

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

Summer Term 2023

### 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
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
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	Sunday Omwenyeke	Fri., .: 16:00–20:00, Sat., ., and Sun., .: 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
<p><b>Please note:</b></p> <p>*You will have a German placement test organized by the Language Center in the Welcome Week to determine which course level is appropriate.</p>			

lan520 – Language 2 (optional second EuGI semester)			
###	Excercise: 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: Postcolonial Medievalisms: A Case Study of Global Chaucer Reception (BA Level)	lecturer: tba	Thu.: 08:15–09:45 A06 0-001 ECTS: 6 CP
3.02.981	Seminar: Tolkien's The Hobbit and The Lord of the Rings (BA Level)	Prof. Dr. Norbert Schurer	Mon., 17 Jul., – Thu., 20 Jul., and Mon., 24 Jul., – Wed., 26 Jul.: 10:15–13:45 A01 0-010 b ECTS: 6 CP

ang614 – Genres: Cultural, Historical and Theoretical Perspectives			
3.02.140	Seminar: Nature and Post-Nature in the Anthropocene: Anglo-American New Nature Writing (BA Level)	PD Dr. Michaela Keck	Wed.: 12:15–13:45 A13 0-028 ECTS: 6 CP
<p>Contents:</p> <p>In this class, students will learn theoretical perspectives and critical approaches to examine literary texts from an ecocritical perspective in the context of the Anthropocene. The term Anthropocene refers to our present era of environmental destruction and crisis, in which human activities are said to amount to geological forces, the effects of which are experienced by different groups of humans and nonhumans in differing, and often highly unequal, ways. The course focuses on the genre of American and British (new) nature writing, a genre that, specifically in England, has undergone a remarkable renaissance during the past two decades. Considered as a genre that privileges the perspectives of white male explorers of the outdoors and a realistic mode of representation, our course begins with a complication of this view by first discussing an African American text – Eddy L. Harris's <i>Mississippi Solo</i> (1988) – before we turn to two recent examples of the British new nature writing by an English male and a Scottish female writer respectively.</p> <p>Please purchase and read the following books (there is no preferred edition):            Eddy L. Harris, <i>Mississippi Solo</i> (1988).            Robert Macfarlane, <i>The Wild Places</i> (2007).            Kathleen Jamie, <i>Sightlines</i> (2012).</p>			
3.02.141	Seminar: Nature Poetry	Karsten Levihn-Kutzler	Fri.: 10:15–13:45 A14 0-030 ECTS: 6 CP

ang615 – Motives – Themes – Issues (and their Media)			
3.02.150	Seminar: Whispers from the Closet: Re- presenting the „Unspeakable“ in Literature and Film (BA Level)	Dr. Christian Lassen	Wed.: 08:15–09:45 A01 0-009 ECTS: 6 CP
<p>Contents:</p> <p>Inquiries into mainstream culture’s representations of otherness are of key relevance for an academic field like literary and cultural studies, whose principal claims are based on the idea that culture has an all-encompassing influence on identity formation, both collective and individual, and that, consequently, our identities and our sense of self do not come from inside ourselves so much as from a pre-existing culture that determines intelligible ways of living, while it disciplines allegedly unintelligible ones. In other words, it is through cultural representations – and thus largely through novels, plays, and movies, etc. - that we learn what it means to be different in a normative culture. And paradoxical as it may sound, when it comes to sexual difference, this learning process was, up until the end of the twentieth century, largely informed by misrepresentation, or even non-representation, as the vigilant influence of censorship and anti-gay legislations banned examples of queer life and queer role models to a space of virtual invisibility: the closet. While the Lord Chamberlain’s Office and the BBFC (British Board of Film Censors) monitored Britain’s theatres and her film industry closely, the Motion Picture Production Code, or Hays Code, meticulously classified a number of violations, including „sex perversion“ and other allegedly undesirable contents, deemed inappropriate or even offensive in classical Hollywood cinema. Unsurprisingly, these institutions took ample liberties to rewrite, distort, or even delete material in order to render queer life, or at least positive images of queer life, invisible. As a result, any kind of (positive self-) identification with queer cultural role models was obliterated.</p> <p>And yet, writing under the influence of censorship and anti-gay legislations allowed many nineteenth- and twentieth-century novelists, playwrights, and filmmakers to develop and explore the numerous subtle ways by which „unspeakable“ lesbian and gay subtexts could be communicated and placed in a text. Bargaining on the deep gulf between queer knowledge and heteronormative incomprehension (and thus on the truism that ‚it takes one to know one‘), these artists made use of various genres (Victorian gothic; horror; film noir; seafaring tales; westerns; musicals; boarding school dramas; etc.), ...</p> <p>[continue reading on the next page]</p>			

