunker Valentin Sun., 26 May: 10:00–19:00; A01 0-010 b</p> <p>Contents:</p> <p>The second part of the seminar builds on the main themes of the first seminar on representations, imaginations, narratives and power relations (see announcement for Part 1).</p> <p>The focus this weekend will be on the German culture of remembrance after the Second World War with regard to National Socialism and the so-called German re-unification. We will deal with the question of how the memory of National Socialism in general and voices of Jews and other persecutees and survivors have long been, and still are, warded off and repressed. Further, we will look at how, especially survivors and their descendants have fought for and established spaces of remembrance. With regard to re-unification, the question also arises as to which events/ voices and contents are remembered and which are suppressed and why, in societal discourse. Also of interest is how denial is linked to anti-Semitism and racism and how other/counter narratives can challenge anti-Semitic and racist conditions and relations.</p> <p>Part of this seminar is an excursion to the submarine bunker „Valentin“ in Bremen-Farge, which was built by forced labourers under National Socialism. In addition, we will use selected texts and films to engage in a conversation about remembrance culture and representations in the German context.</p> <p>It is possible to participate in this second part independent of participation in the first part although we recommend you participate in both.</p>			
###	Excercise: Language Courses (A1.2 - B2.2)	Language Center	date, time: tba room: tba ECTS: 9 CP

ang613 – Regional Literatures and Cultures			
3.02.130	Seminar: Female Subjectivities in Caribbean Fiction (BA Level)	PD Dr. Silke Stroh	Fri.: 12:00–14:00 V04 0-033 ECTS: 6 CP
<p>Contents:</p> <p>COURSE DESCRIPTION AND GOALS: While, traditionally, the study of anglophone literature and culture, both in universities and schools, has often focused on material from the British Isles and the United States, recent decades have brought increased awareness that it is important to extend our perspective and also consider other parts of the anglophone world, such as the Caribbean. Thus, this seminar gives students (many of whom will probably be new to Caribbean Studies) the opportunity to familiarise themselves with the history and culture/s of this region, as well as exploring some key authors, texts and topics of anglophone Caribbean literature from the mid-20th century to the present. Our thematic focus will be on the portrayal of female sensibilities (mainly by female, but partly also male, writers), in different generations and life situations. For instance, we will reflect on representations of how Caribbean women’s lives have been affected by colonial history and its long-lasting after-effects; by social hierarchies in terms of ‘race’, class and gender; by intercultural encounters and cultural hybridity; migration and diaspora; by familial and textual genealogies; as well as by experiences of trauma, resistance and recuperation. Depending on student interests, we may also spend a little time reflecting on how Caribbean literary texts, and the issues they raise, can be included in EFL school-teaching.</p> <p>SET TEXTS: We will read two novels in their entirety; these are:</p> <ul style="list-style-type: none"> • Jean Rhys, <i>Wide Sargasso Sea</i> (1st publ. 1966) • Ramabai Espinet, <i>The Swinging Bridge</i> (1st publ. 2003) <p>Student should purchase these in advance (no prescribed editions). In addition, we will read a selection of short stories (e.g. by Paule Marshall, Pauline Melville, Olive Senior and Jacob Ross), as well as some secondary literature. All these shorter texts will be made available via our online course platform Stud.IP.</p> <p>[Please refer to Stud.IP for further information]</p>			

