Englisches Seminar

Fächerübergreifender Bachelorstudiengang - Fach Englisch

Foundations Linguistics (LingF1/LingF2)

**LingF1**  
*Introduction to Linguistics I*

<table>
<thead>
<tr>
<th>Vorlesung, SWS: 2</th>
<th>Paland, Meike</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do wöchentl. 10:00 - 12:00 26.10.2017 - 03.02.2018</td>
<td>1502 - 003</td>
</tr>
<tr>
<td><strong>Kommentar</strong></td>
<td>The language we speak is an integral part of who we are. It reveals where we come from and at the same time shows where we want to belong. With it, we can express and even create identity and community. It connects us to the outside world and to each other. While we can observe its form and structure, we can also analyze the function it fulfills. This course provides a first general introduction to English linguistics. We will initially deal with questions related to the nature of language and then focus on the major areas in the study of linguistics, including phonetics and phonology, contrastive aspects of sound production, morphology and word-formation, phraseology, and traditional syntax. Areas such as semantics, pragmatics, and language variation will be tackled in Introduction to Linguistics II.</td>
</tr>
</tbody>
</table>

**Bemerkung**  
LingF1

* Registration – Stud.IP 1.9.-19.10.2017  
* Prerequisites – none  
* Size Restriction – none  

**Literatur**  

**Introduction to Linguistics I**

<table>
<thead>
<tr>
<th>Vorlesung, SWS: 2</th>
<th>Jalanesh, Aida</th>
</tr>
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<tbody>
<tr>
<td>Fr wöchentl. 10:00 - 12:00 27.10.2017 - 03.02.2018</td>
<td>1502 - 103</td>
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<td><strong>Kommentar</strong></td>
<td>The language we speak is an integral part of who we are. It reveals where we come from and at the same time shows where we want to belong. With it, we can express and even create identity and community. It connects us to the outside world and to each other. While we can observe its form and structure, we can also analyze the function it fulfills. This course provides a first general introduction to English linguistics. We will initially deal with questions related to the nature of language and then focus on the major areas in the study of linguistics, including phonetics and phonology, contrastive aspects of sound production, morphology and word-formation, phraseology, and traditional syntax. Areas such as semantics, pragmatics, and language variation will be tackled in Introduction to Linguistics II.</td>
</tr>
</tbody>
</table>

**Bemerkung**  
LingF1

* Registration – Stud.IP 1.9.-30.9.2017  
* Prerequisites – none  
* Size Restriction – none  

**Literatur**  

**LingF2**

Intermediate Linguistics (LingF3/LingF4)

**LingF3**

WiSe 2017/18
**English Sentences**

**Vorlesung, SWS: 2**  
Schulze, Rainer

Di wöchentl. 10:00 - 12:00 17.10.2017 - 03.02.2018  
1502 - 103

**Kommentar**  
This lecture will present, discuss and illustrate the major terms and concepts essential to the study of sentence structure in English. Word classes such as ‘determinative’, ‘noun’, ‘verb’, ‘preposition’ or ‘conjunction’ will be explained, and the properties of these categories discussed at length. Students will discover what is meant by the terms ‘subject’, ‘subject complement’, ‘predicator’ or ‘indirect object’, what a finite verb is, what different subordinate clauses look like and what makes phrasal verbs so different from prepositional verbs. Concepts such as ‘constituency’, ‘movement’, ‘subcategorisation’, ‘selectional restrictions’ or ‘thematic roles’ will be introduced and exemplified, with extensive illustrations from English (and sometimes other languages).

**Bemerkung**  
Registration – Stud.IP 01.09.-30.09.2017 / Prerequisites – LingF1-LingF2 / Size restrictions: none / Further information –rainer.schulze@engsem.~

**Literatur**  
Literature – recommended readings:  

**LingF4**  
Language and Gender

**Seminar, SWS: 2**  
Paland, Meike

Do wöchentl. 14:00 - 16:00 19.10.2017 - 03.02.2018  
1502 - 703

**Kommentar**  
This course will investigate sociolinguistic variation with an emphasis on gender-differentiated language use. We will tackle questions as the following: to what extent do the speech patterns of men and women differ, i.e. are there qualitative and/or quantitative differences in the lexicon, phonology and/or morpho-syntax of men’s and women’s speech? And, talking about quantity, who talks more? Do that Little Miss Chatterbox and Mr. Tight-Lipped really exist or are they just stereotypical representations of women and men? Who sets the tone in linguistic change, men or women? And how do we detect and deal with linguistic sexism? In order to answer these questions, we will look at several studies from the field of gendered variation and will, if time permits, conduct our own linguistic studies tracing the speech patterns of men and women in linguistic corpora.

**Bemerkung**  
Registration – Stud.IP 1.9.-30.9.2017 / Prerequisites – LingF1-LingF2 / Size Restriction: 30 / Further Information –meike.pfaff@engsem.~

**Literatur**  
Literature – Recommended Reading – Coates, Jennifer. 2 2006. Language and Gender.  

**Text Grammar and Text Semantics (Group A)**

**Seminar, SWS: 2**  
Hohaus, Pascal

Fr wöchentl. 10:00 - 12:00 20.10.2017 - 03.02.2018  
1502 - 703

**Kommentar**  
This course serves as an introduction to the linguistic analysis of English texts. Along the lines of de Beaugrande’s and Dressler’s model of textuality, we will first discuss how to distinguish a) ‘texts’ from ‘non-texts’ and b) ‘text’ from ‘discourse’. Then we will turn to the grammatical and semantic description of various sorts of texts, such as speeches,
newspaper articles, reviews and scientific articles. Among the topics discussed are: cohesive devices; factors contributing to coherence (such as framing and lexical priming); textual rhetorics; deep structure genres. In methodological terms, qualitative approaches and quantitative approaches to text analysis will be introduced, and students will become familiarised with the use of corpora.

Registration – Stud.IP 1.9.-30.9.2017 / Prerequisites – LingF1-LingF2 / Size restriction – 30 / Further Information – pascal.hohaus@engsem.

Text Grammar and Text Semantics (Group B)

Seminar, SWS: 2
Hohaus, Pascal

Fr wöchentl. 12:00 - 14:00 20.10.2017 - 03.02.2018 1502 - 309

This course serves as an introduction to the linguistic analysis of English texts. Along the lines of de Beaugrande’s and Dressler’s model of textuality, we will first discuss how to distinguish a) ‘texts’ from ‘non-texts’ and b) ‘text’ from ‘discourse’. Then we will turn to the grammatical and semantic description of various sorts of texts, such as speeches, newspaper articles, reviews and scientific articles. Among the topics discussed are: cohesive devices; factors contributing to coherence (such as framing and lexical priming); textual rhetorics; deep structure genres. In methodological terms, qualitative approaches and quantitative approaches to text analysis will be introduced, and students will become familiarised with the use of corpora.

Registration – Stud.IP 1.9.-30.9.2017 / Prerequisites – LingF1-LingF2 / Size restriction – 30 / Further Information – pascal.hohaus@engsem.

Basic Linguistics (LingF1/LingF2/LingF4) (Zweitfach)

LingF1

Introduction to Linguistics I

Vorlesung, SWS: 2
Paland, Meike

Do wöchentl. 10:00 - 12:00 26.10.2017 - 03.02.2018 1502 - 003

The language we speak is an integral part of who we are. It reveals where we come from and at the same time shows where we want to belong. With it, we can express and even create identity and community. It connects us to the outside world and to each other. While we can observe its form and structure, we can also analyze the function it fulfills. This course provides a first general introduction to English linguistics. We will initially deal with questions related to the nature of language and then focus on the major areas in the study of linguistics, including phonetics and phonology, contrastive aspects of sound production, morphology and word-formation, phraseology, and traditional syntax. Areas such as semantics, pragmatics, and language variation will be tackled in Introduction to Linguistics II.


Literatur

Englisches Seminar

Jalanesh, Aida

| Fr wöchentl. 10:00 - 12:00 27.10.2017 - 03.02.2018 1502 - 103 |
| Kommentar | The language we speak is an integral part of who we are. It reveals where we come from and at the same time shows where we want to belong. With it, we can express and even create identity and community. It connects us to the outside world and to each other. While we can observe its form and structure, we can also analyze the function it fulfills. This course provides a first general introduction to English linguistics. We will initially deal with questions related to the nature of language and then focus on the major areas in the study of linguistics, including phonetics and phonology, contrastive aspects of sound production, morphology and word-formation, phraseology, and traditional syntax. Areas such as semantics, pragmatics, and language variation will be tackled in Introduction to Linguistics II. |

| Bemerkung | LingF1 |
| Registration | – Stud.IP 1.9.-30.9.2017 / Prerequisites – none / Size Restriction – none / Further Information – aida.jalanesh@yahoo.de |

| LingF2 |

| Language and Gender |

| Seminar, SWS: 2 Paland, Meike |

| Do wöchentl. 14:00 - 16:00 19.10.2017 - 03.02.2018 1502 - 703 |
| Kommentar | This course will investigate sociolinguistic variation with an emphasis on gender-differentiated language use. We will tackle questions as the following: to what extent do the speech patterns of men and women differ, i.e. are there qualitative and/or quantitative differences in the lexicon, phonology and/or morpho-syntax of men's and women's speech? And, talking about quantity, who talks more? Do that Little Miss Chatterbox and Mr. Tight-Lipped really exist or are they just stereotypical representations of women and men? Who sets the tone in linguistic change, men or women? And how do we detect and deal with linguistic sexism? In order to answer these questions, we will look at several studies from the field of gendered variation and will, if time permits, conduct our own linguistic studies tracing the speech patterns of men and women in linguistic corpora. |

| Bemerkung | LinF4 |
| Registration | – Stud.IP 1.9.-30.9.2017 / Prerequisites – LingF1-LingF2 / Size Restriction: 30 / Further Information – meike.pfaff@engsem.~ |

Text Grammar and Text Semantics (Group A)

| Seminar, SWS: 2 Hohaus, Pascal |

| Fr wöchentl. 10:00 - 12:00 20.10.2017 - 03.02.2018 1502 - 703 |
| Kommentar | This course serves as an introduction to the linguistic analysis of English texts. Along the lines of de Beaugrande's and Dressler's model of textuality, we will first discuss how to distinguish a) 'texts' from 'non-texts' and b) 'text' from 'discourse'. Then we will turn to the grammatical and semantic description of various sorts of texts, such as speeches, |
newspaper articles, reviews and scientific articles. Among the topics discussed are: cohesive devices; factors contributing to coherence (such as framing and lexical priming); textual rhetorics; deep structure genres. In methodological terms, qualitative approaches and quantitative approaches to text analysis will be introduced, and students will become familiarised with the use of corpora.

**Text Grammar and Text Semantics (Group B)**

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<td><strong>Bemerkung</strong></td>
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<tr>
<td><strong>LingF4</strong></td>
<td><strong>Registration</strong> – Stud.IP 1.9.-30.9.2017 / <strong>Prerequisites</strong> – LingF1-LingF2 / <strong>Size restriction</strong> – 30 / <strong>Further Information</strong> – pascal.hohaus@engsem.~</td>
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**Advanced Linguistics (LingA1/LingA2)**

**LingA1**

**English Morphology and Word-formation**

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<tr>
<th>Seminar, SWS: 2</th>
<th>Schulze, Rainer</th>
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<tr>
<td><strong>Mo wöchentl.</strong> 16:00 - 18:00 23.10.2017 - 03.02.2018 1502 - 703</td>
<td><strong>Kommentar</strong></td>
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<tr>
<td><strong>This advanced seminar will take students through the basic notions in English morphology and word-formation and discuss problematic areas and definitorial questions. All the relevant topics (i.e. the morphological building blocks of English, inflectional morphology, productivity, compounding, prefixation, suffixation, conversion, polymorphic complex morphemes and non-morphemic word-formation processes) will be approached from different angles focusing on structural, cognitive and sociopragmatic aspects of the field. In this way, new perspectives will be opened particularly on the development and establishment of new complex words, on the cognitive functions of word-formation patterns and on the field of conversion. Students of English linguistics will be able to use this class not only as an introduction but also for preparing term papers (schriftliche Hausarbeit als Prüfungsleistung) and final theses (BA- or Master’s thesis).</strong></td>
<td><strong>Bemerkung</strong></td>
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<tr>
<td><strong>LingA1</strong></td>
<td><strong>Registration</strong> – Stud.IP 01.09.-30.09.2017 / <strong>Prerequisites</strong> – LingF1-LingF2-(LingF3)-LingF4 (plus study skills including processes of organizing and taking in new information, retaining information, or dealing with assessments; these processes include mnemonics which aid the retention of lists of information, effective reading, concentration techniques, and efficient notetaking). / <strong>Further information</strong> – rainer.schulze@engsem.~</td>
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</table>

**LinguA³**

<table>
<thead>
<tr>
<th>Seminar, SWS: 2</th>
<th>Altendorf, Ulrike</th>
<th>Becker, Lidia</th>
<th>Mathias, Alexa</th>
</tr>
</thead>
<tbody>
<tr>
<td>Di wöchentl. 16:00 - 18:00 24.10.2017 - 31.01.2018 1502 - 109</td>
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<td>Di wöchentl. 18:00 - 20:00 24.10.2017 - 30.01.2018 1502 - 103</td>
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**Kommentar**


**Bemerkung**

Teilnehmerzahl: 35 (für alle drei beteiligten Fachbereiche insgesamt)

**Literatur**

Wird im Seminar bekanntgegeben.

**Linguistic Analysis and Literature**

<table>
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<tr>
<th>Seminar, SWS: 2</th>
<th>Schulze, Rainer</th>
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<tbody>
<tr>
<td>Di wöchentl. 16:00 - 18:00 17.10.2017 - 03.02.2018 1502 - 609</td>
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</table>

**Kommentar**

This advanced seminar will provide an introduction to the analysis of literary texts with means taken from a linguistic toolbox. In this seminar, we would like to reflect on the more recent paradigm shift within linguistics towards a sociopragmatic and cognitive model of language use, a development that has provided us with a broader range of methods and areas of investigation. We will attempt to illustrate how this paradigm shift has made it possible to bridge the divide between the literary and the linguistic approaches to language. The development from formalism through structuralism to the newer fields of discourse and interactional analysis, pragmatics and cognitive or functional linguistics documents a concomitant shift in the interest from more formal to more functional categories of language, from *langue* to *parole* or usage-based approaches in linguistics. Likewise, the linguistic analysis of literature and the disciplines called ‘linguistic stylistics’ or ‘language & literature’ have undergone similarly decisive re-conceptualizations, both in the wake of poststructuralist theory and on account of the increasing availability of spoken and written language material. When analyzed by formalist and structuralist critics, literary texts tended to be treated in terms of new critical and canonical literary approaches. By contrast, newer insights into the context-boundedness and intertextuality of literature (including the recent insistence on a more pragmatic definition of the literary: literature is what readers decide to interpret as literary), have resulted in an openness towards the recent more sociopragmatic and cognitive approaches within linguistics, and have helped to bring about an acceptance of the spoken and written language as a recognized object of study even for literary scholars.
On the background of this scenario, one can now reconsider the possible ways in which the newest versions of linguistics can help to 'explain' the language of literature - a linguistic question - or ask how the new linguistics may become useful to the literary scholar - a concern for literary studies. We will be mainly concerned with concepts such as 'prosody and metre', 'syntax', 'meaning: metaphor and metonymy', 'irony', 'narration', 'deixis and the creation of perspectives', 'conversation and interaction and dramatic speech', 'intertextuality' and 'heteroglossia and literature'. As an illustration for the working of these concepts, we will predominantly use passages and snippets from literary writings. We will sketch to what extent the linguistic toolbox is helpful to the literary reader and at which points even the most refined linguistic analysis has to be supplemented by specifically 'literary' (or, we will argue, mimetic) concepts. At the same time, we will argue that the recent developments sketched above have opened new horizons, new vistas of cooperation for both the literary scholar and the linguist.

**LingA2**

**Learner Corpus Research**

Seminar, SWS: 2  
Altendorf, Ulrike

Mi wöchentl. 10:00 - 12:00 18.10.2017 - 03.02.2018 1502 - 703

This course will explore issues related to the process of second language learning and teaching. It will convey insights into the interlanguage of second language learners, in particular insights gained from studies based on learner corpora (LCR). They will be supplemented by relevant concepts proposed by Second Language Acquisition, in particular IP (Input Processing) and PI (Processing Instruction), as well as by teaching methodology, e.g. the acquisition-oriented method by von Ziegésar.

**LinguA³**

Seminar, SWS: 2  
Altendorf, Ulrike| Becker, Lidia| Mathias, Alexa

Di wöchentl. 16:00 - 18:00 24.10.2017 - 31.01.2018 1502 - 109

Di wöchentl. 18:00 - 20:00 24.10.2017 - 30.01.2018 1502 - 103

**Englisches Seminar**

Seminars und ersetzen jeweils eine Seminarsitzung. Geplante Vortragstermine:
21.11.17 / 12.12.17 / 23.01.18.

Im Seminar können für den Bereich Germanistik (Deutsch) Studien- & Prüfungsleistungen sowie Schlüsselkompetenzbescheinigungen (SKA oder SKB) erworben werden. Für Leistungsnachweise in den anderen beiden Fachbereichen: siehe KVV Englisches und Romanisches Seminar.


Bemerkung
Teilnehmerzahl: 35 (für alle drei beteiligten Fachbereiche insgesamt)

Literatur
Wird im Seminar bekanntgegeben.

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### Principles of Language Change

**Seminar, SWS: 2**
Altendorf, Ulrike

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<tr>
<th>Mi wöchentl.</th>
<th>12:00 - 14:00</th>
<th>18.10.2017 - 03.02.2018</th>
<th>1502 - 703</th>
</tr>
</thead>
</table>

**Kommentar**
This course will review language-external and language-internal theories of language change. Language-external factors to be treated will be, for instance, social prestige and social networks. Language-internal mechanisms will comprise exemplar theory and the notions of markedness and naturalness. The course requires a solid knowledge of phonetics and phonology.

**Bemerkung**
Ling A2, M5, M9

**Literatur**

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### Sociolinguistic Typology

**Seminar, SWS: 2**
Altendorf, Ulrike

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<th>1502 - 703</th>
</tr>
</thead>
</table>

**Kommentar**
This course will present Peter Trudgill's theories of language and dialect contact as well as a selection of socio-historical case studies from England, the US and New Zealand, to which they can be applied. In addition, we will look at research on *Multicultural London English*, an emerging contact variety in the Greater London conurbation. This course requires a solid knowledge of phonetics and phonology.

**Bemerkung**
Ling A2, M5, M9

**Literatur**

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### Foundations Literature and Culture (AmerBritF1)

**AmerBritF1**
Introduction to Literary Studies

**Seminar, SWS: 2**
Grünkemeier, Ellen

<table>
<thead>
<tr>
<th>Di wöchentl.</th>
<th>10:00 - 12:00</th>
<th>24.10.2017 - 03.02.2018</th>
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</table>
This course is designed as a general introduction to Literary Studies and aims to familiarise students with the fundamentals necessary for the study of English and American literatures. The course will acquaint students with different theoretical approaches to literature as well as important critical concepts and methods in order to further their skills in description, analysis and interpretation. For illustration, we will draw on representative texts from a variety of genres and periods.

Registration – Stud.IP 01.-30.09.2017 / Prerequisites – none / Further Information – ellen.gruenkemeier@engsem.

Required Reading


Reader – Stud.IP and copy shop Stork (Körnerstraße 3) from 10 Oct
This course is designed as a general introduction to Literary Studies and aims to familiarize students with the fundamentals necessary for the study of English and American literatures. The course will acquaint students with different theoretical approaches to literature and culture as well as important critical concepts and methods in order to further their skills of description, analysis and interpretation. For illustration, we will draw on representative textual examples from a variety of genres and periods.

### Registration

- **Stud.IP** 1.9.-19.10.2017 / **Prerequisites** – none / **Further Information** – ruth.mayer@engsem

Maximale TeilnehmerInnenzahl: 40

### Intermediate American Literature and Culture (AmerF2/AmerF3)

#### AmerF2

**Survey of American Literature and Culture**

<table>
<thead>
<tr>
<th>Vorlesung, SWS: 2</th>
<th>Mayer, Ruth</th>
</tr>
</thead>
</table>

**Kommentar**

This lecture will provide an introduction to North American culture and literature from the beginnings of colonization to the present time. We will be concerned with the emergence of a national ideology against the backdrop of ethnic, religious, and social conflicts, casting a close look at the way religious, political, and aesthetic lines of expression interact in the representations of revolution, independence and the negotiations around national identity and manifest destiny. It will focus on the interactions between minorities and mainstream, marginalized groups and powerful parties, and investigate the emergence of cultural categories of distinction (the high, the low, and the middle). A reader with additional course material will be made available at the beginning of the class. Please refer to the course page on StudIP for further information as the semester approaches. All the material including power point presentations and handouts will be posted online on StudIP.

### AmerF3

**Literature of the 1960s**

<table>
<thead>
<tr>
<th>Seminar, SWS: 2</th>
<th>Brasch, Ilka</th>
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</thead>
</table>

**Kommentar**

The 1960s in the United States was a decade of cultural unrest and entailed a reevaluation of existing norms and ideals. Politically and culturally, the decade is informed by the Cold War and its political crises and by the Civil Rights Movement. At the same time, literature of the ‘psychedelic sixties’ reflects and engages critically with the use of mind-expanding drugs and bears witness of a shifting understanding of mental illness. Moreover, 1960s literature returns time and again to conceptions of gender in terms of a reconsideration of female gender norms in American society. In this class, we will consider these multiple issues by studying a choice of literary texts from the era, including Sylvia Plath’s *The Bell Jar* (1963), Thomas Pynchon’s *The Crying of Lot 49* (1965). Please check StudIP as the semester approaches for possible changes to the reading list.
**Minor Modernisms**

Seminar, SWS: 2  
Mayer, Ruth

**Di wöchentl.: 12:00 - 14:00 17.10.2017 - 03.02.2018  
Kommentar:**
The period of Modernism is often associated with big masterpieces, fundamental revisions of the literary landscape, groundbreaking manifestos, epical novels, long poems and grand oeuvres – in short, it tends to be seen as a major movement. But Modernism was no organized event; in many respects it makes more sense to speak of modernisms.

In this class we will look at the margins of the modernist scene in the United States in order to understand and appreciate its often diffuse, complex and shifting character. We will engage with short stories, fragments, the little magazines and all sorts of experiments that did not work out or were discontinued. We will look at writers who did not manage to gain a central position in the modernist canon because they were considered too odd, strange or queer. By focusing on minor modernist voices, we will try and gain a new perspective on the period.

**Bemerkung**

AmerF3

**Literatur**

Literature – will be announced on StudIP as the semester approaches.

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**Intermediate British Literature and Culture (BritF2/BritF3)**

**BritF2**

**BritF3**

**How to Read 19th-Century Fiction Today**

Seminar, SWS: 2  
Gohrisch, Jana

**Di wöchentl.: 14:00 - 16:00 17.10.2017 - 03.02.2018  
Kommentar:**
This course is designed for students who want to practise the analytical concepts and terms acquired in the AmerBritF1 Introduction as well as the knowledge gained in the BritF2 Survey lecture. We will turn to two classic 19th-century texts, namely Jane Austen’s post-revolutionary novel *Pride and Prejudice* (1813) and Charles Dickens’s industrial novel *Hard Times* (1854). Applying the methodology used in the Survey lecture, we will find out how the theoretical paradigms of Structuralism, New Historicism, Gender Studies and Reception Studies can be made productive for analysing and interpreting these novels. Following the New Historist practice of parallel reading of fiction and non-fiction, we will study also non-fictional material on the role of gender and class in society since the late 18th century. Based on structuralist categories (such as contrast and correspondences, narratology) we shall chronicle the development of realism as the dominant mode of the genre and learn how 19th-century readers reacted to Austen’s and Dickens’s novels.

**Bemerkung**

BritF3

**Literatur**

Required Reading

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**WiSe 2017/18**

11
Jane Austen. *Pride and Prejudice*.
Charles Dickens. *Hard Times*.

Students who want to attend this course will have to purchase the novels in well-annotated editions and read one of them before the course starts. The non-fictional material will be provided in a reader available on Stud.IP and from Copyshop Stork (Körnerstraße 3).

The editions you can choose from are:

**Popular Literature of the Early 20th Century**
Seminar, SWS: 2
Pardey, Hannah

Do wöchentl. 10:00 - 12:00 19.10.2017 - 03.02.2018  1502 - 613
Kommentar In this course students will practise their skills in the analysis of various popular texts of early 20th-century Britain. Starting with a brief introduction into questions of theory and terminology, we shall discuss how notions of the popular implicate gender discrimination and interact with other cultural formations. We shall consider a broad range of different media, such as periodicals, musical theatres and design shows, to interrogate simplifying definitions of the critical term. After that, we will turn to Daphne du Maurier’s popular novel *Jamaica Inn* (1936) and watch Alfred Hitchcock’s 1939 film adaptation as well as selected scenes from the 2014 BBC series of the same name to discuss the proliferating quality of popular culture. Additionally, we shall investigate Agatha Christie’s murder mystery play *The Mousetrap* (1952) which began life as a short radio play before it opened in London’s West End to become the world’s longest-running play. The course will conclude with considerations concerning the implications of conceptualising culture in hierarchical terms.

Bemerkung BritF3

Registration – Stud.IP 1.9. 2017 - 30.9.2017/ Prerequisites – AmerBritF1/ Further Information – hannah.pardey@engsem.~

Literatur **Required Reading**

Please buy Daphne du Maurier’s *Jamaica Inn* (1936) and read it prior to class. All other texts covered in the seminar, including Agatha Christie’s *The Mousetrap*, will be provided in a reader available from Copyshop Stork (Körnerstraße 3) or on Stud.IP.

**Advanced Literature and Culture (AmerA/BritA)**

**AmerA**

**Authorship Performance and Media Authorship**

Seminar, SWS: 2
Soller, Bettina

Do wöchentl. 14:00 - 16:00 19.10.2017 - 03.02.2018  1502 - 609
Kommentar In literary studies, the concept of the author as a theoretical construct is often reduced to a reference that limits or organizes the readers’ or researchers’ choice of possible
meanings. In recent decades, literary studies as well as cultural and media studies have increasingly broadened the perspectives on authorship and investigated the connections between the empirical situations of writing and the production of narrative texts, historical ideas and models of authorship, and the performance and construction of authorship inside and outside of texts. In this class, we will examine several case studies from different media contexts like literature, theater, TV and film through the lens of authorship as cultural performance and media authorship. For example, we will think about the performances and constructions of literary authorship in Paul Auster’s *City of Glass* and in the context of fan fiction authors who transitioned to the book market like *Fifty Shades of Grey*’s E.L. James. Another case study will be concerned with authorial performances in the context of transmedia storytelling, e.g. *The Walking Dead* and *Game of Thrones*, and the concept of the ‘fanboy auteur’ established by Suzanne Scott.

**Gender, Queerness and Activism**

**Seminar, SWS: 2**  
Oldehus, Anna-Lena

**Di. wöchentlich 12:00 - 14:00**  
17.10.2017 - 03.02.2018  
1502 - 615

**Kommentar**  
In this class we will look at conceptions, representations and practices of gender identity, sexuality, and queerness in literature, mass media and political activism in a contemporary (US-American) context. On the basis of major theories in the field of gender and queer studies, we will engage with texts and films and look at their relation to e.g. political activism, gay prides, bodies and fiction.

**Bemerkung**  
AmerA/AAS1/AAS2/AAS3

This class is part of the Studienschwerpunkt Gender Studies

**Registration** – Stud.IP 1.9.-30.09.2017 / **Prerequisites** – none / **Further Information** – anna-lena.oldehus@engsem.~

**Literatur**  

**It’s About Time (in Philosophy, Fiction and Science)**

**Seminar, SWS: 2**  
Frisch, Mathias | Mayer, Ruth

**Mi. wöchentlich 12:00 - 14:00**  
25.10.2017 - 03.02.2018  
1502 - 609

**Kommentar**  
We all seem to experience time in a fundamental and direct way. Yet once we begin to reflect on what time really is, it is easy to feel as puzzled as St Augustine was, who wrote: “If no one asks me, I know what [time] is. If I wish to explain it to him who asks me, I do not know.” In this course we will investigate several philosophical problems concerning time, ask how modern science might affect our answers to some of them, and examine how these problems are enacted in fiction. As is the case with most philosophical problems, we will probably not think at the end of the semester that we have found conclusive answers to our puzzles. But hopefully we will have learned to think more deeply and probingly about one of the core features of human experience.