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

... various stock characters (the double; the ,handsome sailor‘; the ,apparitional‘ lesbian; the femme fatale; the tomboy; the ,artistic‘ teenager; etc.), and various modes of performativity (camp; parody; pastiche; intertextuality; etc.) to undermine the regimes of censorship and to render queer characters visible – at least between the lines. In order to analyse the management of (non-) knowledge and compulsory (in-)comprehension that govern the open-secret structures of the closet, we are going to take a closer look at the contexts and the specific formal and function designs of R.L. Stevenson’s Victorian gothic novel *Strange Case of Dr Jekyll and Mr Hyde*, Herman Melville’s seafaring tale *Billy Budd, Sailor*, Alfred Hitchcock’s film noir classic *Rebecca* (based on the eponymous novel by Daphne du Maurier); David Butler’s western musical *Calamity Jane* (starring Doris Day); and Peter Weir’s boarding school film *Dead Poets Society*. In addition, the documentary film *The Celluloid Closet* (based on Vito Russo’s pioneering study of the same title) will provide as with a historical overview of the representation of homosexuality in the movies. So please read and watch the following

PRIMARY TEXTS (Mandatory Texts)

Novellas:

Stevenson, Robert Louis. 1886. *Strange Case of Dr Jekyll and Mr Hyde and Other Tales*. Oxford: OUP, 2008. Print.

Melville, Herman. 1924 [1891]. *Billy Budd, Sailor and Selected Tales*. Oxford: OUP, 2009. Print.

Documentary Features:

*The Celluloid Closet*. Dir. Rob Epstein and Jeffrey Friedman. HBO, 1995. Pro Fun Media, 2004.

Movies:

*Rebecca*. Dir. Alfred Hitchcock. Perf. Joan Fontaine, Laurence Olivier, Judith Anderson. United Artists, 1940. Alfred Hitchcock Collection. Great Movies, 2015. DVD.

*Calamity Jane*. Dir. David Butler. Perf. Doris Day and Howard Keel. Warner Bros., 1953. Warner Home Video, 2020. DVD.

*Dead Poets Society*. Dir. Peter Weir. Perf. Robin Williams, Robert Sean Leonard, Ethan Hawke. Touchstone, 1989. Disney Home Entertainment, 2002. DVD.