ang613 – Regional Literatures and Cultures			
3.02.131	Seminar: Multiculture beyond the Metropolises: Writing the Rural in Black and Asian British Literature (BA Level)	PD Dr. Silke Stroh	Fri.: 14:00–16:00 V04 0-033 ECTS: 6 CP
<p>Contents:</p> <p>COURSE DESCRIPTION AND GOALS:</p> <p>Black and Asian British literature is a vibrant and highly dynamic field of cultural production which, in recent decades has also become a well-established and popular topic in universities and schools. But so far, attention to British multicultural spaces has mainly focused on a few large urban centres in and around London, Leeds or Manchester. Partly, this makes sense, because these places are indeed major diversity hubs. But there are people of colour in all corners of the UK, even in small and supposedly remote villages, and these non-metropolitan voices are often overlooked. Even where this oversight is unintentional, it implies that diversity is an anomaly, limited to a few big cities, while the rest of the country is still seen as a quintessentially white space. By contrast, this seminar looks beyond the big cities and examines texts from Black and Asian British literature (incl. novels for children and adults, poetry and drama, mainly from the last 20 years) that decidedly engage with rural spaces, inscribing various diasporic presences and multicultural connections into places where they might not, at first, be expected. This complicates conventional concepts of national and regional identity, diasporicity, city and country, tradition, (post)modernity and progress, to give a more nuanced picture of British diversity in the 21st century. Depending on student interests, we may also spend a little time reflecting on how such literary texts, and the issues they raise, can be included in EFL school-teaching.</p> <p>SET TEXTS:</p> <p>One of our set texts is Leila Aboulela’s novel <i>Bird Summons</i> (1st publ. 2019); this book should be purchased in advance (no prescribed edition). The other set texts (excerpts from other longer texts, whole texts of shorter works like poems, etc.) will be made available via our online course platform Stud.IP.</p> <p>[Please refer to Stud.IP for further information]</p>			

ang614 – Genres: Cultural, Historical and Theoretical Perspectives

3.02.140	Seminar: Australian Expedition Narratives (BA Level)	Dr. Anna Auguscik	Thu.: 14:00–16:00 A04 5-516 ECTS: 6 CP
<p>Contents:</p> <p>Some of the earliest documentary films, such as <i>In the Land of the Head Hunters</i> (1914) and <i>Nanook of the North</i> (1922), explore the relationship between human beings and their natural environments. Both <i>Head Hunters</i> and <i>Nanook</i> are also (pseudo-)scientific films, (purported) ethnographic studies of „primitive“ peoples. As such, they demonstrate the close interconnection between science and motion pictures--indeed, motion pictures became important tools of scientific observation and inquiry practically as soon as they were discovered.</p> <p>In this seminar, we will explore ways in which documentary films frame (scientific) knowledge about nature, the environment, and humankind’s varied relationships and entanglements with the natural world. In so doing, we will soon discover that films that seem to center on nature often say more about humans than the natural world they purport to represent.</p> <p>Films likely to be discussed (selection):</p> <ul style="list-style-type: none"> Nanook of the North (1922) The Living Desert (1953) The Vanishing Prairie (1954) Life on Earth (1979) An Inconvenient Truth (2006) The National Parks: America’s Best Idea (2009) Life (2009) Racing Extinction (2015) Anthropocene: The Human Epoch (2017) 			

Elective Modules - Cluster 2

ang614 – Genres: Cultural, Historical and Theoretical Perspectives			
3.02.141	Seminar: Murder, She Wrote: American Women Writers and Detective Fiction	Priv.-Doz. Dr. Michaela Keck	Tue.: 10:00–12:00 S 2-206 ECTS: 6 CP
<p>Contents:</p> <p>This course studies American women writers' contributions to detective fiction from their (Gothic) beginnings in the nineteenth century to Mary Roberts Rinehart's and Avery Hopwood's popular play, „The Bat,“ which premiered on stage in 1920. Although the American authors that we will study are recognized in literary histories of the detective genre and crime fiction, many of their works have not been given as much scholarly attention as they deserve and await further in-depth interpretations and analyses, recovery work that students can undertake in their term paper projects. The course will focus on – but is not limited to – the ways in which American women writers narrate, represent, and comment on issues of gender, power, class, domesticity, vision, literature, and genre.</p> <p>We will study the following primary materials:</p> <ul style="list-style-type: none">• Detective fiction by Harriet Prescott Spofford: “In a Cellar” (1859); “Mr. Furbush” (1865); “In the Maguerriwock” (1868) [see Stud.IP]• Anna Katharine Green, <i>The Leavenworth Case</i> (1878). Please purchase the Penguin Classic edition, with an introduction by Michael Sims, 2010.• Mary Roberts Rinehart and Avery Hopwood, <i>The Bat</i> (1945). The play is in the public domain and can be downloaded here: https://web.archive.org/web/20170412143959/http://digital.library.pitt.edu/u/ulsmanuscripts/pdf/31735037970435.pdf.			

ang615 – Motives – Themes – Issues (and their Media)