This course is co-taught by a philosopher and an Americanist, and its goal is to acquaint students of philosophy and students of literature with methods and approaches of the respective fields. By pairing philosophical readings with literary texts, we will aim to understand how philosophical and literary approaches to a problem differ and
how the different modes of thought can complement and inform one another. Finally, we will examine to what extent scientific results can influence or perhaps even settle philosophical disputes.

This course is not an easy course: you will be asked to grapple with some difficult to understand texts from the history of philosophy, which exhibit modes of thinking somewhat foreign to our own; we will try to understand, albeit in a non-mathematical fashion, the basics of one of the great achievements of twentieth century physics – the theory of relativity; and we will engage with complex literary and non-literary narratives. Hopefully, however, the challenge of engaging with puzzles concerning time through such a variety of different lenses will also prove to be intellectually rewarding for you. The main thing that you will have to bring to this course to benefit from it, is a deep intellectual curiosity.

Bemerkung
AmerA/AAS1/AAS2

Registration – Stud.IP 1.9.-30.9.2017 / Prerequisites – Intermediate Literature and Culture / Further Information – ruth.mayer@engsem.~

Maximale TeilnehmerInnenzahl: 20 aus dem Englischen Seminar.

Literatur
Literature – please purchase and read Kurt Vonnegut, Slaughterhouse 5 (Bantam-Dell, ISBN 978-0440180296) before the beginning of the semester. Additional literature will be announced on StudIP as the semester approaches.
Englisches Seminar

Gohrisch, Jana

Di  wöchentl.  16:00 - 18:00  17.10.2017 - 03.02.2018  1502 - 703

This seminar combines linguistics and literary studies to help students refine their skills in both fields. Whereas the linguistic side will stress the recent paradigm shift towards a sociopragmatic and cognitive model of language, the literary side will apply these models and their concepts to literary texts. We will read chapters from a recent interdisciplinary textbook that combines a generic approach with attention to particular tropes such as irony, metaphor and metonymy as well as issues such as intertextuality and heteroglossia. We will use the texts commented upon in the textbook and add poems, excerpts from plays and novels and film clips to enable students to practice an interdisciplinary method by themselves.

Bemerkung

BritA / AAS2, AAS3, AAS4

Reader – copy shop Stork (Körnerstraße 3) from 10 Oct and Stud.IP / Registration – Stud.IP 01.09.-30.09.2017 / Prerequisites – AmerBritF1, BritF2, BritF3 for FüBA students, none for others / Further Information – jana.gohrisch@engsem.

Literatur


Further material will be provided in a reader available on Stud.IP and from Copyshop Stork (Körnerstraße 3).

Narratives of Migration

Pardey, Hannah

Do  wöchentl. 12:00 - 14:00  19.10.2017 - 03.02.2018  1502 - 613

Migrations have always formed part of human civilisation. In particular, the advent of European colonialism caused the forcible movement of peoples from their homelands into new regions. Decolonisation, on the other hand, resulted in large-scale migrations of peoples from former colonies to European metropolitan centres. Since the mid-1980s, the term 'globalisation' is almost excessively applied to describe the movements of peoples in a supposedly borderless world. This course will explore various narrative texts that negotiate migration at different historical moments. The reading programme for this course will comprise excerpts from Equiano's Interesting Narrative (1789), poems by the Jamaican Claude McKay and the Nigerian Wole Soyinka as well as short stories by Sharon Dodua Otoo and Irenosen Okojie. The course will conclude with a critical discussion of Meera Syal's novel Life Isn't All Ha Ha Hee Hee (1999).

Bemerkung

BritA / AAS2, AAS5 / Atlantic Studies

Registration – Stud.IP 1.9.2017 - 30.9.2017/ Prerequisites – BritF3 for FüBA students, none for others/ Further Information – hannah.pardey@engsem.

Literatur

Required Reading – Please buy Meera Syal's novel and read it prior to class. All other texts covered in the seminar will be provided in a reader available from Copyshop Stork (Körnerstraße 3) or on StudIP.

Theories and Methods of Literary Studies

Gohrisch, Jana

Mi  wöchentl. 10:00 - 12:00  18.10.2017 - 03.02.2018  1502 - 609

This seminar introduces students to the major theoretical approaches to literature and culture from the twentieth century, such as Formalism, Structuralism and New Criticism, Reader-Response Theory, Psychoanalytic Criticism, Marxism, Poststructuralism and
Englisches Seminar  

Deconstruction, Feminism and Gender Studies, Postcolonial Theory as well as New Historicism and Cultural Materialism. Familiarity with these approaches is essential to successfully write term papers, bachelor’s and master’s theses.

As a preparation for each class you will have to read up on the central ideas of these respective approaches studying selected theoretical texts by some of their key representatives as well as secondary material by Peter Barry. Relying on the analytical categories from the AmerBritF1 Introduction and the (literary) historical knowledge from the BritF2 Survey we will apply the theories to Charlotte Brontë’s novel *Jane Eyre* (1847) in order to practise their terminologies and show how each of them produces a new interpretation of the text.

Bemerkung  


Please buy your own copies of Brontë’s novel and of Peter Barry’s *Beginning Theory*. The theoretical texts covered in the seminar will be available in a reader from Copyshop Stork (Körnerstraße 3) and on Stud.IP. **It is absolutely necessary to read Brontë’s novel before the course begins.**

Focus Module (AmerA/BritA/LingA1/LingA2)  

*AmerA*  

**Authorship Performance and Media Authorship**

Seminar, SWS: 2  
Soller, Bettina

**Do wöchentl. 14:00 - 16:00 19.10.2017 - 03.02.2018 1502 - 609**  

**Kommentar**  
In literary studies, the concept of the author as a theoretical construct is often reduced to a reference that limits or organizes the readers’ or researchers’ choice of possible meanings. In recent decades, literary studies as well as cultural and media studies have increasingly broadened the perspectives on authorship and investigated the connections between the empirical situations of writing and the production of narrative texts, historical ideas and models of authorship, and the performance and construction of authorship inside and outside of texts. In this class, we will examine several case studies from different media contexts like literature, theater, TV and film through the lens of authorship as cultural performance and media authorship. For example, we will think about the performances and constructions of literary authorship in Paul Auster’s *City of Glass* and in the context of transmedia storytelling, e.g. *The Walking Dead* and *Game of Thrones*, and the concept of the ‘fanboy auteur’ established by Suzanne Scott.

**Bemerkung**  


**Literatur**  

Please buy your own copies of Brontë’s novel and of Peter Barry’s *Beginning Theory*. The theoretical texts covered in the seminar will be available in a reader from Copyshop Stork (Körnerstraße 3) and on Stud.IP. **It is absolutely necessary to read Brontë’s novel before the course begins.**

**Gender, Queerness and Activism**

WiSe 2017/18
Englisches Seminar
Seminar, SWS: 2
Oldehus, Anna-Lena

Di wöchentl. 12:00 - 14:00 17.10.2017 - 03.02.2018  1502 - 615
Kommentar
In this class we will look at conceptions, representations and practices of gender identity, sexuality, and queerness in literature, mass media and political activism in a contemporary (US-American) context. On the basis of major theories in the field of gender and queer studies, we will engage with texts and films and look at their relation to e.g. political activism, gay prides, bodies and fiction.

Bemerkung
This class is part of the Studienschwerpunkt Gender Studies

Registration – Stud.IP 1.9.-30.09.2017 /Prerequisites – none / Further Information – anna-lena.oldehus@engsem.

Literatur

It's About Time (in Philosophy, Fiction and Science)

Seminar, SWS: 2
Frisch, Mathias| Mayer, Ruth

Mi wöchentl. 12:00 - 14:00 25.10.2017 - 03.02.2018  1502 - 609
Kommentar
We all seem to experience time in a fundamental and direct way. Yet once we begin to reflect on what time really is, it is easy to feel as puzzled as St Augustine was, who wrote: "If no one asks me, I know what [time] is. If I wish to explain it to him who asks me, I do not know." In this course we will investigate several philosophical problems concerning time, ask how modern science might affect our answers to some of them, and examine how these problems are enacted in fiction. As is the case with most philosophical problems, we will probably not think at the end of the semester that we have found conclusive answers to our puzzles. But hopefully we will have learned to think more deeply and probingly about one of the core features of human experience.

This course is co-taught by a philosopher and an Americanist, and its goal is to acquaint students of philosophy and students of literature with methods and approaches of the respective fields. By pairing philosophical readings with literary texts, we will aim to understand how philosophical and literary approaches to a problem differ and how the different modes of thought can complement and inform one another. Finally, we will examine to what extent scientific results can influence or perhaps even settle philosophical disputes.

This course is not an easy course: you will be asked to grapple with some difficult to understand texts from the history of philosophy, which exhibit modes of thinking somewhat foreign to our own; we will try to understand, albeit in a non-mathematical fashion, the basics of one of the great achievements of twentieth century physics – the theory of relativity; and we will engage with complex literary and non-literary narratives. Hopefully, however, the challenge of engaging with puzzles concerning time through such a variety of different lenses will also prove to be intellectually rewarding for you. The main thing that you will have to bring to this course to benefit from it, is a deep intellectual curiosity.

Bemerkung

Literatur
Literature – please purchase and read Kurt Vonnegut, Slaughterhouse 5 (Bantam-Dell, ISBN 978-0440180296) before the beginning of the semester. Additional literature will be announced on StudIP as the semester approaches.
Colonal Encounters in Contemporary Australian Fiction

This seminar focuses on representations of colonial encounters between indigenous and non-indigenous Australians in colonial non-fiction and postcolonial fiction. We will explore the complex race and power relations between Aboriginal Peoples and British settlers from the early days of colonisation to the present day. Our historical survey of the British settler and penal colony will begin with a critical discussion of central terms such as ‘terra nullis’ and ‘Down under’ and of selected documents, esp. the accounts of William Dampier’s and James Cook’s voyages in the Pacific in the 17th and 18th centuries. Turning to the core reading programme of this seminar, we will then analyse the postcolonial historical novels *The Secret River* (2005) by Kate Grenville and David Malouf’s *Remembering Babylon* (1993) as well as excerpts from Mudrooroo/ Colin Johnson’s *Dr Wooreddy’s Prescription of Enduring the Ending of the World* (1983), which depicts the British colonisation – or rather invasion – of Tasmania from an Aboriginal perspective. Throughout the seminar we will engage in close readings (based on the analytical categories from the ‘Introduction to Literary Studies’) and put to practice the theoretical concepts of Structuralism, Gender Studies and Postcolonial Criticism.

**Literature**

Required Reading


Please read Kate Grenville’s *The Secret River* before the course begins. The other texts will be provided in a reader available on Stud.IP and from Copyshop Stork (Körnerstraße 3).

Reader – Stud.IP and copy shop Stork (Körnerstraße 3) from 10 Oct
**Narratives of Migration**

**Seminar, SWS: 2**  
Pardey, Hannah

**Do wöchentl. 12:00 - 14:00 19.10.2017 - 03.02.2018 1502 - 613**

**Kommentar**
Migrations have always formed part of human civilisation. In particular, the advent of European colonialism caused the forcible movement of peoples from their homelands into new regions. Decolonisation, on the other hand, resulted in large-scale migrations of peoples from former colonies to European metropolitan centres. Since the mid-1980s, the term 'globalisation' is almost excessively applied to describe the movements of peoples in a supposedly borderless world. This course will explore various narrative texts that negotiate migration at different historical moments. The reading programme for this course will comprise excerpts from Equiano's Interesting Narrative (1789), poems by the Jamaican Claude McKay and the Nigerian Wole Soyinka as well as short stories by Sharon Dodua Otoo and Irenosen Okojie. The course will conclude with a critical discussion of Meera Syal's novel Life Isn't All Ha Ha Hee Hee (1999).

**Bemerkung**
BritA / AAS3, AAS5 / Atlantic Studies

**Literatur**
Required Reading – Please buy Meera Syal's novel and read it prior to class. All other texts covered in the seminar will be provided in a reader available from Copyshop Stork (Körnerstraße 3) or on StudIP.

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**Theories and Methods of Literary Studies**

**Seminar**  
Gohrisch, Jana

**Mi wöchentl. 10:00 - 12:00 18.10.2017 - 03.02.2018 1502 - 609**

**Kommentar**
This seminar introduces students to the major theoretical approaches to literature and culture from the twentieth century, such as Formalism, Structuralism and New Criticism, Reader-Response Theory, Psychoanalytic Criticism, Marxism, Poststructuralism and Deconstruction, Feminism and Gender Studies, Postcolonial Theory as well as New Historicism and Cultural Materialism. Familiarity with these approaches is essential to successfully write term papers, bachelor’s and master’s theses.

As a preparation for each class you will have to read up on the central ideas of these respective approaches studying selected theoretical texts by some of their key representatives as well as secondary material by Peter Barry. Relying on the analytical categories from the AmerBritF1 Introduction and the (literary) historical knowledge from the BritF2 Survey we will apply the theories to Charlotte Brontë's novel *Jane Eyre* (1847) in order to practise their terminologies and show how each of them produces a new interpretation of the text.

**Bemerkung**
BritA / AAS1

**Literatur**
Required Reading


Please buy your own copies of Brontë’s novel and of Peter Barry’s *Beginning Theory*. The theoretical texts covered in the seminar will be available in a reader from Copyshop Stork (Körnerstraße 3) and on Stud.IP. **It is absolutely necessary to read Brontë's novel before the course begins.**

**LingA1**

**English Morphology and Word-formation**

Seminar, SWS: 2  
Schulze, Rainer

Mo wöchentl. 16:00 - 18:00 23.10.2017 - 03.02.2018 1502 - 703

**Kommentar**

This advanced seminar will take students through the basic notions in English morphology and word-formation and discuss problematic areas and definitorial questions. All the relevant topics (i.e. the morphological building blocks of English, inflectional morphology, productivity, compounding, prefixation, suffixation, conversion, polymorphic complex morphemes and non-morphemic word-formation processes) will be approached from three different angles focusing on structural, cognitive and sociopragmatic aspects of the field. In this way, new perspectives will be opened particularly on the development and establishment of new complex words, on the cognitive functions of word-formation patterns and on the field of conversion. Students of English linguistics will be able to use this class not only as an introduction but also for preparing term papers (*schriftliche Hausarbeit als Prüfungsleistung*) and final theses (BA- or Master’s thesis).

**Bemerkung**

LingA1

*Registration* – Stud.IP 01.09.-30.09.2017 /

*Prerequisites* – LingF1-LingF2-(LingF3)-LingF4 (plus study skills including processes of organizing and taking in new information, retaining information, or dealing with assessments; these processes include mnemonics which aid the retention of lists of information, effective reading, concentration techniques, and efficient notetaking). /

*Further information* – rainer.schulze@engsem.

**Literatur**


**LinguA³**

Seminar, SWS: 2

 Altendorf, Ulrike  Becker, Lidia  Mathias, Alexa

Di wöchentl. 16:00 - 18:00 24.10.2017 - 31.01.2018 1502 - 109

Di wöchentl. 18:00 - 20:00 24.10.2017 - 30.01.2018 1502 - 103

**Kommentar**


21.11.17 / 12.12.17 / 23.01.18.

Im Seminar können für den Bereich Germanistik (Deutsch) Studien- & Prüfungsleistungen sowie Schlüsselkompetenzbescheinigungen (SKA oder SKB)
This advanced seminar will provide an introduction to the analysis of literary texts with means taken from a linguistic toolbox. In this seminar, we would like to reflect on the more recent paradigm shift within linguistics towards a sociopragmatic and cognitive model of language use, a development that has provided us with a broader range of methods and areas of investigation. We will attempt to illustrate how this paradigm shift has made it possible to bridge the divide between the literary and the linguistic approaches to language. The development from formalism through structuralism to the newer fields of discourse and interactional analysis, pragmatics and cognitive or functional linguistics documents a concomitant shift in the interest from more formal to more functional categories of language, from *langue* to *parole* or usage-based approaches in linguistics. Likewise, the linguistic analysis of literature and the disciplines called ‘linguistic stylistics’ or ‘language & literature’ have undergone similarly decisive re-conceptualizations, both in the wake of poststructuralist theory and on account of the increasing availability of spoken and written language material. When analyzed by formalist and structuralist critics, literary texts tended to be treated in terms of new-critical and canonical literary approaches. By contrast, newer insights into the context-boundness and intertextuality of literature (including the recent insistence on a more pragmatic definition of the literary: literature is what readers decide to interpret as literary), have resulted in an openness towards the recent more sociopragmatic and cognitive approaches within linguistics, and have helped to bring about an acceptance of the spoken and written language as a recognized object of study even for literary scholars.

On the background of this scenario, one can now reconsider the possible ways in which the newest versions of linguistics can help to ‘explain’ the language of literature - a linguistic question - or ask how the new linguistics may become useful to the literary scholar - a concern for literary studies. We will be mainly concerned with concepts such as ‘prosody and metre’, ‘syntax’, ‘meaning: metaphor and metonymy’, ‘irony’, ‘narration’, ‘deixis and the creation of perspectives’, ‘conversational interaction and dramatic speech’, ‘intertextuality’ and ‘heteroglossia and literature’. As an illustration for the working of these concepts, we will predominantly use passages and snippets from literary writings. We will sketch to what extent the linguistic toolbox is helpful to the literary reader and at which points even the most refined linguistic analysis has to be supplemented by specifically ‘literary’ (or, we will argue, mimetic) concepts. At the same time, we will argue that the recent developments sketched above have opened new horizons, new vistas of cooperation for both the literary scholar and the linguist.

**Bemerkung**

- LingA1, M7, M9

**Literatur**

### LinguA²
**Learner Corpus Research**

<table>
<thead>
<tr>
<th>Seminar, SWS: 2</th>
<th>Altendorf, Ulrike</th>
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<tr>
<td><strong>Mi</strong> wöchentl. 10:00 - 12:00</td>
<td>18.10.2017 - 03.02.2018</td>
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<td><strong>Kommentar</strong></td>
<td>This course will explore issues related to the process of second language learning and teaching. It will convey insights into the interlanguage of second language learners, in particular insights gained from studies based on learner corpora (LCR). They will be supplemented by relevant concepts proposed by Second Language Acquisition, in particular IP (Input Processing) and PI (Processing Instruction), as well as by teaching methodology, e.g. the acquisition-oriented method by von Ziegésar.</td>
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<tr>
<td><strong>Bemerkung</strong></td>
<td>LingA2, M8, M9</td>
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<tr>
<td><strong>Literatur</strong></td>
<td>Literature – Required Reading will be announced in class. Texts will be available on Stud.IP.</td>
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### LinguA³
**Seminar, SWS: 2**
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<tr>
<th>Altendorf, Ulrike</th>
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<th>Mathias, Alexa</th>
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<td>24.10.2017 - 30.01.2018</td>
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<tr>
<td><strong>Bemerkung</strong></td>
<td>Teilnehmerzahl: 35 (für alle drei beteiligten Fachbereiche insgesamt)</td>
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<tr>
<td><strong>Literatur</strong></td>
<td>Wird im Seminar bekanntgegeben.</td>
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### Principles of Language Change
**Seminar, SWS: 2**
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<td><strong>Kommentar</strong></td>
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<td><strong>Bemerkung</strong></td>
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**WiSe 2017/18**
Sociolinguistic Typology

Seminar, SWS: 2
Altendorf, Ulrike

Di wöchentl. 18:00 - 20:00 17.10.2017 - 03.02.2018 1502 - 703
Kommentar This course will present Peter Trudgill's theories of language and dialect contact as well as a selection of socio-historical case studies from England, the US and New Zealand, to which they can be applied. In addition, we will look at research on Multicultural London English, an emerging contact variety in the Greater London conurbation. This course requires a solid knowledge of phonetics and phonology.

Literatur Literature – Required Reading will be announced in class. Texts will be available on Stud.IP.

Foundations Language Practice (SP1/SP2)

SP1
Vocabulary and Pronunciation (Group 1)

Seminar, SWS: 2, Max. Teilnehmer: 20
Foster, Darren Paul

Mo wöchentl. 08:00 - 10:00 23.10.2017 - 03.02.2018 1502 - 703
Kommentar Which words are useful for reporting academic research? Why do pear and bear rhyme, but not dear? What do subconscious and submarine have in common? What is the difference between extent and extend? English vocabulary, spelling and pronunciation can bewilder learners! This course aims to extend students' vocabulary and improve their pronunciation and spelling in order to improve their reading and writing skills.

Bemerkung SP1

Vocabulary and Pronunciation (Group 2)

Seminar, SWS: 2, Max. Teilnehmer: 20
Gans, Anne

Mo wöchentl. 10:00 - 12:00 23.10.2017 - 03.02.2018 1502 - 615
Kommentar Which words are useful for reporting academic research? Why do pear and bear rhyme, but not dear? What do subconscious and submarine have in common? What is the difference between extent and extend? English vocabulary, spelling and pronunciation can bewilder learners! This course aims to extend students' vocabulary and improve their pronunciation and spelling in order to improve their reading and writing skills.

Bemerkung SP1
### Vocabulary and Pronunciation (Group 3)

Seminar, SWS: 2, Max. Teilnehmer: 20  
Gans, Anne

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<td>Bemerkung</td>
<td>SP1</td>
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\[\text{Which words are useful for reporting academic research? Why do } \text{pear and bear rhyme, but not dear? What do subconscious and submarine have in common? What is the difference between extent and extend? English vocabulary, spelling and pronunciation can bewilder learners! This course aims to extend students' vocabulary and improve their pronunciation and spelling in order to improve their reading and writing skills.}\]

### Vocabulary and Pronunciation (Group 4)

Seminar, SWS: 2, Max. Teilnehmer: 20  
Foster, Darren Paul

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<tr>
<th>Kommentar</th>
<th>Di wöchentl. 10:00 - 12:00 24.10.2017 - 03.02.2018 1502 - 709</th>
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<tr>
<td>Bemerkung</td>
<td>SP1</td>
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\[\text{Which words are useful for reporting academic research? Why do } \text{pear and bear rhyme, but not dear? What do subconscious and submarine have in common? What is the difference between extent and extend? English vocabulary, spelling and pronunciation can bewilder learners! This course aims to extend students' vocabulary and improve their pronunciation and spelling in order to improve their reading and writing skills.}\]

### Vocabulary and Pronunciation (Group 5)

Seminar, SWS: 2, Max. Teilnehmer: 20  
Foster, Darren Paul

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<th>Kommentar</th>
<th>Mi wöchentl. 10:00 - 12:00 25.10.2017 - 03.02.2018 1502 - 709</th>
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<td>Bemerkung</td>
<td>SP1</td>
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\[\text{Which words are useful for reporting academic research? Why do } \text{pear and bear rhyme, but not dear? What do subconscious and submarine have in common? What is the difference between extent and extend? English vocabulary, spelling and pronunciation can bewilder learners! This course aims to extend students' vocabulary and improve their pronunciation and spelling in order to improve their reading and writing skills.}\]
Vocabulary and Pronunciation (Group 6)

Seminar, SWS: 2, Max. Teilnehmer: 20
Gans, Anne

<table>
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<tr>
<th>Fr  wöchentl.</th>
<th>08:00 - 10:00 27.10.2017 - 03.02.2018</th>
<th>1502 - 615</th>
</tr>
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**Kommentar**
Which words are useful for reporting academic research? Why do *pear* and *bear* rhyme, but not *dear*? What do *subconscious* and *submarine* have in common? What is the difference between *extent* and *extend*? English vocabulary, spelling and pronunciation can bewilder learners! This course aims to extend students' vocabulary and improve their pronunciation and spelling in order to improve their reading and writing skills.

**Bemerkung**
SP1

Registration – StudIP 01.09.2017-19.10.2017 / Prerequisites – none / Assessment Tasks – SL: regular homework tasks, test / Size restriction – 20 / Further Information – darren.foster@engsem.~ or anne.gans@engsem~

Vocabulary and Pronunciation (Group 7)

Seminar, SWS: 2, Max. Teilnehmer: 20
Gans, Anne

<table>
<thead>
<tr>
<th>Fr  Einzel</th>
<th>10:00 - 12:00 27.10.2017 - 03.02.2018</th>
<th>1502 - 615</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fr  Einzel</td>
<td>10:00 - 14:00 03.11.2017 - 03.11.2017</td>
<td>1502 - 609</td>
</tr>
<tr>
<td>Fr  Einzel</td>
<td>10:00 - 14:00 24.11.2017 - 24.11.2017</td>
<td>1502 - 609</td>
</tr>
</tbody>
</table>

**Kommentar**
Which words are useful for reporting academic research? Why do *pear* and *bear* rhyme, but not *dear*? What do *subconscious* and *submarine* have in common? What is the difference between *extent* and *extend*? English vocabulary, spelling and pronunciation can bewilder learners! This course aims to extend students' vocabulary and improve their pronunciation and spelling in order to improve their reading and writing skills.

**Bemerkung**
SP1

Registration – StudIP 01.09.2017-19.10.2017 / Prerequisites – none / Assessment Tasks – SL: regular homework tasks, test / Size restriction – 20 / Further Information – darren.foster@engsem.~ or anne.gans@engsem~

SP2

Grammar (Blockseminar)

Seminar, SWS: 2, Max. Teilnehmer: 20
Foster, Darren Paul

<table>
<thead>
<tr>
<th>Block</th>
<th>10:00 - 15:00 09.10.2017 - 13.10.2017</th>
<th>1502 - 709</th>
</tr>
</thead>
</table>

**Kommentar**
This course allows students to revise and extend their knowledge of the usage of grammatical structures, style and vocabulary through an investigative approach.

**Bemerkung**
SP2


Advanced Language Practice (SP3/SP4)

WiSe 2017/18
### SP3 Composition (Group 1)

Seminar, SWS: 2, Max. Teilnehmer: 20  
Foster, Darren Paul

<table>
<thead>
<tr>
<th>Day</th>
<th>Weekly</th>
<th>Time</th>
<th>Date Range</th>
<th>Room</th>
</tr>
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<tbody>
<tr>
<td>Mo</td>
<td>wöchentl.</td>
<td>10:00 - 12:00</td>
<td>23.10.2017 - 03.02.2018</td>
<td>1502 - 709</td>
</tr>
</tbody>
</table>

**Kommentar**  
This course investigates organisational patterns used in various genres and discourse forms of expository writing (informative/explanatory writing). Some aspects of language and grammar will also be discussed as necessary.

**Bemerkung**  
SP3

*Registration* – StudIP 01.09.2017-30.09.2017 / Prerequisites – SP1 + SP2 /  
*Assessment Tasks* – SL: two written tasks / *Size restriction* – 20 / *Further Information* – jill.schneller@engsem.~ or darren.foster@engsem.~

### Composition (Group 2)

Seminar, SWS: 2, Max. Teilnehmer: 20  
Foster, Darren Paul

<table>
<thead>
<tr>
<th>Day</th>
<th>Weekly</th>
<th>Time</th>
<th>Date Range</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Di</td>
<td>wöchentl.</td>
<td>08:00 - 10:00</td>
<td>17.10.2017 - 03.02.2018</td>
<td>1502 - 709</td>
</tr>
</tbody>
</table>

**Kommentar**  
This course investigates organisational patterns used in various genres and discourse forms of expository writing (informative/explanatory writing). Some aspects of language and grammar will also be discussed as necessary.