ang615 – Motives – Themes – Issues (and their Media)			
3.02.151	Seminar: Tradition and Modernity in Anglophone West African Literature: From Folklore to Futurism (BA Level)	lecturer: tba	Thu.: 10:15–11:45 A06 0-001 ECTS: 6 CP
<p><b>Contents:</b></p> <p>This seminar explores the different ways in which the interplay of ‘tradition’ and ‘modernity’ has been negotiated in anglophone West African literature since the early twentieth century. The course also theorises and problematizes the concepts of ‘tradition’ and ‘modernity’, especially with regard to colonial and neo-colonial discourse patterns, the problems of cultural binarisms, and contemporary theories of transculturalism, globalisation and multiple modernities.</p> <p>The course welcomes students who are new to African literature, as well as those who already have some previous knowledge of the subject. Depending on students’ previous knowledge, the seminar begins (if required) with an introduction to the general social, cultural and literary history of West Africa, followed by a more specific focus on the colonial and postcolonial period, and more specialised study of the themes listed above.</p> <p>Specific patterns of cultural contact and change will be studied through older texts as well as texts which remember or re-construct the colonial period from a later vantage point. We will trace the flowering of anglophone postcolonial literature in different West African countries since World War 2, at the transcultural meeting point between colonial/European/international influences on the one hand and the continuing importance (and dynamic transformation) of indigenous traditions on the other. The course considers such issues as literary form, language use, local and international audiences, publishing and marketing, anticolonialism, nativism vs. cosmopolitanism, independence, nation-building and politics, gender, emigration, diaspora, and the recent emergence of Africanfuturism as a globally successful cultural phenomenon. Close readings of literary texts from different genres will be connected to relevant theoretical approaches, for instance from postcolonialism, feminism/ womanism, transnationalism and globalisation studies.</p> <p>We will read two books in their entirety; these are Chinua Achebe’s classic novel <i>Things Fall Apart</i> (1958) and Nnedi Okorafor’s novel <i>Lagoon</i> (2014). Student should purchase these in advance (no prescribed editions). In addition, we will read a wide range of shorter texts to be chosen in consultation with students. Possibilities include life writing, short fiction, drama, poetry, history, criticism, and literary and cultural theory, to be made available via our online course platform.</p> <p>Students will gain a good overview of anglophone West African Literature and will be able to relate in-depth analysis of individual primary texts to wider cultural and social debates on tradition and modernity, colonialism and postcolonialism, and transculturalism, both in the region itself and in a wider continental and transcontinental framework.</p>			

ang622 – Elective Module

3.02.221	Seminar: Physics and Fiction (BA Level)	Dr. Anna Auguscik; Priv.-Doz. Dr. Petra Groß, Ph.D.	Wed.: 16:00–18:00 online via Stud.IP, BBB meetings ECTS: 3/6 CP
<p>Contents:</p> <p>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.</p> <p>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 a science novel and science-related short stories. 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 (becoming) physicists and literary scholars, or teachers of either discipline, profit from such a reading?</p> <p>Please, buy and read the following novel and short story anthology:</p> <p style="padding-left: 40px;">Kalfus, Ken. Equilateral. London: Bloomsbury, 2013. [ISBN 978-1-62040-006-7 [Titel anhand dieser ISBN in Citavi-Projekt übernehmen] ; available via Bueltmann &amp; Gerriets; but you may also find used copies on the internet, get a Kindle version, etc.]</p> <p style="padding-left: 40px;">Page, Ra, ed. Litmus: Short Stories from Modern Science Manchester: Comma Press, 2011. [ISBN: 978-1-905583-33-1 [Titel anhand dieser ISBN in Citavi-Projekt übernehmen] ; also available via Bueltmann &amp; Gerriets]</p> <p>PLEASE NOTE: Use the time until the beginning of term to immerse yourself in the reading of the novel and the short story anthology. Additional materials for preparation, as well as the detailed syllabus, will be made available here and/or 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	Fri., 21 Apr.: 16:15–17:45, A01 0-006 Sat., 6 May, Sat., 3 Jun., and Sun., 4 Jun.: 10:15–15:45 A01 0-004 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 „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"> <li>- How is Europe represented?</li> <li>- Which filmic devices are employed to construct or support a certain notion of Europe?</li> <li>- What is represented/suggested/identified as (stereo)typical European?</li> <li>- Which voices are heard, which are not? What is made visible and what remains invisible?</li> </ul> <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 (BA Level)	Dr. Sylke Bakker	Tue.: 10:15–11:45 A06 0-001 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 A01 0-007 ECTS: 6 CP
3.02.192	Seminar: Digital EFL Learning (BA Level)	Christian Kramer	Tue.: 12:15–13:45 A06 0-009 ECTS: 6 CP

ang620 – Teaching Literature and Culture			
3.02.201	Seminar: Multiculturalism and Literature (BA Level)	Dr. Sylke Bakker	Thu.: 10:15–11:45 A01 0-007 ECTS: 6 CP
<p><b>Contents:</b></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            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> <p>Akala, <i>Natives. Race &amp; 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>			

