

A world map in shades of teal and orange is positioned in the background. To the right of the map is a stylized owl logo with large eyes and a speech bubble tail.

# European Studies in Global Perspectives

## Course Overview

Winter Term 2023/24

### Cluster 2: Languages, Cultures, and Education

#### Mandatory Modules

lan510 – Language 1 and Culture	first EuGI semester	12 ECTS
lan520 – Language 2	second EuGI 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 EuGI semester)			
3.02.998	Seminar: Multiple Imaginations: Germany's Pasts and Presents (Part 1 - mandatory)	Dr. Sunday Omwenyeke, Dr. Tobias Linnemann	Fri., 8 Dec.: 16:00–20:00; Sat., 9 Dec., and Sun., 10 Dec.: 10:00–19:00 A01 0-010 a 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>			
3.02....	Seminar: Multiple Imaginations: Germany's Pasts and Presents (Part 2 - optional)	Dr. Sunday Omwenyeke, Dr. Tobias Linnemann	Fri., 19 Jan.: 16:00–20:00; Sat., 20 Jan., and Sun., 21 Jan.: 10:00–19:00 room: tba ECTS: 3 CP
###	Exercise: Language Courses (A1.1 - B2.2)*	Language Center	date, time: tba room: tba ECTS: 9 CP
*You will have a German placement test organized by the Sprachenzentrum during the Welcome Week to determine which course level is appropriate.			

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

<b>ang612 – Periods and Key Figures in Literary Cultural History</b>			
3.02.121	Seminar: Songs of Work and Protest (BA Level)	Prof. Dr. Martin Butler	Tue.: 14:00–16:00 V04 0-033 ECTS: 6 CP

## Elective Modules - Cluster 2

ang613 – Regional Literatures and Cultures			
3.02.130	Seminar: Comparative Indigenous Studies and indigenous cosmopolitanisms: Memory, literature and activism (Block-seminar) (BA Level)	Silke Stroh	Fri., 20 Oct. 14:00–16:00 Fri., 15 Dec. 14:00–18:00 Wed., 28 Feb., Thu., 29 Feb., and Fri., 01 Mar. 09:00–16:00 ECTS: 6
3.02.131	Seminar: tba	Karsten Levihn-Kutzler	tba tba ECTS: 6 CP

ang614 – Genres: Cultural, Historical and Theoretical Perspectives			
3.02.140	Seminar: Mothers, Lovers, and Others: Feminist Theory and Contemporary Postapocalyptic Film and Fiction (BA Level)	Rebecca Käpernick, M.A.	Fri.: 12:00–14:00 A05 1-160 ECTS: 6 CP
3.02.141	Seminar: Modernist Fiction (BA Level)	Dr. Christian Lassen	Wed.: 08:00–10:00 A14 1-112 ECTS: 6 CP
<p>Contents:</p> <p>The turn of the twentieth century with its many revolutionary and ground-breaking insights in fields as diverse as psychoanalysis (Freud), evolutionary biology (Darwin), physics (Einstein), economy (Marx), or even language itself (Saussure), marks the onset of an age that has since reshaped the world and the people who live in it: the Modernist Age.</p> <p>Exploring the relevant historical, cultural and intellectual contexts that give rise to Modernism and delving into the spirit of an age that is marked by war, social change, and cultural diversification, this seminar offers a comprehensive exploration of Modernist fiction through a critical examination of seminal works by Joseph Conrad, E.M. Forster, James Joyce, Katherine Mansfield, and Virginia Woolf. It centres on the intricate interplay between subjectivity, narratology, gender, sexuality, colonialism, religion, and (the limits of) language in a number of selected novels and short stories and, therefore, pays close attention to the many innovative narrative techniques, such as stream of consciousness writing, unreliable narration, or narrative fragmentation, that contemporary authors employ to represent their characters' ever-evolving consciousness, their identity formation and their inner thoughts and perceptions.</p> <p>Throughout this seminar, students will actively engage in close reading, critical discussions, and independent research projects (i.e., presentations), in order to grasp the subtle complexities of Modernist fiction. By the end of the course, participants will possess the analytical tools to deal with the period's arguably most influential works, while also recognising their enduring significance in the shaping of literary history.</p>			

