

A world map in shades of teal and orange is positioned in the background. In the top right corner, there is a white owl icon with large eyes, enclosed in a speech bubble shape.

European Studies in Global Perspectives

Course Overview

Winter Term 2022/23

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 Cultural History	6 ECTS
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

Elective Modules

ang620 – Teaching Literature and Culture	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
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	Dr. Sunday Omwenyeke, Tobias Linnemann	Fri., 27 Jan.: 16:00–20:00; Sat., 28 Jan., and Sun., 29 Jan.: 10:00–19:00 room: tba 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 Cultural History

3.02.120	Seminar: Reading Moby-Dick in the Twenty-First Century (BA Level)	Dr. Michael Fuchs	Wed.: 16:15–17:45 online ECTS: 6 CP
<p>Contents:</p> <p>„Call me Ishmal“--even if you haven't read MOBY-DICK, you likely know it's opening line. MOBY-DICK is repeatedly listed among the great American novels (if not THE great American novel) and has been adapted in numerous media and has been referenced across popular culture.</p> <p>This seminar will consist of two main parts: in the first half (or, rather, two thirds) of the semester, we will dive into MOBY-DICK; in the final part of the semester, we will explore the continued presence of MOBY-DICK (and Moby Dick) in post-World War II (popular) culture. Accordingly, we will discuss various adaptations and dissect various cultural artifacts in which MOBY-DICK and/or Moby Dick play(s) a prominent role.</p> <p>This seminar will be online. It will alternate between asynchronous assignments (in particular in the first few weeks) and live meetings (where students, however, will have the option to participate asynchronously instead of live, as well).</p> <p>Tentative Schedule:</p> <p>Week 1: Seminar Overview (pre-recorded video) Weeks 2-4: Reading weeks (i.e., read MOBY-DICK; no meetings, but there will be a variety of online tasks) Week 5: The American Whaling Industry in the Nineteenth Century Week 6: MOBY-DICK and America Week 7: (American) Romanticism Week 8: Down the Belly of the Whale Week 9: Energy and the Deep Blue Sea Weeks 10-13: I'll provide a selection of adaptations (films, comics, novels, etc.) we could discuss; students will decide which ones we will, in fact, discuss Week 14: Wrap-Up</p>			

ang612 – Periods and Key Figures in Literary Cultural History			
3.02.121	Seminar: Rewriting History: Historiographic Metafiction and the English Novel in the 1980s (BA Level)	Dr. Christian Lassen	Wed.: 08:15–09:45 A01 0-010 a ECTS: 6 CP
<p>Contents:</p> <p>Inquiries into the representation of history are of pivotal relevance for an academic field, such as literary and cultural studies, whose principle claims are based on the idea that the past continues to exercise its influence over the present and that, consequently, our identities and our sense of self do not come from inside ourselves so much as from a pre-existing, all-encompassing culture. Historiography (and thus the writing of history) has in fact always been a contested academic field, ranging from Leopold von Ranke’s (pseudo-)empiricist nineteenth-century call to represent history „as it actually happened“ („wie es eigentlich gewesen ist“) to Walter Benjamin’s modern insight that „all history is written by the victor“. More recently, historians like Hayden White and literary scholars like Linda Hutcheon have encouraged an understanding of history as narrative and narration that allows them and other postmodern scholars to question and deconstruct history’s ‚grand narratives‘, which have, over time, come to present themselves as monolithic truths. The 1980s were then witness to the emergence of a genre – historiographic metafiction – that has since been particularly resourceful when it comes to interrogating, revising, and subverting obsolete historical truisms through literary representations that now put forward numerous non-normative voices and points of view. In this seminar, we will discuss three texts that rewrite history in this particular way: Graham Swift’s <i>Waterland</i> – a regional intervention that juxtaposes local and global history by presenting a middle-aged history teacher who writes an alternative history of his home, The Fens; Penelope Lively’s <i>Moon Tiger</i> – a feminist intervention told from the perspective of a war correspondent who comes to re-envision World War II and the end of the Empire in her very own ‚history of the world‘; and finally, Alan Hollinghurst’s <i>The Swimming-Pool Library</i> – a queer intervention that provides an alternative account of twentieth-century history from a gay male point of view that discloses homophobic violence and discrimination, even as it exposes the dilemma of a narrator/biographer whose complicity with the workings of homosociality cannot bring him to completely dissociate himself from the very forces that produce his subjection.</p> <p>Please buy and read:</p> <ul style="list-style-type: none"> - Swift, Graham. <i>Waterland</i>. 1983. London: Picador, 2010. Print. - Lively, Penelope. <i>Moon Tiger</i>. 1987. London: Penguin, 2015. Print. - Hollinghurst, Alan. <i>The Swimming-Pool Library</i>. 1988. London: Vintage, 2015. Print. 			

