



European Studies in Global Perspectives

Course Overview

Winter Term 2020/21

Cluster 2: Languages, Cultures, and Education

Mandatory Modules

lan510 – Language 1 and Culture	first semester	12 ECTS
lan520 – Language 2	second semester	9 ECTS

Elective Modules

ang612 – Periods and Key Figures in Literary and Cultural Studies	6 ECTS
ang613 – Regional Literatures and Cultures	6 ECTS
ang614 – Genres: Cultural, Historical and Theoretical Perspectives	6 ECTS
ang615 – Motifs – Themes – Issues (and their Media)	6 ECTS
ang619 – Contexts of Language Teaching and Learning	6 ECTS
ang620 – Teaching Literature and Culture	6 ECTS

Elective Modules

ang622 – Elective Module	6 ECTS
ang931 – Language and Society	6 ECTS
ang951 – Linguistics and Cognition	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
ges970 – Entangled Histories	6 ECTS
ges974 – Theories and Ideas	6 ECTS

lan510 – Language 1 and Culture (first semester)			
3.02.998	Seminar: Multiple Imaginations: Germany's Pasts and Presents	Sunday Omwenyeke	Fri., 22 Jan.: 16:00–20:00; Sat., 23 Jan., and Sun., 24 Jan.: 10:00–19:00 online ECTS: 3 CP
<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. With 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>In the context of this seminar, we do a joint study trip to the Auswandererhaus in Bremerhaven to explore different narratives and representations about Germany's past and present. With a selection of texts and short films we will examine issues of 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 in the International Orientation Week to determine which course level is appropriate.			

lan520 – Language 2 (optional second semester)			
###	Exercise: Language Courses (A1.2 - B2.2)	Language Center	date, time: tba room: tba ECTS: 9 CP

ang612 – Periods and Key Figures in Literary and Cultural History

3.02.120	Seminar: American Poetry Since 1945: Politics, Culture, Signification (BA level)	Dr. Julius Greve	Wed.: 12:00–14:00 online ECTS: 6 CP
<p>Contents:</p> <p>Following Jennifer Ashton’s Cambridge Companion to American Poetry Since 1945 (Cambridge UP, 2013), this seminar contemplates the following questions: How is the meaning of poetry constructed, in the aftermath of modernity and modernism? How do poems seek to represent persons, groups of people, or parts of society? How to determine the relationship between the materiality of poetic language and that of the reality depicted? Finally, what is the relationship between content and form in American poetry and its cultures and subcultures after, and thus since, the Second World War?</p> <p>The participants of the seminar will come to understand the dynamics of Late Modernism and Objectivism (including Ezra Pound, William Carlos Williams, and Louis Zukofsky), of the poets of Black Mountain College and the Black Arts movement (incl. Charles Olson, Robert Creeley, Leroi Jones/Amiri Baraka), of the New York School, the Confessional Poets and the Beats (incl. Frank O’Hara, Robert Lowell, Sylvia Plath, Anne Sexton, Allen Ginsberg, as well as the song lyrics of Bob Dylan and other singer songwriters), ecopoetics, feminist poetics, and Language writing (incl. A. R. Ammons, Gary Snyder, Audre Lorde, Susan Howe, and Charles Bernstein), and the new(er) forms of poetic practice—spoken word and Hip Hop poetics (incl. Nas, Foxy Brown, Kanye West, and Kendrick Lamar)—that are contemporaneous with both late twentieth-century and early twenty-first century verse. Along the lines of the questions raised above, the seminar emphasizes in particular (1) the politics of the literary canon, from the perspective of poetry and poetics; (2) the relation between culture and subculture, as it pertains to poetic expression and lifestyle; and (3) the intricacies of linguistic and semiotic structures and dynamics, in and for poetic innovation. Aside from some additional poems, lyrics, and selected chapters from Ashton’s Cambridge Companion, which will be made available at the start of the semester, the following anthology needs to be purchased by the seminar’s participants:</p> <p>Rita Dove, ed., The Penguin Anthology of Twentieth-Century American Poetry</p>			
3.02.121	Seminar: Ancient Rome on the Shakespearean Stage (BA level)	Dr. Galena Hashhozheva	Thu.: 10:00–12:00 online ECTS: 6 CP