**Bemerkung**  
SP3

*Registration* – StudIP 01.09.2017-30.09.2017 / Prerequisites – SP1 + SP2 /  
*Assessment Tasks* – SL: two written tasks / *Size restriction* – 20 / *Further Information* – jill.schneller@engsem.~ or darren.foster@engsem.~

### Composition (Group 3)

Seminar, SWS: 2, Max. Teilnehmer: 20  
Schneller, Jill

<table>
<thead>
<tr>
<th>Day</th>
<th>Weekly</th>
<th>Time</th>
<th>Date Range</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Di</td>
<td>wöchentl.</td>
<td>10:00 - 12:00</td>
<td>17.10.2017 - 03.02.2018</td>
<td>1502 - 613</td>
</tr>
</tbody>
</table>

**Kommentar**  
This course investigates organisational patterns used in various genres and discourse forms of expository writing (informative/explanatory writing). Some aspects of language and grammar will also be discussed as necessary.

**Bemerkung**  
SP3

*Registration* – StudIP 01.09.2017-30.09.2017 / Prerequisites – SP1 + SP2 /  
*Assessment Tasks* – SL: two written tasks / *Size restriction* – 20 / *Further Information* – jill.schneller@engsem.~ or darren.foster@engsem.~

### Composition (Group 4)

Seminar, SWS: 2, Max. Teilnehmer: 20  
Schneller, Jill

<table>
<thead>
<tr>
<th>Day</th>
<th>Weekly</th>
<th>Time</th>
<th>Date Range</th>
<th>Room</th>
</tr>
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<tbody>
<tr>
<td>Di</td>
<td>wöchentl.</td>
<td>12:00 - 14:00</td>
<td>17.10.2017 - 30.01.2018</td>
<td>1502 - 613</td>
</tr>
</tbody>
</table>

**Kommentar**  
This course investigates organisational patterns used in various genres and discourse forms of expository writing (informative/explanatory writing). Some aspects of language and grammar will also be discussed as necessary.

**Bemerkung**  
SP3

*Registration* – StudIP 01.09.2017-30.09.2017 / Prerequisites – SP1 + SP2 /  
*Assessment Tasks* – SL: two written tasks / *Size restriction* – 20 / *Further Information* – jill.schneller@engsem.~ or darren.foster@engsem.~
Composition (Group 5)

Seminar, SWS: 2, Max. Teilnehmer: 20
Foster, Darren Paul

Mi wöchentl. 08:00 - 10:00 18.10.2017 - 03.02.2018 1502 - 709

Kommentar
This course investigates organisational patterns used in various genres and discourse forms of expository writing (informative/explanatory writing). Some aspects of language and grammar will also be discussed as necessary.

Bemerkung
SP3

Registration – StudIP 01.09.2017-30.09.2017 / Prerequisites – SP1 + SP2 / Assessment Tasks – SL: two written tasks / Size restriction – 20 / Further Information – jill.schneller@engsem.~ or darren.foster@engsem.~

Composition (Group 6)

Seminar, SWS: 2, Max. Teilnehmer: 20
Schneller, Jill

Mi wöchentl. 10:00 - 12:00 18.10.2017 - 30.01.2018 1502 - 613

Kommentar
This course investigates organisational patterns used in various genres and discourse forms of expository writing (informative/explanatory writing). Some aspects of language and grammar will also be discussed as necessary.

Bemerkung
SP3

Registration – StudIP 01.09.2017-30.09.2017 / Prerequisites – SP1 + SP2 / Assessment Tasks – SL: two written tasks / Size restriction – 20 / Further Information – jill.schneller@engsem.~ or darren.foster@engsem.~

SP4

Foundations Methodology of Teaching English as a Foreign Language (DidF1/DidF2) (schulisch)

DidF1
Introduction to English Language Teaching

Seminar, SWS: 2, Max. Teilnehmer: 30
Fuchs, Stefanie

Mo wöchentl. 14:00 - 16:00 16.10.2017 - 03.02.2018 1502 - 615

Kommentar
This introductory methodology course is obligatory for all student teachers; we recommend participation in the 3rd/4th semester. The course gives an introduction into the complex subject matter of teaching and learning English as a foreign language with special regard to teacher education. The course is based on four aspects of EFL teaching and learning which we consider to be particularly relevant today: promoting intercultural communicative competence (ICC); (foreign) language learning as individual and collaborative achievement; developing learner- and learning-centred teaching; supporting task-based learning. The main issues will be introduced, relevant research will be summarized and discussed, and examples of good classroom practice are illustrated.

An optional tutorial will be offered.

Bemerkung
Registration – StudIP 1.9.-30.9.2017 / Size restriction – 30 / Prerequisites – None / Further Information – stefanie.fuchs@engsem.~

Literatur

This book is recommended. Additional texts will be posted on StudIP.

WiSe 2017/18
Englisches Seminar
Seminar, SWS: 2, Max. Teilnehmer: 30
Fuchs, Stefanie

Mi wöchentl. 10:00 - 12:00 18.10.2017 - 03.02.2018  1502 - 615
Kommentar This introductory methodology course is obligatory for all student teachers; we recommend participation in the 3rd/4th semester. The course gives an introduction into the complex subject matter of teaching and learning English as a foreign language with special regard to teacher education. The course is based on four aspects of EFL teaching and learning which we consider to be particularly relevant today: promoting intercultural communicative competence (ICC); (foreign) language learning as individual and collaborative achievement; developing learner- and learning-centred teaching; supporting task-based learning. The main issues will be introduced, relevant research will be summarized and discussed, and examples of good classroom practice are illustrated.

Bemerkung
Registration – StudIP 1.9.-30.9.2017 / Size restriction – 30 / Prerequisites – None / Further Information – stefanie.fuchs@engsem.~

Literatur
This book is recommended. Additional texts will be posted on StudIP.

Introduction to English Language Teaching
Seminar, SWS: 2, Max. Teilnehmer: 30
Blell, Gabriele

Do wöchentl. 08:00 - 10:00 19.10.2017 - 03.02.2018  1502 - 615
Kommentar This introductory methodology course is obligatory for all student teachers; we recommend participation in the 3rd/4th semester. The course gives an introduction into the complex subject matter of teaching and learning English as a foreign language with special regard to teacher education. The course is based on four aspects of EFL teaching and learning which we consider to be particularly relevant today: promoting intercultural communicative competence (ICC); (foreign) language learning as individual and collaborative achievement; developing learner- and learning-centred teaching; supporting task-based learning. The main issues will be introduced, relevant research will be summarized and discussed, and examples of good classroom practice are illustrated.

An optional tutorial will be offered.

Bemerkung
Registration – StudIP 1.9.-30.9.2017 / Size restriction – 30 / Prerequisites – None / Further Information – stefanie.fuchs@engsem.~

Literatur
This book is recommended. Additional texts will be posted on StudIP.

DidF2
Introduction to CLIL (Einführung in den Bilingualen Sachfachunterricht)
Seminar, SWS: 2, Max. Teilnehmer: 30
Ball, Celia

Mi wöchentl. 12:00 - 14:00 18.10.2017 - 31.01.2018  1502 - 613
Kommentar This seminar will provide students with the basic knowledge of Content and Language Integrated Learning practiced at German schools. Participants will gain some relevant theoretical background on the application of CLIL. Credits can be obtained by presenting a theoretical CLIL topic and preparing a sequence from a CLIL lesson.
Trainee teachers from Hannover Studienseminar are also welcome and the participation of the two groups should provide an opportunity for discussion of theoretical and practical aspects.

**Teaching Gender in the EFL Classroom**

**Seminar, SWS: 2, Max. Teilnehmer: 30**
Fuchs, Stefanie

**Di wöchentl. 10:00 - 12:00 24.10.2017 - 03.02.2018 1502 - 615**

**Kommentar**
Until today, institutionalized foreign language teaching and learning has marginalized binary gender relations. Especially the results of international and national educational research show that gender differences between girls and boys are of great interest again. According to various studies girls are not only more motivated but also more likely to learn a (foreign) language more easily (Schmenk 2002, Fuchs 2013, 2014). This seminar gives an introduction into the complexity of gender relations in the context of language teaching theory and practice. We will consider historical, psychological and linguistic aspects as we discuss (not only binary) gender differences in the foreign language classroom. Hereby, we mainly focus on the influence teaching and learning materials.

**Bemerkung**
Registration – StudIP 1.9.-30.9.2017 / Size restriction – 30 / Prerequisites – DidF1 / Further Information – stefanie.fuchs@engsem.

**Literatur**


See course page on StudIP.

**Language Practice Elective (SPE1/SPE2) (außerschulisch)**

**SP E1**

**Contemporary Britain**

**Seminar, SWS: 2, Max. Teilnehmer: 20**
Foster, Darren Paul

**Mo wöchentl. 12:00 - 14:00 23.10.2017 - 03.02.2018 1502 - 709**

**Kommentar**
Contemporary Britain will introduce you to modern Britain’s most important institutions and its most bewildering contradictions. This course will provide you with behind-the-scenes-access to modern Britain. By the end of the course, you will know about euroscetics underneath the thatched roofs, the binge-drinking in country pubs, and the quality the Brits love most about the Queen: she keeps her mouth shut. If you have ever wondered what makes Britain Britain, this is the course for you.

**Bemerkung**
SPE:
Registration – StudIP 01.09.2017-30.09.2017 / Prerequisites – SP1 + SP2 / Assessment Tasks – various written and oral tasks (SL), 90-min. exam (PL) / Size restriction – 20 / Further Information – darren.foster@engsem.

**SK:**
This course counts for EITHER Bereich A “Sprach-, Medien- und Darstellungskompetenzen” OR Bereich B „Allgemeine Kompetenzen zur Förderung der Berufsfähigkeit“.

Registration – StudIP 01.09.2017-30.09.2017 / Prerequisites – none / Assessment Tasks – various written and oral tasks (SL), 90-min. exam (PL) / Size restriction – 20 / Further Information – darren.foster@engsem.~

Literatur
Required reading: Students will be advised by email.

**Investigating Children’s literature (Blockseminar)**

Seminar, Max. Teilnehmer: 25
Gans, Anne

<table>
<thead>
<tr>
<th>Block Kommentar</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:00 - 15:00 09.10.2017 - 13.10.2017 1502 - 609</td>
</tr>
<tr>
<td>This course introduces students to a wide range of children’s literature from various English-speaking countries. The books will allow students to extend their vocabulary, practise reading skills and grammar structures, and experience representations of different cultures and topics. Additionally, students who wish to become teachers will gain an insight into how such texts and a range of teaching/learning tasks can be used in the foreign language classroom.</td>
</tr>
</tbody>
</table>

Bemerkung
SK / SPE

This course counts for EITHER Bereich A “Sprach-, Medien- und Darstellungskompetenzen” OR Bereich B „Allgemeine Kompetenzen zur Förderung der Berufsfähigkeit“.

Registration – StudIP 01.09.2017-31.09.2017 / Prerequisites – SP1 + SP2 / Assessment Tasks – one written task (SL), 90-min. exam (PL) / Size restriction – 25 / Further Information – anne.gans@engsem.~

Literatur
*Required Reading*: R J Palacio, Wonder. Any edition will suffice, but you may like to get the Klett Annotated version for B1 in schools.

**Investigating Song Texts**

Seminar, SWS: 2, Max. Teilnehmer: 25
Gans, Anne

<table>
<thead>
<tr>
<th>Fr wöchentl. Kommentar</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:00 - 14:00 20.10.2017 - 02.02.2018 1502 - 613</td>
</tr>
<tr>
<td>This course uses the lyrics of pop songs as the vehicle to extend vocabulary, practise grammar and style, analyse the use of stylistic devices and discuss contemporary issues covered in the songs’ contents.</td>
</tr>
</tbody>
</table>

Bemerkung
SPE:

Registration – StudIP 01.09.2017-30.09.2017 / Prerequisites – SP1 + SP2 / Assessment Tasks – one written task (SL), 90-min. exam (PL) / Size restriction – 25 / Further Information – anne.gans@engsem.~

SK:

This course counts for EITHER Bereich A “Sprach-, Medien- und Darstellungskompetenzen” OR Bereich B „Allgemeine Kompetenzen zur Förderung der Berufsfähigkeit“.


Literatur
*Required Reading*: R J Palacio, Wonder. Any edition will suffice, but you may like to get the Klett Annotated version for B1 in schools.
**SP E2**

**Contemporary Britain**

Seminar, SWS: 2, Max. Teilnehmer: 20
Foster, Darren Paul

Mo wöchentl. 12:00 - 14:00 23.10.2017 - 03.02.2018 1502 - 709

**Kommentar**
Contemporary Britain will introduce you to modern Britain’s most important institutions and its most bewildering contradictions. This course will provide you with behind-the-scenes-access to modern Britain. By the end of the course, you will know about eurosceptics underneath the thatched roofs, the binge-drinking in country pubs, and the quality the Brits love most about the Queen: she keeps her mouth shut. If you have ever wondered what makes Britain Britain, this is the course for you.

**Bemerkung**
SPE:
Registration – StudIP 01.09.2017-30.09.2017 / Prerequisites – SP1 + SP2 / Assessment Tasks – various written and oral tasks (SL), 90-min. exam (PL) / Size restriction – 20 / Further Information – darren.foster@engsem.~

SK:
This course counts for EITHER Bereich A “Sprach-, Medien- und Darstellungskompetenzen” OR Bereich B „Allgemeine Kompetenzen zur Förderung der Berufsbeeinflussung“.

Registration – StudIP 01.09.2017-30.09.2017 / Prerequisites – none / Assessment Tasks – various written and oral tasks (SL), 90-min. exam (PL) / Size restriction – 20 / Further Information – darren.foster@engsem.~

**Literatur**
Required reading: Students will be advised by email.

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**Investigating Children's literature (Blockseminar)**

Seminar, Max. Teilnehmer: 25
Gans, Anne

Block 10:00 - 15:00 09.10.2017 - 13.10.2017 1502 - 609

**Kommentar**
This course introduces students to a wide range of children's literature from various English-speaking countries. The books will allow students to extend their vocabulary, practise reading skills and grammar structures, and experience representations of different cultures and topics. Additionally, students who wish to become teachers will gain an insight into how such texts and a range of teaching/learning tasks can be used in the foreign language classroom.

**Bemerkung**
SK / SPE
This course counts for EITHER Bereich A “Sprach-, Medien- und Darstellungskompetenzen” OR Bereich B „Allgemeine Kompetenzen zur Förderung der Berufsbeeinflussung“.

Registration – StudIP 01.09.2017-31.09.2017 / Prerequisites – SP1 + SP2 / Assessment Tasks – one written task (SL), 90-min. exam (PL) / Size restriction – 25 / Further Information – anne.gans@engsem.~

**Literatur**
Required Reading: R J Palacio, Wonder. Any edition will suffice, but you may like to get the Klett Annotated version for B1 in schools.

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**Investigating Song Texts**

Seminar, SWS: 2, Max. Teilnehmer: 25
Gans, Anne

Fr wöchentl. 12:00 - 14:00 20.10.2017 - 02.02.2018 1502 - 613
Englisches Seminar

Kommentar
This course uses the lyrics of pop songs as the vehicle to extend vocabulary, practise grammar and style, analyse the use of stylistic devices and discuss contemporary issues covered in the songs' contents.

Bemerkung

SPE:
Registration – StudIP 01.09.2017-30.09.2017 / Prerequisites – SP1 + SP2 / Assessment Tasks – one written task (SL), 90-min. exam (PL) / Size restriction – 25 / Further Information – anne.gans@engsem.~

SK:
This course counts for EITHER Bereich A "Sprach-, Medien- und Darstellungskompetenzen" OR Bereich B „Allgemeine Kompetenzen zur Förderung der Berufsbehaftigung“.


Literatur
Required Reading: R J Palacio, Wonder. Any edition will suffice, but you may like to get the Klett Annotated version for B1 in schools.

Focus Elective (AmerA/BritA/LingA1/LingA2) (außerschulisch)

AmerA
Authorship Performance and Media Authorship

Seminar, SWS: 2
Soller, Bettina

Do wöchentl. 14:00 - 16:00 19.10.2017 - 03.02.2018 1502 - 609

Kommentar
In literary studies, the concept of the author as a theoretical construct is often reduced to a reference that limits or organizes the readers’ or researchers’ choice of possible meanings. In recent decades, literary studies as well as cultural and media studies have increasingly broadened the perspectives on authorship and investigated the connections between the empirical situations of writing and the production of narrative texts, historical ideas and models of authorship, and the performance and construction of authorship inside and outside of texts. In this class, we will examine several case studies from different media contexts like literature, theater, TV and film through the lens of authorship as cultural performance and media authorship. For example, we will think about the performances and constructions of literary authorship in Paul Auster’s City of Glass and in the context of fan fiction authors who transitioned to the book market like Fifty Shades of Grey’s E.L. James. Another case study will be concerned with authorial performances in the context of transmedia storytelling, e.g. The Walking Dead and Game of Thrones, and the concept of the ‘fanboy auteur’ established by Suzanne Scott.

Bemerkung
AmerA/AAS2/AAS4

Registration – Stud.IP 01.09.-30.09.2017/ Prerequisites – Foundations Literature and Culture, Intermediate Literature and Culture / Further information - bettina.soller@engsem.~

Maximale TeilnehmerInnenzahl: 35

Literatur
Literature – will be announced in class.

Gender, Queerness and Activism

Seminar, SWS: 2
Oldehus, Anna-Lena

Di wöchentl. 12:00 - 14:00 17.10.2017 - 03.02.2018 1502 - 615

Kommentar
In this class we will look at conceptions, representations and practices of gender identity, sexuality, and queerness in literature, mass media and political activism in a contemporary (US-American) context. On the basis of major theories in the field of
gender and queer studies, we will engage with texts and films and look at their relation to e.g. political activism, gay prides, bodies and fiction.

This class is part of the Studienschwerpunkt Gender Studies

Registration – Stud.IP 1.9.-30.09.2017 /Prerequisites – none / Further Information – anna-lena.oldehus@engsem.

Maximale TeilnehmerInnenzahl: 35

Literatur


It’s About Time (in Philosophy, Fiction and Science)

Seminar, SWS: 2
Frisch, Mathias| Mayer, Ruth

Mi wöchentl. 12:00 - 14:00 25.10.2017 - 03.02.2018 1502 - 609

We all seem to experience time in a fundamental and direct way. Yet once we begin to reflect on what time really is, it is easy to feel as puzzled as St Augustine was, who wrote: “If no one asks me, I know what [time] is. If I wish to explain it to him who asks me, I do not know.” In this course we will investigate several philosophical problems concerning time, ask how modern science might affect our answers to some of them, and examine how these problems are enacted in fiction. As is the case with most philosophical problems, we will probably not think at the end of the semester that we have found conclusive answers to our puzzles. But hopefully we will have learned to think more deeply and probingly about one of the core features of human experience.

This course is co-taught by a philosopher and an Americanist, and its goal is to acquaint students of philosophy and students of literature with methods and approaches of the respective fields. By pairing philosophical readings with literary texts, we will aim to understand how philosophical and literary approaches to a problem differ and how the different modes of thought can complement and inform one another. Finally, we will examine to what extent scientific results can influence or perhaps even settle philosophical disputes.

This course is not an easy course: you will be asked to grapple with some difficult to understand texts from the history of philosophy, which exhibit modes of thinking somewhat foreign to our own; we will try to understand, albeit in a non-mathematical fashion, the basics of one of the great achievements of twentieth century physics – the theory of relativity; and we will engage with complex literary and non-literary narratives. Hopefully, however, the challenge of engaging with puzzles concerning time through such a variety of different lenses will also prove to be intellectually rewarding for you. The main thing that you will have to bring to this course to benefit from it, is a deep intellectual curiosity.

Registration – Stud.IP 1.9.-30.09.2017 /Prerequisites – Intermediate Literature and Culture / Further Information – ruth.mayer@engsem.

Maximale TeilnehmerInnenzahl: 20 aus dem Englischen Seminar.

Literatur

Literature – please purchase and read Kurt Vonnegut, Slaughterhouse 5 (Bantam-Dell, ISBN 978-0440180296) before the beginning of the semester. Additional literature will be announced on StudIP as the semester approaches.

BritA

Colonial Encounters in Contemporary Australian Fiction

Seminar, SWS: 2
Grünkemeier, Ellen

WiSe 2017/18 33
Englisches Seminar

Di wöchentl. 14:00 - 16:00 17.10.2017 - 03.02.2018 1502 - 613

Kommentar This seminar focuses on representations of colonial encounters between indigenous and non-indigenous Australians in colonial non-fiction and postcolonial fiction. We will explore the complex race and power relations between Aboriginal Peoples and British settlers from the early days of colonisation to the present day. Our historical survey of the British settler and penal colony will begin with a critical discussion of central terms such ‘terra nullis’ and ‘Down under’ and of selected documents, esp. the accounts of William Dampier’s and James Cook’s voyages in the Pacific in the 17th and 18th centuries. Turning to the core reading programme of this seminar, we will then analyse the postcolonial historical novels The Secret River (2005) by Kate Grenville and David Malouf’s Remembering Babylon (1993) as well as excerpts from Mudrooroo/ Colin Johnson’s Dr Woorreddy’s Prescription of Enduring the Ending of the World (1983), which depicts the British colonisation – or rather invasion – of Tasmania from an Aboriginal perspective. Throughout the seminar we will engage in close readings (based on the analytical categories from the ‘Introduction to Literary Studies’) and put to practice the theoretical concepts of Structuralism, Gender Studies and Postcolonial Criticism.

Bemerkung Registration – Stud.IP 01.09.-30.09.2017 / Prerequisites – BritF2, BritF3 for FüBA students, none for others / Further Information – ellen.gruenkemeier@engsem.~

Literatur

Required Reading

Please read Kate Grenville’s The Secret River before the course begins. The other texts will be provided in a reader available on Stud.IP and from Copyshop Stork (Körnerstraße 3).

Reader – Stud.IP and copy shop Stork (Körnerstraße 3) from 10 Oct

Literary Analysis and Linguistics

Seminar, SWS: 2
Gohrisch, Jana

Di wöchentl. 16:00 - 18:00 17.10.2017 - 03.02.2018 1502 - 703

Kommentar This seminar combines linguistics and literary studies to help students refine their skills in both fields. Whereas the linguistic side will stress the recent paradigm shift towards a sociopragmatic and cognitive model of language, the literary side will apply these models and their concepts to literary texts. We will read chapters from a recent interdisciplinary textbook that combines a generic approach with attention to particular tropes such as irony, metaphor and metonymy as well as issues such as intertextuality and heteroglossia. We will use the texts commented upon in the textbook and add poems, excerpts from plays and novels and film clips to enable students to practice an interdisciplinary method by themselves.

Bemerkung BritA / AAS2, AAS3, AAS4

Reader – copy shop Stork (Körnerstraße 3) from 10 Oct and Stud.IP / Registration – Stud.IP 01.09.-30.09.2017 / Prerequisites – AmerBritF1, BritF2, BritF3 for FüBA students, none for others / Further Information – jana.gohrisch@engsem.~

Literatur Required Reading and Purchase

Further material will be provided in a reader available on Stud.IP and from Copyshop Stork (Körnerstraße 3).
Englisches Seminar

Seminar, SWS: 2
Pardey, Hannah

Do. wöchentl. 12:00 - 14:00 19.10.2017 - 03.02.2018 1502 - 613

Kommentar
Migrations have always formed part of human civilisation. In particular, the advent of European colonialism caused the forcible movement of peoples from their homelands into new regions. Decolonisation, on the other hand, resulted in large-scale migrations of peoples from former colonies to European metropolitan centres. Since the mid-1980s, the term 'globalisation' is almost excessively applied to describe the movements of peoples in a supposedly borderless world. This course will explore various narrative texts that negotiate migration at different historical moments. The reading programme for this course will comprise excerpts from Equiano's Interesting Narrative (1789), poems by the Jamaican Claude McKay and the Nigerian Wole Soyinka as well as short stories by Sharon Dodua Otoo and Irenosen Okojie. The course will conclude with a critical discussion of Meera Syal's novel Life Isn't All Ha Ha Hee Hee (1999).

Bemerkung
BritA / AAS3, AAS5 / Atlantic Studies
Registration – Stud.IP 1.9.2017 - 30.9.2017/ Prerequisites – BritF3 for FüBA students, none for others/ Further Information – hannah.pardey@engsem.

Literatur
Required Reading – Please buy Meera Syal's novel and read it prior to class. All other texts covered in the seminar will be provided in a reader available from Copyshop Stork (Körnerstraße 3) or on Stud.IP.

Theories and Methods of Literary Studies

Seminar
Gohrisch, Jana

Mi wöchentl. 10:00 - 12:00 18.10.2017 - 03.02.2018 1502 - 609

Kommentar
This seminar introduces students to the major theoretical approaches to literature and culture from the twentieth century, such as Formalism, Structuralism and New Criticism, Reader-Response Theory, Psychoanalytic Criticism, Marxism, Poststructuralism and Deconstruction, Feminism and Gender Studies, Postcolonial Theory as well as New Historicism and Cultural Materialism. Familiarity with these approaches is essential to successfully write term papers, bachelor’s and master’s theses.

As a preparation for each class you will have to read up on the central ideas of these respective approaches studying selected theoretical texts by some of their key representatives as well as secondary material by Peter Barry. Relying on the analytical categories from the AmerBritF1 Introduction and the (literary) historical knowledge from the BritF2 Survey we will apply the theories to Charlotte Brontë’s novel Jane Eyre (1847) in order to practise their terminologies and show how each of them produces a new interpretation of the text.

Bemerkung
BritA / AAS1
Reader – copy shop Stork (Körnerstraße) from 01 Oct and Stud.IP/ Registration – Stud.IP 01.-30.09.2017 / Prerequisites – AmerBritF1, BritF2, BritF3 for FüBA students, none for others / Further Information – jana.gohrisch@engsem.

Literatur


Please buy your own copies of Brontë’s novel and of Peter Barry’s Beginning Theory. The theoretical texts covered in the seminar will be available in a reader from Copyshop Stork (Körnerstraße 3) and on Stud.IP. It is absolutely necessary to read Brontë’s novel before the course begins.
This advanced seminar will take students through the basic notions in English morphology and word-formation and discuss problematic areas and definitorial questions. All the relevant topics (i.e. the morphological building blocks of English, inflectional morphology, productivity, compounding, prefixation, suffixation, conversion, polymorphic complex morphemes and non-morphemic word-formation processes) will be approached from three different angles focusing on structural, cognitive and sociopragmatic aspects of the field. In this way, new perspectives will be opened particularly on the development and establishment of new complex words, on the cognitive functions of word-formation patterns and on the field of conversion. Students of English linguistics will be able to use this class not only as an introduction but also for preparing term papers (schriftliche Hausarbeit als Prüfungsleistung) and final theses (BA- or Master’s thesis).

Registration – Stud.IP 01.09.-30.09.2017 / Prerequisites – LingF1-LingF2-(LingF3)-LingF4 (plus study skills including processes of organizing and taking in new information, retaining information, or dealing with assessments; these processes include mnemonics which aid the retention of lists of information, effective reading, concentration techniques, and efficient notetaking). / Further information – rainer.schulze@engsem.

This advanced seminar will provide an introduction to the analysis of literary texts with means taken from a linguistic toolbox. In this seminar, we would like to reflect on the more recent paradigm shift within linguistics towards a sociopragmatic and cognitive model of language use, a development that has provided us with a broader range of methods and areas of investigation. We will attempt to illustrate how this paradigm shift has made it possible to bridge the divide between the literary and the linguistic approaches to language. The development from formalism through structuralism to the newer fields of discourse and interactional analysis, pragmatics and cognitive or functional linguistics documents a concomitant shift in the interest from more formal to more functional categories of language, from *langue* to *parole* or usage-based approaches in linguistics. Likewise, the linguistic analysis of literature and the disciplines called ‘linguistic stylistics’ or ‘language & literature’ have undergone similarly decisive re-conceptualizations, both in the wake of poststructuralist theory and on account of the increasing availability of spoken and written language material. When analyzed by formalist and structuralist critics, literary texts tended to be treated in terms of new-critical and canonical literary approaches. By contrast, newer insights into the context-boundedness and intertextuality of literature (including the recent insistence on a more pragmatic definition of the literary: literature is what readers decide to interpret as literary), have resulted in an openness towards the recent more sociopragmatic and cognitive approaches within linguistics, and have helped to bring about an acceptance of the spoken and written language as a recognized object of study even for literary scholars.

