

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 2022

### 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 – 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
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., 24 Jun.: 16:00–20:00, Sat., 25 Jun., and Sun., 26 Jun.: 10:00–19:00 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: Shakespeare and Politics (BA Level)	Dr. Galena Hashhozheva	Fri.: 10:15–11:45 A01 0-005 ECTS: 6 CP
3.02.121	Seminar: Kazuo Ishiguro: Memory, Identity, and Unreliability in Fictional Self-Narratives (BA Level)	Dr. Christian Lassen	Tue.: 08:15–09:45 V03 0-D001 ECTS: 6 CP
<p>Contents:</p> <p>Kazuo Ishiguro, winner of the 2017 Nobel Prize in literature, counts among the most prolific and influential writers of our time. His novels, however diverse in range and setting, frequently feature homodiegetic narrators whose accounts of themselves largely rely on the unreliable and fragile forces of memory, which constantly lead them to shape and reshape their identity and their sense of self. Among them, we find Stevens, the exceptional English butler from <i>The Remains of the Day</i>, who glosses over his wasted chances by clinging to professional ideals of dignity and restraint; Christopher Banks, the master detective from <i>When We Were Orphans</i>, who loses himself in his childhood traumas as he tries to find his allegedly abducted parents in war-torn Shanghai in the mid-1930s; Kathy H., the clone and soon-to-be donor from <i>Never Let Me Go</i>, whose speculative memoir shows how, in this novel, institutionalised miseducation and cultivated non-knowledge lead characters to adopt a view of themselves as living organ farms; and finally, Klara, the ‘Artificial Friend’, a humanoid robot, who eventually comes to embody mankind’s exploitation of the posthuman in Ishiguro’s most recent novel <i>Klara and the Sun</i>. In the seminar, we will explore how all these narrators rearrange fact and fiction, memory and fantasy, so as to produce coherent and consistent self-narratives that will allow them to make sense of their own lives – and how, eventually, they all will have to cope with the inevitable and unalterable fragility of these narratives.</p> <p>Primary Texts (Mandatory Reading)</p> <p>Ishiguro, Kazuo. <i>The Remains of the Day</i>. 1989. London: Faber and Faber, 1999. Print.</p> <p>Ishiguro, Kazuo. <i>When We Were Orphans</i>. 2000. London: Faber and Faber, 2013. Print.</p> <p>Ishiguro, Kazuo. <i>Never Let Me Go</i>. 2005. London: Faber and Faber, 2010. Print.</p> <p>Ishiguro, Kazuo. <i>Klara and the Sun</i>. 2021. London: Faber and Faber, 2022. Print.</p>			

## Elective Modules - Cluster 2

ang614 – Genres: Cultural, Historical and Theoretical Perspectives			
3.02.140	Seminar: Communicating Science - Engaging (with) Nature: Film & Television Documentaries and the Environment (BA Level)	Dr. Michael Fuchs	Tue.: 16:15–17:45 A01 0-010 b ECTS: 6 CP
Contents: Seminar Introduction, The Environment in the American Imagination, Film and the Environment, The Environmental Impact of the Media, The Colonial / Imperial Gaze, What Is a Documentary?, The Spectacle of Nature, Who Tells the Stories?, Romancing the Wilderness, The Alieness of the Deep Sea, The Ethics of Documentary Filmmaking, Digital Nature, Wrap-Up, Docu-Horror (this will be an online week--see description)			

ang615 – Motives – Themes – Issues (and their Media)			
3.02.151	Seminar: The Post-Apocalyptic American City (BA Level)	Dr. Michael Fuchs	Thu.: 08:15–09:45 A01 0-010 a ECTS: 6 CP
Contents: Seminar Introduction, The San Francisco Earthquake and the Plague (Scarlet Plague), The Red Scare (Radio Plays), Nuclear Fears (On the Beach), Last Man Standing (I Am Legend x2), Interracial Ménage à trois at the End of Days („The Comet“ and The World, the Flesh, and the Devil), Zombie-Infested Cities (Walking Dead), Controlling the City (Judge Dredd comics + films), Wrap-Up, Revisiting NYC (Zone One) (this will be an online week--see description), Urban Natures (The Last of Us + Blade Runner 2049), Weird Futures (Borne), Thematic Introduction: America   Cities   Apocalypse			