ang613 – Regional Literatures and Cultures			
3.02.130	Seminar: Living on the Waterfront: Regionalism and Liminality in Representations of East Anglia and the Fens (BA level)	Dr. Christian Lassen	Wed.: 12:00–14:00 online ECTS: 6 CP

ang614 – Genres: Cultural, Historical and Theoretical Perspectives			
3.02.140	Seminar: Colonial Gothic (BA level)	Dr. des. Karsten Levihn-Kutzler	Fri.: 10:00–12:00 online ECTS: 6 CP
<p>Contents:</p> <p>“The colonies” held an ambivalent fascination for imperial England: on the one hand, they promised a space of exotic adventure where young Englishmen could prove their mettle. But the romance of colonial adventure could just as easily turn into gothic horror: colonial space was also a source of anxiety, a place where death, madness, and unspeakable terror awaited the English adventurer. Often the gothic threat is overcome by the superiority of English courage, reason, and loyalty to the crown – yet there is also the creeping dread that the unspeakable horrors of the colony could overcome Western rationality and corrupt the imperial hero – and maybe even take over the imperial capital itself. And while the British Empire is gone, colonial gothic horror continues to attract audiences even today – as contemporary neo-Victorian TV shows like <i>Frontier</i>, <i>The Terror</i>, and <i>Taboo</i> demonstrate.</p> <p>In the seminar, we will look at champions of the British Empire, such as H. Rider Haggard and Rudyard Kipling, as well as at critics like Joseph Conrad and how they used the colonial gothic, and we will also investigate its role in white settler writing in Australia and Canada. A few examples of contemporary postcolonial and neo-Victorian appropriations of the colonial gothic will round out our discussion.</p> <p>Seminar discussions will be held exclusively via BigBlueBotton.</p> <p>Please buy and read:</p> <p>H. Rider Haggard: <i>She</i> (preferred edition: Penguin Classics, ISBN 978-0140437638)</p> <p>Joseph Conrad: <i>Heart of Darkness</i> (preferred editions: WW Norton, ISBN 978-0393264869 or Oxford University Press ISBN 978-0199536016)</p> <p>Other material will be available on StudIP.</p>			

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

3.02.150	Seminar: „Uncle Toms“ No More: African American Writers in Dialogue with Harriet Beecher Stowe’s Uncle Tom’s Cabin (BA level)	PD Dr. Michaela Keck	Tue.: 16:00–18:00 online ECTS: 6 CP
<p>Contents:</p> <p>Ever since its first serial publication in 1851, Harriet Beecher Stowe’s „Uncle Tom’s Cabin“ has been subject to controversial discussions. While the novel was highly popular among black and white abolitionists in the 19th century, issues of feminism, critical race theory, and religion have remained at odds and continue to occupy scholars, writers, and intellectuals - black and white, male and female. Important literary critical responses during the 19th and the 20th centuries have come from African American authors, who have addressed and re-worked Stowe’s novel from diverse vantage points and in different genres. This class focuses on selected literary responses by African American writers and intellectuals with a particular focus on the multidimensional and polysemic dialogues, which their revisions have opened up. Starting out from Stowe’s novel itself, we will study the 19th-century responses by Frederick Douglass and Frances Ellen Watkins Harper and the 20th-century postmodern re-workings by Ishmael Reed and Toni Morrison.</p> <p>Please purchase and read the Norton critical edition from 2018, edited by Elizabeth Ammons of Harriet Beecher Stowe’s „Uncle Tom’s Cabin“ (1852). Also purchase and read Ismael Reed, „Flight to Canada“ (1976) and Toni Morrison, „Beloved“ (1987). Frederick Douglass’s novella “The Heroic Slave” (1853) and Frances Ellen Watkins Harper’s poem “Eliza Harris” (1853) can be accessed online at https://docsouth.unc.edu/neh/douglass1853/douglass1853.html https://docsouth.unc.edu/neh/douglass1853/douglass1853.html and https://www.poetryfoundation.org/poems/52447/eliza-harris respectively.</p> <p>Additional reading materials will be made available on Stud.IP at the beginning of the semester.</p>			