On the background of this scenario, one can now reconsider the possible ways in which the newest versions of linguistics can help to ‘explain’ the language of literature - a linguistic question - or ask how the new linguistics may become useful to the literary scholar - a concern for literary studies. We will be mainly concerned with concepts such as ‘prosody and metre’, ‘syntax’, ‘meaning: metaphor and metonymy’, ‘irony’, ‘narration’, ‘deixis and the creation of perspectives’, ‘conversational interaction and dramatic speech’, ‘intertextuality’ and ‘heteroglossia and literature’. As an illustration for the working of these concepts, we will predominantly use passages and snippets from literary writings. We will sketch to what extent the linguistic toolbox is helpful to the literary reader and at which points even the most refined linguistic analysis has to be supplemented by specifically ‘literary’ (or, we will argue, mimetic) concepts. At the same time, we will argue that the recent developments sketched above have opened new horizons, new vistas of cooperation for both the literary scholar and the linguist.
in particular insights gained from studies based on learner corpora (LCR). They will be supplemented by relevant concepts proposed by Second Language Acquisition, in particular IP (Input Processing) and PI (Processing Instruction), as well as by teaching methodology, e.g. the acquisition-oriented method by von Ziegêsar.

Bemerkung


Literatur

Literature – Required Reading will be announced in class. Texts will be available on Stud.IP.

LinguA³

Seminar, SWS: 2
Altendorf, Ulrike| Becker, Lidia| Mathias, Alexa

Di wöchentl. 16:00 - 18:00 24.10.2017 - 31.01.2018 1502 - 109
Di wöchentl. 18:00 - 20:00 24.10.2017 - 30.01.2018 1502 - 103

Kommentar


Im Seminar können für den Bereich Germanistik (Deutsch) Studien- & Prüfungsleistungen sowie Schlüsselkompetenzbescheinigungen (SKA oder SKB) erworben werden. Für Leistungsnachweise in den anderen beiden Fachbereichen: siehe KVV Englisches und Romanisches Seminar.

Leistungsnachweise in der Germanistik und Romanistik: siehe KVV des Deutschen und Romanischen Seminars.

Bemerkung

Teilnehmerzahl: 35 (für alle drei beteiligten Fachbereiche insgesamt)

Literatur

Wird im Seminar bekanntgegeben.

Principles of Language Change

Seminar, SWS: 2
Altendorf, Ulrike

Mi wöchentl. 12:00 - 14:00 18.10.2017 - 03.02.2018 1502 - 703

Kommentar

This course will review language-external and language-internal theories of language change. Language-external factors to be treated will be, for instance, social prestige and social networks. Language-internal mechanisms will comprise exemplar theory and the notions of markedness and naturalness. The course requires a solid knowledge of phonetics and phonology.

Bemerkung


Literatur

Literature – Required Reading will be announced in class. Texts will be available on Stud.IP.

Sociolinguistic Typology

WiSe 2017/18

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### Englisches Seminar

**Seminar, SWS: 2**  
**Altendorf, Ulrike**

**Di wöchentl.** 18:00 - 20:00 17.10.2017 - 03.02.2018  1502 - 703

**Kommentar**  
This course will present Peter Trudgill's theories of language and dialect contact as well as a selection of socio-historical case studies from England, the US and New Zealand, to which they can be applied. In addition, we will look at research on *Multicultural London English*, an emerging contact variety in the Greater London conurbation. This course requires a solid knowledge of phonetics and phonology.

**Bemerkung**  
LingA2, M5, M9

**Literatur**  

### Advanced Elective (AmerA/BritA/LingA1/LingA2) (außerschulisch)

**AmerA**

**Authorship Performance and Media Authorship**

**Seminar, SWS: 2**  
**Soller, Bettina**

**Do wöchentl.** 14:00 - 16:00 19.10.2017 - 03.02.2018  1502 - 609

**Kommentar**  
In literary studies, the concept of the author as a theoretical construct is often reduced to a reference that limits or organizes the readers’ or researchers’ choice of possible meanings. In recent decades, literary studies as well as cultural and media studies have increasingly broadened the perspectives on authorship and investigated the connections between the empirical situations of writing and the production of narrative texts, historical ideas and models of authorship, and the performance and construction of authorship inside and outside of texts. In this class, we will examine several case studies from different media contexts like literature, theater, TV and film through the lens of authorship as cultural performance and media authorship. For example, we will think about the performances and constructions of literary authorship in Paul Auster’s *City of Glass* and in the context of fan fiction authors who transitioned to the book market like *Fifty Shades of Grey*’s E.L. James. Another case study will be concerned with authorial performances in the context of transmedia storytelling, e.g. *The Walking Dead* and *Game of Thrones*, and the concept of the ‘fanboy auteur’ established by Suzanne Scott.

**Bemerkung**  
AmerA/AAS2/AAS4

**Literatur**  
Literature – will be announced in class.

### Gender, Queerness and Activism

**Seminar, SWS: 2**  
**Oldehus, Anna-Lena**

**Di wöchentl.** 12:00 - 14:00 17.10.2017 - 03.02.2018  1502 - 615

**Kommentar**  
In this class we will look at conceptions, representations and practices of gender identity, sexuality, and queerness in literature, mass media and political activism in a contemporary (US-American) context. On the basis of major theories in the field of gender and queer studies, we will engage with texts and films and look at their relation to e.g. political activism, gay prides, bodies and fiction.

**Bemerkung**  
AmerA/AAS1/AAS2/AAS3

This class is part of the Studienschwerpunkt Gender Studies.
### It’s About Time (in Philosophy, Fiction and Science)

**Seminar, SWS: 2**  
Frisch, Mathias| Mayer, Ruth

**Mi wöchentl. 12:00 - 14:00 25.10.2017 - 03.02.2018 1502 - 609**

**Kommentar**  
We all seem to experience time in a fundamental and direct way. Yet once we begin to reflect on what time really is, it is easy to feel as puzzled as St Augustine was, who wrote: “If no one asks me, I know what [time] is. If I wish to explain it to him who asks me, I do not know.” In this course we will investigate several philosophical problems concerning time, ask how modern science might affect our answers to some of them, and examine how these problems are enacted in fiction. As is the case with most philosophical problems, we will probably not think at the end of the semester that we have found conclusive answers to our puzzles. But hopefully we will have learned to think more deeply and probingly about one of the core features of human experience.

This course is co-taught by a philosopher and an Americanist, and its goal is to acquaint students of philosophy and students of literature with methods and approaches of the respective fields. By pairing philosophical readings with literary texts, we will aim to understand how philosophical and literary approaches to a problem differ and how the different modes of thought can complement and inform one another. Finally, we will examine to what extent scientific results can influence or perhaps even settle philosophical disputes.

This course is not an easy course: you will be asked to grapple with some difficult to understand texts from the history of philosophy, which exhibit modes of thinking somewhat foreign to our own; we will try to understand, albeit in a non-mathematical fashion, the basics of one of the great achievements of twentieth century physics – the theory of relativity; and we will engage with complex literary and non-literary narratives. Hopefully, however, the challenge of engaging with puzzles concerning time through such a variety of different lenses will also prove to be intellectually rewarding for you. The main thing that you will have to bring to this course to benefit from it, is a deep intellectual curiosity.

**Bemerkung**  
AmerA/AAS1/AAS2

**Literatur**  
Literature – please purchase and read Kurt Vonnegut, Slaughterhouse 5 (Bantam-Dell, ISBN 978-0440180296) before the beginning of the semester. Additional literature will be announced on StudIP as the semester approaches.
the British settler and penal colony will begin with a critical discussion of central terms such ‘terra nullis’ and ‘Down under’ and of selected documents, esp. the accounts of William Dampier’s and James Cook’s voyages in the Pacific in the 17th and 18th centuries. Turning to the core reading programme of this seminar, we will then analyse the postcolonial historical novels *The Secret River* (2005) by Kate Grenville and David Malouf’s *Remembering Babylon* (1993) as well as excerpts from Mudrooroo/ Colin Johnson’s *Dr Wooreddy’s Prescription of Enduring the Ending of the World* (1983), which depicts the British colonisation – or rather invasion – of Tasmania from an Aboriginal perspective. Throughout the seminar we will engage in close readings (based on the analytical categories from the ‘Introduction to Literary Studies’) and put to practice the theoretical concepts of Structuralism, Gender Studies and Postcolonial Criticism.

**Bemerkung**

Registration – Stud.IP 01.09.-30.09.2017 / Prerequisites – BritF2, BritF3 for FüBA students, none for others / Further Information – ellen.gruenkemeier@engsem.

**Literatur**

**Required Reading**


Please read Kate Grenville’s *The Secret River* before the course begins. The other texts will be provided in a reader available on Stud.IP and from Copyshop Stork (Körnerstraße 3).

**Reader** – Stud.IP and copy shop Stork (Körnerstraße 3) from 10 Oct

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**Literary Analysis and Linguistics**

**Seminar, SWS: 2**

Gohrisch, Jana

**Di wöchentl. 16:00 - 18:00 17.10.2017 - 03.02.2018 1502 - 703**

**Kommentar**

This seminar combines linguistics and literary studies to help students refine their skills in both fields. Whereas the linguistic side will stress the recent paradigm shift towards a sociopragmatic and cognitive model of language, the literary side will apply these models and their concepts to literary texts. We will read chapters from a recent interdisciplinary textbook that combines a generic approach with attention to particular tropes such as irony, metaphor and metonymy as well as issues such as intertextuality and heteroglossia. We will use the texts commented upon in the textbook and add poems, excerpts from plays and novels and film clips to enable students to practice an interdisciplinary method by themselves.

**Bemerkung**

BritA / AAS2, AAS3, AAS4

*Reader* – copy shop Stork (Körnerstraße 3) from 10 Oct and Stud.IP / *Registration* – Stud.IP 01.09.-30.09.2017 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FüBA students, none for others / *Further Information* – jana.gohrisch@engsem.

**Literatur**

Required Reading and Purchase


Further material will be provided in a reader available on Stud.IP and from Copyshop Stork (Körnerstraße 3).

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**Narratives of Migration**

**Seminar, SWS: 2**

Pardey, Hannah

**Do wöchentl. 12:00 - 14:00 19.10.2017 - 03.02.2018 1502 - 613**

**Kommentar**

Migrations have always formed part of human civilisation. In particular, the advent of
Englisches Seminar

European colonialism caused the forcible movement of peoples from their homelands into new regions. Decolonisation, on the other hand, resulted in large-scale migrations of peoples from former colonies to European metropolitan centres. Since the mid-1980s, the term 'globalisation' is almost excessively applied to describe the movements of peoples in a supposedly borderless world. This course will explore various narrative texts that negotiate migration at different historical moments. The reading programme for this course will comprise excerpts from Equiano's Interesting Narrative (1789), poems by the Jamaican Claude McKay and the Nigerian Wole Soyinka as well as short stories by Sharon Dodua Otoo and Irenosen Okojie. The course will conclude with a critical discussion of Meera Syal's novel Life Isn't All Ha Ha Hee Hee (1999).

Bemerkung
BritA / AAS3, AAS5 / Atlantic Studies
Registration – Stud.IP 1.9.2017 - 30.9.2017/ Prerequisites – BritF3 for FüBA students, none for others/ Further Information – hannah.pardey@engsem.~

Literatur
Required Reading – Please buy Meera Syal's novel and read it prior to class. All other texts covered in the seminar will be provided in a reader available from Copyshop Stork (Körnerstraße 3) or on StudIP.

Theories and Methods of Literary Studies

Seminar
Gohrisch, Jana
Mi wöchentl. 10:00 - 12:00 18.10.2017 - 03.02.2018 1502 - 609

Kommentar
This seminar introduces students to the major theoretical approaches to literature and culture from the twentieth century, such as Formalism, Structuralism and New Criticism, Reader-Response Theory, Psychoanalytic Criticism, Marxism, Poststructuralism and Deconstruction, Feminism and Gender Studies, Postcolonial Theory as well as New Historicism and Cultural Materialism. Familiarity with these approaches is essential to successfully write term papers, bachelor's and master's theses.

As a preparation for each class you will have to read up on the central ideas of these respective approaches studying selected theoretical texts by some of their key representatives as well as secondary material by Peter Barry. Relying on the analytical categories from the AmerBritF1 Introduction and the (literary) historical knowledge from the BritF2 Survey we will apply the theories to Charlotte Brontë's novel Jane Eyre (1847) in order to practise their terminologies and show how each of them produces a new interpretation of the text.

Bemerkung
BritA / AAS1
Reader – copy shop Stork (Körnerstraße) from 01 Oct and Stud.IP/ Registration – Stud.IP 01.-30.09.2017 / Prerequisites – AmerBritF1, BritF2, BritF3 for FüBA students, none for others / Further Information – jana.gohrisch@engsem.~

Required Reading


Please buy your own copies of Brontë's novel and of Peter Barry's Beginning Theory. The theoretical texts covered in the seminar will be available in a reader from Copyshop Stork (Körnerstraße 3) and on Stud.IP. It is absolutely necessary to read Brontë's novel before the course begins.

LingA1
English Morphology and Word-formation

Seminar, SWS: 2
This advanced seminar will take students through the basic notions in English morphology and word-formation and discuss problematic areas and definitorial questions. All the relevant topics (i.e. the morphological building blocks of English, inflectional morphology, productivity, compounding, prefixation, suffixation, conversion, polymorphic complex morphemes and non-morphemic word-formation processes) will be approached from three different angles focusing on structural, cognitive and sociopragmatic aspects of the field. In this way, new perspectives will be opened particularly on the development and establishment of new complex words, on the cognitive functions of word-formation patterns and on the field of conversion. Students of English linguistics will be able to use this class not only as an introduction but also for preparing term papers (schriftliche Hausarbeit als Prüfungsleistung) and final theses (BA- or Master’s thesis).

This advanced seminar will provide an introduction to the analysis of literary texts with means taken from a linguistic toolbox. In this seminar, we would like to reflect on the more recent paradigm shift within linguistics towards a sociopragmatic and cognitive model of language use, a development that has provided us with a broader range of methods and areas of investigation. We will attempt to illustrate how this paradigm shift has made it possible to bridge the divide between the literary and the linguistic approaches to language. The development from formalism through structuralism to the newer fields of discourse and interactional analysis, pragmatics and cognitive or functional linguistics documents a concomitant shift in the interest from more formal to more functional categories of language, from \textit{langue} to \textit{parole} or usage-based approaches in linguistics. Likewise, the linguistic analysis of literature and the disciplines called `linguistic stylistics` or `language & literature` have undergone similarly decisive re-conceptualizations, both in the wake of poststructuralist theory and on account of the increasing availability of spoken and written language material. When analyzed by formalist and structuralist critics, literary texts tended to be treated in terms of new-critical and canonical literary approaches. By contrast, newer insights into the context-boundedness and intertextuality of literature (including the recent insistence on a more pragmatic definition of the literary: literature is what readers decide to interpret as literary), have resulted in an openness towards the recent more sociopragmatic and cognitive approaches within linguistics, and have helped to bring about an acceptance of the spoken and written language as a recognized object of study even for literary scholars.

On the background of this scenario, one can now reconsider the possible ways in which the newest versions of linguistics can help to `explain` the language of literature - a linguistic question - or ask how the new linguistics may become useful to the literary scholar - a concern for literary studies. We will be mainly concerned with concepts such as `prosody and metre`, `syntax`, `meaning: metaphor and metonymy`, `irony`, `narration`, `deixis and the creation of perspectives`, `conversational interaction and dramatic speech`, `intertextuality` and `heteroglossia and literature`. As an illustration for the working of these concepts, we will predominantly use passages and snippets from literary writings. We will sketch to what extent the linguistic toolbox is helpful to the literary reader and at which points even the most refined linguistic analysis has to be supplemented by specifically `literary` (or, we will argue, mimetic) concepts. At the same time, we will argue that the recent developments sketched above have opened new horizons, new vistas of cooperation for both the literary scholar and the linguist.

\textbf{Literatur} 


\textbf{LingA2} 

\textbf{Learner Corpus Research}

\textbf{Seminar, SWS: 2}
\textbf{Altendorf, Ulrike}

\textbf{Mi} wöchentl. 10:00 - 12:00 18.10.2017 - 03.02.2018 1502 - 703

\textbf{Kommentar}  

This course will explore issues related to the process of second language learning and teaching. It will convey insights into the interlanguage of second language learners, in particular insights gained from studies based on learner corpora (LCR). They will be supplemented by relevant concepts proposed by Second Language Acquisition, in particular IP (Input Processing) and PI (Processing Instruction), as well as by teaching methodology, e.g. the acquisition-oriented method by von Ziegésar.

\textbf{Bemerkung} 

LingA2, M8, M9
Englisches Seminar


Literatur

Literature – Required Reading will be announced in class. Texts will be available on Stud.IP.

LinguA³

Seminar, SWS: 2
Altendorf, Ulrike | Becker, Lidia | Mathias, Alexa

Di wöchentl. 16:00 - 18:00 24.10.2017 - 31.01.2018 1502 - 109
Di wöchentl. 18:00 - 20:00 24.10.2017 - 30.01.2018 1502 - 103

Kommentar

Im Seminar können für den Bereich Germanistik (Deutsch) Studien- & Prüfungsleistungen sowie Schlüsselkompetenzbescheinigungen (SKA oder SKB) erworben werden. Für Leistungsnachweise in den anderen beiden Fachbereichen: siehe KVV Englisches und Romanisches Seminar.

Im Seminar können für den Bereich Englische Sprachwissenschaft NUR Studienleistungen in Ling A1 oder Ling A2 erworben werden.

Leistungsnachweise in der Germanistik und Romanistik: siehe KVV des Deutschen und Romanischen Seminars.

Bemerkung
Teilnehmerzahl: 35 (für alle drei beteiligten Fachbereiche insgesamt)

Literatur
Wird im Seminar bekanntgegeben.

Principles of Language Change

Seminar, SWS: 2
Altendorf, Ulrike

Mi wöchentl. 12:00 - 14:00 18.10.2017 - 03.02.2018 1502 - 703

Kommentar
This course will review language-external and language-internal theories of language change. Language-external factors to be treated will be, for instance, social prestige and social networks. Language-internal mechanisms will comprise exemplar theory and the notions of markedness and naturalness. The course requires a solid knowledge of phonetics and phonology.

Bemerkung
LingA2, M5, M9


Literatur
Literature – Required Reading will be announced in class. Texts will be available on Stud.IP.

Sociolinguistic Typology

Seminar, SWS: 2
Altendorf, Ulrike

Di wöchentl. 18:00 - 20:00 17.10.2017 - 03.02.2018 1502 - 703

Kommentar
This course will present Peter Trudgill's theories of language and dialect contact as well as a selection of socio-historical case studies from England, the US and New Zealand, to
which they can be applied. In addition, we will look at research on Multicultural London English, an emerging contact variety in the Greater London conurbation. This course requires a solid knowledge of phonetics and phonology.

**Registration** – Stud.IP 1.9.-30.9.2017 / **Prerequisites** – LingF1-LingF2-LingF4 / **Size Restriction**: 25 / **Further Information** – ulrike.altendorf@engsem.~

**Literatur**


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**Bachelorarbeit**

**Kolloquium**

**Kolloquium, SWS: 2**

Mayer, Ruth

**Mo wöchentl. 16:00 - 18:00 23.10.2017 - 03.02.2018 1502 - 609**

**Kommentar**

In this class we will discuss current theses and projects in American Studies (bachelor or master programs).

**Bemerkung**

Further Information – ruth.mayer@engsem.~

Doctoral and Post-Doctoral Colloquium American Studies vof Prof. Dr. Ruth Mayer

Zeit: Mi., 18-20 Uhr, nach Vereinbarung, Raum 615

In this colloquium we will discuss current research in American Studies (invitation only).

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**Kolloquium: British and Postcolonial Studies**

**Kolloquium, SWS: 2**

Gohrisch, Jana

**Di 14-tägig 18:00 - 20:00 17.10.2017 - 03.02.2018 1502 - 709**

**Kommentar**

Das auf die gesamte Vorlesungszeit angelegte und 14-tägig stattfindende Kolloquium richtet sich an alle Studierenden, die kurz vor ihrem Studienabschluss im Bachelor oder Master (Lehramt Gymnasien und Fachmaster) stehen. Besonders ausführlich besprechen wir die Anfertigung der Abschlussarbeit (Themenfindung, Recherche, Arbeits- und Schreibtechniken) und üben, eine Forschungsfrage zu entwickeln bzw. eine zentrale These zu formulieren. Bei Bedarf wiederholen wir die literaturwissenschaftlichen Analysekategorien sowie theoretische Konzepte und Denkansätze der Literatur- und Kulturwissenschaft.

Studierende sind ausdrücklich dazu aufgefordert, ihre Projekte vorzustellen und zu diskutieren.

Handreichungen und Exzerpte finden sich auf der Website des Englischen Seminars unter dem Lehrgebiet A sowie (speziell für diesen Kurs) auf Stud.IP.

CO

**Bemerkung**

Reader – Stud.IP/ Registration – Stud.IP 01.-30.09.2017 / Prerequisites – almost completed Bachelor’s or Master’s programme / Further Information – jana.gohrisch@engsem.~

**Literatur**

Literature – Recommended Reading:


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**Kolloquium Englische Sprachwissenschaft**

**Kolloquium, SWS: 2**

Schulze, Rainer

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WiSe 2017/18
Englisches Seminar

Di wöchentl. 12:00 - 13:00 17.10.2017 - 03.02.2018 1502 - 709
Kommentar Once the research is over, the question of how to write each chapter of a thesis or dissertation remains. This seminar will introduce first-time thesis-writers to the process of writing up (non-) empirical research. To help students understand what content and structure are appropriate for the different parts of a thesis, we will present a range of options, illustrating them with analyses of and commentary on sections from our own research or from real Bachelor or Masters Theses in English linguistics. We will especially focus on the major problems encountered by Germans writing in English. These problems will include overall text organisation, academic text conventions (style sheet!), sentence construction, idiomatic phrasing, argumentation and style, and, not to forget: proper oral presentation. We will also address major prerequisites for doing research, i.e. choosing an area, getting organised, using resources, doing theory-only projects, setting up data-based research, avoiding plagiarism, etc.

Bemerkung Students will be given ample chance to present their own preliminary findings...

Bemerkung

Registrierung – Stud.IP 01.09.-30.09.2017 / Prerequisites – LingF1-LingF4 / Further information – rainer.schulze@engsem.

Professionalisierungsbereich: Schlüsselkompetenzen
Für weitere Veranstaltungen siehe das Angebot des Zentrums für Schlüsselkompetenzen. (Für die entsprechenden Links drücken Sie bitte auf das Informationssymbol.)

Contemporary Britain

Seminar, SWS: 2, Max. Teilnehmer: 20
Foster, Darren Paul

Mo wöchentl. 12:00 - 14:00 23.10.2017 - 03.02.2018 1502 - 709
Kommentar Contemporary Britain will introduce you to modern Britain’s most important institutions and its most bewildering contradictions. This course will provide you with behind-the-scenes-access to modern Britain. By the end of the course, you will know about eurosceptics underneath the thatched roofs, the binge-drinking in country pubs, and the quality the Brits love most about the Queen: she keeps her mouth shut. If you have ever wondered what makes Britain Britain, this is the course for you.

Bemerkung SPE:

Registration – Stud.IP 01.09.2017-30.09.2017 / Prerequisites – SP1 + SP2 / Assessment Tasks – various written and oral tasks (SL), 90-min. exam (PL) / Size restriction – 20 / Further Information – darren.foster@engsem.

SK:

This course counts for EITHER Bereich A “Sprach-, Medien- und Darstellungskompetenzen” OR Bereich B „Allgemeine Kompetenzen zur Förderung der Berufsbeähigung“.


Literatur

Required reading: Students will be advised by email.

English Theatre Workshop

Workshop, SWS: 6
Bennett, Peter

Mi wöchentl. 14:00 - 18:00 18.10.2017 - 31.01.2018 1501 - 119
So wöchentl. 14:00 - 18:00 03.12.2017 - 28.01.2018 1501 - 119
Kommentar The aim, as usual, will be to perform an English-language play in the final week of the teaching period. The chosen play will be announced no later than the first meeting,
possibly beforehand on our Internet homepage (see below for the address). All students who might be interested are warmly invited to the first meeting, which begins punctually at 14.00. Come and find out what is happening. Nobody is asked to commit themselves in the first two weeks.

The Theatre Workshop exists first and foremost for the pleasure of creating theatre in English. Credits for key competencies can be obtained incidentally, but that is not what the workshop is for and should not be the main reason for taking part.

For further information on the English Theatre Group and what it has done in the past, check out the Internet homepage: http://www.engsem~/theatregroup.html

This course counts for BOTH Bereich A "Sprach-, Medien und Darstellungskompetenzen" AND Bereich B "Allgemeine Kompetenzen zur Förderung der Berufsbefähigung".

Further information – peter.bennett@engsem.~

Investigating Children’s literature (Blockseminar)

Seminar, Max. Teilnehmer: 25
Gans, Anne

Block
Kommentar
10:00 - 15:00 09.10.2017 - 13.10.2017  1502 - 609
This course introduces students to a wide range of children’s literature from various English-speaking countries. The books will allow students to extend their vocabulary, practise reading skills and grammar structures, and experience representations of different cultures and topics. Additionally, students who wish to become teachers will gain an insight into how such texts and a range of teaching/learning tasks can be used in the foreign language classroom.

Bemerkung
SK / SPE

This course counts for EITHER Bereich A “Sprach-, Medien- und Darstellungskompetenzen” OR Bereich B „Allgemeine Kompetenzen zur Förderung der Berufsbefähigung”.

Registration – StudIP 01.09.2017-31.09.2017 / Prerequisites – SP1 + SP2 / Assessment Tasks – one written task (SL), 90-min. exam (PL) / Size restriction – 25 / Further Information – anne.gans@engsem.~

Literatur
Required Reading: R J Palacio, Wonder. Any edition will suffice, but you may like to get the Klett Annotated version for B1 in schools.

Investigating Song Texts

Seminar, SWS: 2, Max. Teilnehmer: 25
Gans, Anne

Fr  wöchentl. 12:00 - 14:00 20.10.2017 - 02.02.2018 1502 - 613
This course uses the lyrics of pop songs as the vehicle to extend vocabulary, practise grammar and style, analyse the use of stylistic devices and discuss contemporary issues covered in the songs’ contents.

Bemerkung
SPE:

Registration – StudIP 01.09.2017-30.09.2017 / Prerequisites – SP1 + SP2 / Assessment Tasks – one written task (SL), 90-min. exam (PL) / Size restriction – 25 / Further Information – anne.gans@engsem.~

SK:

This course counts for EITHER Bereich A “Sprach-, Medien- und Darstellungskompetenzen” OR Bereich B „Allgemeine Kompetenzen zur Förderung der Berufsbefähigung”.

WiSe 2017/18
Englisches Seminar


Literatur

Required Reading : R J Palacio, Wonder. Any edition will suffice, but you may like to get the Klett Annotated version for B1 in schools.

Literarisches Kolloquium: NACH DRUCK, VOR DRUCK, UNTER DRUCK

Seminar, SWS: 2
Meyer-Kovac, Jens| Milsch, Charlotte

Mi wöchentl. 16:00 - 18:00 25.10.2017 - 03.02.2018 1502 - 703

Kommentar


Bemerkung

Teilnehmerzahl: 30.

Praxisseminar KULTURVERANSTALTUNGEN

Seminar, SWS: 2
Meyer-Kovac, Jens| Milsch, Charlotte

Mi wöchentl. 14:00 - 16:00 25.10.2017 - 03.02.2018 1502 - 703

Kommentar


Bemerkung

Teilnehmerzahl: 30.