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

3.02.150	Seminar: Science and the Eighteenth Century Novel (BA Level)	Prof. Dr. Anton Kirchhofer	Wed.: 10:15–11:45 V03 0-D001 ECTS: 6 CP
<p>Contents:</p> <p>In many respects, science looked very different in the eighteenth century from the way it is practiced today. It is not only that conceptions changed in the course of scientific progress, and that many new concepts emerged. There are also striking differences and changes in the cultural role of science, and the social settings in which it was practiced and became relevant. Some of the best-known novels of the eighteenth century represented scientific ideas and practices of their time, and engaged with them in a number of ways.</p> <p>In our course, we will read and examine two outstanding eighteenth century novels with a special focus on how they represent science and scientific conceptions. These novels have also become famous for their narrative techniques and innovations, for their critical engagement with contemporary culture and politics, and for their specific constructions of English and British identities. Such aspects will therefore also play a role in our analysis and our discussions. Our focus will nevertheless be on the ways in which the scientific conceptions and controversies of the time find their way into these narratives, and on the critical and sometimes satirical ways in which the novels engage with the scientific cultures of their day.</p> <p>Please purchase and read (if possible in advance of the first meeting) the following two novels in the following editions: Jonathan Swift, <i>Gullivers Travels</i> [1726], ed. Claude Rawson, Oxford: Oxford World's Classics, 2005. Laurence Sterne, <i>The Life and Opinions of Tristram Shandy, Gentleman</i> [1759-1767], ed. by Melvyn New and Joan New, introd. by Christopher Ricks, Melvyn New. Harmondsworth: Penguin Classics, 2003. [concentrate on Volumes 1–4, 1759-61]</p> <p>For students taking this course as a regular Aufbaumodul in the BA Anglistik, the requirement for 6 KP will be "Referat mit schriftlicher Ausarbeitung" (group presentation of 15 to 20 minutes, written term paper based on a particular aspect of the presentation of 10 to 12 pages). All alternatives to be discussed directly with the seminar leader.</p>			

## Elective Modules - Cluster 2

ang622 – Elective Module			
3.02.220	Seminar: Blank Pages: Representation of Europe in Poetry (BA Level)	Michal Musialowski	Thu.: 16:15–17:45 A06 4-418 ECTS: 6 CP
3.02.221	Seminar: Screening Europe: Representations of Europe in US-American Film and TV (BA Level)	Lea Brenningmeyer	Fri., 29 Apr.: 16:15–17:45, A05 1-160 Sat., 11 June, Sat., 2 Jul. and Sun. 3 Jul.: 10:00–15:00 A01 0-008 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> <p>Please note that there will be a combination of online assignments and in person meetings.</p>			

## ang619 – Contexts of Language Teaching and Learning

3.02.192	Seminar: Dimensions of Diversity (BA Level)	Dr. Sylke Bakker	Mon.: 08:15–09:45 A14 1-112 ECTS: 6 CP
<p><b>Contents:</b></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

ang620 – Teaching Literature and Culture			
3.02.200	Seminar: Media Literacy in ELT (BA Level)	Dr. Birte Sause	Mon.: 10:15–11:45 A14 1-113 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	Tue.: 08:15–09:45 A14 1-113 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>[...]</p> <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>			

ang620 – Teaching Literature and Culture

3.02.201	Seminar: Multiculturalism and Literature (BA Level)	Dr. Sylke Bakker	Mon.: 10:15–11:45 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 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"> <li>- Akala, <i>Natives. Race &amp; Class in the Ruins of the Empire</i> (2018)</li> <li>- Eddo-Lodge, R. <i>Why I’m No Longer Talking to White People About Race</i> (2018)</li> <li>- Hirsch, A., <i>British. On Race, Identity and Belonging</i> (2018)</li> <li>- Shukla, N. (Ed.) <i>The Good Immigrant</i> (2016)</li> </ul> <p>[...]</p> <p>Participants are expected to:</p> <ul style="list-style-type: none"> <li>- provide commentaries on topics discussed in class.</li> <li>- submit samples of work-pass a test at the end of term.</li> </ul>			