ang619 – Contexts of Language Teaching and Learning			
3.02.190	Seminar: Intercultural Communicative Competence (BA level)	Prof. Dr. Wolfgang Gehring	Tue.: 14:00–16:00 online ECTS: 6 CP
3.02.191	Seminar: The Plurilingual Classroom (BA level)	Dr. Sylke Bakker	Mon.: 08:00–10:00 online ECTS: 6 CP
<p>Contents:</p> <p>Starting with (pre-service) teachers' individual language learning histories, the module is designed to explore the transition from conventional monolingual approaches towards a more flexible, plurilingual classroom practice.</p> <p>Identifying relevant models of intercultural communication, e.g. Byram (1997), influential research in the field of translanguaging, e.g. García (2009, 2017) and documents published by the European Council, pre- and in-service teachers are expected to use self-directed learning as a prerequisite for a thorough comprehension of topics in the field in order to display a sophisticated level of academic discourse in plenary sessions. The idea of a "flipped classroom" can be employed in order to facilitate pair and group work later on, i.e. when working on specific products. The whole course is designed to be process- and product-orientated. Hence, pre-service teachers are asked to share details of their learning process by uploading notes and comments to StudIP. While all participants are required to study all the reference mentioned in the teaching unit in order to reach the same standard of theoretical preparation, there is more choice when it comes to case studies and materials from classroom practice.</p> <p>Due to the complexity of the field, it is crucial to focus on a limited number of aspects connected to the plurilingual approach, while raising awareness for current research and influential documents such as the CEFR, FREPA, etc. In order to encourage interaction and collaboration among (future) FL teachers, tasks are designed to yield products such as infographics or (TED-talk style) presentations.</p> <p>Equipped with a sound basis of knowledge about plurilingual practices, higher thinking skills are encouraged in order to enable (future) teacher practitioners to quickly evaluate and adapt content. Therefore, command words such as "examine", "evaluate" and "assess" frequently feature in the tasks chosen, particularly regarding essay and research questions</p>			

ang619 – Contexts of Language Teaching and Learning

3.02.191	Seminar: Dimensions of Diversity (BA level)	Dr. Sylke Bakker	Wed.: 08:00–10:00 online 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. Starting with the PISA results in 2001, 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. 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.</p> <p>How can equality, diversity and inclusion actually be put into practice? What are practical tools for pluralistic approaches in TESOL classes? 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>			

ang620 – Teaching Literature and Culture			
3.02.200	Seminar: Media Literacy in ELT (BA level)	Dr. Birte Sause	Mon.: 10:00–12:00 online ECTS: 6 CP
3.02.201	Seminar: Multiculturalism and Literature (BA level)	Dr. Sylke Bakker	Mon.: 10:00–12:00 online 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 80s to the present. Questions of national identity will be covered as well as cultural, political and religious issues. 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> <p>Hanif Kureishi, <i>The Buddha of Suburbia</i>, 1990 Hanif Kureishi, <i>The Black Album</i>, 1995 Arundhati Roy, <i>The God of the Small Things</i>, 1997 Zadie Smith, <i>White Teeth</i>, 2000 Monica Ali, <i>Brick Lane</i>, 2000 Rose Tremain, <i>The Road Home</i>, 2007 Amanda Craig, <i>Hearts and Minds</i>, 2009 John Lanchester, <i>Capital</i>, 2013</p> <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. Recent discussions on Britains colonial past and the „black-lives-matter“ discussion will also be taken into account. Relevant reading in this field comprises:</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) 			

ang622 – Elective Module

3.02.221	Seminar: Britain and Europe (BA level)	Dr. Richard Stinshoff	Thu.: 16:00–18:00 online ECTS: 6 CP
3.02.220	Seminar: Screening Europe: Representations of Europe in US-American Film and TV (BA level)	Lea Brenningmeyer	date and time: tba online ECTS: 6 CP
<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 new Spider-Man: Far from Home movie (2019). This is just one example of a common trope in US-American film: the trip to Europe. TV series also dedicate special “vacation episodes” to certain cities in Europe. In each of these cases, a certain notion of Europe, European cities, and Europeans is constructed. These notions are filled with stereotypes, myths, and romantic ideas, which include among others sexual freedom, cheap alcohol, and old castles. No matter how different these films and TV series are, each of these representations reproduces but also constructs certain stereotypes regarding Europe, certain parts of Europe, and the people who live there.</p> <p>In the seminar, we will look at different representations of Europe in film and TV. With a representation-critical approach, 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 stereotypical 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 but it is also open to University of Oldenburg students.</p>			