3.02.151	Seminar: Scientists and Alien Life in Contemporary Fiction (BA Level)	Prof. Dr. Anton Kirchhofer	Thu.: 10:00–12:00 A07 0-025 ECTS: 6 CP
<p>Contents:</p> <p>Scientists and Aliens have been two of the major ingredients in the popular genre of science fiction in the twentieth century. In more recent fiction, the representation both of scientist characters of alien life have arguably taken on new qualities. They even take on a kind of urgency when placed in the context of discussions about the Anthropocene. Our seminar is set against the background of a wider development in literary writing and literary studies over the past few decades: At least since the turn of the twenty-first century, literary writing has incorporated elements from science fiction, and science fiction has moved much closer towards recognition as literary writing, than was traditionally the case, and literary scholarship has widely begun to take notice. Our seminar approaches some key aspects of such cross-over writing by focusing on two fairly recent novels, examining their representations of scientists and of alien life in connection with relevant traditions and current debates.</p> <p>The following texts will be covered: Jeff Vandermeer. <i>Annihilation</i>. London: HarperCollins / Fourth Estate, 2014. Peter Watts. <i>Blindsight</i>. New York: Tor, 2006.</p> <p>Additional shorter materials will also be included. Please purchase and read the two novels as early as possible. (Both are available locally, though <i>Blindsight</i> has a longer delivery span, so please order early). Participation as a rule requires an oral input as part of active participation. Credits for BA Anglistik based on "Referat mit Ausarbeitung" (6 KP). All students with different course goals or requirements, please contact me.</p>			

ang622 – Elective Module			
3.02.221	Seminar: Physics and Fiction (BA Level)	Dr. Anna Auguscik; Priv.-Doz. Dr. Petra Groß, Ph.D.	date, time, and locations: see below ECTS: 3/6 CP
<p>Course dates and locations: Wed. (weekly): 16:00–18:00 online Wed., 29 May, and Wed., 26 Jun.: 13:00–18:00 V03 0-C001</p> <p>Contents: Physics has often been understood as the opposite of fiction: formulae vs narrative; reality vs constructedness; in short, fact vs fiction. This has not discouraged writers to take this very challenge, as a long genre tradition of science fiction attests. However, the interest on the part of what is considered ‚literary fiction‘ seems to be more recent. In this summer semester, we offer a new interdisciplinary seminar called „Physics in contemporary fiction“. In a rare setting with students from both the English and the Physics departments, we will read one full science novel and other science-related literary fiction. We want to approach questions such as: How much science is contained in these texts and how is it incorporated? How important is it for the text? Is the representation correct or plausible? What is the underlying scientific context, and how does it relate to society or politics-related discussions? How do these writings join the ‚two cultures‘ debate? And how can (be-coming) physicists and literary scholars, or teachers of either discipline, profit from such a reading? This time, our focus will be on the topic of geoengineering.</p> <p>Please, buy and read the following novel: Catherine Bush. Blaze Island. Fredericton, New Brunswick, Canada: Goose Lane Editions, 2020. (ISBN: 978-1-77310-105-7)</p> <p>In addition, we will read excerpts from the following novels: - Jaspreet Singh. Face: A Novel of the Anthropocene. Victoria, BC: Touchwood Editions, 2022. (ISBN: 978-1-927366-97-4) - Neal Stephenson. Termination Shock. London: HarperCollins. 2021. (ISBN: 978-0-00-840440-6) - Kim Stanley Robinson. The Ministry for the Future. Little, Brown. 2020. (ISBN: 978-0-356-50886-3)</p> <p>PLEASE NOTE: Use the time until the beginning of term to immerse yourself in the reading of these primary sources. All of the above can be obtained at our local book shop, Bültmann & Gerriets. Additional materials for preparation, as well as the detailed syllabus, will be made available on Stud.IP.</p>			