## Elective Modules - Cluster 2

ang615 – Motives – Themes – Issues (and their Media)			
3.02.150	Seminar: Imagining the Anthropocene (BA Level)	PD Dr. Michaela Keck	Tue.: 10:00–12:00 A01 0-009 ECTS: 6 CP
<p>Contents:</p> <p>The term and concept of the Anthropocene has come to represent the massive human impact on the environment which has introduced a new geological era in Earth's history. The new geological epoch of the Anthropocene confronts human societies with profound challenges in their relationship with more-than-human life as well as with radically altered environments and environmental risks of our own making. Global warming, droughts, floods, migration, mass extinctions, and wars are some of these challenges. This course aims to explore the representations and observations regarding these phenomena in North American fiction. More specifically, we will attend to a diversity of genres and modes of narration – magical realism, the female Bildungsroman, apocalypse and post-pastoral – to study the ways in which these different genres and modes of narrations imagine the relationship between human and non-human life in the Anthropocene. Moreover, we will consider what these texts suggest as to survival and coping strategies as well as alternative future visions in the midst of far-reaching anthropogenic changes. Please purchase and read the following (the novels are listed in the order in which they will be discussed; there is no preferred edition): Barbara Kingsolver, Flight Behavior (2012) Karen Tei Yamashita, Through the Arc of the Rainforest (2009) Cormac McCarthy, The Road (2006)</p>			
3.02.151	Seminar: Caribbean Women's (Neo-) Slave Narratives (BA Level)	Alena Cicholewski	Fri.: 12:00–14:00 A13 0-006 ECTS: 6 CP

ang622 – Elective Module			
3.02.995	Seminar: Literary History and Literary Studies (BA Level)	Dr. Anna Auguscik	Thu.: 14:00–16:00 A13 0-027 ECTS: 3 / 6 CP
<p>Contents:</p> <p><a href="http://wiki.angl-am.uni-oldenburg.de/index.php/2023-24_MM_Literary_History_and_Literary_Studies">http://wiki.angl-am.uni-oldenburg.de/index.php/2023-24_MM_Literary_History_and_Literary_Studies</a></p>			

ang622 – Elective Module

3.02.221	Seminar: Post-Brexit Britain: an unfinished democracy at the crossroads (BA Level)	Dr. Richard Stinshoff	Thu.: 16:00–18:00 A01 0-009 ECTS: 6 CP
3.02.220	Seminar: Screening Europe: Representations of Europe in US-American Film and TV (BA Level)	Lea Brenningmeyer	Fri., 17 Nov.: 16:15–17:45, Fri., 15 Dec.: 14:15–18:45, Mon., 12 Feb., Wed., 14 Feb., and Thu. 15 Feb.: 09:00–14:00 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	Tue.: 10:00–12:00 A13 0-028 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.: 18:00–20:00 A13 0-006 ECTS: 6 CP
3.02.192	Seminar: Purilingualism in the EFL Classroom (BA Level)	Christian Kramer, M.A.	Thu.: 08:00–10:00 A01 0-007 ECTS: 6 CP
<p><b>Contents:</b></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><b>Key Words:</b> plurilingualism, multilingualism, translanguaging, plurilingual competence, English as a Foreign Language, English as multilingua franca, intercomprehension, mediation, language learning/teaching, learner empowerment,</p>			

## Elective Modules - Cluster 2

ang619 – Contexts of Language Teaching and Learning			
3.02.193	Seminar: Teaching and Learning in the Diversity-sensitive EFL Class- room (Blockveranstaltung) (BA Level)	Dr. Jana Oldendörp	Fri., 24 Nov., 16:00–18:00, Fri., 08 Dec. and Sat., 09 Dec., 09:00–18:00, Fri., 15 Dec. 09:00–16:00, and Sat., 16 Dec., 09:00–13:00 room: tba ECTS: 6 CP

## ang620 – Teaching Literature and Culture

3.02.201	Seminar: Media Literacy in ELT (BA Level)	Dr. Birte Sause	Mon.: 18:00–20:00 A01 0-007 ECTS: 6 CP
3.02.200	Seminar: Multiculturalism and Literature (BA Level)	Dr. Sylke Bakker	Tue.: 12:00–14:00 A13 0-028 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> <ul style="list-style-type: none"> <li>• Hanif Kureishi, <i>The Buddha of Suburbia</i>, 1990</li> <li>• Hanif Kureishi, <i>The Black Album</i>, 1995</li> <li>• Arundhati Roy, <i>The God of the Small Things</i>, 1997</li> <li>• Zadie Smith, <i>White Teeth</i>, 2000</li> <li>• Monica Ali, <i>Brick Lane</i>, 2000</li> <li>• Rose Tremain, <i>The Road Home</i>, 2007</li> <li>• Amanda Craig, <i>Hearts and Minds</i>, 2009</li> <li>• John Lanchester, <i>Capital</i>, 2013</li> </ul> <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"> <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.: 17:00–20:00 A01 0-010 a ECTS: 6 CP
3.02.960	Seminar: American English (MA Level)	Prof. Dr. Ronald Geluykens	Thu.: 14:00–17:00 A01 0-010 a ECTS: 6 CP