ang613 – Regional Literatures and Cultures

3.02.131	Seminar: Postcolonial Inter-textuality (BA Level)	Prof. Dr. Julia Wurr	offered as a block seminar in Feb. ECTS: 6
3.02.130	Seminar: Climate Change and Environmental Justice in Contemporary Canadian Fiction (BA Level)	Dr. Anna Auguscik	Thu.: 12:15–13:45 A07 0-031 ECTS: 6 CP
<p>Contents: http://wiki.angl-am.uni-oldenburg.de/index.php/2022-23_AM_Climate_Change_and_Environmental_Justice_in_Contemporary_Canadian_Fiction</p>			

ang614 – Genres: Cultural, Historical and Theoretical Perspectives

3.02.140	Seminar: As the World Falls Down: Representing Culture in the American Postapocalyptic Novel (BA Level)	Rebecca Käpernick, M.A.	Tue.: 10:15–11:45 A01 0-009 ECTS: 6 CP
<p>Contents: The postapocalypse is a popular device in literature that discusses the future after catastrophic events and the societal and environmental changes that follow. This course will introduce students to the postapocalyptic genre and the idea of cultural practices as a means of resilience in the following novels: In Octavia E. Butler's <i>Parable of the Sower</i> (1993) a young woman creates her own religion in a dystopian world of corruption and environmental devastation; in Cormac McCarthy's <i>The Road</i> (2006) a father and his son survive on tales of old and their own company, and Emily St. John Mandel's <i>Station Eleven</i> (2014) features a travelling group of actors, who perform Shakespeare 20 years after a devastating pandemic. We will discuss how speculations about the future in literature can be relevant for contemporary issues, which genre conventions are connected to the postapocalypse, and what power relations and discourses are focused on in stories of the end of the world. Please purchase and read the following novels in the given order: Octavia Butler. <i>Parable of the Sower</i>. 1993 Cormac McCarthy. <i>The Road</i>. 2006. Emily St. John Mandel. <i>Station Eleven</i>. 2014. (Disclaimer: The literature to this course features descriptions of physical and sexual violence and cannibalism.)</p>			

ang615 – Motives – Themes – Issues (and their Media)			
3.02.151	Seminar: Representations of the Underground Railroad in American Literature and Film (BA Level)	PD Dr. Michaela Keck	Wed.: 12:15–13:45 A01 0-009 ECTS: 6 CP
<p>Contents:</p> <p>John Winthrop, Puritan leader and first governor of Massachusetts, famously described the British colony in the New World as a „city upon a hill.“ Winthrop’s city established „a model of the American national imagination“ (Bercovitch) and epitomized an exceptionalist narrative that imagined „the eyes of all people [...] upon“ the Puritans. American cities have since often been associated with the future; however, this future has not always been defined by technological superiority and wealth, with actualizing the seemingly unlimited potentials of the New World. Indeed, post-apocalyptic American cities seem to permeate the popular imagination just as much as optimistic portrayals of American cities.</p> <p>In this seminar, we will discuss representations of various post-apocalyptic American cities. While introductory lectures will trace these representations to the early days of the American national project, our focus will be on cultural artifacts produced since the early twentieth century. We will (largely) progress chronologically through various media.</p> <p>Likely texts:</p> <ul style="list-style-type: none"> - Jack London, The Scarlet Plague (novella, 1912) - W.E.B. Du Bois, „The Comet“ (short story, 1920) - Quiet, Please! (radio program, select episodes, 1947-1949) - Dimension X (radio program, select episodes, 1950-1951) - Richard Matheson, I Am Legend (novel, 1954) + I Am Legend (movie, 2007) - The World, the Flesh, and the Devil (movie, 1959) - On the Beach (movie, 1959) - Judge Dredd (select comics from the late 1970s and 2012 movie) - The Walking Dead (select comics and pilot episode of original TV series) - Colson Whitehead, Zone One (novel, 2011) - The Last of Us (videogame, 2013) - Jeff Vandermeer, Borne (novel, 2017) - Blade Runner 2049 (movie, 2017) 			