## Elective Modules - Cluster 2

ang931 – Language and Society			
3.02.930	Seminar: World Englishes (MA Level)	Prof. Dr. Ronald Geluykens	Thu.: 14:15–16:45 A03 4-403 ECTS: 6 CP
3.02.931	Seminar: Lexical Semantics (MA Level)	Prof. Dr. Ronald Geluykens	Thu.: 17:15–19:45 A01 0-009 ECTS: 6 CP

ang951 – Linguistics and Cognition			
3.02.950	Seminar: Complex Expressions: S yntactic, Morphological, and Psycholinguistic Considerations (MA Level)	Prof. Dr. Marcel Schlechtweg	Wed.: 10:15–11:45 A01 0-010 a ECTS: 6 CP
3.02.951	Seminar: Language Acquisition in Different Circumstances (MA Level)	Prof. Dr. Cornelia Hamann	Mon.: 18:15–19:45 A07 0-025 ECTS: 6 CP

ang971 – Culture and Difference			
3.02.970	Seminar: Narrative and the Management of Life in Recent Anglophone Fiction (MA Level)	Prof. Dr. Anton Kirchhofer	Thu.: 10:15–11:45 A01 0-010 b ECTS: 6 CP

ang971 – Culture and Difference

3.02.973	Seminar: Anthropocene Fictions (MA Level)	Karsten Levihn- Kutzler	Fri.: 10:15–13:45 A01 0-010 b ECTS: 6 CP
<p>Contents:</p> <p>In February 2000, at an academic conference of earth system scientists, the atmospheric scientist and Nobel laureate Paul Crutzen had an outburst. ‘Stop saying the Holocene! We’re not in the Holocene anymore,’ he told a group of scientists who had repeatedly referred the geological epoch that began around 11,700 years ago. Given the dramatic changes to the planet’s oceans, land surfaces and atmosphere he and his colleagues were seeing, it seemed to him that a new period in the history of the Earth had begun. He stalled briefly before blurting out a name for this new epoch: the age of humans – the Anthropocene.</p> <p>Since then, Crutzen and other scientists have worked to establish the Anthropocene as part of the official scientific nomenclature. But while the term is still debated among scientists, it has quickly radiated beyond the sciences and has been taken up by artists, writers, and scholars in fields as diverse as history, law, anthropology, philosophy, and literary criticism. When precisely this new epoch would have started, or if Anthropocene is a good way to describe it at all is contentious, but few scholars seem to doubt the underlying assertion that some important, radical shift has taken place, that the actions of human beings (or of some human beings anyway) have drastically and irrevocably altered the planet, and that the way we think about ourselves and our relation to the world around must change, too.</p> <p>The seminar will explore different types of fictional text that reflect these changes. We’ll consider texts that explicitly respond to the Anthropocene debate as well as texts published before the term gained prominence and use them to explore central issues for thinking through the Anthropocene in the humanities.</p> <p>Set texts will be:</p> <p>Mordecai Roshwald: Level 7. University of Wisconsin Press 2004, ISBN 978-0299200640 [Titel anhand dieser ISBN in Citavi-Projekt übernehmen] (E-Book is acceptable as well).</p> <p>Margaret Atwood: Oryx and Crake (any edition is fine).</p> <p>Julia Leigh: The Hunter. Faber And Faber 2001, ISBN: 978-0571200191 [Titel anhand dieser ISBN in Citavi-Projekt übernehmen]</p> <p>Jaspreet Singh: Face. A Novel of the Anthropocene. Torchwood 2022. ISBN: 978-1927366974 [Titel anhand dieser ISBN in Citavi-Projekt übernehmen] (forthcoming in May)</p> <p>.... Continue reading on the next page.</p>			