## ang620 – Teaching Literature and Culture

3.02.200	Seminar: Media Literacy in ELT (BA Level)	Dr. Birte Sause	Mon.: 12:15–13:45 V04 0-033 ECTS: 6 CP
3.02.202	Seminar: Why literature (still) matters: Finding, adapting and using literary texts in the EFL Classroom (BA Level)	Dr. Sylke Bakker	Thu.: 12:15–13:45 A01 0-007 ECTS: 6 CP
<p><b>Contents:</b> 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"> <li>• be familiar with arguments in favour of providing a literature-rich learning environment.</li> <li>• 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.</li> <li>• be supplied with teaching resources aimed at different age groups and levels which they can put into practice right away.</li> </ul> <p>Assessment strategy</p> <ul style="list-style-type: none"> <li>- regular participation in class</li> <li>- submission of best practice samples of work</li> <li>- a 100 minute in-class assessment</li> </ul>			

ang931 – Language and Society			
3.02.930	Seminar: World Englishes (MA Level)	Prof. Dr. Ronald Geluykens	Thu.: 14:15–16:45 A01 0-005 ECTS: 6 CP
3.02.931	Seminar: English Historical Linguistics (MA Level)	Prof. Dr. Ronald Geluykens	Thu.: 17:15–19:45 A01 0-005 ECTS: 6 CP

ang951 – Psycholinguistics: Language and the Mind			
3.02.950	Seminar: The English Language: Processing and Acquisition (MA Level)	Prof. Dr. Marcel Schlechtweg	Wed.: 18:15–19:45 A07 0-025 ECTS: 6 CP
3.02.951	Seminar: Bilingualism: Cross-Linguistic Influence in the Domain of Syntax (MA Level)	lecturer: tba	Fri.: 12:15–13:45 A04 4-411 ECTS: 6 CP

ang971 – Culture and Difference			
3.02.970	Seminar: 19th-Century Bioscience in Contemporary Fiction (MA Level)	Prof. Dr. Anton Kirchhofer	Thu.: 10:15–11:45 A10 1-121a ECTS: 6 CP
3.02.971	Seminar: Slavery and Social Reproduction (MA Level)	Prof. Dr. Julia Wurr	Wed.: 10:15–11:45 A01 0-010 a ECTS: 6 CP

ang981 – The Canon and the Margins

3.02.980	Seminar: American Women Writers and the Beginnings of Detective Fiction in the 19th- and Early 20th-Century (MA Level)	PD Dr. Michaela Keck	Tue.: 14:15–15:45 A01 0-010 a ECTS: 6 CP
<p>Contents:</p> <p>This course seeks to undertake some serious recovery work regarding American women writers’ early mystery and detective fiction. 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. 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, crime, and detection in the second half of the nineteenth and the early decades of the twentieth centuries.</p> <p>We will study the following primary materials:</p> <ul style="list-style-type: none"> <li>• Detective fiction by Harriet Prescott Spofford: “In a Cellar” (1859); “Mr. Furbush” (1865); “In the Maguerriwock” (1868) [see Stud.IP]</li> <li>• Anna Katharine Green, <i>The Leavenworth Case</i> (1878). Please purchase the Penguin Classic edition, with an introduction by Michael Sims, 2010.</li> <li>• Mary Roberts Rinehart, <i>The Amazing Adventures of Letitia Carberry</i> (1911). The book is in the public domain and can be downloaded here: <a href="https://archive.org/details/amazingadventur00rinegoog/page/n13/mode/2up">https://archive.org/details/amazingadventur00rinegoog/page/n13/mode/2up</a></li> <li>• Mary Roberts Rinehart, <i>Tish: The Chronicles of Her Escapades and Excursions</i> (1916). The book is in the public domain and can be downloaded here: <a href="https://cdn.fulltextarchive.com/wp-content/uploads/wp-advanced-pdf/1/Tish-The-Chronicle-of-Her-Escapades-and.pdf">https://cdn.fulltextarchive.com/wp-content/uploads/wp-advanced-pdf/1/Tish-The-Chronicle-of-Her-Escapades-and.pdf</a></li> </ul>			
3.02.981	Seminar: Tolkien’s <i>The Hobbit</i> and <i>The Lord of the Rings</i> (MA Level)	Prof. Dr. Norbert Schurer	block seminar date, time: tba room: tba ECTS: 6 CP