ang622 – Elective Module

3.02.221	Seminar: Britain in the 2020s: looking for a role between Europe and the Anglosphere (BA Level)	Dr. Richard Stinshoff	Thu.: 16:15–17:45 A07 0-031 ECTS: 6 CP
3.02.220	Seminar: Screening Europe: Representations of Europe in US-American Film and TV (BA Level)	Lea Brenningmeyer	Fri., 4 Nov.: 16:15–17:45, Sat., 26 Nov., Sat., 21 Jan. and Sun., 22 Jan.: 10:15–15:45 room: tba ECTS: 6 CP

Contents:

“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.

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:

- 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?

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.

ang619 – Contexts of Language Teaching and Learning			
3.02.191	Seminar: Dimensions of Diversity (BA Level)	Dr. Sylke Bakker	Mon.: 08:15–09:45 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

3.02.190	Seminar: Beginning Language Learners (BA Level)	Prof. Dr. Wolfgang Gehring	Mon.: 18:15–19:45 A07 0-031 ECTS: 6 CP
3.02.192	Seminar: Purilingualism in the EFL Classroom (BA Level)	Christian Kramer, M.A.	Tue.: 08:15–09:45 A14 1-113 ECTS: 6 CP
<p>Contents:</p> <p>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> <p>Key Words: plurilingualism, multilingualism, translanguaging, plurilingual competence, English as a Foreign Language, English as multilingua franca, intercomprehension, mediation, language learning/teaching, learner empowerment,</p>			

ang620 – Teaching Literature and Culture			
3.02.200	Seminar: Media Literacy in ELT (BA Level)	Dr. Birte Sause	date and time: tba room: tba ECTS: 6 CP
3.02.201	Seminar: Multiculturalism and Literature (BA Level)	Dr. Sylke Bakker	Mon.: 16:15–17:45 A06 0-001 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> <ul style="list-style-type: none"> • 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>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.</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:</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>[...]</p> <p>Participants are expected to:</p> <ul style="list-style-type: none"> - provide commentaries on topics discussed in class. - submit samples of work-pass a test at the end of term. 			

ang931 – Language and Society

3.02.930	Seminar: World Englishes (MA Level)	Prof. Dr. Ronald Geluykens	Thu.: 14:15–16:45 JJW 2-234 ECTS: 6 CP
3.02.931	Seminar: Lexical Semantics (MA Level)	Prof. Dr. Ronald Geluykens	Thu.: 17:15–19:45 A07 0-025 ECTS: 6 CP

ang951 – Linguistics and Cognition

3.02.950	Seminar: Phonetic Data Analysis (MA Level)	Prof. Dr. Marcel Schlechtweg	Wed.: 16:15–19:45 A01 0-010 a ECTS: 6 CP
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ang971 – Culture and Difference