ang622 – Elective Module

3.02.220	Seminar: Screening Europe: Representations of Europe in US-American Film and TV (BA Level)	Lea Brenningmeyer	dates, time, and locations: see below ECTS: 6 CP
<p>Dates, times, and locations:</p> <p>Fri., 26 April, 16:00–18:00; A01 0-010 a Fri., 31 May, 14:00–19:00; A05 1-159 Mon., 8 July, 9:00–14:00; A01 0-010 a Tue., 9 July, 9:00–14:00; A01 0-010 a Thu., 11 July, 9:00–14:00; A01 0-010 a</p> <p>Contents:</p> <p>“I may not know much but I do know that Europeans love Americans.” This is what Peter Parker’s sidekick Ned tells him as they set off on their school trip to Europe in the „Spider-Man: Far from Home“ movie (2019). This is just one example of a common trope in US-American film: the trip to Europe. Some US-American TV series also dedicate special “vacation episodes” to certain cities in Europe (e.g. „Friends,“ „Parks and Recreation,“ or „How I Met Your Mother“). In each of these cases, a certain notion of Europe, European cities, and Europeans is constructed. These notions often times include stereotypes, myths, and romantic ideas, e.g., sexual freedom, cheap alcohol, and old castles. No matter how different the films and TV series are, each of these representations reproduces but also constructs an idea of Europe, certain parts of Europe, and the people who live there.</p> <p>In the seminar, we will have a look at different representations of Europe in film and TV. With a representation-critical approach and the methodological toolkit of film analysis, global perspectives of Europe or parts of Europe and what it means to be European will be examined and analyzed. Guiding questions will be inter alia:</p> <ul style="list-style-type: none"> - How is Europe represented? - Which filmic devices are employed to construct or support a certain notion of Europe? - What is represented/suggested/identified as (stereo)typical European? - Which voices are heard, which are not? What is made visible and what remains invisible? <p>The course is primarily geared towards international exchange students participating in the „European Studies in Global Perspectives“ program, but it is also open to University of Oldenburg students.</p>			

ang619 – Contexts of Language Teaching and Learning			
3.02.191	Seminar: Dimensions of Diversity in the Inclusive EFL Classroom (BA Level)	Dr. Sylke Bakker	Mon.: 08:00–10:00 A14 1-112 ECTS: 6 CP
<p>Contents:</p> <p>Starting out with a definition of diversity and the application of diversity education in different contexts, this class aims at exploring different manifestations of the term both at school and classroom level. Using the PISA results in 2001 as a starting point, national, European and multicultural values will be regarded against the backdrop of educational policies. A postcolonial perspective and the phenomenon of globalisation contribute to a more complex grasp the issues at hand. Looking at the situation in countries such as the UK or the US, home and school languages will be contrasted. A special focus on EAL (English as an additional language) and bilingual upbringing add to the topic of linguistic diversity.</p> <p>As a next step, language diversity in education will be examined as a broader term and then specified as “translanguaging across the bilingual continuum” (Ofelia García). Language policies as a political statement will be an important point of discussion and possibly contention. This will also include the idea (or ideology?) of the native speaker ideal, which will be deconstructed but also regarded as a powerful influence on TESOL discourse and teaching traditions. Finally, the concept of language-sensitive teaching and its impact on the TESOL classroom will be put under scrutiny.</p> <p>Participants are encouraged to contribute more examples of diversity to our discourse in class. Heteronormativity, e.g. as reflected in text books, could be a starting point for a critical discussion of the state of affairs in German schools. How can equality, diversity and inclusion actually be put into practice? What are practical tools for pluralistic approaches in TESOL classes?</p> <p>The idea of an inclusive classroom in Lower Saxony and its curricular manifestations will be amended by examples of other institutions, e.g. the British Council. In this context, different documents, concepts, resources and interviews with practitioners will be studied and critically reflected upon. One particular displacement story will serve as a starting point to ask how literary learning can contribute to a more diverse approach towards TESOL teaching.</p> <p>The course finishes by focusing on the question how differentiation can foster learning in the TESOL classroom. The concept of differentiation will be examined from a variety of angles and examples from teaching materials and textbooks serve as an opportunity to practise one’s analytical skills. Scaffolding is another important term participants need to be familiar with. Relevant references in the field will have to be studied in order to prepare for the final assessment.</p>			