Bachelorstudiengang Technical Education - Fach Englisch

Linguistics TECH (LingF1/LingF2/LingF3)

LingF1
Introduction to Linguistics I

Vorlesung, SWS: 2
Paland, Meike

Do wöchentl. 10:00 - 12:00 26.10.2017 - 03.02.2018 1502 - 003

WiSe 2017/18 49
The language we speak is an integral part of who we are. It reveals where we come from and at the same time shows where we want to belong. With it, we can express and even create identity and community. It connects us to the outside world and to each other. While we can observe its form and structure, we can also analyze the function it fulfills. This course provides a first general introduction to English linguistics. We will initially deal with questions related to the nature of language and then focus on the major areas in the study of linguistics, including phonetics and phonology, contrastive aspects of sound production, morphology and word-formation, phraseology, and traditional syntax. Areas such as semantics, pragmatics, and language variation will be tackled in Introduction to Linguistics II.

**Bemerkung**

LingF1


**Literatur**


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### Introduction to Linguistics I

**Vorlesung, SWS:** 2

**Jalanesh, Aida**

**Fr. Woche:** 10:00 - 12:00 27.10.2017 - 03.02.2018 1502-103

**Kommentar**

The language we speak is an integral part of who we are. It reveals where we come from and at the same time shows where we want to belong. With it, we can express and even create identity and community. It connects us to the outside world and to each other. While we can observe its form and structure, we can also analyze the function it fulfills. This course provides a first general introduction to English linguistics. We will initially deal with questions related to the nature of language and then focus on the major areas in the study of linguistics, including phonetics and phonology, contrastive aspects of sound production, morphology and word-formation, phraseology, and traditional syntax. Areas such as semantics, pragmatics, and language variation will be tackled in Introduction to Linguistics II.

**Bemerkung**

LingF1

Registration – Stud.IP 1.9.-30.9.2017 / Prerequisites – none / Size Restriction – none / Further Information – aida_jalanesh@yahoo.de

**Literatur**


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### LingF2

**English Sentences**

**Vorlesung, SWS:** 2

**Schulze, Rainer**

**Di. Woche:** 10:00 - 12:00 17.10.2017 - 03.02.2018 1502-103

**Kommentar**

This lecture will present, discuss and illustrate the major terms and concepts essential to the study of sentence structure in English. Word classes such as ‘determinative’, ‘noun’, ‘verb’, ‘preposition’ or ‘conjunction’ will be explained, and the properties of these categories discussed at length. Students will discover what is meant by the terms ‘subject’, ‘subject complement’, ‘predicator’ or ‘indirect object’, what a finite verb is, what different subordinate clauses look like and what makes phrasal verbs so different from prepositional verbs. Concepts such as ‘constituency’, ‘movement’, ‘subcategorisation’, ‘selectional restrictions’ or ‘thematic roles’ will be introduced and exemplified, with extensive illustrations from English (and sometimes other languages).

**Bemerkung**

LingF3

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WiSe 2017/18
Englisches Seminar

Registration – Stud.IP 01.09.-30.09.2017 / Prerequisites – LingF1-LingF2 / Size restrictions: none / Further information – rainer.schulze@engsem.

Literatur – recommended readings:

Foundations Literature and Culture (AmerBritF1)

AmerBritF1
Introduction to Literary Studies
Seminar, SWS: 2
Grünkemeier, Ellen

Di wöchentl. 10:00 - 12:00 24.10.2017 - 03.02.2018 1502 - 703

Kommentar
This course is designed as a general introduction to Literary Studies and aims to familiarise students with the fundamentals necessary for the study of English and American literatures. The course will acquaint students with different theoretical approaches to literature as well as important critical concepts and methods in order to further their skills in description, analysis and interpretation. For illustration, we will draw on representative texts from a variety of genres and periods.

Bemerkung
Registration – Stud.IP 01.-30.09.2017 / Prerequisites – none / Further Information – ellen.gruenkemeier@engsem.

Literatur
required readings

Reader – Stud.IP and copy shop Stork (Körnerstraße 3) from 10 Oct

Introduction to Literary Studies
Seminar, SWS: 2
Gohrisch, Jana

Mi wöchentl. 08:00 - 10:00 25.10.2017 - 03.02.2018 1502 - 703

Kommentar
This course is designed as a general introduction to Literary Studies and aims to familiarise students with the fundamentals necessary for the study of English and American literatures. The course will acquaint students with different theoretical approaches to literature as well as important critical concepts and methods in order to further their skills in description, analysis and interpretation. For illustration, we will draw on representative texts from a variety of genres and periods.

Bemerkung
AmerBritF1
Reader – copy shop Stork (Körnerstraße) from 01 Oct and Stud.IP / Registration – Stud.IP 01.-19.10.2017 / Prerequisites – none / Further Information – jana.gohrisch@engsem.

Literatur
required readings

Introduction to Literary Studies
Seminar, SWS: 2, Max. Teilnehmer: 40
Brasch, Ilka

Mi wöchentl. 12:00 - 14:00 25.10.2017 - 03.02.2018 1502 - 615

WiSe 2017/18
### Introduction to Literary Studies

**Seminar, SWS: 2**  
**Mayer, Ruth**

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<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Dates</th>
<th>Code</th>
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<tbody>
<tr>
<td>Di wöchentl.</td>
<td>14:00 - 16:00</td>
<td>24.10.2017 - 03.02.2018</td>
<td>1502 - 609</td>
</tr>
</tbody>
</table>

**Kommentar**  
This course is designed as a general introduction to Literary Studies and aims to familiarize students with the fundamentals necessary for the study of English and American literatures. The course will acquaint students with different theoretical approaches to literature and culture as well as important critical concepts and methods in order to further their skills of description, analysis and interpretation. For illustration, we will draw on representative textual examples from a variety of genres and periods.

**Bemerkung**  
AmerBritF1

**Registration** – Stud.IP  1.9.-19.10.2017  
**Prerequisites** – none  
**Further Information** –  
ilka.brasch@engsem.

Maximale TeilnehmerInnenzahl: 40

### Intermediate American Literature and Culture (AmerF2/AmerF3)

#### AmerF2

**Survey of American Literature and Culture**

**Vorlesung, SWS: 2**  
**Mayer, Ruth**

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<tr>
<td>Mo wöchentl.</td>
<td>12:00 - 14:00</td>
<td>23.10.2017 - 03.02.2018</td>
<td>1502 - 003</td>
</tr>
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**Kommentar**  
This lecture will provide an introduction to North American culture and literature from the beginnings of colonization to the present time. We will be concerned with the emergence of a national ideology against the backdrop of ethnic, religious, and social conflicts, casting a close look at the way religious, political, and aesthetic lines of expression interact in the representations of revolution, independence and the negotiations around national identity and manifest destiny. It will focus on the interactions between minorities and mainstream, marginalized groups and powerful parties, and investigate the emergence of cultural categories of distinction (the high, the low, and the middle). A reader with additional course material will be made available at the beginning of the class. Please refer to the course page on StudIP for further information as the semester approaches. All the material including power point presentations and handouts will be posted online on StudIP.

**Bemerkung**  
AmerF2

**Registration** – Stud.IP  1.9.-30.9.2017  
**Prerequisites** – none  
**Further Information** –  
ruth.mayer@engsem.

Maximale TeilnehmerInnenzahl: 40
Englisches Seminar

Seminar, SWS: 2
Brasch, Ilka

Di wöchentl. 10:00 - 12:00 17.10.2017 - 03.02.2018 1502 - 609
Kommentar The 1960s in the United States was a decade of cultural unrest and entailed a reevaluation of existing norms and ideals. Politically and culturally, the decade is informed by the Cold War and its political crises and by the Civil Rights Movement. At the same time, literature of the ‘psychedelic sixties’ reflects and engages critically with the use of mind-expanding drugs and bears witness of a shifting understanding of mental illness. Moreover, 1960s literature returns time and again to conceptions of gender in terms of a reconsideration of female gender norms in American society. In this class, we will consider these multiple issues by studying a choice of literary texts from the era, including Sylvia Plath’s *The Bell Jar* (1963), Thomas Pynchon’s *The Crying of Lot 49* (1965). Please check StudIP as the semester approaches for possible changes to the reading list.

Bemerkung AmerF3

Registration – Stud.IP  01.9.-30.09.2017 / Prerequisites – AmerBritF1 / Further Information – ilka.brasch@engsem.~

Literatur Literature – will be announced on StudIP as the semester approaches.

Minor Modernisms

Seminar, SWS: 2
Mayer, Ruth

Di wöchentl. 12:00 - 14:00 17.10.2017 - 03.02.2018 1502 - 609
Kommentar The period of Modernism is often associated with big masterpieces, fundamental revisions of the literary landscape, groundbreaking manifestos, epical novels, long poems and grand oeuvres – in short, it tends to be seen as a major movement. But Modernism was no organized event; in many respects it makes more sense to speak of modernisms. In this class we will look at the margins of the modernist scene in the United States in order to understand and appreciate its often diffuse, complex and shifting character. We will engage with short stories, fragments, the little magazines and all sorts of experiments that did not work out or were discontinued. We will look at writers who did not manage to gain a central position in the modernist canon because they were considered too odd, strange or queer. By focusing on minor modernist voices, we will try and gain a new perspective on the period.

Bemerkung AmerF3

Registration – Stud.IP  1.9.-30.9.2017 / Prerequisites – AmerBritF1 / Further Information – ruth.mayer@engsem.~

Literatur Literature – will be announced on StudIP as the semester approaches.

Intermediate British Literature and Culture (BritF2/BritF3)

BritF2

BritF3

How to Read 19th-Century Fiction Today

Seminar, SWS: 2
Gohrisch, Jana

Di wöchentl. 14:00 - 16:00 17.10.2017 - 03.02.2018 1502 - 703
Kommentar This course is designed for students who want to practise the analytical concepts and terms acquired in the AmerBritF1 Introduction as well as the knowledge gained in the
BritF2 Survey lecture. We will turn to two classic 19th-century texts, namely Jane Austen’s post-revolutionary novel *Pride and Prejudice* (1813) and Charles Dickens’s industrial novel *Hard Times* (1854). Applying the methodology used in the Survey lecture, we will find out how the theoretical paradigms of Structuralism, New Historicism, Gender Studies and Reception Studies can be made productive for analysing and interpreting these novels. Following the New Historicist practice of parallel reading of fiction and non-fiction, we will study also non-fictional material on the role of gender and class in society since the late 18th century. Based on structuralist categories (such as contrast and correspondences, narratology) we shall chronicle the development of realism as the dominant mode of the genre and learn how 19th-century readers reacted to Austen’s and Dickens’s novels.

**Required Reading**

Jane Austen. *Pride and Prejudice*. 
Charles Dickens. *Hard Times*. 

Students who want to attend this course will have to purchase the novels in well-annotated editions and read one of them before the course starts. The non-fictional material will be provided in a reader available on Stud.IP and from Copyshop Stork (Körnerstraße 3).

The editions you can choose from are:


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### Popular Literature of the Early 20th Century

**Seminar, SWS: 2**

Pardey, Hannah

**Do wöchentl. 10:00 - 12:00 19.10.2017 - 03.02.2018 1502 - 613**

**Kommentar**

In this course students will practise their skills in the analysis of various popular texts of early 20th-century Britain. Starting with a brief introduction into questions of theory and terminology, we shall discuss how notions of the popular implicate gender discrimination and interact with other cultural formations. We shall consider a broad range of different media, such as periodicals, musical theatres and design shows, to interrogate simplifying definitions of the critical term. After that, we will turn to Daphne du Maurier’s popular novel *Jamaica Inn* (1936) and watch Alfred Hitchcock's 1939 film adaptation as well as selected scenes from the 2014 BBC series of the same name to discuss the proliferating quality of popular culture. Additionally, we shall investigate Agatha Christie's murder mystery play *The Mousetrap* (1952) which began life as a short radio play before it opened in London's West End to become the world's longest-running play. The course will conclude with considerations concerning the implications of conceptualising culture in hierarchical terms.

**Bemerkung**

BritF3
Literatur

Please buy Daphne du Maurier's *Jamaica Inn* (1936) and read it prior to class. All other texts covered in the seminar, including Agatha Christie's *The Mousetrap*, will be provided in a reader available from Copyshop Stork (Körnerstraße 3) or on StudIP.

**Foundations Language Practice (SP1/SP2)**

**SP1**
**Vocabulary and Pronunciation (Group 1)**

Seminar, SWS: 2, Max. Teilnehmer: 20
Foster, Darren Paul

Mo wöchentl. 08:00 - 10:00 23.10.2017 - 03.02.2018  1502 - 703

Kommentar
Which words are useful for reporting academic research? Why do *pear* and *bear* rhyme, but not *dear*? What do *subconscious* and *submarine* have in common? What is the difference between *extent* and *extend*? English vocabulary, spelling and pronunciation can bewilder learners! This course aims to extend students' vocabulary and improve their pronunciation and spelling in order to improve their reading and writing skills.

Bemerkung

SP1

**Vocabulary and Pronunciation (Group 2)**

Seminar, SWS: 2, Max. Teilnehmer: 20
Gans, Anne

Mo wöchentl. 10:00 - 12:00 23.10.2017 - 03.02.2018  1502 - 615

Kommentar
Which words are useful for reporting academic research? Why do *pear* and *bear* rhyme, but not *dear*? What do *subconscious* and *submarine* have in common? What is the difference between *extent* and *extend*? English vocabulary, spelling and pronunciation can bewilder learners! This course aims to extend students' vocabulary and improve their pronunciation and spelling in order to improve their reading and writing skills.

Bemerkung

SP1

**Vocabulary and Pronunciation (Group 3)**

Seminar, SWS: 2, Max. Teilnehmer: 20
Gans, Anne

Mo wöchentl. 12:00 - 14:00 23.10.2017 - 03.02.2018  1502 - 615

Kommentar
Which words are useful for reporting academic research? Why do *pear* and *bear* rhyme, but not *dear*? What do *subconscious* and *submarine* have in common? What is the difference between *extent* and *extend*? English vocabulary, spelling and pronunciation can bewilder learners! This course aims to extend students' vocabulary and improve their pronunciation and spelling in order to improve their reading and writing skills.

Bemerkung

SP1
Vocabulary and Pronunciation (Group 4)

Seminar, SWS: 2, Max. Teilnehmer: 20  
Foster, Darren Paul

Di wöchentl. 10:00 - 12:00 24.10.2017 - 03.02.2018  1502 - 709

Kommentar  
Which words are useful for reporting academic research? Why do pear and bear rhyme, but not dear? What do subconscious and submarine have in common? What is the difference between extent and extend? English vocabulary, spelling and pronunciation can bewilder learners! This course aims to extend students' vocabulary and improve their pronunciation and spelling in order to improve their reading and writing skills.  

Bemerkung  
SP1

Vocabulary and Pronunciation (Group 5)

Seminar, SWS: 2, Max. Teilnehmer: 20  
Foster, Darren Paul

Mi wöchentl. 10:00 - 12:00 25.10.2017 - 03.02.2018  1502 - 709

Kommentar  
Which words are useful for reporting academic research? Why do pear and bear rhyme, but not dear? What do subconscious and submarine have in common? What is the difference between extent and extend? English vocabulary, spelling and pronunciation can bewilder learners! This course aims to extend students' vocabulary and improve their pronunciation and spelling in order to improve their reading and writing skills.  

Bemerkung  
SP1

Vocabulary and Pronunciation (Group 6)

Seminar, SWS: 2, Max. Teilnehmer: 20  
Gans, Anne

Fr wöchentl. 08:00 - 10:00 27.10.2017 - 03.02.2018  1502 - 615

Kommentar  
Which words are useful for reporting academic research? Why do pear and bear rhyme, but not dear? What do subconscious and submarine have in common? What is the difference between extent and extend? English vocabulary, spelling and pronunciation can bewilder learners! This course aims to extend students' vocabulary and improve their pronunciation and spelling in order to improve their reading and writing skills.  

Bemerkung  
SP1
Vocabulary and Pronunciation (Group 7)

Seminar, SWS: 2, Max. Teilnehmer: 20  
Gans, Anne

Fr wöchentl. 10:00 - 12:00 27.10.2017 - 03.02.2018 1502 - 615
Fr Einzel 10:00 - 14:00 03.11.2017 - 03.11.2017 1502 - 609
Fr Einzel 10:00 - 14:00 24.11.2017 - 24.11.2017 1502 - 609

Kommentar Which words are useful for reporting academic research? Why do *pear* and *bear* rhyme, but not *dear*? What do *subconscious* and *submarine* have in common? What is the difference between *extent* and *extend*? English vocabulary, spelling and pronunciation can bewilder learners! This course aims to extend students’ vocabulary and improve their pronunciation and spelling in order to improve their reading and writing skills.

Bemerkung SP1

*Registration* – StudIP 01.09.2017-19.10.2017 / Prerequisites – none / *Assessment Tasks* – SL: regular homework tasks, test / Size restriction – 20 / *Further Information* – darren.foster@engsem.- or anne.gans@engsem~

SP2

Grammar (Blockseminar)

Seminar, SWS: 2, Max. Teilnehmer: 20  
Foster, Darren Paul

Block 10:00 - 15:00 09.10.2017 - 13.10.2017 1502 - 709

Kommentar This course allows students to revise and extend their knowledge of the usage of grammatical structures, style and vocabulary through an investigative approach.

Bemerkung SP2

*Registration* – StudIP 01.09.2017-30.09.2017 / Prerequisites – SP1 / *Assessment Tasks* – SL: will be specified in class, PL: exam / Size restriction – 20 / *Further Information* – darren.foster@engsem~

Advanced Language Practice (SP3/SP4)

SP3

Composition (Group 1)

Seminar, SWS: 2, Max. Teilnehmer: 20  
Foster, Darren Paul

Mo wöchentl. 10:00 - 12:00 23.10.2017 - 03.02.2018 1502 - 709

Kommentar This course investigates organisational patterns used in various genres and discourse forms of expository writing (informative/explanatory writing). Some aspects of language and grammar will also be discussed as necessary.

Bemerkung SP3

*Registration* – StudIP 01.09.2017-30.09.2017 / Prerequisites – SP1 + SP2 / *Assessment Tasks* – SL: two written tasks / Size restriction – 20 / *Further Information* – jill.schneller@engsem~ or darren.foster@engsem~

Composition (Group 2)
Seminar, SWS: 2, Max. Teilnehmer: 20
Foster, Darren Paul

**Di wöchentl.** 08:00 - 10:00 17.10.2017 - 03.02.2018 1502 - 709

**Kommentar**
This course investigates organisational patterns used in various genres and discourse forms of expository writing (informative/explanatory writing). Some aspects of language and grammar will also be discussed as necessary.

**Bemerkung**
SP3

*Registration* – StudIP 01.09.2017-30.09.2017 / *Prerequisites* – SP1 + SP2 / *Assessment Tasks* – SL: two written tasks / *Size restriction* – 20 / *Further Information* – jill.schneller@engsem.~ or darren.foster@engsem.~

**Composition (Group 3)**

Seminar, SWS: 2, Max. Teilnehmer: 20
Schneller, Jill

**Di wöchentl.** 10:00 - 12:00 17.10.2017 - 03.02.2018 1502 - 613

**Kommentar**
This course investigates organisational patterns used in various genres and discourse forms of expository writing (informative/explanatory writing). Some aspects of language and grammar will also be discussed as necessary.

**Bemerkung**
SP3

*Registration* – StudIP 01.09.2017-30.09.2017 / *Prerequisites* – SP1 + SP2 / *Assessment Tasks* – SL: two written tasks / *Size restriction* – 20 / *Further Information* – jill.schneller@engsem.~ or darren.foster@engsem.~

**Composition (Group 4)**

Seminar, SWS: 2, Max. Teilnehmer: 20
Schneller, Jill

**Di wöchentl.** 12:00 - 14:00 17.10.2017 - 30.01.2018 1502 - 613

**Kommentar**
This course investigates organisational patterns used in various genres and discourse forms of expository writing (informative/explanatory writing). Some aspects of language and grammar will also be discussed as necessary.

**Bemerkung**
SP3

*Registration* – StudIP 01.09.2017-30.09.2017 / *Prerequisites* – SP1 + SP2 / *Assessment Tasks* – SL: two written tasks / *Size restriction* – 20 / *Further Information* – jill.schneller@engsem.~ or darren.foster@engsem.~

**Composition (Group 5)**

Seminar, SWS: 2, Max. Teilnehmer: 20
Foster, Darren Paul

**Mi wöchentl.** 08:00 - 10:00 18.10.2017 - 03.02.2018 1502 - 709

**Kommentar**
This course investigates organisational patterns used in various genres and discourse forms of expository writing (informative/explanatory writing). Some aspects of language and grammar will also be discussed as necessary.

**Bemerkung**
SP3

*Registration* – StudIP 01.09.2017-30.09.2017 / *Prerequisites* – SP1 + SP2 / *Assessment Tasks* – SL: two written tasks / *Size restriction* – 20 / *Further Information* – jill.schneller@engsem.~ or darren.foster@engsem.~

**Composition (Group 6)**

Seminar, SWS: 2, Max. Teilnehmer: 20
Schneller, Jill
Englisches Seminar

**SP3**

This course investigates organisational patterns used in various genres and discourse forms of expository writing (informative/explanatory writing). Some aspects of language and grammar will also be discussed as necessary.

**BG**

Registration – StudIP 01.09.2017-30.09.2017 / Prerequisites – SP1 + SP2 / Assessment Tasks – SL: two written tasks / Size restriction – 20 / Further Information – jill.schneller@engsem.~ or darren.foster@engsem.~

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**SP4**

**DidF1**

Introduction to English Language Teaching

*Seminar, SWS: 2, Max. Teilnehmer: 30*

*Fuchs, Stefanie*

Mo wöchentl. 14:00 - 16:00 16.10.2017 - 03.02.2018  1502 - 615

This introductory methodology course is obligatory for all student teachers; we recommend participation in the 3rd/4th semester. The course gives an introduction into the complex subject matter of teaching and learning English as a foreign language with special regard to teacher education. The course is based on four aspects of EFL teaching and learning which we consider to be particularly relevant today: promoting intercultural communicative competence (ICC); (foreign) language learning as individual and collaborative achievement; developing learner- and learning-centred teaching; supporting task-based learning. The main issues will be introduced, relevant research will be summarized and discussed, and examples of good classroom practice are illustrated.

An optional tutorial will be offered.

**Bemerkung**

Registration – StudIP 1.9.-30.9.2017 / Size restriction – 30 / Prerequisites – None / Further Information – stefanie.fuchs@engsem.~

**Literatur**


This book is recommended. Additional texts will be posted on StudIP.

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**DidF1**

Introduction to English Language Teaching

*Seminar, SWS: 2, Max. Teilnehmer: 30*

*Fuchs, Stefanie*

Mi wöchentl. 10:00 - 12:00 18.10.2017 - 03.02.2018  1502 - 615

This introductory methodology course is obligatory for all student teachers; we recommend participation in the 3rd/4th semester. The course gives an introduction into the complex subject matter of teaching and learning English as a foreign language with special regard to teacher education. The course is based on four aspects of EFL teaching and learning which we consider to be particularly relevant today: promoting intercultural communicative competence (ICC); (foreign) language learning as individual and collaborative achievement; developing learner- and learning-centred teaching; supporting task-based learning. The main issues will be introduced, relevant research will be summarized and discussed, and examples of good classroom practice are illustrated.

An optional tutorial will be offered.

**Bemerkung**

Registration – StudIP 1.9.-30.9.2017 / Size restriction – 30 / Prerequisites – None / Further Information – stefanie.fuchs@engsem.~

**Literatur**

**Introduction to English Language Teaching**

Seminar, SWS: 2, Max. Teilnehmer: 30  
Blell, Gabriele

**Kommentar**  
This introductory methodology course is obligatory for all student teachers; we recommend participation in the 3rd/4th semester. The course gives an introduction into the complex subject matter of teaching and learning English as a foreign language with special regard to teacher education. The course is based on four aspects of EFL teaching and learning which we consider to be particularly relevant today: promoting intercultural communicative competence (ICC); (foreign) language learning as individual and collaborative achievement; developing learner- and learning-centred teaching; supporting task-based learning. The main issues will be introduced, relevant research will be summarized and discussed, and examples of good classroom practice are illustrated.

An optional tutorial will be offered.

**Bemerkung**  
Registration – StudIP 1.9.-30.9.2017 / Size restriction – 30 / Prerequisites – None / Further Information – stefanie.fuchs@engsem.

**Literatur**  

This book is recommended. Additional texts will be posted on StudIP.

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**DidF2**  
Introduction to CLIL (Einführung in den Bilingualen Sachfachunterricht)

Seminar, SWS: 2, Max. Teilnehmer: 30  
Ball, Celia

**Kommentar**  
This seminar will provide students with the basic knowledge of Content and Language Integrated Learning practiced at German schools. Participants will gain some relevant theoretical background on the application of CLIL. Credits can be obtained by presenting a theoretical CLIL topic and preparing a sequence from a CLIL lesson.

Trainee teachers from Hannover Studienseminar are also welcome and the participation of the two groups should provide an opportunity for discussion of theoretical and practical aspects.

**Bemerkung**  
Registration – StudIP 1.9.-30.9.2017 / Size restriction – 30 / Prerequisites – DidF1 / Further Information – celia.ball@engsem.

**Literatur**  
See course page on StudIP.

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**Teaching Gender in the EFL Classroom**

Seminar, SWS: 2, Max. Teilnehmer: 30  
Fuchs, Stefanie

**Kommentar**  
Until today, institutionalized foreign language teaching and learning has marginalized binary gender relations. Especially the results of international and national educational research show that gender differences between girls and boys are of great interest again. According to various studies girls are not only more motivated but also more likely to learn a (foreign) language more easily (Schmenk 2002, Fuchs 2013, 2014). This seminar gives an introduction into the complexity of gender relations in the context of language teaching theory and practice. We will consider historical, psychological and linguistic
aspects as we discuss (not only binary) gender differences in the foreign language classroom. Hereby, we mainly focus on the influence teaching and learning materials.

Registration – StudIP 1.9.-30.9.2017 / Size restriction – 30 / Prerequisites – DidF1 / Further Information – stefanie.fuchs@engsem.~

DidF2


See course page on StudIP.

Bachelorarbeit

Kolloquium

Kolloquium, SWS: 2
Mayer, Ruth

Mo wöchentl. 16:00 - 18:00 23.10.2017 - 03.02.2018  1502 - 609

In this class we will discuss current theses and projects in American Studies (bachelor or master programs).

Bemerkung

Further Information – ruth.mayer@engsem.~

Doctoral and Post-Doctoral Colloquium American Studies vof Prof. Dr. Ruth Mayer
Zeit: Mi., 18-20 Uhr, nach Vereinbarung, Raum 615
In this colloquium we will discuss current research in American Studies (invitation only).

Professionalisierungsbereich Schlüsselkompetenzen

Für weitere Veranstaltungen siehe das Angebot des Zentrums für Schlüsselkompetenzen.

Contemporary Britain

Seminar, SWS: 2, Max. Teilnehmer: 20
Foster, Darren Paul

Mo wöchentl. 12:00 - 14:00 23.10.2017 - 03.02.2018  1502 - 709

Contemporary Britain will introduce you to modern Britain’s most important institutions and its most bewildering contradictions. This course will provide you with behind-the-scenes-access to modern Britain. By the end of the course, you will know about eurosceptics underneath the thatched roofs, the binge-drinking in country pubs, and the quality the Brits love most about the Queen: she keeps her mouth shut. If you have ever wondered what makes Britain Britain, this is the course for you.

Bemerkung

SK:
This course counts for EITHER Bereich A “Sprach-, Medien- und Darstellungskompetenzen“ OR Bereich B „Allgemeine Kompetenzen zur Förderung der Berufsbefähigung“.

Registration – StudIP 01.09.2017-30.09.2017 / Prerequisites – none / Assessment Tasks – various written and oral tasks (SL), 90-min. exam (PL) / Size restriction – 20 / Further Information – darren.foster@engsem.~

SPE:
Registration – StudIP 01.09.2017-30.09.2017 / Prerequisites – SP1 + SP2 / Assessment Tasks – various written and oral tasks (SL), 90-min. exam (PL) / Size restriction – 20 / Further Information – darren.foster@engsem.~
Required reading: Students will be advised by email.