ang931 – Language and Society			
3.02.930	Seminar: World Englishes (MA level)	Prof. Dr. Ronald Geluykens	Thu.: 14:00–17:00 online ECTS: 6 CP
3.02.931	Seminar: Lexical Semantics (MA level)	Prof. Dr. Ronald Geluykens	Thu.: 17:00–20:00 online ECTS: 6 CP

ang951 – Linguistics and Cognition			
3.02.950	Seminar: The Sounds of Language (MA level)	Prof. Dr. Marcel Schlechtweg	Wed.: 08:00–10:00 online ECTS: 6 CP

ang971 – Culture and Difference			
3.02.970	Seminar: Anthropology in Contempo- rary Anglophone Fiction (MA level)	Prof. Dr. Anton Kirchhofer	Tue.: 10:00–12:00 online ECTS: 6 CP

ang981 – The Canon and the Margins			
3.02.980	Seminar: Polarizing Fiction: Science in Popular Literature (MA level)	Dr. phil. Anna Auguscik	Thu.: 10:00–12:00 online ECTS: 6 CP

ang991 – Media and Markets

3.02.990	Seminar: Little Women Through the Ages: Film Adaptations of Louisa May Alcott's Classic Children's Story	PD Dr. Michaela Keck	Tue.: 12:00–14:00 online ECTS: 6 CP
3.02.991	Seminar: Cult Media: The Production, Distribution, and Reception of Alternative Media	Dr. Michael Fuchs	date and time: tba online ECTS: 6 CP

ipb611 – Elective Module

3.05.471	Seminar: Psychology of Music and Wellbeing	Prof. Dr. Gunter Kreutz	Mon.: 10:00–12:00 online ECTS: 6 CP
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ges970 – Entangled Histories

4.02.035	Seminar: Collaborative Research Seminar with Stockholm University	Prof. Dr. Dagmar Freist	course dates: tba location: tba ECTS: 6 CP
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ges974 – Theories and Ideas			
3.05.471	Seminar: Psychology of Music and Wellbeing	Prof. Dr. Gunter Kreutz	Mon.: 10:00–12:00 online ECTS: 6 CP
1.01.533	Seminar: The Force of Non-Violence – How Solidarity Will Reshape Europe and the World	Dr. Carla Schriever	Wed.: 14:00–16:00 online ECTS: 6 CP
1.01.802	Seminar: Digital Learning Materials – Design, Development and Evaluation	Dr. Victoria Marin	Fri.: 12:00–14:00 online ECTS: 6 CP
	<p>Contents:</p> <p>In this seminar, the main phases of instructional design in e-Learning will be covered from a theoretical perspective but, mainly from a practical projection through project work, following a research-based learning approach. During this process, you will be able to design a concept for an e-Learning course and develop it choosing from a broad range of digital tools that you will try out during the seminar.</p> <p>This course is expected to be conducted largely through hand-on exercises with laptops/tablets, although a theoretical and critical perspective through analysis and discussions will be present as well.</p> <p>The course will be held in English but the tasks, interventions and evaluation of the seminar can be in German.</p>		
10.11.257	Seminar: Psychology for Pedagogues	Dipl.-Psych. Katharina Fitzpatrick	Mon.: 14:00–16:00 online ECTS: 6 CP
	<p>What are we going to learn initially and how can we use this knowledge in future? We will be looking at developmental psychology as background knowledge relevant to any individual we wish to understand better: How do children with their individual biological traits such as temperament develop within the social psychological framework of family or home care situation. What resulting motivational state is the individual likely to have towards (un)interesting tasks on the basis of this life history? And what can we do with this knowledge (pedagogical psychology)? (Course language is obviously English)</p>		