ang619 – Contexts of Language Teaching and Learning

3.02.192	Seminar: Digital EFL Learning (BA Level)	Christian Kramer	Thu.: 08:00–10:00 A01 0-007 ECTS: 6 CP
<p>Contents:</p> <p>It is undisputed that digitalization and digitization have become ever-present features of our daily life. As such, digital and social media as well as the processes and possibilities they enable – immediate and ever-ready access to a seemingly infinite (yet not always reliable) stream of information on any topic imaginable; simplified modes of communication and mobility; instantaneous availability of numerous tools, apps and services within a finger tap or swipe – are also an integral part of educational contexts that focus on foreign language learning and teaching. On the end of foreign language learners digital media and the competence(s) and skills to efficiently and intelligently use them form a relevant asset for their (professional) future lives in and of themselves and pose the potential to support and facilitate the learning of English as a foreign language. On the end of foreign language teachers digital media offer means to enhance and transform pretty much every stage of lesson planning and conduction: from mere substitution and augmentation of established forms of teaching to the modification and ultimately redefinition of task designs and classroom activities.</p> <p>Theoretically, this seminar offers insights into approaches that integrate communicative foreign language teaching/learning and blended/digital learning as well as relevant competence models as defined by educational policy documents from the European (e.g. Common European Framework of Reference + Companion Volume; European Framework for the Digital Competence of Educators) and national (KMK Bildungsstandards; Strategiepapier ‘Bildung in der digitalen Welt’) down to the federal (curricula for lower saxony for English as a foreign language) level. Practically, it offers the opportunity to work with various digital tools in the context of lesson planning and foreign language learning (e.g. courseware, ChatGPT, Kahoot, ONCOO, Quizzlet, classcraft, etc.).</p> <p>The seminar will profit from combining theoretically and practically informed perspectives on the topic and will include a workshop during which students will form groups to develop and present school form specific blended learning units with the outlook of those units being incorporated into future seminars.</p> <p>This course’s assessment requirements and formats will be explained in the first session.</p> <p>They can also be accessed on Stud.IP in the section course information.</p>			

ang619 – Contexts of Language Teaching and Learning

3.02.193	Block seminar: Teaching and Learning in the Diversity-sensitive EFL Classroom (BA Level)	Dr. Jana Oldendörp	date, time, and locations: see below ECTS: 6 CP
<p>Course dates and locations: Fri., 28 Jun.: 09:00–16:00 V03 0-C001 Sat, 29 Jun.: 09:00–16:00 V03 0-C001 Fri., 05 Jul.: 09:00–16:00 A01 0-005 Sat., 06 Jul.: 09:00–16:00 A01 0-005</p> <p>Contents: Plurilingual (and pluricultural) competences are defined by the Education Policy Division of the Council of Europe (2018) as the ability to critically reflect and strategically use linguistic and cultural resources and knowledge across languages in order to successfully manage intercultural communication as well as life-long (language) learning. Foreign language teaching and thus foreign language teachers play a pivotal role in fostering plurilingual and pluricultural education. In this seminar we are going to operationalize plurilingual and pluricultural competence for foreign language learning contexts in relation to relevant European and German education policy documents such as the Common European Framework of Reference for Languages and Cultures (2001) and its companion volume (2018/2020), the KMK standards and the English curricula for Lower Saxony as well as other orientational frameworks such as the Framework for Pluralistic Approaches to Languages and Cultures (2009); we will discuss relevant theoretical concepts such as translanguaging (see García, 2009, 2013), (functional) mono-/multi- and plurilingualism, linguistic repertoire and English as a multilingua franca; and discuss ways of implementation of pluralistic/plurilingual approaches in foreign language classrooms such as mediation, intercomprehension and language portraits.</p> <p>This course’s assessment requirement and formats will be discussed in the first session.</p>			

ang619 – Contexts of Language Teaching and Learning

3.02.190	Seminar: Beginning Language Learners (BA Level)	Prof. Dr. Wolfgang Gehring	Mon.: 18:00–20:00 A01 0-010 b ECTS: 6 CP
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ang620 – Teaching Literature and Culture