**English Theatre Workshop**

**Workshop, SWS: 6**
Bennett, Peter

**Mi wöchentl.** 14:00 - 18:00 18.10.2017 - 31.01.2018 1501 - 119
**So wöchentl.** 14:00 - 18:00 03.12.2017 - 28.01.2018 1501 - 119

**Kommentar**
The aim, as usual, will be to perform an English-language play in the final week of the teaching period. The chosen play will be announced no later than the first meeting, possibly beforehand on our Internet homepage (see below for the address). All students who might be interested are warmly invited to the first meeting, which begins punctually at 14.00. Come and find out what is happening. Nobody is asked to commit themselves in the first two weeks.

The Theatre Workshop exists first and foremost for the pleasure of creating theatre in English. Credits for key competencies can be obtained incidentally, but that is not what the workshop is for and should not be the main reason for taking part.

**Bemerkung**
SKET

For further information on the English Theatre Group and what it has done in the past, check out the Internet homepage: http://www.engsem~/theatregroup.html

This course counts for BOTH Bereich A "Sprach-, Medien und Darstellungskompetenzen" AND Bereich B "Allgemeine Kompetenzen zur Förderung der Berufsbefähigung".

- *Further information* – peter.bennett@engsem~

**Investigating Children’s literature (Blockseminar)**

**Seminar, Max. Teilnehmer: 25**
Gans, Anne

**Block** 10:00 - 15:00 09.10.2017 - 13.10.2017 1502 - 609

**Kommentar**
This course introduces students to a wide range of children’s literature from various English-speaking countries. The books will allow students to extend their vocabulary, practise reading skills and grammar structures, and experience representations of different cultures and topics. Additionally, students who wish to become teachers will gain an insight into how such texts and a range of teaching/learning tasks can be used in the foreign language classroom.

**Bemerkung**
SK / SPE

This course counts for EITHER Bereich A “Sprach-, Medien- und Darstellungskompetenzen” OR Bereich B „Allgemeine Kompetenzen zur Förderung der Berufsbefähigung”.

- *Registration* – StudIP 01.09.2017-31.09.2017 / *Prerequisites* – SP1 + SP2 / *Assessment Tasks* – one written task (SL), 90-min. exam (PL) / *Size restriction* – 25 / *Further Information* – anne.gans@engsem~

**Literatur**
*Required Reading* : R J Palacio, Wonder. Any edition will suffice, but you may like to get the Klett Annotated version for B1 in schools.

**Investigating Song Texts**

**Seminar, SWS: 2, Max. Teilnehmer: 25**
Gans, Anne

**Fr wöchentl.** 12:00 - 14:00 20.10.2017 - 02.02.2018 1502 - 613
Englisches Seminar

Kommentar
This course uses the lyrics of pop songs as the vehicle to extend vocabulary, practise grammar and style, analyse the use of stylistic devices and discuss contemporary issues covered in the songs’ contents.

Bemerkung
SPE:
Registration – StudIP 01.09.2017-30.09.2017 / Prerequisites – SP1 + SP2 / Assessment Tasks – one written task (SL), 90-min. exam (PL) / Size restriction – 25 / Further Information – anne.gans@engsem.~

SK:
This course counts for EITHER Bereich A “Sprach-, Medien- und Darstellungskompetenzen” OR Bereich B „Allgemeine Kompetenzen zur Förderung der Berufsbehaftung“.


Literatur
Required Reading : R J Palacio, Wonder. Any edition will suffice, but you may like to get the Klett Annotated version for B1 in schools.

Literarisches Kolloquium: NACH DRUCK, VOR DRUCK, UNTER DRUCK

Seminar, SWS: 2
Meyer-Kovac, Jens| Milisch, Charlotte

Mi wöchentl. 16:00 - 18:00 25.10.2017 - 03.02.2018 1502 - 703
Kommentar

Bemerkung
Teilnehmerzahl: 30.

Praxisseminar KULTURVERANSTALTUNGEN

Seminar, SWS: 2
Meyer-Kovac, Jens| Milisch, Charlotte

Mi wöchentl. 14:00 - 16:00 25.10.2017 - 03.02.2018 1502 - 703
Kommentar

Bemerkung
Teilnehmerzahl: 30.
Masterstudiengang Lehramt Gymnasium - Fach Englisch

Fachpraktikum Englisch (DidPA) (Erst-, Zweitfach und Kleine Fakultas)

Fachpraktikum Englisch: KGS Sehnde (unbetreut)

Fachpraktikum, SWS: 2, Max. Teilnehmer: 5
Bierwirth, Annika

Mo 16.10.2017 - 03.02.2018

Kommentar
In der Regel wählen und organisieren Studierende ihre Fachpraktikumsplätze und Mentor/innen selbst.


Bei dem hiesigen Angebot handelt es sich um ein unbetreutes Blockpraktikum.

Bitte beachten Sie: Die Zeiten werden frühestens im Oktober 2017 bekannt gegeben, da die Schule die Praktikumsplätze mit anderen Studierenden und Universitäten erst koordinieren muss.

Das Blockpraktikum findet zu Beginn des 2. Schulhalbjahres 2017/18 an Schulen in Sehnde statt.

Termine werden rechtzeitig bekannt gegeben.

Die Teilnahme ist auf 5 Plätze limitiert.

Die Plätze werden in der Reihenfolge der Anmeldung vergeben.

Die Anmeldung ist verbindlich und erfolgt bei den Dozentinnen.

Bemerkung

Registration - StudIP 1.9.-30.9.2017 / Size restriction - 5 / Prerequisites - DidPA / Further Information - annika.bierwirth@engsem.~

DidFP / DidPA

Literatur

Fachpraktikum Englisch: Leonore-Goldschmidt-Schule (IGS Hannover-Mühlenberg)

Fachpraktikum, SWS: 2, Max. Teilnehmer: 3
Fuchs, Stefanie

Mo 16.10.2017 - 03.02.2018

Kommentar
In der Regel wählen und organisieren Studierende ihre Fachpraktikumsplätze und Mentor/innen selbst.


Bei dem hiesigen Angebot handelt es sich um ein betreutes Blockpraktikum (Dr. Stefanie Fuchs).

Bitte beachten Sie: Die Zeiten werden frühestens im Oktober 2017 bekannt gegeben, da die Schule die Praktikumsplätze mit anderen Studierenden und Universitäten erst koordinieren muss.


Zu der 5-wöchigen Zeit (inklusive Hospitation) an der Schule gibt es ein Vor- und ein Nachbereitungsseminar (jeweils 2 SWS). Auch hier werden die Zeiten erst im kommenden Semester festgelegt.

Die Teilnahme ist auf 3 Plätze limitiert.

Die Plätze werden in der Reihenfolge der Anmeldung vergeben.
Die Anmeldung ist verbindlich und erfolgt bei den Dozentinnen.

**Bemerkung**

*Registration* – StudIP 1.9.-30.9.2017 / Size restriction - 3 / Prerequisites - DidPA / Further Information – stefanie.fuchs@engsem.

*DidA / DidPA*

**Literatur**


**Fachpraktikum Englisch: Marie-Curie-Schule Ronnenberg (unbetreut)**

Fachpraktikum, SWS: 2, Max. Teilnehmer: 3
Fuchs, Stefanie
Mo 16.10.2017 - 03.02.2018

In der Regel wählen und organisieren Studierende ihre Fachpraktikumsplätze und Mentor/innen selbst.


Bei dem hiesigen Angebot handelt es sich um ein unbetreutes Blockpraktikum.

Bitte beachten Sie: Die Zeiten werden frühestens im Oktober 2017 bekannt gegeben, da die Schule die Praktikumsplätze mit anderen Studierenden und Universitäten erst koordinieren muss.

Das Blockpraktikum findet zu Beginn des 2. Schulhalbjahres 2017/18 an der Marie-Curie-Schule (KGS Ronnenberg) statt.

Termine werden rechtzeitig bekannt gegeben.

Die Teilnahme ist auf 3 Plätze limitiert.

Die Plätze werden in der Reihenfolge der Anmeldung vergeben.

**Bemerkung**

*Registration* – StudIP 1.9.-30.9.2017 / Size restriction - 3 / Prerequisites - DidPA / Further Information – stefanie.fuchs@engsem.

*DidFP / DidPA*

**Literatur**


**Planung und Analyse von Englischunterricht**

Seminar, SWS: 2, Max. Teilnehmer: 25
Bierwirth, Annika
Fr wöchentl. 12:00 - 14:00 20.10.2017 - 02.02.2018 1502 - 703

Dieses Seminar ist obligatorisch für alle Lehramtsstudierenden.

Im M.Ed. ist diese Veranstaltung Teil des Moduls Fachpraktikum Englisch.


Die Veranstaltung ist stufen- und schulartenübergreifend angelegt.

**Bemerkung**

*Registration* – StudIP 1.9.-30.9.2017 / Size restriction – 25 / Prerequisites – DidF / Further Information – annika.bierwirth@engsem.

*DidPA*
Literatur  
Der Kauf dieses Grundlagenwerks wird empfohlen.

## Planung und Analyse von Englischunterricht

**Seminar, SWS: 2, Max. Teilnehmer: 25**  
**Blell, Gabriele**

**Do wöchentl.** 10:00 - 12:00 19.10.2017 - 02.02.2018  1502 - 615

*Kommentar*
Dieses Seminar ist obligatorisch für alle Lehramtsstudierenden.

Im M.Ed. ist diese Veranstaltung Teil des Moduls Fachpraktikum Englisch.


Die Veranstaltung ist stufen- und schulartenübergreifend angelegt.

*Registration* – StudIP 1.9.-30.9.2017  
*Size restriction* – 25  
*Prerequisites* – DidF  
*Further Information* – gabriele.blell@engsem.

## Bemerkung

*Registration* – StudIP 1.9.-30.9.2017  
*Size restriction* – 25  
*Prerequisites* – DidF  
*Further Information* – gabriele.blell@engsem.

*DidPA*

**Literatur**  
Der Kauf dieses Grundlagenwerks wird empfohlen.

## Planung und Analyse von Englischunterricht

**Seminar, SWS: 2, Max. Teilnehmer: 25**  
**Woltin, Alexander**

**Do wöchentl.** 16:00 - 18:00 19.10.2017 - 02.02.2018  1502 - 615

*Kommentar*
Dieses Seminar ist obligatorisch für alle Lehramtsstudierenden.

Im M.Ed. ist diese Veranstaltung Teil des Moduls Fachpraktikum Englisch.


Die Veranstaltung ist stufen- und schulartenübergreifend angelegt.

*Registration* – StudIP 1.9.-30.9.2017  
*Size restriction* – 25  
*Prerequisites* – DidF  
*Further Information* – alexander.woltin@engsem.

*DidPA*

**Literatur**  
Der Kauf dieses Grundlagenwerks wird empfohlen.

## Advanced Methodology (DidA) (Erst-, Zweitfach und Kleine Fakultas)  
**Language Awareness Matters: Along the Way to a Language Sensitive School**

**Seminar, SWS: 2, Max. Teilnehmer: 40**  
**Blell, Gabriele**

WiSe 2017/18
The new Lower Saxony “Kerncurriculum” for the EFL classroom (discussion version of 2016) more than earlier versions puts a strong focus on teaching facets of language awareness (Sprachbewusstheit) and language learning competence (Sprachlernkompetenz). Language awareness, on the one hand, can be understood as explicit knowledge about language(s), and conscious perception and sensitivity in language learning and use (e.g. recognize, name and analyze communication problems and find possible ‘repair strategies’; recognize, describe and evaluate language manipulation strategies (critical language awareness). On the other hand, language learning competence comprises the willingness and ability to analyze and critically reflect one’s own language learning and use. Learners should be able to make use of a repertoire of strategies (e.g. cognitive & metacognitive learning or social & emotional strategies). We will discuss selected topics and subsequently promote creative ways of dealing with them in a task based and learner- and activity based way.

DidA

Bemerkung
Registration – StudIP 1.9.-30.9.2017 / Size restriction – 40 / Prerequisites – DidF / Further Information – gabriele.blell@engsem.~

Literatur
See course page on StudIP.

Teaching Speaking

Seminar, SWS: 2, Max. Teilnehmer: 30
Fellmann, Gabriela

Mi 14-tägig 16:00 - 20:00 18.10.2017 - 03.02.2018 1502 - 615

Kommentar
Being able to speak a language fluently is an important part of foreign language education. However, speaking is a complex skill to develop and, as the alarming results of the DESI study in 2006 showed, needs more attention by language teachers. In this seminar we will take a look at the theoretical background of speaking as a skill, examine various methods and activities for promoting speaking in the classroom, and develop and discuss our own teaching materials and learning tasks. At the end of the semester, we will also focus on assessing the speaking skills of learners.

DidA

Bemerkung
Registration – StudIP 1.9.-30.9.2017 / Size restriction – 30 / Prerequisites – DidF / Further Information – gabriela.fellmann@engsem.~

Literatur


See course page on StudIP.

Up-and-Coming: Viewing, Analysing and Teaching Shorts

Seminar, SWS: 2, Max. Teilnehmer: 20
Blell, Gabriele

Fr Einzel 10:00 - 16:00 03.11.2017 - 03.11.2017 1502 - 615
Fr Einzel 12:00 - 21:00 24.11.2017 - 24.11.2017 1502 - 615
Sa Einzel 12:00 - 21:00 25.11.2017 - 25.11.2017 1502 - 615
So Einzel 12:00 - 21:00 26.11.2017 - 26.11.2017 1502 - 615

Kommentar
Students enjoy watching movies and television for a variety of reasons. For one, they receive exposure to authentic language in a non-threatening setting. Secondly, movies and videos provide common ground for students of any cultural background. From the teaching perspective, film as a text-genre has been fully accepted for the EFL classroom in Lower Saxony since 2003.

This course is designed to help you to teach especially short (fictional and non-fictional) films: documentaries, docufictions, mockup-mentaries, docudramas etc. One of the
objectives of the course will be to critically analyse and understand the purpose for the use of basic film/video techniques and methods for teaching them to students. The seminar will be embedded within the 14th Up-and-Coming International Film Festival in Hannover (23.-26.11.2017) [http://www.up-and-coming.de] which is designed to be a national and international competition for young film makers (up to 27) every two years. During the seminar we will analyze the winning films of the 2015 festival and will have the opportunity to view all selected 2017 films along with the jury for the first time. Participants of the seminar are expected to analyse critically one international film of interest from the competition and write a review of it. Further- more, participants will have the chance to discuss with some film makers.

For technical reasons, the class will be organized as a ‘Blockseminar’. Participants of the seminar are expected to be available at these times.

Attendance is compulsory!

Bemerkung
Registration – StudIP 1.9.-30.9.2017 / Size restriction – 20 / Prerequisites – DidF /
Further Information – gabriele.blell@engsem.

Literatur
- Literature – See course page on StudIP.

Working with Students’ Concepts in the EFL Classroom

Seminar, SWS: 2, Max. Teilnehmer: 20
Fuchs, Stefanie

Mo wöchentl. 16:00 - 18:00 16.10.2017 - 03.02.2018 1502 - 615

Student A: “What is English grammar?” – Student B: “What is past simple?” – Student
C: “Teacher, can you explain the difference between possessive and personal pronouns
again?” – Student D: “I don’t understand a word of Student C’s question!!!” – Teacher:
“How can I include my students’ individual knowledge and skills in my lesson plans?”

Students’ concepts about English as a foreign language has not been a topic in research
so far, but it is highly favored in other subjects, especially in natural sciences (Kattmann
et al. 1997), such as Biology (Dannemann 2015), Geography, and Physics. In this
seminar, we will discuss language learning and teaching theories and explore students’
concepts about English as a language system and English as a foreign culture (e.g.
Dahnken 2005). For this, we establish questionnaires (and other diagnostic instruments)
to interview students, implement their concepts, and prepare lessons. Cooperation
with schools is planned; however, organizational conditions in schools might change
our syllabus. Therefore, it is not guaranteed that we can apply all our material (e.g.
questionnaires, lesson plans) at school. In this case, we will present and discuss the
plans in our seminar group.

Bemerkung
Registration – StudIP 1.9.-30.9.2017 / Size restriction – 20 / Prerequisites – DidF /
Further Information – stefanie.fuchs@engsem.

Literatur
Entwicklung und Evaluation eines Diagnoseinstruments . Band 46, Hohengehren:
Schneider.
- Kattmann, Ulrich; Duit, Reinders; Gropengießer, Harald & Komorek, Michael (1997). Das
Model der Didaktischen Rekonstruktion - Ein Rahmen für naturwissenschaftsdidaktische
Forschung und Entwicklung. ZDIN, 3, 3-18.

See course page on StudIP.

Advanced Studies (AmerA/BritA/LingA1/LingA2) (Erstfach & Kleine Fakultas)

AmerA
Authorship Performance and Media Authorship
### Englisches Seminar

**Seminar, SWS: 2**  
**Soller, Bettina**

**Do wöchentl. 14:00 - 16:00 19.10.2017 - 03.02.2018 1502 - 609**

**Kommentar**  
In literary studies, the concept of the author as a theoretical construct is often reduced to a reference that limits or organizes the readers’ or researchers’ choice of possible meanings. In recent decades, literary studies as well as cultural and media studies have increasingly broadened the perspectives on authorship and investigated the connections between the empirical situations of writing and the production of narrative texts, historical ideas and models of authorship, and the performance and construction of authorship inside and outside of texts. In this class, we will examine several case studies from different media contexts like literature, theater, TV and film through the lens of authorship as cultural performance and media authorship. For example, we will think about the performances and constructions of literary authorship in Paul Auster’s *City of Glass* and in the context of fan fiction authors who transitioned to the book market like *Fifty Shades of Grey* ‘s E.L. James. Another case study will be concerned with authorial performances in the context of transmedia storytelling, e.g. *The Walking Dead* and *Game of Thrones*, and the concept of the ‘fanboy auteur’ established by Suzanne Scott.

**Bemerkung**  
AmerA/AAS2/AAS4

**Registration**  
– Stud.IP 01.09.-30.09.2017

**Prerequisites**  
– Foundations Literature and Culture, Intermediate Literature and Culture / Further information - bettina.soller@engsem.

**Maximale TeilnehmerInnenzahl:** 35

**Literatur**  
Literature – will be announced in class.

### Gender, Queerness and Activism

**Seminar, SWS: 2**  
**Oldehus, Anna-Lena**

**Di wöchentl. 12:00 - 14:00 17.10.2017 - 03.02.2018 1502 - 615**

**Kommentar**  
In this class we will look at conceptions, representations and practices of gender identity, sexuality, and queerness in literature, mass media and political activism in a contemporary (US-American) context. On the basis of major theories in the field of gender and queer studies, we will engage with texts and films and look at their relation to e.g. political activism, gay prides, bodies and fiction.

**Bemerkung**  
AmerA/AAS1/AAS2/AAS3

This class is part of the Studienschwerpunkt Gender Studies

**Registration**  
– Stud.IP 1.9.-30.09.2017 / Prerequisites – none / Further Information – anna-lena.oldehus@engsem.

**Maximale TeilnehmerInnenzahl:** 35

**Literatur**  

### It’s About Time (in Philosophy, Fiction and Science)

**Seminar, SWS: 2**  
**Frisch, Mathias| Mayer, Ruth**

**Mi wöchentl. 12:00 - 14:00 25.10.2017 - 03.02.2018 1502 - 609**

**Kommentar**  
We all seem to experience time in a fundamental and direct way. Yet once we begin to reflect on what time really is, it is easy to feel as puzzled as St Augustine was, who wrote: “If no one asks me, I know what [time] is. If I wish to explain it to him who asks me, I do not know.” In this course we will investigate several philosophical problems concerning time, ask how modern science might affect our answers to some of them, and examine how these problems are enacted in fiction. As is the case with most
philosophical problems, we will probably not think at the end of the semester that we have found conclusive answers to our puzzles. But hopefully we will have learned to think more deeply and probingly about one of the core features of human experience.

This course is co-taught by a philosopher and an Americanist, and its goal is to acquaint students of philosophy and students of literature with methods and approaches of the respective fields. By pairing philosophical readings with literary texts, we will aim to understand how philosophical and literary approaches to a problem differ and how the different modes of thought can complement and inform one another. Finally, we will examine to what extent scientific results can influence or perhaps even settle philosophical disputes.

This course is not an easy course: you will be asked to grapple with some difficult to understand texts from the history of philosophy, which exhibit modes of thinking somewhat foreign to our own; we will try to understand, albeit in a non-mathematical fashion, the basics of one of the great achievements of twentieth century physics – the theory of relativity; and we will engage with complex literary and non-literary narratives. Hopefully, however, the challenge of engaging with puzzles concerning time through such a variety of different lenses will also prove to be intellectually rewarding for you. The main thing that you will have to bring to this course to benefit from it, is a deep intellectual curiosity.

Bemerkung
AmerA/AAS1/AAS2
Registration – Stud.IP 1.9.-30.9.2017 / Prerequisites – Intermediate Literature and Culture / Further Information – ruth.mayer@engsem.~
Maximale TeilnehmerInnungszahl: 20 aus dem Englischen Seminar.

Literatur
Literature – please purchase and read Kurt Vonnegut, Slaughterhouse 5 (Bantam-Dell, ISBN 978-0440180296) before the beginning of the semester. Additional literature will be announced on StudIP as the semester approaches.

BritA
Colonial Encounters in Contemporary Australian Fiction

Seminar, SWS: 2
Grünkemeier, Ellen

Di wöchentl. 14:00 - 16:00 17.10.2017 - 03.02.2018 1502 - 613
Kommentar
This seminar focuses on representations of colonial encounters between indigenous and non-indigenous Australians in colonial non-fiction and postcolonial fiction. We will explore the complex race and power relations between Aboriginal Peoples and British settlers from the early days of colonisation to the present day. Our historical survey of the British settler and penal colony will begin with a critical discussion of central terms such 'terra nullis' and 'Down under' and of selected documents, esp. the accounts of William Dampier's and James Cook's voyages in the Pacific in the 17th and 18th centuries. Turning to the core reading programme of this seminar, we will then analyse the postcolonial historical novels The Secret River (2005) by Kate Grenville and David Malouf's Remembering Babylon (1993) as well as excerpts from Mudrooroo/ Colin Johnson's Dr Wooreddy's Prescription of Enduring the Ending of the World (1983), which depicts the British colonisation – or rather invasion – of Tasmania from an Aboriginal perspective. Throughout the seminar we will engage in close readings (based on the analytical categories from the 'Introduction to Literary Studies') and put to practice the theoretical concepts of Structuralism, Gender Studies and Postcolonial Criticism.

Bemerkung
Registration – Stud.IP 01.09.-30.09.2017 / Prerequisites – BritF2, BritF3 for FüBA students, none for others / Further Information – ellen.gruenkemeier@engsem.~

Literatur
Required Reading
Please read Kate Grenville’s *The Secret River* **before** the course begins. The other texts will be provided in a reader available on Stud.IP and from Copyshop Stork (Körnerstraße 3).

**Reader** – Stud.IP and copy shop Stork (Körnerstraße 3) from 10 Oct

<table>
<thead>
<tr>
<th>Literary Analysis and Linguistics</th>
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</thead>
<tbody>
<tr>
<td><strong>Seminar, SWS: 2</strong></td>
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<tr>
<td>Gohrisch, Jana</td>
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<tr>
<td><strong>Kommentar</strong></td>
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<tr>
<td>Di wöchentl. 16:00 - 18:00</td>
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<tr>
<td>17.10.2017 - 03.02.2018</td>
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<td>1502 - 703</td>
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<tr>
<td>This seminar combines linguistics and literary studies to help students refine their skills in both fields. Whereas the linguistic side will stress the recent paradigm shift towards a sociopragmatic and cognitive model of language, the literary side will apply these models and their concepts to literary texts. We will read chapters from a recent interdisciplinary textbook that combines a generic approach with attention to particular tropes such as irony, metaphor and metonymy as well as issues such as intertextuality and heteroglossia. We will use the texts commented upon in the textbook and add poems, excerpts from plays and novels and film clips to enable students to practice an interdisciplinary method by themselves.</td>
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<tr>
<th>Bemerkung</th>
<th>BritA / AAS2, AAS3, AAS4</th>
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<tbody>
<tr>
<td><strong>Reader</strong> – copy shop Stork (Körnerstraße 3) from 10 Oct and Stud.IP / <strong>Registration</strong> – Stud.IP 01.09.-30.09.2017 / <strong>Prerequisites</strong> – AmerBritF1, BritF2, BritF3 for FüBA students, none for others / <strong>Further Information</strong> – jana.gohrisch@engsem.~</td>
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<thead>
<tr>
<th>Literatur</th>
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<tbody>
<tr>
<td>Required Reading and Purchase</td>
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<tr>
<td>Further material will be provided in a reader available on Stud.IP and from Copyshop Stork (Körnerstraße 3).</td>
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<tr>
<th>Narratives of Migration</th>
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<tbody>
<tr>
<td><strong>Seminar, SWS: 2</strong></td>
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<tr>
<td>Pardey, Hannah</td>
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<td><strong>Kommentar</strong></td>
</tr>
<tr>
<td>Do wöchentl. 12:00 - 14:00 19.10.2017 - 03.02.2018 1502 - 613</td>
</tr>
<tr>
<td>Migrations have always formed part of human civilisation. In particular, the advent of European colonialism caused the forcible movement of peoples from their homelands into new regions. Decolonisation, on the other hand, resulted in large-scale migrations of peoples from former colonies to European metropolitan centres. Since the mid-1980s, the term ‘globalisation’ is almost excessively applied to describe the movements of peoples in a supposedly borderless world. This course will explore various narrative texts that negotiate migration at different historical moments. The reading programme for this course will comprise excerpts from Equiano’s <em>Interesting Narrative</em> (1789), poems by the Jamaican Claude McKay and the Nigerian Wole Soyinka as well as short stories by Sharon Dodua Otoo and Irenosen Okojie. The course will conclude with a critical discussion of Meera Syal's novel <em>Life Isn't All Ha Ha Hee Hee</em> (1999).</td>
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<tr>
<th>Bemerkung</th>
<th>BritA / AAS3, AAS5 / Atlantic Studies</th>
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<tr>
<td><strong>Registration</strong> – Stud.IP 1.9.2017 - 30.9.2017/ <strong>Prerequisites</strong> – BritF3 for FüBA students, none for others/ <strong>Further Information</strong> – hannah.pardey@engsem.~</td>
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<table>
<thead>
<tr>
<th>Literatur</th>
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<tbody>
<tr>
<td>Required Reading – Please buy Meera Syal's novel and read it prior to class. All other texts covered in the seminar will be provided in a reader available from Copyshop Stork (Körnerstraße 3) or on StudIP.</td>
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<table>
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<tr>
<th>Theories and Methods of Literary Studies</th>
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<tr>
<td>WiSe 2017/18</td>
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</table>
This seminar introduces students to the major theoretical approaches to literature and culture from the twentieth century, such as Formalism, Structuralism and New Criticism, Reader-Response Theory, Psychoanalytic Criticism, Marxism, Poststructuralism and Deconstruction, Feminism and Gender Studies, Postcolonial Theory as well as New Historicism and Cultural Materialism. Familiarity with these approaches is essential to successfully write term papers, bachelor’s and master’s theses.

As a preparation for each class you will have to read up on the central ideas of these respective approaches studying selected theoretical texts by some of their key representatives as well as secondary material by Peter Barry. Relying on the analytical categories from the AmerBritF1 Introduction and the (literary) historical knowledge from the BritF2 Survey we will apply the theories to Charlotte Brontë’s novel *Jane Eyre* (1847) in order to practise their terminologies and show how each of them produces a new interpretation of the text.


Please buy your own copies of Brontë’s novel and of Peter Barry’s *Beginning Theory*. The theoretical texts covered in the seminar will be available in a reader from Copyshop Stork (Körnerstraße 3) and on Stud.IP. It is absolutely necessary to read Brontë’s novel before the course begins.
retaining information, or dealing with assessments; these processes include mnemonics which aid the retention of lists of information, effective reading, concentration techniques, and efficient notetaking. / Further information – rainer.schulze@engsem.