ang971 – Culture and Difference			
	<p>...                      Students will be required to maintain a reading journal, engage in the class discussion and contribute to a group presentation. The seminar is completed through an independent research paper.</p> <p>We will meet in double sessions every other week; this will not only give us the opportunity to delve deeply into the set texts and presentation topics, we will also be able to spend some time on developing ideas for your research papers. The first meeting will be on 29 April at A01 0-010 b. The other meetings are on 06 May, 20 May, 03 June, 17 June, 01 July &amp; 15 July.</p>		
3.02.972	Seminar: Surrogacy and the Postcolonial (MA Level)	Prof. Dr. Julia Wurr	Mon.: 16:15–17:45 V03 2-A215 ECTS: 6 CP
<p>Contents:</p> <p>In the last two decades, assisted reproductive technologies (ART) have not only been massively on the rise, but they have also engendered controversial debates about the substantial inequalities regarding both the access to and the distribution of the costs and risks of scientific innovations in the field of reproduction. This holds particularly true for the surrogacy industry: especially in its transnational commercial form, surrogacy illustrates how intricately linked reproductive technologies, reproductive justice and social inequality are in a globalised world.</p> <p>In this seminar, we will analyse three novels which negotiate commercial surrogacy. While Kishwar Desai’s <i>Origins of Love</i> (2013) and Meera Syal’s <i>The House of Hidden Mothers</i> (2015) depict transnational commercial surrogacy in India, Filipino-American writer Joanne Ramos’ debut novel <i>The Farm</i> (2019) reimagines existing surrogacy sites as a luxury surrogacy facility in the United States. In order to approach these fictional texts, we will combine close readings with readings of feminist and postcolonial theory on reproduction and surrogacy. On this basis, we will engage in discussions about the aesthetic and ideological dimensions of commercial surrogacy, and we will reflect on the interplay between representation and concepts such as heteronormativity, stratified reproduction, natalism and childlessness.</p>			

ang981 – The Canon and the Margins

3.02.980	Seminar: Queer Autobiographical Writing (MA Level)	Dr. Christian Lassen	Wed.: 08:15–09:45 A07 0-025 ECTS: 6 CP
<p>Contents:</p> <p>Queer lives demand queer forms of life writing; forms that account for the diverse byways often taken by an existence eschewing the telos of heteronormativity and its institutionalised path through life. In this seminar, we will look at the many stylistic, narratological, and medial means by which queer texts have questioned, parodied, and revised the time-honoured genre conventions of the autobiography. In terms of style, Quentin Crisp’s <i>The Naked Civil Servant</i> shows us how camp notions of shamelessness, theatricality and dandyism serve as coping strategies in a time that is if not downright hostile, then at least inimical to the nurture of gender-fluid self-expressions. Christopher Isherwood’s <i>Christopher and His Kind</i> challenges traditional genre expectations that call for a coherent self-narrative by splitting up identity into a number of different selves in what has, at the time, been considered the first, ‘out’ autobiography – not least because its transatlantic scope, like no other, exposes the longstanding history of queerness in exile. Finally, Alison Bechdel’s <i>Fun Home</i> brings the genre conventions of the autobiography face to face with a, ‘new’ medium. Contrasting text and image, this graphic memoir opens up new layers of representing time, space, and identity in a text that serves both as a lesbian coming-of-age story and as a tribute to the queer sense of belonging between herself and her late father. As such, <i>Fun Home</i> also acknowledges the various queer subtexts that lie, closeted, beneath the heteronormative narratives that inform traditional autobiographies.</p> <p>Please read and prepare:</p> <p>Bechdel, Alison. <i>Fun Home: A Family Tragicomic</i>. London: Jonathan Cape, 2006. Print.</p> <p>Crisp, Quentin. <i>The Naked Civil Servant</i>. 1968. New York and London: HarperCollins, 2007. Print. [or any other edition]</p> <p>Isherwood, Christopher. <i>Christopher and His Kind</i>. 1976. London: Vintage, 2012. Print.</p>			