3.02.200	Seminar: Postcolonialism and Literature in ELT contexts (BA Level)	Dr. Sylke Bakker	Mon.: 10:00–12:00 A14 1-112 ECTS: 6 CP
<p>Contents:</p> <p>The seminar provides an overview of postcolonial storytelling and the concept of multiculturalism followed by an analysis of a variety of literary products ranging from the early 90s to the present. Questions of national identity will be covered as well as cultural, political and religious issues. Excerpts from novels but also chapters from textbooks, e.g. Year 7 will be analysed.</p> <p>London as a hub of the British multicultural experience will be explored in greater detail. Excerpts from selected texts comprise works by e.g.</p> <ul style="list-style-type: none"> - Hanif Kureishi, <i>The Buddha of Suburbia</i>, 1990 - Hanif Kureishi, <i>The Black Album</i>, 1995 - Monica Ali, <i>Brick Lane</i>, 2000 <p>Each text will be analysed and assessed with regard to its suitability for classroom use. Excerpts from textbook units along with the accompanying tasks and media will be critically examined. Additional material from a variety of sources will be collected, presented and prepared for classroom use. Task design will be practiced by providing motivating challenges for young adult readers and learners of English. London as a topic for younger learners exploring the postcolonial heritage will also be examined using current textbook chapters and abridged literary texts.</p> <p>Recent discussions on Britains colonial past and the „black-lives-matter“ discussion will also be taken into account. Relevant reading in this field comprises e.g.</p> <ul style="list-style-type: none"> - Akala, <i>Natives. Race & Class in the Ruins of the Empire</i> (2018) - Eddo-Lodge, R. <i>Why I’m No Longer Talking to White People About Race</i> (2018) - Hirsch, A., <i>British. On Race, Identity and Belonging</i> (2018) - Shukla, N. (Ed.) <i>The Good Immigrant</i> (2016) <p>A special focus will be put on the experience of displacement and seeking refuge from the perspective of children (picture book “My Name is not Refugee”) respectively teenagers (“Refugee Boy”).</p> <p>Please note that details on the structure and focus of each class can be found at files.</p>			

ang620 – Teaching Literature and Culture			
3.02.201	Seminar: Why literature (still) matters: Finding, adapting and using literary texts in the EFL Classroom (BA Level)	Dr. Sylke Bakker	Thu.: 08:00–10:00 A03 4-403 ECTS: 6 CP
<p>Contents:</p> <p>Please note that this course is aimed at future secondary school teachers.</p> <p>Why literature (still) matters: Finding, adapting and using literary texts in the EFL Classroom</p> <p>The first session starts with the question why literature is (still) relevant in times of digital multimedia information and entertainment. It reflects on the various functions of literature, e.g. as a medium of identity formation, cultural memory and/or as social criticism, thus underlining the sociocultural significance of fictional narratives.</p> <p>Having established why literature should be read and studied, the subsequent classes focus on strategies of selection, adaptation and, most importantly, use of literary texts in various teaching contexts. Excerpts from literary pieces ranging from “classics” to multimodal digital texts will be presented so that participants receive guidance and hopefully inspiration for their everyday teaching practice. A clever combination of the written word, visuals and videos might be the key to transforming classrooms into places where literature serves as a source of inspiration and creativity.</p> <p>By the end of the seminar participants will</p> <ul style="list-style-type: none"> • be familiar with arguments in favour of providing a literature-rich learning environment. • have explored and evaluated strategies of how to pick motivating and possibly multimodal literary texts with a view of using them in blended learning scenarios. • be supplied with teaching resources aimed at different age groups and levels which they can put into practice right away. <p>[Please refer to Stud.IP for further information]</p>			

ang620 – Teaching Literature and Culture			
3.02.202	Seminar: Media Literacy in ELT (BA Level)	Dr. Birte Sause	Mon.: 10:00–12:00 A10 1-121 ECTS: 6 CP

ang931 – Language and Society

3.02.930	Seminar: World Englishes (MA Level)	Prof. Dr. Ronald Geluykens	Mon.: 14:00–17:00 A01 0-005 ECTS: 6 CP
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ang931 – Language and Society

3.02.960	Seminar: American English (MA Level)	Prof. Dr. Ronald Geluykens	Mon.: 17:00–20:00 A01 0-005 ECTS: 6 CP
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ang951 – Psycholinguistics: Language and the Mind