3.02.970	Seminar: Me Too: Revisionist Mythmaking in the Fiction of Margaret Atwood, Madeleine Miller, and Pat Barker (MA Level)	PD Dr. Michaela Keck	Tue.: 14:15–15:45 A04 4-411 ECTS: 6 CP
<p>Contents:</p> <p>The past five years have seen a remarkable renaissance of classical myth in the revisionist writings of anglophone women authors. Whether it is Natalie Haynes' <i>The Children of Jocasta</i> (2017), Madeleine Miller's <i>Circe</i> (2018), Pat Barker's <i>The Silence of the Girls</i> (2018), or Jennifer Saint's <i>Ariadne</i> (2021) – the list is by no means complete – what their revisionist mythmaking shares is a concern with women's experiences, stories, and perspectives. Traditionally, classical myth and their later re-narrations by male authors have either cast women's figures in formulaic female subject positions or barely deemed their stories worth mentioning. As the list shows, we are still haunted by these gaps, even though we might rightfully ask what Ismene and Jocasta, Circe, Briseis, Ariadne, and other (marginalized) women figures in classical myth, still have to tell us. What contemporary issues and concerns do their stories respond to that continue to make them relevant? And in what ways do these issues and concerns throw light on the figures whose stories we think we already know from ancient myth, or that we do not know at all? ...</p> <p>[Please continue reading on the next page]</p>			

ang971 – Culture and Difference

	<p>In what ways do these revisionist storytellings converse with, even reject, male-authored re-writings of classical myth? What outlooks do the stories of and about these ancient women offer? In this course, we will try to find answers to these questions, while also studying some critical perspectives in the vast field of myth theory. Please purchase and read the following novels (they are listed in the order in which we will discuss them):</p> <ul style="list-style-type: none"> - Pat Barker. <i>The Silence of the Girls</i>. 2018. (Preferably the Penguin edition.) - Margaret Atwood. <i>The Penelopiad</i>. 2005. - Madeleine Miller. <i>Circe</i>. 2018. <p>A syllabus and further information about the course, active participation, as well as some reading materials will be made available on Stud.IP at the beginning of the winter semester.</p>
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ang981 – The Canon and the Margins

3.02.980	Seminar: Island Literature (MA Level)	Karsten Levihn-Kutzler	Fri.: 10:15–13:45 (biweekly) V02 0-003 ECTS: 6 CP
<p>Contents:</p> <p>Islands are one of the most enduringly productive motives in Western literature. Islands can be lost paradises or penal colonies, places of exotic allure or gothic nightmares, of utopian promise or of untouched nature. You may find pirate treasure, lairs of supervillains, or the last surviving dinosaurs.</p> <p>In the seminar, try to understand what makes island spaces such an appealing setting for literary texts and look at a few examples from the rich tradition of island texts in modern anglophone literature. We will pay particular attention to the notion of islands as laboratories – small, isolated pockets of space, where social, psychological, or biological processes can be observed, and new forms of social and political organization are be tried out.</p> <p>Please buy and read:</p> <ul style="list-style-type: none"> - Kanul Basu: <i>Racists</i> (ISBN 978-0753821503) - H.G. Wells: <i>The Island of Doctor Moreau</i> (preferably Penguin Classics, ISBN 978-0141441023) - Daniel Defoe: <i>Robinson Crusoe</i> (make sure to get an unabridged version, preferably Oxford World Classics, ISBN 978-0-19-955397-6) 			

ang981 – The Canon and the Margins

3.02.981	Seminar: Muslim American Cultures (MA Level)	Dr. Alena Cicholewski	Fri.: 14:15–15:45 A10 1-121a ECTS: 6 CP
<p>Contents:</p> <p>This seminar will introduce students to Muslim American histories and cultures through diverse visual representations of Muslim Americans. Selected pieces of photography and visual art as well as film scenes will raise awareness for stereotypical representations of Muslim Americans, while cultural artifacts produced by Muslim artists will illustrate how those stereotypes can be disrupted. Additionally, this seminar will cover graphic novels by Muslim American writers: Toufic El Rassi's „Arab in America“ (2007) and G. Willow Wilson's „Ms. Marvel: No Normal“ (2014). Toufic El Rassi's graphic memoir „Arab in America“ addresses his struggles of growing up as a Lebanese immigrant in the United States and his experiences with post-9/11 Islamophobia. In contrast to the more realist mode of representation in El Rassi's work, G. Willow Wilson's „Ms. Marvel: No Normal“ is the first volume of a superhero comic series that features Muslim Pakistani American teenage protagonist Kamala Khan whose secret superhero identity is shaped by her religious orientation and whose desire to fit into Anglo-American mainstream society is thwarted by her classmates' xenophobic and islamophobic prejudices. We will pay special attention to the graphic novels' narrative structure and style as well as to the ethical, social, political, and cultural issues they raise.</p> <p>Students will be asked to purchase their own copy of Toufic El Rassi's „Arab in America“ (2007) and G. Willow Wilson's „Ms. Marvel: No Normal“ (2014). Other reading material (including secondary literature) will be made available through Stud.IP.</p>			