ang991 – Media and Markets			
3.02.990	Seminar: Quentin Tarantino’s Neo-Westerns as Cinematic Metafiction: Django Unchained and The Hateful Eight (MA Level)	PD Dr. Michaela Keck	Wed.: 10:15–11:45 A03 4-402 ECTS: 6 CP
<p><b>Contents:</b></p> <p>Quentin Tarantino’s cinematic works are known to be firmly inscribed in the history of (US American) film and film genres at the same time that they comment on (US American) history and culture, past and present. Tarantino’s films unabashedly rewrite history while also critically engaging with contemporary issues, discourses, ideological and moral questions. In this course, we focus on two of his neo-westerns in particular: Django Unchained (2012) and The Hateful Eight (2015). The course aims at acquiring an understanding of what it means to watch, discuss, and examine cinematic metafiction and intertextual references in post-modern film, the western and the neo-western genres, and Tarantino and his film teams’ revisionary visions and interpretations of American culture and history, specifically questions of nationhood, space, identity politics, social injustice, violence, and ethics.</p> <p>The course syllabus and some of the secondary reading materials will be made available at the beginning of the semester on Stud.IP. Please purchase and watch the following films by Quentin Tarantino, some of which you can watch on <a href="https://archive.org/">https://archive.org/</a>, others you probably find online as well. I list first the films that are central for this course and that I suggest you begin watching before adding a list of further western and other films relevant for our discussion of cinematic metafiction, film’s reflexivity, and film history more generally:</p> <p>I.</p> <ul style="list-style-type: none"> <li>- Django. Dir. Sergio Corbucci. Perf. Franco Nero, Loredana Nusciak, José Bódalo, Ángel Álvarez, and Eduardo Fajardo. 1966. <a href="https://archive.org/details/tntvillage_302940">https://archive.org/details/tntvillage_302940</a>.</li> <li>- Django Unchained. Dir. Quentin Tarantino. Perf. Jamie Foxx, Christoph Waltz, Leonardo DiCaprio, Kerry Washington, and Samuel L. Jackson. 2012.</li> <li>- Stagecoach. Dir. John Ford. Perf. Claire Trevor, John Wayne, Andy Devine, John Carradine, Thomas Mitchell, Louise Platt, George Bancroft, Donald Meek, Berton Churchill, and Tim Holt. 1939.</li> <li>- The Hateful Eight. Dir. Quentin Tarantino. Perf. Samuel L. Jackson, Kurt Russell, Jennifer Jason Leigh, Walton Goggins, Demián Bichir, Tim Roth, Michael Madsen, and Bruce Dern. 2015.</li> <li>- High Noon. Dir. Stanley Kramer. Perf. Gary Cooper, Thomas Mitchell, Lloyd Bridges, Katy Jurado, Grace Kelly, Otto Kruger, Lon Chaney, and Henry Morgan. 1952.</li> </ul> <p>... Continue reading on the next page</p>			

## ang991 – Media and Markets

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II.

- The Birth of a Nation. Dir. D. W. Griffith. Perf. Lillian Gish, Mae Marsh, Henry B. Walthall, Miriam Cooper, Mary Alden, Ralph Lewis, George Siegmann, and Walter Long. 1915. [https://archive.org/details/dw\\_griffith\\_birth\\_of\\_a\\_nation](https://archive.org/details/dw_griffith_birth_of_a_nation).
- The Magnificent Seven. Dir. John Sturges. Perf. Yul Brynner, Eli Wallach, Steve McQueen, Charles Bronson, Robert Vaughn, Horst Buchholz. 1960. <https://archive.org/details/the-magnificent-seven-1960>.
- Sukiyaki Western Django. Dir. Miike Takashi. Perf. Hideaki Itô, Masanobu Andô, Kôichi Satô, Kaori Momoi, Quentin Tarantino. 2007. <https://www.youtube.com/watch?v=an7JRd3Z1so>.

Keep checking this site and the announcements in the course as well before the semester, since as I prepare this course, list number II may expand some more.

## ges974 – Theories and Ideas

1.02.053	Seminar: Developmental support and participation. Focus: Mental Development	Karoline Falk	Thu.: 12:15–13:45 JJW 1-112 ECTS: 3 CP
1.02.052	Seminar: Developmental support and participation. Focus: Young Carers (English and German)	Anna-Maria Spittel	Wed.: 16:15–17:45 A01 1-103/113 ECTS: 3 CP
1.02.179	Basic tutorial on communication, interaction and counselling. Focus: non-violent communication	Franziska Heinschke	date and time: see below JJW 1-112 ECTS: 3 CP
	Date and time: Fri., 08 Jul.: 16:15–19:45 Sat., 09 Jul.: 10:15–17:45 Fri., 15 Jul.: 16:15–19:45 Sat., 16 Jul.: 10:15–17:45 Fri., 22 Jul.: 16:15–19:45 Sat., 23 Jul.: 10:15–19:45		



## Elective Modules - Cluster 2

ges974 – Theories and Ideas			
3.09.041	Seminar: Transnational Perspectives in Gender Studies	Dr. Lydia Potts Prof. Dr. Sheila Marianne Meintjes; Prof. Dr. Paula Banerjee; Prof. Dr. Fatima Sadiqi	Fri.: 10:15–11:45 A01 0-010 b ECTS: 3 CP
3.09.045	Seminar: Sex, Sexuality and Human Rights – with a focus on trans- national experiences (English and German)	Dr. Lydia Potts	Fri.: 14:15–17:45 online and at the university ECTS: 3 CP