3.02.951	Seminar: Dual Language Development: Word Order Phenomena (MA Level)	Dobrinka Genevska-Hanke	Fr.: 10:00–12:00 A04 4-411 ECTS: 6 CP
<p>Contents:</p> <p>This class deals with the development of English as one of more languages in the broad sense, from birth or successively. Since bilinguals seldom use their languages in a balanced way, different dominance patterns arise and change over the lifespan, including the forgetting of the first language, referred to as language attrition - a phenomenon induced by the acquisition of an L2. We will look at various developmental settings, different language phenomena in the domain of syntax and consider the impact of cross-linguistic differences on attrition, acquisition and processing. In addition, we will deal with language acquisition theory and its research methods. By the end of the term students will be able to give an elaborate description of the phenomena of bilingualism in question and the factors of influence involved but also conduct a small research project themselves.</p>			

ang951 – Psycholinguistics: Language and the Mind

3.02.950	Seminar: Experimental Perspectives on Contemporary English (MA Level)	Prof. Dr. Marcel Schlechtweg	Wed.: 10:00–12:00 A01 0-005 ECTS: 6 CP
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ang971 – Culture and Difference			
3.02.970	Seminar: Global Health, Biocapitalism and Literature: An Indian Case Study (MA Level)	Prof. Dr. Julia Wurr	Wed.: 10:00–12:00 V02 0-003 ECTS: 6 CP
<p>Contents:</p> <p>In the course of this seminar, you will</p> <ul style="list-style-type: none">- engage yourself with postcolonial theory on global health, biocapitalism, pharmocracy, stratified healthcare, and, more generally, with postcolonial medical humanities.- explore postcolonial perspectives on biotech-industries and global inequality, especially with regard to phenomena such as surrogacy, organ donation, pharmaceutical testing and patent trading.- analyse how these issues are negotiated in three Anglophone Indian literary texts.- discuss issues such as re-biologisation, species thinking and new universalisms in contemporary thinking and literary responses.- listen to two international guest lectures and participate in the opening of an international workshop.- develop individual research questions related to the seminar's topic.			

ang971 – Culture and Difference

3.02.971	Seminar: „Science & Literature“: Evolution and the Novel (MA Level)	Prof. Dr. Anton Kirchhofer	Wed.: 10:00–12:00 A01 0-010 a ECTS: 6 CP
<p>Contents:</p> <p>In this course we will compare a novel (Amitav Ghosh’s <i>The Hungry Tide</i>, 2004) to a range of shorter narratives set in the same region in India drawing on other narrative traditions than the realist novel. We will discuss and examine similarities and differences between various forms and formats of narrative, gaining some insight into the specific characteristics and richness of this particular region of India, as well as debating the cultural place of narrative and the perspectives for a ‚cultural narratology‘. Participants should purchase and read the following text as early as possible, since this will be analysed first: Amitav Ghosh, <i>The Hungry Tide</i>, London: HarperCollins / Borough Press, 2004.</p> <p>Information on the additional shorter text will follow in due course. Some shorter excerpts will be provided via Stud.IP. (The novel is locally available.)</p> <p>Please note that this course will be complemented by optional complementary units offered by two guest instructors from the IIT Kharagpur in West Bengal (In order to fit into the time schedules of many students, these units have been scheduled for Fri May 17 and May 31 (14-18 h) and Sat June 1 (10-18 h). The units cover a similar set of texts as our seminar, but from a complementary angle. Participation in the complementary units is not a requirement for taking the seminar, but MA English Students can elect to obtain their 3 KP for the “Project” in the context of these complementary units.</p> <p>Participation will also be open to students who do not participate in this course, and will be a great opportunity for gaining additional international perspectives on the study of English.</p> <p>The full course schedule will be presented in the first meeting.</p> <p>Credit for ang971 and 972 is based on an oral input and a shorter term paper (Referat mit Ausarbeitung) (6 KP or 9 KP respectively) Credit for ang973, for students who are doing the MA English Studies, requires an additional project (3KP) Students with other aims in this course please consult me individually.</p>			