ang991 – Media and Markets

3.02.990	Seminar: The Postcolonial Bildungsroman in Historical Perspective (MA Level)	Prof. Dr. Julia Wurr	Wed.: 10:15–11:45 V02 0-003 ECTS: 6 CP
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Elective Modules - Cluster 2

ges970 – Entangled Histories			
4.02.056	Seminar: Embodied socialism: power, politics, and everyday life	Dr. phil. Alina Jasina-Schäfer	Mon.: 10:15–11:45 A06 5-531 ECTS: 6 CP
<p>Contents:</p> <p>This seminar provides an introduction to historiography of socialism through the lens of individuals. The transformation of individuals could be considered central to the socialist project. Minds and bodies were set to be revolutionized into utopian ideal persons - new communist wo/man, emancipated, efficient, caring, and re-productive. Although the “work on the self” was an integral part of the socialist ideology, this project was never completely consistent, easily implemented nor ever fully achieved.</p> <p>In this seminar we will explore in depth how the socialist states sought to fashion its citizens into subjects, how people embraced and questioned the dominant paradigms of selfhood. By looking at how socialism was envisioned and embodied by different actors, we will problematize the images of “real existing socialism” but also question the binaries between domination/resistance, socialism/liberalism, public/private, state/society. Transcending these binaries we will seek an alternative conceptualization of socialist history grounded in multiple circulations of power and the co-existence of different liberal principles.</p> <p>The seminar is designed in a hybrid format combining in person and online meetings. The main focus will be laid on the Soviet Union after 1953, with some readings dedicated to Central and Eastern Europe. Students are furthermore encouraged to extend to other socialist states in their individual projects. The first part of the seminar will be dedicated to different theoretical approaches that can account for individual agency, embodied experience, and the exercise of state power under socialism. We will look in particular at the lens of biopolitics, materialism, and everydayness. The second part will scrutinize briefly the methods for studying embodied socialism. Over the course of the third part we will ask how the modern power of socialist state manifested itself through control of bodies, defined by gender, sexuality, dis/ability, race, and how these different bodies, in turn, experienced and designed their own ways of being.</p>			
4.02.163	Seminar: Einführung in die arabische Sprache und Kultur	Faeika Hawijah	Wed.: 10:15–11:45 A13 0-006 ECTS: 3 CP

ges974 – Theories and Ideas

3.05.483	Seminar: Psychology of Music and Wellbeing	Prof. Dr. Gunter Kreutz	Mon.: 10:15–11:45 A09 0-004 ECTS: 3 CP
1.02.044	Seminar: Areas of development and developmental disabilities. Focus: Mental development. (English and German)	Karoline Falk	Thu.: 14:15–15:45 JJW 1-112 ECTS: 3 CP
<p>Contents: This seminar will be taught in English. Attendees will have an advantage should they choose to apply for an ERASMUS-programme. Should the student choose complete their graded work for this module in this seminar, they will be able to write/ present in either English or German.</p> <p>Content: The seminar will focus on areas of development and developmental disabilities, concentrating mainly on cognitive development. Other fields of development and disability will also be discussed in relation to the field of cognitive development. Important definitions will be provided both in Englisch and German (as will explanations, when necessary). English and German literature references will be used and provided for deeper understanding.</p> <p>Structure/ Organisation: The seminar will run in a fortnightly cycle - alternating between online sessions (meetings via Big-Blue-Button) and self-reliant work each second week (no meeting; exercises for revising the input, preparing the next session and working scientifically will be provided for each second week).</p> <p>For more information, please see the provided schedule, or contact me via my E-Mail (karoline.falk1@uni-oldenburg.de).</p>			

Elective Modules - Cluster 2