**LinguA³**

<table>
<thead>
<tr>
<th>Seminar, SWS: 2</th>
<th>Altendorf, Ulrike</th>
<th>Becker, Lidia</th>
<th>Mathias, Alexa</th>
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<tr>
<td>Di wöchentl.</td>
<td>16:00 - 18:00</td>
<td>24.10.2017 - 31.01.2018</td>
<td>1502 - 109</td>
</tr>
<tr>
<td>Di wöchentl.</td>
<td>18:00 - 20:00</td>
<td>24.10.2017 - 30.01.2018</td>
<td>1502 - 103</td>
</tr>
</tbody>
</table>

**Kommentar**


**Bemerkung**

Teilnehmerzahl: 35 (für alle drei beteiligten Fachbereiche insgesamt)

**Literatur**

Wird im Seminar bekanntgegeben.

**Linguistic Analysis and Literature**

<table>
<thead>
<tr>
<th>Seminar, SWS: 2</th>
<th>Schulze, Rainer</th>
</tr>
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<tbody>
<tr>
<td>Di wöchentl.</td>
<td>16:00 - 18:00</td>
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</table>

**Kommentar**

This advanced seminar will provide an introduction to the analysis of literary texts with means taken from a linguistic toolbox. In this seminar, we would like to reflect on the more recent paradigm shift within linguistics towards a sociopragmatic and cognitive model of language use, a development that has provided us with a broader range of methods and areas of investigation. We will attempt to illustrate how this paradigm shift has made it possible to bridge the divide between the literary and the linguistic approaches to language. The development from formalism through structuralism to the newer fields of discourse and interactional analysis, pragmatics and cognitive or functional linguistics documents a concomitant shift in the interest from more formal to more functional categories of language, from *langue* to *parole* or usage-based approaches in linguistics. Likewise, the linguistic analysis of literature and the disciplines called ‘linguistic stylistics’ or ‘language & literature’ have undergone similarly decisive re-conceptualizations, both in the wake of poststructuralist theory and on account of the increasing availability of spoken and written language material. When analyzed by formalist and structuralist critics, literary texts tended to be treated in terms of new-critical and canonical literary approaches. By contrast, newer insights into the context-boundness and intertextuality of literature (including the recent insistence on a more pragmatic definition of the literary: literature is what readers decide to interpret as literary), have resulted in an openness towards the recent more sociopragmatic and...
cognitive approaches within linguistics, and have helped to bring about an acceptance of the spoken and written language as a recognized object of study even for literary scholars.

On the background of this scenario, one can now reconsider the possible ways in which the newest versions of linguistics can help to ‘explain’ the language of literature - a linguistic question - or ask how the new linguistics may become useful to the literary scholar - a concern for literary studies. We will be mainly concerned with concepts such as ‘prosody and metre’, ‘syntax’, ‘meaning: metaphor and metonymy’, ‘irony’, ‘narration’, ‘deixis and the creation of perspectives’, ‘conversational interaction and dramatic speech’, ‘intertextuality’ and ‘heteroglossia and literature’. As an illustration for the working of these concepts, we will predominantly use passages and snippets from literary writings. We will sketch to what extent the linguistic toolbox is helpful to the literary reader and at which points even the most refined linguistic analysis has to be supplemented by specifically ‘literary’ (or, we will argue, mimetic) concepts. At the same time, we will argue that the recent developments sketched above have opened new horizons, new vistas of cooperation for both the literary scholar and the linguist.

**LingA2**

**Learner Corpus Research**

Seminar, SWS: 2  
Altendorf, Ulrike

**Mi** wöchentl. 10:00 - 12:00  
18.10.2017 - 03.02.2018  
1502 - 703

This course will explore issues related to the process of second language learning and teaching. It will convey insights into the interlanguage of second language learners, in particular insights gained from studies based on learner corpora (LCR). They will be supplemented by relevant concepts proposed by Second Language Acquisition, in particular IP (Input Processing) and PI (Processing Instruction), as well as by teaching methodology, e.g. the acquisition-oriented method by von Ziegésar.

**Bemerkung**

LingA2, M8, M9

**Registration** – Stud.IP 1.9.-30.9.2017  
**Prerequisites** – LingF1-LingF2-(LingF3)-LingF4 (plus study skills including processes of organizing and taking in new information, retaining information, or dealing with assessments: these processes include mnemonics which aid the retention of lists of information, effective reading, concentration techniques, and efficient notetaking).  
**Further Information** – rainer.schulze@engsem.

**Literatur**


**LinguA³**

Seminar, SWS: 2  
Altendorf, Ulrike | Becker, Lidia | Mathias, Alexa

**Di** wöchentl. 16:00 - 18:00  
24.10.2017 - 31.01.2018  
1502 - 109

**Di** wöchentl. 18:00 - 20:00  
24.10.2017 - 30.01.2018  
1502 - 103


Im Seminar können für den Bereich Germanistik (Deutsch) Studien- & Prüfungsleistungen sowie Schlüsselkompetenzbescheinigungen (SKA oder SKB) erworben werden. Für Leistungsnachweise in den anderen beiden Fachbereichen: siehe KVV Englisches und Romanisches Seminar.

Im Seminar können für den Bereich Englische Sprachwissenschaft NUR Studienleistungen in LingA1 oder LingA2 erworben werden.

Leistungsnachweise in der Germanistik und Romanistik: siehe KVV des Deutschen und Romanischen Seminars.

<table>
<thead>
<tr>
<th>Bemerkung</th>
<th>Teilnehmerzahl: 35 (für alle drei beteiligten Fachbereiche insgesamt)</th>
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</thead>
<tbody>
<tr>
<td>Literatur</td>
<td>Wird im Seminar bekanntgegeben.</td>
</tr>
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</table>

**Principles of Language Change**

Seminar, SWS: 2
Altendorf, Ulrike

Mi wöchentl. 12:00 - 14:00 18.10.2017 - 03.02.2018 1502 - 703

Kommentar
This course will review language-external and language-internal theories of language change. Language-external factors to be treated will be, for instance, social prestige and social networks. Language-internal mechanisms will comprise exemplar theory and the notions of markedness and naturalness. The course requires a solid knowledge of phonetics and phonology.

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<tr>
<th>Bemerkung</th>
<th>LingA2, M5, M9</th>
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**Sociolinguistic Typology**

Seminar, SWS: 2
Altendorf, Ulrike

Di wöchentl. 18:00 - 20:00 17.10.2017 - 03.02.2018 1502 - 703

Kommentar
This course will present Peter Trudgill's theories of language and dialect contact as well as a selection of socio-historical case studies from England, the US and New Zealand, to which they can be applied. In addition, we will look at research on *Multicultural London English*, an emerging contact variety in the Greater London conurbation. This course requires a solid knowledge of phonetics and phonology.

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**Intermediate and Advanced Linguistics (LingF3/LingA1/LingA2) (Zweitfach)**

**LingF3**

*English Sentences*

Vorlesung, SWS: 2
Schulze, Rainer

WiSe 2017/18
This lecture will present, discuss and illustrate the major terms and concepts essential to the study of sentence structure in English. Word classes such as ‘determinative’, ‘noun’, ‘verb’, ‘preposition’ or ‘conjunction’ will be explained, and the properties of these categories discussed at length. Students will discover what is meant by the terms ‘subject’, ‘subject complement’, ‘predicator’ or ‘indirect object’, what a finite verb is, what different subordinate clauses look like and what makes phrasal verbs so different from prepositional verbs. Concepts such as ‘constituency’, ‘movement’, ‘subcategorisation’, ‘selectional restrictions’ or ‘thematic roles’ will be introduced and exemplified, with extensive illustrations from English (and sometimes other languages).

Registration – Stud.IP 01.09.-30.09.2017 / Prerequisites – LingF1-LingF2 / Size restrictions : none / Further information – rainer.schulze@engsem.

Literature – recommended readings:

This advanced seminar will take students through the basic notions in English morphology and word-formation and discuss problematic areas and definitorial questions. All the relevant topics (i.e. the morphological building blocks of English, inflectional morphology, productivity, compounding, prefixation, suffixation, conversion, polymorphic complex morphemes and non-morphemic word-formation processes) will be approached from three different angles focusing on structural, cognitive and sociopragmatic aspects of the field. In this way, new perspectives will be opened particularly on the development and establishment of new complex words, on the cognitive functions of word-formation patterns and on the field of conversion. Students of English linguistics will be able to use this class not only as an introduction but also for preparing term papers (schriftliche Hausarbeit als Prüfungsleistung) and final theses (BA- or Master’s thesis).

Registration – Stud.IP 01.09.-30.09.2017 / Prerequisites – LingF1-LingF2-(LingF3)-LingF4 (plus study skills including processes of organizing and taking in new information, retaining information, or dealing with assessments; these processes include mnemonics which aid the retention of lists of information, effective reading, concentration techniques, and efficient notetaking). / Further information – rainer.schulze@engsem.

eingeladen. Im begleitenden Seminar werden die Themen der Gastvorträge inhaltlich
vorbereitet und vertieft, aber auch die Organisation der Vorträge sowie die damit
verbundenen „PR-Maßnahmen“ werden von den Studierenden aktiv mitgestaltet.
Die Vortragsthemen sind bewusst vielseitig gewählt und sollen den Blick „über den
Tellerrand“ hin öffnen. Die Gastvorträge sind daher verpflichtender Bestandteil des
Seminars und ersetzen jeweils eine Seminarsitzung. Geplante Vortragstermine:
21.11.17 / 12.12.17 / 23.01.18.
Im Seminar können für den Bereich Germanistik (Deutsch) Studien- &
Prüfungsleistungen sowie Schlüsselkompetenzbescheinigungen (SKA oder SKB)
erworben werden. Für Leistungsnachweise in den anderen beiden Fachbereichen: siehe
KVV Englisches und Romanisches Seminar.
Im Seminar können für den Bereich Englische Sprachwissenschaft NUR
Studienleistungen in Ling A1 oder LingA2 erworben werden.
Leistungsnachweise in der Germanistik und Romanistik: siehe KVV des Deutschen und
Romanischen Seminars.

**Bemerkung**
Teilnehmerzahl: 35 (für alle drei beteiligten Fachbereiche insgesamt)

**Literatur**
Wird im Seminar bekanntgegeben.

**Linguistic Analysis and Literature**

**Seminar, SWS: 2**
Schulze, Rainer

**Di wöchentl. 16:00 - 18:00** 17.10.2017 - 03.02.2018 1502 - 609

**Kommentar**
This advanced seminar will provide an introduction to the analysis of literary texts with
means taken from a linguistic toolbox. In this seminar, we would like to reflect on the
more recent paradigm shift within linguistics towards a sociopragmatic and cognitive
model of language use, a development that has provided us with a broader range of
methods and areas of investigation. We will attempt to illustrate how this paradigm
shift has made it possible to bridge the divide between the literary and the linguistic
approaches to language. The development from formalism through structuralism to
the newer fields of discourse and interactional analysis, pragmatics and cognitive or
functional linguistics documents a concomitant shift in the interest from more formal
to more functional categories of language, from *langue* to *parole* or usage-based
approaches in linguistics. Likewise, the linguistic analysis of literature and the disciplines
called ‘linguistic stylistics’ or ‘language & literature’ have undergone similarly decisive
re-conceptualizations, both in the wake of poststructuralist theory and on account of
the increasing availability of spoken and written language material. When analyzed
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scholars.

On the background of this scenario, one can now reconsider the possible ways in which
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linguistic question - or ask how the new linguistics may become useful to the literary
scholar - a concern for literary studies. We will be mainly concerned with concepts such
‘deixis and the creation of perspectives’, ‘conversational interaction and dramatic speech’,
‘intertextuality’ and ‘heteroglossia and literature’. As an illustration for the working of
these concepts, we will predominantly use passages and snippets from literary writings.
We will sketch to what extent the linguistic toolbox is helpful to the literary reader and
at which points even the most refined linguistic analysis has to be supplemented by
specifically ‘literary’ (or, we will argue, mimetic) concepts. At the same time, we will argue
that the recent developments sketched above have opened new horizons, new vistas of
cooperation for both the literary scholar and the linguist.

**Bemerkung**
LingA1, M7, M9

WiSe 2017/18 77
### LingA2
**Learner Corpus Research**

<table>
<thead>
<tr>
<th>Seminar, SWS: 2</th>
<th>Altendorf, Ulrike</th>
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<tbody>
<tr>
<td>Mi  wöchentl.</td>
<td>10:00 - 12:00</td>
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**Kommentar**
This course will explore issues related to the process of second language learning and teaching. It will convey insights into the interlanguage of second language learners, in particular insights gained from studies based on learner corpora (LCR). They will be supplemented by relevant concepts proposed by Second Language Acquisition, in particular IP (Input Processing) and PI (Processing Instruction), as well as by teaching methodology, e.g. the acquisition-oriented method by von Ziegésar.

### LinguA³

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</tbody>
</table>

**Kommentar**

Im Seminar können für den Bereich Germanistik (Deutsch) Studien- & Prüfungsleistungen sowie Schlüsselkompetenzbescheinigungen (SKA oder SKB) erworben werden. Für Leistungsnachweise in den anderen beiden Fachbereichen: siehe KVV Englisches und Romanisches Seminar.


**Bemerkung**
Teilnehmerzahl: 35 (für alle drei beteiligten Fachbereiche insgesamt)

**Literatur**
Wird im Seminar bekanntgegeben.

### Principles of Language Change

<table>
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<th>Seminar, SWS: 2</th>
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**WiSe 2017/18**
Englisches Seminar

Altendorf, Ulrike

Mi wöchentl. 12:00 - 14:00 18.10.2017 - 03.02.2018 1502 - 703

Kommentar

This course will review language-external and language-internal theories of language change. Language-external factors to be treated will be, for instance, social prestige and social networks. Language-internal mechanisms will comprise exemplar theory and the notions of markedness and naturalness. The course requires a solid knowledge of phonetics and phonology.

Bemerkung

This course requires a solid knowledge of phonetics and phonology.

Literatur

Required Reading will be announced in class. Texts will be available on Stud.IP.

Sociolinguistic Typology

Seminar, SWS: 2
Altendorf, Ulrike

Di wöchentl. 18:00 - 20:00 17.10.2017 - 03.02.2018 1502 - 703

Kommentar

This course will present Peter Trudgill's theories of language and dialect contact as well as a selection of socio-historical case studies from England, the US and New Zealand, to which they can be applied. In addition, we will look at research on Multicultural London English, an emerging contact variety in the Greater London conurbation. This course requires a solid knowledge of phonetics and phonology.

Bemerkung


Advanced Literature and Culture (AmerA/BritA) (Zweitfach)

AmerA

Authorship Performance and Media Authorship

Seminar, SWS: 2
Soller, Bettina

Do wöchentl. 14:00 - 16:00 19.10.2017 - 03.02.2018 1502 - 609

Kommentar

In literary studies, the concept of the author as a theoretical construct is often reduced to a reference that limits or organizes the readers’ or researchers’ choice of possible meanings. In recent decades, literary studies as well as cultural and media studies have increasingly broadened the perspectives on authorship and investigated the connections between the empirical situations of writing and the production of narrative texts, historical ideas and models of authorship, and the performance and construction of authorship inside and outside of texts. In this class, we will examine several case studies from different media contexts like literature, theater, TV and film through the lens of authorship as cultural performance and media authorship. For example, we will think about the performances and constructions of literary authorship in Paul Auster’s City of Glass and in the context of fan fiction authors who transitioned to the book market like Fifty Shades of Grey’s E.L. James. Another case study will be concerned with authorial performances in the context of transmedia storytelling, e.g. The Walking Dead and Game of Thrones, and the concept of the ‘fanboy auteur’ established by Suzanne Scott.

Bemerkung

AmerA/AAS2/AAS4
Englisches Seminar

**Gender, Queerness and Activism**

Seminar, SWS: 2  
Oldehus, Anna-Lena

**Di**  wöchentl. 12:00 - 14:00 17.10.2017 - 03.02.2018  1502 - 615

**Kommentar**  
In this class we will look at conceptions, representations and practices of gender identity, sexuality, and queerness in literature, mass media and political activism in a contemporary (US-American) context. On the basis of major theories in the field of gender and queer studies, we will engage with texts and films and look at their relation to e.g. political activism, gay prides, bodies and fiction.

**Bemerkung**  
This class is part of the Studienschwerpunkt Gender Studies

**Literatur**  

**It's About Time (in Philosophy, Fiction and Science)**

Seminar, SWS: 2  
Frisch, Mathias| Mayer, Ruth

**Mi**  wöchentl. 12:00 - 14:00 25.10.2017 - 03.02.2018  1502 - 609

**Kommentar**  
We all seem to experience time in a fundamental and direct way. Yet once we begin to reflect on what time really is, it is easy to feel as puzzled as St Augustine was, who wrote: "If no one asks me, I know what [time] is. If I wish to explain it to him who asks me, I do not know." In this course we will investigate several philosophical problems concerning time, ask how modern science might affect our answers to some of them, and examine how these problems are enacted in fiction. As is the case with most philosophical problems, we will probably not think at the end of the semester that we have found conclusive answers to our puzzles. But hopefully we will have learned to think more deeply and probingly about one of the core features of human experience.

This course is co-taught by a philosopher and an Americanist, and its goal is to acquaint students of philosophy and students of literature with methods and approaches of the respective fields. By pairing philosophical readings with literary texts, we will aim to understand how philosophical and literary approaches to a problem differ and how the different modes of thought can complement and inform one another. Finally, we will examine to what extent scientific results can influence or perhaps even settle philosophical disputes.

This course is not an easy course: you will be asked to grapple with some difficult to understand texts from the history of philosophy, which exhibit modes of thinking somewhat foreign to our own; we will try to understand, albeit in a non-mathematical fashion, the basics of one of the great achievements of twentieth century physics – the theory of relativity; and we will engage with complex literary and non-literary narratives. Hopefully, however, the challenge of engaging with puzzles concerning time through such a variety of different lenses will also prove to be intellectually rewarding for you. The main thing that you will have to bring to this course to benefit from it, is a deep intellectual curiosity.

**Bemerkung**  
AmerA/AAS1/AAS2
Englisches Seminar

Registration – Stud.IP 1.9.-30.9.2017 / Prerequisites – Intermediate Literature and Culture / Further Information – ruth.mayer@engsem.

Maximale TeilnehmerInnenzahl: 20 aus dem Englischen Seminar.

Literatur – please purchase and read Kurt Vonnegut, Slaughterhouse 5 (Bantam-Dell, ISBN 978-0440180296) before the beginning of the semester. Additional literature will be announced on StudIP as the semester approaches.

BritA
Colonial Encounters in Contemporary Australian Fiction

Seminar, SWS: 2
Grünkemeier, Ellen

Di wöchentl. 14:00 - 16:00 17.10.2017 - 03.02.2018 1502 - 613

Kommentar
This seminar focuses on representations of colonial encounters between indigenous and non-indigenous Australians in colonial non-fiction and postcolonial fiction. We will explore the complex race and power relations between Aboriginal Peoples and British settlers from the early days of colonisation to the present day. Our historical survey of the British settler and penal colony will begin with a critical discussion of central terms such ‘terra nullis’ and ‘Down under’ and of selected documents, esp. the accounts of William Dampier’s and James Cook’s voyages in the Pacific in the 17th and 18th centuries. Turning to the core reading programme of this seminar, we will then analyse the postcolonial historical novels The Secret River (2005) by Kate Grenville and David Malouf’s Remembering Babylon (1993) as well as excerpts from Mudrooroo/ Colin Johnson’s Dr Wooreddy’s Prescription of Enduring the Ending of the World (1983), which depicts the British colonisation – or rather invasion – of Tasmania from an Aboriginal perspective. Throughout the seminar we will engage in close readings (based on the analytical categories from the ‘Introduction to Literary Studies’) and put to practice the theoretical concepts of Structuralism, Gender Studies and Postcolonial Criticism.

Bemerkung
Registration – Stud.IP 01.09.-30.09.2017 / Prerequisites – BritF2, BritF3 for FüBA students, none for others / Further Information – ellen.gruenkemeier@engsem.

Literatur
Required Reading

Please read Kate Grenville’s The Secret River before the course begins. The other texts will be provided in a reader available on Stud.IP and from Copyshop Stork (Körnerstraße 3).

Reader – Stud.IP and copy shop Stork (Körnerstraße 3) from 10 Oct

Literary Analysis and Linguistics

Seminar, SWS: 2
Gohrisch, Jana

Di wöchentl. 16:00 - 18:00 17.10.2017 - 03.02.2018 1502 - 703

Kommentar
This seminar combines linguistics and literary studies to help students refine their skills in both fields. Whereas the linguistic side will stress the recent paradigm shift towards a sociopragmatic and cognitive model of language, the literary side will apply these models and their concepts to literary texts. We will read chapters from a recent interdisciplinary textbook that combines a generic approach with attention to particular tropes such as irony, metaphor and metonymy as well as issues such as intertextuality and heteroglossia. We will use the texts commented upon in the textbook and add poems, excerpts from plays and novels and film clips to enable students to practice an interdisciplinary method by themselves.
**Narratives of Migration**

**Seminar, SWS: 2**  
Pardey, Hannah

**Do wöchentl. 12:00 - 14:00 19.10.2017 - 03.02.2018 1502 - 613**

**Kommentar**  
Migrations have always formed part of human civilisation. In particular, the advent of European colonialism caused the forcible movement of peoples from their homelands into new regions. Decolonisation, on the other hand, resulted in large-scale migrations of peoples from former colonies to European metropolitan centres. Since the mid-1980s, the term 'globalisation' is almost excessively applied to describe the movements of peoples in a supposedly borderless world. This course will explore various narrative texts that negotiate migration at different historical moments. The reading programme for this course will comprise excerpts from Equiano's *Interesting Narrative* (1789), poems by the Jamaican Claude McKay and the Nigerian Wole Soyinka as well as short stories by Sharon Dodua Otoo and Irenosen Okojie. The course will conclude with a critical discussion of Meera Syal's novel *Life Isn't All Ha Ha Hee Hee* (1999).

**Bemerkung**  
BritA / AAS3, AAS5 / Atlantic Studies  
Registration – Stud.IP 1.9.2017 - 30.9.2017/ Prerequisites – BritF3 for FüBA students, none for others/ Further Information – hannah.pardey@engsem.

**Literatur**

Required Reading – Please buy Meera Syal's novel and read it prior to class. All other texts covered in the seminar will be provided in a reader available from Copyshop Stork (Körnerstraße 3) or on StudIP.
Literatur


Please buy your own copies of Brontë’s novel and of Peter Barry’s *Beginning Theory*. The theoretical texts covered in the seminar will be available in a reader from Copyshop Stork (Körnerstraße 3) and on Stud.IP. It is absolutely necessary to read Brontë’s novel before the course begins.

Focus Module (AmerA/BritA/LingA1/LingA2) (Zweitfach)

*AmerA*

**Authorship Performance and Media Authorship**

Seminar, SWS: 2
Soller, Bettina

Do wöchentl. 14:00 - 16:00 19.10.2017 - 03.02.2018 1502 - 609

Kommentar

In literary studies, the concept of the author as a theoretical construct is often reduced to a reference that limits or organizes the readers’ or researchers’ choice of possible meanings. In recent decades, literary studies as well as cultural and media studies have increasingly broadened the perspectives on authorship and investigated the connections between the empirical situations of writing and the production of narrative texts, historical ideas and models of authorship, and the performance and construction of authorship inside and outside of texts. In this class, we will examine several case studies from different media contexts like literature, theater, TV and film through the lens of authorship as cultural performance and media authorship. For example, we will think about the performances and constructions of literary authorship in Paul Auster’s *City of Glass* and in the context of fan fiction authors who transitioned to the book market like *Fifty Shades of Grey*’s E.L. James. Another case study will be concerned with authorial performances in the context of transmedia storytelling, e.g. *The Walking Dead* and *Game of Thrones*, and the concept of the ‘fanboy auteur’ established by Suzanne Scott.

Bemerkung

AmerA/AAS2/AAS4

Registration – Stud.IP 01.09.-30.09.2017/ Prerequisites – Foundations Literature and Culture, Intermediate Literature and Culture / Further information - bettina.soller@engsem.~

Maximale TeilnehmerInnenzahl: 35

Literatur

Literature – will be announced in class.

**Gender, Queerness and Activism**

Seminar, SWS: 2
Oldehus, Anna-Lena

Di wöchentl. 12:00 - 14:00 17.10.2017 - 03.02.2018 1502 - 615

Kommentar

In this class we will look at conceptions, representations and practices of gender identity, sexuality, and queerness in literature, mass media and political activism in a contemporary (US-American) context. On the basis of major theories in the field of gender and queer studies, we will engage with texts and films and look at their relation to e.g. political activism, gay prides, bodies and fiction.

Bemerkung

AmerA/AAS1/AAS2/AAS3
It's About Time (in Philosophy, Fiction and Science)

Seminar, SWS: 2  Frisch, Mathias| Mayer, Ruth
Mi wöchentl. 12:00 - 14:00 25.10.2017 - 03.02.2018  1502 - 609

We all seem to experience time in a fundamental and direct way. Yet once we begin to reflect on what time really is, it is easy to feel as puzzled as St Augustine was, who wrote: “If no one asks me, I know what [time] is. If I wish to explain it to him who asks me, I do not know.” In this course we will investigate several philosophical problems concerning time, ask how modern science might affect our answers to some of them, and examine how these problems are enacted in fiction. As is the case with most philosophical problems, we will probably not think at the end of the semester that we have found conclusive answers to our puzzles. But hopefully we will have learned to think more deeply and probingly about one of the core features of human experience.

This course is co-taught by a philosopher and an Americanist, and its goal is to acquaint students of philosophy and students of literature with methods and approaches of the respective fields. By pairing philosophical readings with literary texts, we will aim to understand how philosophical and literary approaches to a problem differ and how the different modes of thought can complement and inform one another. Finally, we will examine to what extent scientific results can influence or perhaps even settle philosophical disputes.

This course is not an easy course: you will be asked to grapple with some difficult to understand texts from the history of philosophy, which exhibit modes of thinking somewhat foreign to our own; we will try to understand, albeit in a non-mathematical fashion, the basics of one of the great achievements of twentieth century physics – the theory of relativity; and we will engage with complex literary and non-literary narratives. Hopefully, however, the challenge of engaging with puzzles concerning time through such a variety of different lenses will also prove to be intellectually rewarding for you. The main thing that you will have to bring to this course to benefit from it, is a deep intellectual curiosity.

Bemerkung
AmerA/AAS1/AAS2


Maximale TeilnehmerInnenzahl: 20 aus dem Englischen Seminar.

Literatur
Literature – please purchase and read Kurt Vonnegut, Slaughterhouse 5 (Bantam-Dell, ISBN 978-0440180296) before the beginning of the semester. Additional literature will be announced on StudIP as the semester approaches.
settlers from the early days of colonisation to the present day. Our historical survey of the British settler and penal colony will begin with a critical discussion of central terms such ‘terra nullis’ and ‘Down under’ and of selected documents, esp. the accounts of William Dampier’s and James Cook’s voyages in the Pacific in the 17th and 18th centuries. Turning to the core reading programme of this seminar, we will then analyse the postcolonial historical novels The Secret River (2005) by Kate Grenville and David Malouf’s Remembering Babylon (1993) as well as excerpts from Mudrooroo/ Colin Johnson’s Dr Woorddy’s Prescription of Enduring the Ending of the World (1983), which depicts the British colonisation – or rather invasion – of Tasmania from an Aboriginal perspective. Throughout the seminar we will engage in close readings (based on the analytical categories from the ‘Introduction to Literary Studies’) and put to practice the theoretical concepts of Structuralism, Gender Studies and Postcolonial Criticism.

Registration – Stud.IP 01.09.-30.09.2017 / Prerequisites – BritF2, BritF3 for FüBA students, none for others / Further Information – ellen.gruenkemeier@engsem.

Required Reading

Please read Kate Grenville’s The Secret River before the course begins. The other texts will be provided in a reader available on Stud.IP and from Copyshop Stork (Körnerstraße 3).