ang981 – The Canon and the Margins			
3.02.980	Seminar: 19th-Century American Women’s Fiction (MA Level)	Priv.-Doz. Dr. Michaela Keck	Tue.: 14:00–16:00 V03 2-A215 ECTS: 6 CP
<p>Contents: This class focuses on women writers of the nineteenth century and several major discourses such as the transition from the social order of the Early Republic into Jacksonian Democracy (Catharine Maria Sedgwick), women’s equality (Margaret Fuller), the Civil War (Louisa May Alcott) and Blackness/racial uplift (Harriet E. Wilson, Frances Ellen Watkins Harper, and Pauline E. Hopkins). This class is interested not only in how women writers represent questions of nation, womanhood, equality, slavery, and racial uplift, but also in the artistic and literary ways in which these women’s writings contributed to shaping nineteenth century American literature and culture. Throughout April, we will collaborate with a class from Salem State University in Salem, Massachusetts. However, because of the time difference, we won’t meet online regularly. Rather, we will read and work on the same texts (by Catherine Maria Sedgwick) before discussing our insights in a joint online meeting some time in April. Alongside various short stories and nonfictional texts that will be made available on Stud.IP, students are asked to purchase and read the following novels: Catherine Maria Sedgwick, <i>A New England Tale</i> (1822); Louisa May Alcott, <i>Hospital Sketches</i> (1863); Harriet E. Wilson, <i>Our Nig</i> (1859). No specific editions are required.</p>			

ang991 – Media and Markets

3.02.990	Seminar: American Soundscapes (MA Level)	Prof. Dr. Martin Butler	Thu.: 08:00–10:00 A03 4-402 ECTS: 6 CP
<p>Contents: The seminar explores the sonic dimension of US American cultures. It makes students familiar with different theoretical approaches to the study of sound and music studies, which will be used to analyze a variety of acoustic phenomena and practices, including sounds of the city, the sounds of nature, the significance of voice, the poetics and politics of silence, and, last but not least, different musical styles and genres and their social and political relevance. For the period of two weeks in May, the course will be taught by Prof. Dr. Thomas M. Kitts from St. John’s University, New York City, who will bring in his expertise of music and sounds of and in the Big Apple. Also, students will participate in the Annual Meeting of the German Association of American Studies (23-25 May), which will focus on the course’s topic.</p> <p>Course requirements:</p> <ul style="list-style-type: none"> - Regular attendance & active participation (e.g. reading assignments, in-class discussions), including the block-session by Prof. Dr. Kitts - Participation in at least one panel of the GAAS Annual Meeting on “American Soundscapes” - Paper on the basis of a presentation (“Referat und schriftliche Ausarbeitung”, c. 12-15 pp.) due September 15th 2024. 			

ipb611 – Elective Module

3.05.483	Seminar: Psychology of Music Cognition and Emotion	Prof. Dr. Gunter Kreutz	Mon.: 10:00–12:00 A09 0-004 ECTS: 6 CP
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Elective Modules - Cluster 2

ges974 – Theories and Ideas			
3.09.042	Seminar: (Queer)Feminist Theory and Practices from India	Debolina Dutta	Fri.: 10:00–16:00 A01 0-010 b ECTS: 3 CP
	In addition to the weekly meetings on Fridays, there are two blocks: Sat., 8 Jun.: 10:00–16:00; A03 4-403 Sat., 15 Jun.: 10:00–16:00; A03 4-403		
3.09.043	Seminar: (Queer)Feminist Theory and Practices from South Africa	Mathabo Khau	Fri.: 10:00–16:00 A01 0-010b ECTS: 3 CP

ges974 – Theories and Ideas			
10.11.231	Seminar: Designing Digital Learning Materials	Berrin Cefa Sari	Tue.: 12:00–14:00 A01 0-004 ECTS: 3 CP
	Contents: <ul style="list-style-type: none"> • This seminar is on designing digital learning materials and using digital media in various TEL environments. Our seminar will focus on instructional design for TEL environments, its elements, and the evaluation of digital media. Our topics will include instructional models, learning management systems, and functions of digital tools in education and learning. • The seminar will be held in English. However, you can submit your assignments, communicate with your peers and me and contribute to the discussions in German. I would like to strongly emphasize the need for reading the wide literature published English, the scientific and academic language in the world. Not to overlook the important publications in German, related references about educational technologies and instructional design will also be suggested. • For any questions, please drop an email to the module leader or Berrin Cefa Sari. 		



Carl von Ossietzky

**Universität
Oldenburg**