ang951 – Psycholinguistics: Language and the Mind			
3.02.950	Seminar: Spoken English: From Theory to Empirical Work (MA Level)	Prof. Dr. Marcel Schlechtweg	Wed.: 08:00–10:00 A01 0-009 ECTS: 6 CP
3.02.951	Seminar: Acquisition and Attrition of Word Order Phenomena in Different Populations (MA Level)	Dobrinka Genevska-Hanke	Wed.: 12:00–14:00 A01 0-010 a ECTS: 6 CP

ang971 – Culture and Difference			
3.02.970	Seminar: Kinship and Narration in Salman Rushdie’s <i>Midnight’s Children</i> , <i>Shame</i> and <i>Victory City</i> (MA Level)	Prof. Dr. Julia Wurr	Tue.: 18:00–20:00 A07 0-025 ECTS: 6 CP
3.02.971	Seminar: Popular Culture: Theories, Concepts, Approaches (MA Level)	Prof. Dr. Martin Butler	Thu.: 08:30–10:00 A07 0-025 ECTS: 6 CP
3.02.972	Seminar: tba (MA Level)	Karsten Levihn- Kutzler	tba tba ECTS: 6 CP

ang981 – The Canon and the Margins

3.02.980	Seminar: Borderland Narratives (MA Level)	Prof. Dr. Martin Butler	Thu.: 14:00–16:00 A07 0-025 ECTS: 6 CP
3.02.981	Seminar: The Laugh of the Medusa: Women Re/Writing Classical Myth (MA Level)	Priv.-Doz. Dr. Michaela Keck	Wed.: 14:00–16:00 A07 0-031 ECTS: 6 CP
<p>Contents:</p> <p>There has been a remarkable renaissance of classical myth in the revisionist writings of anglophone women authors during the past decade. What these revisionist female mythmakers share is a concern with women's experiences, stories, and perspectives. The term "myth" is often reduced to signifying oppressive ideologies or simply „false beliefs.“ However, myth also constitutes a way of dealing and coping with the world that one inhabits through both the perpetuation and the correction of limiting socio-cultural beliefs, values, and ideologies. For marginalized groups in particular, revisionist mythmaking has been a means to seize the authoritative language of the dominant group and re-envision how one knows oneself and the world that one inhabits.</p> <p>Some of the guiding questions of our course will be as follows: What contemporary issues and concerns do the stories respond to that continue to make ancient myth 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? In what ways do these revisionist myths converse with, mock, and reject male-authored re-writings of classical myth? What outlooks do the stories and their updated versions of myth offer? In our course, we will try to answer these questions, focusing on the figures of Penelope and her twelve maids, Medusa and Athena, and Medea in particular.</p> <p>Please purchase and read the following novels (they are listed in the order in which we will discuss them; there is no preferred edition):</p> <p>Margaret Atwood. <i>The Penelopiad</i>. 2005.          Natalie Haynes. <i>Stone Blind</i>. 2022.          Jesmyn Ward. <i>Salvage the Bones</i>. 2011.</p>			

## Elective Modules - Cluster 2

ang991 – Media and Markets			
3.02.990	Seminar: Literary Characters (MA Level)	Prof. Dr. Anton Kirchhofer	Wed.: 10:00–12:00 V03 0-E005 ECTS: 6 CP
<p>Contents:</p> <p>The concept of the literary character has been around since the nineteenth century, partly supplanting the more traditional concept of the 'hero' or 'heroine' of a story. The question of what defines literary characters and how they compare to actual humans has given rise to different answers and conceptions at different times. In contemporary discussions, the question of non-human entities as literary characters has become a particularly important issue.</p> <p>Our course will shed spotlights on the historical changes in the conception of literary characters - and at the ways and techniques of narrating them -, as well as on the relationship between conceptions of literary characters and the conceptions of the human vs. the non-human.</p> <p>We will work with a set of shorter texts of different genres and periods, as well as with a range of analytical approaches to the phenomenon of the literary character.</p> <p>Details on primary and secondary readings will follow.</p>			