## Elective Modules - Cluster 2

ipb611 – Elective Module			
3.05.472	Seminar: Psychology of Music Cognition and Emotion	Prof. Dr. Gunter Kreutz	Mon.: 10:15–11:45 A09 0-004 ECTS: 6 CP
3.03.312	Seminar: Transfer in L3 Acquisition	Dr. Ankeliën Schippers	Wed.: 12:15–13:45 A04 4-414 ECTS: 6 CP
<p>Contents:</p> <p>In today's society, language learners often acquire multiple languages throughout the lifespan. The languages that have been previously learned can positively and negatively influence the acquisition of further languages, a phenomenon known as transfer. Transfer from the L1 into the L2 is something which is relatively well studied, but what happens when we acquire a third language? Will there be transfer from the L1, the L2 or both, and what role do explicit prescriptive instructions (e.g. in classrooms and textbooks) play? These are some of the questions that we will address during this seminar. We will discuss different theories on transfer effects in a third language and methods on how to test such hypotheses. We will focus on transfer effects from German and English into Dutch and look at how these three languages differ and what this means for language acquisition. During the course, you will learn about second and third language acquisition and contrastive linguistics. We will look at what scientific studies have to say about acquiring multiple languages and what kind of advantages it can bring on a general cognitive and linguistics level. You will also learn about psycholinguistic methods and how to set up your own questionnaires and experiments. As a final assignment, you will carry out your own research project which we will develop through the course of the semester and that will be written up in the form of a paper. There is also the possibility of engaging in ongoing research projects.</p>			

ges974 – Theories and Ideas			
4.03.2205	Lecture: Introduction to the Ethics of Artificial Intelligence	Prof. Dr. Maximilian Kiener	Mon.: 16:15–17:45 A10 1-121 ECTS: 3 CP

**ges974 – Theories and Ideas**

3.09.041	Seminar: Transnational Perspectives in Gender Studies	Justine Grace Abrugena	Fri.: 10:15–11:45 A01 0-010 b ECTS: 3 CP
<p>Additional dates:</p> <p>Fri, 05 May 12:15–14:00  Sat, 06 May 10:00–16:00  Fri, 12 May 12:15–14:00  Sat, 13 May 10:00–16:00  Fri, 02 Jun 12:15–14:00  Sat, 03 Jun 10:00–16:00  Fri, 09 Jun 12:15–14:00  Sat, 10 Jun 10:00–16:00  Fri, 30 Jun 12:15–14:00  Sat, 01 Jul 10:00–16:00  Fri, 07 Jul 12:15–14:00  Sat, 08 Jul 10:00–16:00</p>			
3.09.042	Seminar: Sex, Sexuality and Human Rights – African experiences, with a focus on South Africa	Prof. Dr. Sheila Marianne Meintjes; Justine Grace Abrugena	Fri.: 12:15–13:45 A01 0-010 b ECTS: 3 CP
3.09.043	Seminar: Sex, Sexuality and Human Rights – with a focus on India	Prof. Dr. Paula Banerjee; Justine Grace Abrugena	Fri.: 14:15–15:45 A01 0-010 b ECTS: 3 CP



ges974 – Theories and Ideas			
1.02.053	Seminar: Developmental support and participation. Focus: Development in adolescence (a/s)	Dr. Imke Dunkake	Wed.: 08:15–09:45 A13 0-006 ECTS: 3 CP
1.02.060	Lecture: Introduction to cross-categorical Special Education	Prof. Dr. Clemens Hillenbrand	Tue.: 08:15–09:45 A14 1-101 ECTS: 3 CP
10.11.603	Seminar: Designing Digital Learning Materials	M. Sc. Berrin Cefa Sari	Mon.: 12:15–13:45 V02 0-002 ECTS: 3 CP
	<p>Contents:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• For any questions, please drop an email to the module leader or Berrin Cefa Sari.</li> </ul>		