ges970 – Entangled Histories

4.07.014	Seminar: Introduction to the Hebrew Bible	Jordan Davis	Wed.: 12:00–14:00 A06 1-111 ECTS: 3 CP
4.07.125	Seminar: Seen from the East: Judaism under the Iranian „Age of Empires“ (hybrid) (Univ. of Oldenburg and Haifa/Israel)	Prof. Dr. Benedikt Hensel, Prof. Dr. Michael Sommer	Tue.: 14:00–16:00 room: tba ECTS: 3 CP
<p>Contents: The course’s objective is to provide an introduction to the history of the Achaemenid and Parthian empires and the Persian context around the formation of the Old Testament, Second Temple literature and the New Testament. The Achaemenid era is seen, with good reason, as a major formative period in the evolution of Judaism, the structuring and composition of the biblical text and the elaboration of Jewish theology. Contact between Second Temple Judaism and early Christianity with the Persian world continued under the Parthian Empire as well. This course proposes to situate the biblical texts in their eastern historical contexts through an introduction to the history of the Iranian empires, an analysis of archaeological, epigraphic and numismatic data from Elephantine, Babylonia and Persepolis via Qumran and apocryphal texts to the Magi and the Apocalypse.</p> <p>Course Dates: 24.10.2023: 13:00-16:00 07.11.2023: 13:00-16:00 14.11.2023: 13:00-16:00 28.11.2023. 13:00-16:00 05.12.2023: 13:00-16:00 12.12.2023: 13:00-16:00 19.12.2023: 13:00-16:00 (In Haifa only): 9.1.2023: 14:00-18:00 (In Haifa only): 16.1.2023: 14:00-18:00</p> <p>Live courses at Oldenburg 29.1.2024 (lecture by Dr. Gad Barnea, University of Haifa) 30.1.2024: 14:00-20:00 (Prof. Hensel, Prof. Sommer, Dr. Barnea)</p>			



## Elective Modules - Cluster 2

ges974 – Theories and Ideas			
3.05.502	Seminar: Music in Contemporary Politics	Prof. Dr. Mario Dunkel	Tue.: 14:00–16:00 A11 0-011 (KMS) ECTS: 3 / 6 CP
1.01.802	Seminar: Instructional Design in Digital Learning (English and German)	Berrin Cefa Sari	Thu.: 14:00–16:00 V03 3-A309 ECTS: 3 CP
<p><b>Contents:</b>            In this seminar, the main phases of instructional design in e-Learning will be covered from a theoretical perspective but, mainly from a practical projection through project work, following a research-based learning approach. During this process, you will be able to design a concept for an e-Learning course and develop it choosing from a broad range of digital tools that you will try out during the seminar.            This course is expected to be conducted largely through hand-on exercises with laptops/tablets, although a theoretical and critical perspective through analysis and discussions will be present as well.            The course will be held in English but the tasks, interventions and evaluation of the seminar can be in German.</p>			
1.02.033	Seminar: Special Education and Rehabilitation in different life phases. Focus: Multilingualism (English and German)	Sarah Volknant	Tue.: 10:00–12:00 A01 0-010 a ECTS: 3 CP
<p><b>Contents:</b>            This seminar addresses the diverse aspects of individual, institutional, and societal multilingualism within the context of inclusive education. We will explore different facets of multilingualism, including multilingual language acquisition, intersectional approaches to language, and practical strategies for working with multilingual children with special educational needs. The seminar will also take a close look at the topic of language discrimination (linguicism) in society, educational institutions, and in our own attitudes. By analyzing the intersection between language and discrimination, we will explore how we can create inclusive and equitable learning environments. Both mono- and multilingual participants are encouraged to reflect on their knowledge and beliefs regarding linguistic diversity.            All students, including those participating in Erasmus programs, are welcome to join the seminar and share their experiences and perspectives, regardless of their English proficiency levels.</p>			

**ges974 – Theories and Ideas**

1.02.045	Seminar: Developmental domains and disorders. Focus: Early Literacy (a/s)	Melike Yumus	Tue.: 16:00–18:00 JJW 1-112 ECTS: 3 CP
<p><b>Contents:</b> This course examines the impact of early literacy experiences on children with/without developmental disorders in major developmental areas. During the courses, an overview of the children’s developmental domains is provided with children in the early years (birth to 8 years), the role of the early literacy skills with/without developmental disabilities will be identified, the various approaches to early literacy acquisition and development will be explained, factors that influence language development will be examined and discussed, multiple approaches to literacy development (reading and writing) will be compared. Also, this lecture will explore the role of early literacy skills that provide opportunities for children’s school development and success and practical applications within the field.</p>			