Reader – Stud.IP and copy shop Stork (Körnerstraße 3) from 10 Oct

This seminar combines linguistics and literary studies to help students refine their skills in both fields. Whereas the linguistic side will stress the recent paradigm shift towards a sociopragmatic and cognitive model of language, the literary side will apply these models and their concepts to literary texts. We will read chapters from a recent interdisciplinary textbook that combines a generic approach with attention to particular tropes such as irony, metaphor and metonymy as well as issues such as intertextuality and heteroglossia. We will use the texts commented upon in the textbook and add poems, excerpts from plays and novels and film clips to enable students to practice an interdisciplinary method by themselves.

Reader – copy shop Stork (Körnerstraße 3) from 10 Oct and Stud.IP / Registration – Stud.IP 01.09.-30.09.2017 / Prerequisites – AmerBritF1, BritF2, BritF3 for FüBA students, none for others / Further Information – jana.gohrisch@engsem.

Required Reading and Purchase

Further material will be provided in a reader available on Stud.IP and from Copyshop Stork (Körnerstraße 3).
Migrations have always formed part of human civilisation. In particular, the advent of European colonialism caused the forcible movement of peoples from their homelands into new regions. Decolonisation, on the other hand, resulted in large-scale migrations of peoples from former colonies to European metropolitan centres. Since the mid-1980s, the term ‘globalisation’ is almost excessively applied to describe the movements of peoples in a supposedly borderless world. This course will explore various narrative texts that negotiate migration at different historical moments. The reading programme for this course will comprise excerpts from Equiano’s Interesting Narrative (1789), poems by the Jamaican Claude McKay and the Nigerian Wole Soyinka as well as short stories by Sharon Dodua Otoo and Irenosen Okojie. The course will conclude with a critical discussion of Meera Syal’s novel Life Isn’t All Ha Ha Hee Hee (1999).

BritA / AAS3, AASS / Atlantic Studies

Registration – Stud.IP 1.9.2017 - 30.9.2017 / Prerequisites – BritF3 for FüBA students, none for others / Further Information – hannah.pardey@engsem.

Required Reading – Please buy Meera Syal’s novel and read it prior to class. All other texts covered in the seminar will be provided in a reader available from Copyshop Stork (Körnerstraße 3) or on StudIP.

The seminar introduces students to the major theoretical approaches to literature and culture from the twentieth century, such as Formalism, Structuralism and New Criticism, Reader-Response Theory, Psychoanalytic Criticism, Marxism, Poststructuralism and Deconstruction, Feminism and Gender Studies, Postcolonial Theory as well as New Historicism and Cultural Materialism. Familiarity with these approaches is essential to successfully write term papers, bachelor’s and master’s theses.

As a preparation for each class you will have to read up on the central ideas of these respective approaches studying selected theoretical texts by some of their key representatives as well as secondary material by Peter Barry. Relying on the analytical categories from the AmerBritF1 Introduction and the (literary) historical knowledge from the BritF2 Survey we will apply the theories to Charlotte Brontë’s novel Jane Eyre (1847) in order to practise their terminologies and show how each of them produces a new interpretation of the text.

Reader – copy shop Stork (Körnerstraße) from 01 Oct and Stud.IP / Registration – Stud.IP 01.-30.09.2017 / Prerequisites – AmerBritF1, BritF2, BritF3 for FüBA students, none for others / Further Information – jana.gohrisch@engsem.

Required Reading


Please buy your own copies of Brontë’s novel and of Peter Barry’s Beginning Theory. The theoretical texts covered in the seminar will be available in a reader from Copyshop Stork (Körnerstraße 3) and on Stud.IP. It is absolutely necessary to read Brontë’s novel before the course begins.
This advanced seminar will take students through the basic notions in English morphology and word-formation and discuss problematic areas and definitorial questions. All the relevant topics (i.e. the morphological building blocks of English, inflectional morphology, productivity, compounding, prefixation, suffixation, conversion, polymorphic complex morphemes and non-morphemic word-formation processes) will be approached from three different angles focusing on structural, cognitive and sociopragmatic aspects of the field. In this way, new perspectives will be opened particularly on the development and establishment of new complex words, on the cognitive functions of word-formation patterns and on the field of conversion. Students of English linguistics will be able to use this class not only as an introduction but also for preparing term papers (schriftliche Hausarbeit als Prüfungsleistung) and final theses (BA- or Master’s thesis).

This advanced seminar will provide an introduction to the analysis of literary texts with means taken from a linguistic toolbox. In this seminar, we would like to reflect on the more recent paradigm shift within linguistics towards a sociopragmatic and cognitive model of language use, a development that has provided us with a broader range of methods and areas of investigation. We will attempt to illustrate how this paradigm shift has made it possible to bridge the divide between the literary and the linguistic approaches to language. The development from formalism through structuralism to the newer fields of discourse and interactional analysis, pragmatics and cognitive or functional linguistics documents a concomitant shift in the interest from more formal to more functional categories of language, from langue to parole or usage-based approaches in linguistics. Likewise, the linguistic analysis of literature and the disciplines called ‘linguistic stylistics’ or ‘language & literature’ have undergone similarly decisive re-conceptualizations, both in the wake of poststructuralist theory and on account of the increasing availability of spoken and written language material. When analyzed by formalist and structuralist critics, literary texts tended to be treated in terms of new-critical and canonical literary approaches. By contrast, newer insights into the context-boundedness and intertextuality of literature (including the recent insistence on a more pragmatic definition of the literary: literature is what readers decide to interpret as literary), have resulted in an openness towards the recent more sociopragmatic and cognitive approaches within linguistics, and have helped to bring about an acceptance of the spoken and written language as a recognized object of study even for literary scholars.

On the background of this scenario, one can now reconsider the possible ways in which the newest versions of linguistics can help to ‘explain’ the language of literature - a linguistic question - or ask how the new linguistics may become useful to the literary scholar - a concern for literary studies. We will be mainly concerned with concepts such as ‘prosody and metre’, ‘syntax’, ‘meaning: metaphor and metonymy’, ‘irony’, ‘narration’, ‘deixis and the creation of perspectives’, ‘conversational interaction and dramatic speech’, ‘intertextuality’ and ‘heteroglossia and literature’. As an illustration for the working of these concepts, we will predominantly use passages and snippets from literary writings. We will sketch to what extent the linguistic toolbox is helpful to the literary reader and at which points even the most refined linguistic analysis has to be supplemented by specifically ‘literary’ (or, we will argue, mimetic) concepts. At the same time, we will argue that the recent developments sketched above have opened new horizons, new vistas of cooperation for both the literary scholar and the linguist.

**Registration**  
Stud.IP 01.09.-30.09.2017 / Prerequisites  
-LingF1-LingF2-(LingF3)-LingF4 (plus study skills including processes of organizing and taking in new information, retaining information, or dealing with assessments; these processes include mnemonics which aid the retention of lists of information, effective reading, concentration techniques, and efficient notetaking) / Further information — rainer.schulze@engsem.

**Literature**  

**LingA2**

**Seminar, SWS: 2**  
Altendorf, Ulrike

This course will explore issues related to the process of second language learning and teaching. It will convey insights into the interlanguage of second language learners, in particular insights gained from studies based on learner corpora (LCR). They will be supplemented by relevant concepts proposed by Second Language Acquisition, in particular IP (Input Processing) and PI (Processing Instruction), as well as by teaching methodology, e.g. the acquisition-oriented method by von Ziegesar.
Englisches Seminar

Bemerkung

LingA2, M8, M9


Literatur

Literature – Required Reading will be announced in class. Texts will be available on Stud.IP.

LinguA³

Seminar, SWS: 2
Altendorf, Ulrike| Becker, Lidia| Mathias, Alexa

Di wöchentl. 16:00 - 18:00 24.10.2017 - 31.01.2018 1502 - 109
Di wöchentl. 18:00 - 20:00 24.10.2017 - 30.01.2018 1502 - 103

Kommentar


Im Seminar können für den Bereich Germanistik (Deutsch) Studien- & Prüfungsleistungen sowie Schlüsselkompetenzbescheinigungen (SKA oder SKB) erworben werden. Für Leistungsnachweise in den anderen beiden Fachbereichen: siehe KVV Englisches und Romanisches Seminar.


Bemerkung

Teilnehmerzahl: 35 (für alle drei beteiligten Fachbereiche insgesamt)

Literatur

Wird im Seminar bekanntgegeben.

Principles of Language Change

Seminar, SWS: 2
Altendorf, Ulrike

Mi wöchentl. 12:00 - 14:00 18.10.2017 - 03.02.2018 1502 - 703

Kommentar

This course will review language-external and language-internal theories of language change. Language-external factors to be treated will be, for instance, social prestige and social networks. Language-internal mechanisms will comprise exemplar theory and the notions of markedness and naturalness. The course requires a solid knowledge of phonetics and phonology.

Bemerkung

LingA2, M5, M9


Literatur

Literature – Required Reading will be announced in class. Texts will be available on Stud.IP.

Sociolinguistic Typology

Seminar, SWS: 2
Altendorf, Ulrike

Di wöchentl. 18:00 - 20:00 17.10.2017 - 03.02.2018 1502 - 703
This course will present Peter Trudgill's theories of language and dialect contact as well as a selection of socio-historical case studies from England, the US and New Zealand, to which they can be applied. In addition, we will look at research on Multicultural London English, an emerging contact variety in the Greater London conurbation. This course requires a solid knowledge of phonetics and phonology.

**Registration** – Stud.IP 1.9.-30.9.2017 / **Prerequisites** – LingF1-LingF2-LingF4 / **Size Restriction** : 25 / **Further Information** – ulrike.altendorf@engsem.


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**Focus Elective (AmerA/BritA/LingA1/LingA2) (Kleine Fakultas)**

**AmerA**

**Authorship Performance and Media Authorship**

Seminar, SWS: 2
Soller, Bettina

**Do wöchentl. 14:00 - 16:00 19.10.2017 - 03.02.2018 1502 - 609**

**Kommentar**

In literary studies, the concept of the author as a theoretical construct is often reduced to a reference that limits or organizes the readers' or researchers' choice of possible meanings. In recent decades, literary studies as well as cultural and media studies have increasingly broadened the perspectives on authorship and investigated the connections between the empirical situations of writing and the production of narrative texts, historical ideas and models of authorship, and the performance and construction of authorship inside and outside of texts. In this class, we will examine several case studies from different media contexts like literature, theater, TV and film through the lens of authorship as cultural performance and media authorship. For example, we will think about the performances and constructions of literary authorship in Paul Auster's *City of Glass* and in the context of fan fiction authors who transitioned to the book market like Fifty Shades of Grey's E.L. James. Another case study will be concerned with authorial performances in the context of transmedia storytelling, e.g. *The Walking Dead* and *Game of Thrones*, and the concept of the 'fanboy auteur' established by Suzanne Scott.

**Bemerkung**

AmerA/AAS2/AAS4

**Registration** – Stud.IP 01.09.-30.09.2017 / **Prerequisites** – none / **Further Information** – bettina.soller@engsem.

**Literatur**

Literature – will be announced in class.

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**Gender, Queerness and Activism**

Seminar, SWS: 2
Oldehus, Anna-Lena

**Di wöchentl. 12:00 - 14:00 17.10.2017 - 03.02.2018 1502 - 615**

**Kommentar**

In this class we will look at conceptions, representations and practices of gender identity, sexuality, and queerness in literature, mass media and political activism in a contemporary (US-American) context. On the basis of major theories in the field of gender and queer studies, we will engage with texts and films and look at their relation to e.g. political activism, gay prides, bodies and fiction.

**Bemerkung**

AmerA/AAS1/AAS2/AAS3

This class is part of the Studienschwerpunkt Gender Studies

**Registration** – Stud.IP 1.9.-30.9.2017 / **Prerequisites** – none / **Further Information** – anna-lena.oldehus@engsem.

Maximale TeilnehmerInnenzahl: 35
It's About Time (in Philosophy, Fiction and Science)

Seminar, SWS: 2
Frisch, Mathias| Mayer, Ruth

Kommentar

We all seem to experience time in a fundamental and direct way. Yet once we begin to reflect on what time really is, it is easy to feel as puzzled as St Augustine was, who wrote: “If no one asks me, I know what [time] is. If I wish to explain it to him who asks me, I do not know.” In this course we will investigate several philosophical problems concerning time, ask how modern science might affect our answers to some of them, and examine how these problems are enacted in fiction. As is the case with most philosophical problems, we will probably not think at the end of the semester that we have found conclusive answers to our puzzles. But hopefully we will have learned to think more deeply and probingly about one of the core features of human experience.

This course is co-taught by a philosopher and an Americanist, and its goal is to acquaint students of philosophy and students of literature with methods and approaches of the respective fields. By pairing philosophical readings with literary texts, we will aim to understand how philosophical and literary approaches to a problem differ and how the different modes of thought can complement and inform one another. Finally, we will examine to what extent scientific results can influence or perhaps even settle philosophical disputes.

This course is not an easy course: you will be asked to grapple with some difficult to understand texts from the history of philosophy, which exhibit modes of thinking somewhat foreign to our own; we will try to understand, albeit in a non-mathematical fashion, the basics of one of the great achievements of twentieth century physics – the theory of relativity; and we will engage with complex literary and non-literary narratives. Hopefully, however, the challenge of engaging with puzzles concerning time through such a variety of different lenses will also prove to be intellectually rewarding for you. The main thing that you will have to bring to this course to benefit from it, is a deep intellectual curiosity.

Bemerkung

AmerA/AAS1/AAS2

Registration – Stud.IP 1.9.-30.9.2017 / Prerequisites – Intermediate Literature and Culture / Further Information – ruth.mayer@engsem.

Literatur

Maximale TeilnehmerInnenzahl: 20 aus dem Englischen Seminar.

Literature – please purchase and read Kurt Vonnegut, Slaughterhouse 5 (Bantam-Dell, ISBN 978-0440180296) before the beginning of the semester. Additional literature will be announced on StudIP as the semester approaches.
centuries. Turning to the core reading programme of this seminar, we will then analyse
the postcolonial historical novels *The Secret River* (2005) by Kate Grenville and David
Malouf’s *Remembering Babylon* (1993) as well as excerpts from Mudrooroo/ Colin
Johnson’s *Dr Wooreddy’s Prescription of Enduring the Ending of the World* (1983), which
depicts the British colonisation – or rather invasion – of Tasmania from an Aboriginal
perspective. Throughout the seminar we will engage in close readings (based on the
analytical categories from the ‘Introduction to Literary Studies’) and put to practice the
theoretical concepts of Structuralism, Gender Studies and Postcolonial Criticism.

**Literature**

**Required Reading**


Please read Kate Grenville’s *The Secret River* before the course begins. The other texts
will be provided in a reader available on Stud.IP and from Copyshop Stork (Körnerstraße
3).

**Reader**

- Stud.IP and copy shop Stork (Körnerstraße 3) from 10 Oct

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**Narratives of Migration**

**Seminar, SWS: 2**

Pardey, Hannah

**Do wöchentlich. 12:00 - 14:00 19.10.2017 - 03.02.2018 1502 - 613**

**Kommentar**

Migrations have always formed part of human civilisation. In particular, the advent of
European colonialism caused the forcible movement of peoples from their homelands
into new regions. Decolonisation, on the other hand, resulted in large-scale
migrations of peoples from former colonies to European metropolitan centres. Since
the mid-1980s, the term ‘globalisation’ is almost excessively applied to describe the
movements of peoples in a supposedly borderless world. This course will explore
various narrative texts that negotiate migration at different historical moments. The
reading programme for this course will comprise excerpts from Equiano's Interesting
Narrative (1789), poems by the Jamaican Claude McKay and the Nigerian Wole
Soyinka as well as short stories by Sharon Dodua Otoo and Irenosen Okojie. The
course will conclude with a critical discussion of Meera Syal's novel Life Isn't All Ha
Ha Hee Hee (1999).

Bemerkung
BritA / AAS3, AAS5 / Atlantic Studies

Registration – Stud.IP 1.9.2017 - 30.9.2017/ Prerequisites – BritF3 for FüBA
students, none for others/ Further Information – hannah.pardey@engsem.~

Literatur
Required Reading – Please buy Meera Syal's novel and read it prior to class. All
other texts covered in the seminar will be provided in a reader available from
Copyshop Stork (Körnerstraße 3) or on StudIP.

Theories and Methods of Literary Studies

Seminar
Gohrisch, Jana

Mi wöchentl. 10:00 - 12:00 18.10.2017 - 03.02.2018 1502 - 609

Kommentar
This seminar introduces students to the major theoretical approaches to literature and
culture from the twentieth century, such as Formalism, Structuralism and New Criticism,
Reader-Response Theory, Psychoanalytic Criticism, Marxism, Poststructuralism and
Deconstruction, Feminism and Gender Studies, Postcolonial Theory as well as New
Historicism and Cultural Materialism. Familiarity with these approaches is essential to
successfully write term papers, bachelor’s and master’s theses.

As a preparation for each class you will have to read up on the central ideas of
these respective approaches studying selected theoretical texts by some of their key
representatives as well as secondary material by Peter Barry. Relying on the analytical
categories from the AmerBritF1 Introduction and the (literary) historical knowledge from
the BritF2 Survey we will apply the theories to Charlotte Brontë’s novel Jane Eyre (1847)
in order to practise their terminologies and show how each of them produces a new
interpretation of the text.

Bemerkung
BritA / AAS1

Reader – copy shop Stork (Körnerstraße) from 01 Oct and Stud.IP/ Registration –
Stud.IP 01.-30.09.2017 / Prerequisites – AmerBritF1, BritF2, BritF3 for FüBA students,
none for others / Further Information – jana.gohrisch@engsem.~

Literatur

Norton 2001. Instead of this edition, you may use the Oxford World’s Classics or the
Penguin Classics editions (complete with introduction and notes).

Please buy your own copies of Brontë’s novel and of Peter Barry’s Beginning Theory .
The theoretical texts covered in the seminar will be available in a reader from Copyshop
Stork (Körnerstraße 3) and on Stud.IP. It is absolutely necessary to read Brontë’s
novel before the course begins.

LingA1
English Morphology and Word-formation

Seminar, SWS: 2
Schulze, Rainer

Mo wöchentl. 16:00 - 18:00 23.10.2017 - 03.02.2018 1502 - 703
This advanced seminar will take students through the basic notions in English morphology and word-formation and discuss problematic areas and definitorial questions. All the relevant topics (i.e. the morphological building blocks of English, inflectional morphology, productivity, compounding, prefixation, suffixation, conversion, polymorphic complex morphemes and non-morphemic word-formation processes) will be approached from three different angles focusing on structural, cognitive and sociopragmatic aspects of the field. In this way, new perspectives will be opened particularly on the development and establishment of new complex words, on the cognitive functions of word-formation patterns and on the field of conversion. Students of English linguistics will be able to use this class not only as an introduction but also for preparing term papers (schriftliche Hausarbeit als Prüfungsleistung) and final theses (BA- or Master’s thesis).


Im Seminar können für den Bereich Germanistik (Deutsch) Studien- & Prüfungsleistungen sowie Schlüsselkompetenzbescheinigungen (SKA oder SKB) erworben werden. Für Leistungsnachweise in den anderen beiden Fachbereichen: siehe KVV Englisches und Romanisches Seminar.

Leistungsnachweise in der Germanistik und Romanistik: siehe KVV des Deutschen und Romanischen Seminars.
model of language use, a development that has provided us with a broader range of methods and areas of investigation. We will attempt to illustrate how this paradigm shift has made it possible to bridge the divide between the literary and the linguistic approaches to language. The development from formalism through structuralism to the newer fields of discourse and interactional analysis, pragmatics and cognitive or functional linguistics documents a concomitant shift in the interest from more formal to more functional categories of language, from *langue* to *parole* or usage-based approaches in linguistics. Likewise, the linguistic analysis of literature and the disciplines called ‘linguistic stylistics’ or ‘language & literature’ have undergone similarly decisive re-conceptualizations, both in the wake of poststructuralist theory and on account of the increasing availability of spoken and written language material. When analyzed by formalist and structuralist critics, literary texts tended to be treated in terms of new-critical and canonical literary approaches. By contrast, newer insights into the context-boundedness and intertextuality of literature (including the recent insistence on a more pragmatic definition of the literary: literature is what readers decide to interpret as literary), have resulted in an openness towards the recent more sociopragmatic and cognitive approaches within linguistics, and have helped to bring about an acceptance of the spoken and written language as a recognized object of study even for literary scholars.

On the background of this scenario, one can now reconsider the possible ways in which the newest versions of linguistics can help to ‘explain’ the language of literature - a linguistic question - or ask how the new linguistics may become useful to the literary scholar - a concern for literary studies. We will be mainly concerned with concepts such as ‘prosody and metre’, ‘syntax’, ‘meaning: metaphor and metonymy’, ‘irony’, ‘narration’, ‘deixis and the creation of perspectives’, ‘conversational interaction and dramatic speech’, ‘intertextuality’ and ‘heteroglossia and literature’. As an illustration for the working of these concepts, we will predominantly use passages and snippets from literary writings. We will sketch to what extent the linguistic toolbox is helpful to the literary reader and at which points even the most refined linguistic analysis has to be supplemented by specifically ‘literary’ (or, we will argue, mimetic) concepts. At the same time, we will argue that the recent developments sketched above have opened new horizons, new vistas of cooperation for both the literary scholar and the linguist.

**LingA1, M7, M9**

*Registration* – Stud.IP 01.09.-30.09.2017 / *Prerequisites* – LingF1-LingF2-(LingF3)-LingF4 (plus study skills including processes of organizing and taking in new information, retaining information, or dealing with assessments; these processes include mnemonics which aid the retention of lists of information, effective reading, concentration techniques, and efficient notetaking). / *Further information* – rainer.schulze@engsem.~

**Literatur**


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**LingA2**

**Learner Corpus Research**

Seminar, SWS: 2
Altendorf, Ulrike

Mi wöchentl. 10:00 - 12:00 18.10.2017 - 03.02.2018 1502 - 703

This course will explore issues related to the process of second language learning and teaching. It will convey insights into the interlanguage of second language learners, in particular insights gained from studies based on learner corpora (LCR). They will be supplemented by relevant concepts proposed by Second Language Acquisition, in particular IP (Input Processing) and PI (Processing Instruction), as well as by teaching methodology, e.g. the acquisition-oriented method by von Ziegésar.

**Bemerkung**

LingA2, M8, M9

Literatur

Literature – Required Reading will be announced in class. Texts will be available on Stud.IP.

**LinguA³**

Seminar, SWS: 2
Altendorf, Ulrike| Becker, Lidia | Mathias, Alexa

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<th>Di wöchentl. 16:00 - 18:00</th>
<th>24.10.2017 - 31.01.2018</th>
<th>1502 - 109</th>
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<tr>
<td>Di wöchentl. 18:00 - 20:00</td>
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<td>1502 - 103</td>
</tr>
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</table>

Kommentar


Im Seminar können für den Bereich Germanistik (Deutsch) Studien- & Prüfungsleistungen sowie Schlüsselkompetenzbescheinigungen (SKA oder SKB) erworben werden. Für Leistungsnachweise in den anderen beiden Fachbereichen: siehe KVV Englisches und Romanisches Seminar.


**Principles of Language Change**

Seminar, SWS: 2
Altendorf, Ulrike

| Mi wöchentlich 12:00 - 14:00 | 18.10.2017 - 03.02.2018 | 1502 - 703 |

Kommentar

This course will review language-external and language-internal theories of language change. Language-external factors to be treated will be, for instance, social prestige and social networks. Language-internal mechanisms will comprise exemplar theory and the notions of markedness and naturalness. The course requires a solid knowledge of phonetics and phonology.

Bemerkung

LingA2, M5, M9


Literatur

Literature – Required Reading will be announced in class. Texts will be available on Stud.IP.

**Sociolinguistic Typology**

Seminar, SWS: 2
Altendorf, Ulrike

| Di wöchentlich 18:00 - 20:00 | 17.10.2017 - 03.02.2018 | 1502 - 703 |

Kommentar

This course will present Peter Trudgill's theories of language and dialect contact as well as a selection of socio-historical case studies from England, the US and New Zealand, to which they can be applied. In addition, we will look at research on Multicultural London.
English, an emerging contact variety in the Greater London conurbation. This course requires a solid knowledge of phonetics and phonology.

Bemerkung


Literatur


Masterarbeit

Kolloquium

Doktorandenkolloquium (Anglistik / Hispanistik)

Kolloquium, SWS: 2
Blell, Gabriele | Rössler, Andrea

wöchentl.
Kommentar
Das Doktorandenkolloquium findet statt in Zusammenarbeit mit der Didaktik des Spanischen (Prof. Dr. Andrea Rössler). Es findet auf Einladung im Block statt.

Bemerkung
Further Information – gabriele.brell@engsem.~ / roessler@romanistik.phil.~

Kolloquium

Kolloquium, SWS: 2
Mayer, Ruth

Mo wöchentl. 16:00 - 18:00 23.10.2017 - 03.02.2018 1502 - 609
Kommentar
In this class we will discuss current theses and projects in American Studies (bachelor or master programs).

Bemerkung
Further Information – ruth.mayer@engsem.~

Doctoral and Post-Doctoral Colloquium American Studies vof Prof. Dr. Ruth Mayer

Zeit: Mi., 18-20 Uhr, nach Vereinbarung, Raum 615

In this colloquium we will discuss current research in American Studies (invitation only).

Kolloquium: British and Postcolonial Studies

Kolloquium, SWS: 2
Gohrisch, Jana

Di 14-täglich 18:00 - 20:00 17.10.2017 - 03.02.2018 1502 - 709
Kommentar
Das auf die gesamte Vorlesungszeit angelegte und 14-tägig stattfindende Kolloquium richtet sich an alle Studierenden, die kurz vor ihrem Studienabschluss im Bachelor oder Master (Lehramt Gymnasien und Fachmaster) stehen. Besonders ausführlich besprechen wir die Anfertigung der Abschlussarbeit (Themenfindung, Recherche, Arbeits- und Schreibtechniken) und üben, eine Forschungsfrage zu entwickeln bzw. eine zentrale These zu formulieren. Bei Bedarf wiederholen wir die literaturwissenschaftlichen Analysekateter sowie theoretische Konzepte und Denkansätze der Literatur- und Kulturwissenschaft. Studierende sind ausdrücklich dazu aufgefordert, ihre Projekte vorzustellen und zu diskutieren.

Handreichungen und Exzerpte finden sich auf der Website des Englischen Seminars unter dem Lehrgebiet A sowie (speziell für diesen Kurs) auf Stud.IP.

Bemerkung

CO
Once the research is over, the question of how to write each chapter of a thesis or dissertation remains. This seminar will introduce first-time thesis-writers to the process of writing up (non-) empirical research. To help students understand what content and structure are appropriate for the different parts of a thesis, we will present a range of options, illustrating them with analyses of and commentary on sections from our own research or from real Bachelor or Masters Theses in English linguistics. We will especially focus on the major problems encountered by Germans writing in English. These problems will include overall text organisation, academic text conventions (style sheet!), sentence construction, idiomatic phrasing, argumentation and style, and, not to forget: proper oral presentation. We will also address major prerequisites for doing research, i.e. choosing an area, getting organised, using resources, doing theory-only projects, setting up data-based research, avoiding plagiarism, etc.

Students will be given ample chance to present their own preliminary findings…
This course will investigate sociolinguistic variation with an emphasis on gender-differentiated language use. We will tackle questions as the following: to what extent do the speech patterns of men and women differ, i.e. are there qualitative and/or quantitative differences in the lexicon, phonology and/or morpho-syntax of men's and women's speech? And, talking about quantity, who talks more? Do that Little Miss Chatterbox and Mr. Tight-Lipped really exist or are they just stereotypical representations of women and men? Who sets the tone in linguistic change, men or women? And how do we detect and deal with linguistic sexism? In order to answer these questions, we will look at several studies from the field of gendered variation and will, if time permits, conduct our own linguistic studies tracing the speech patterns of men and women in linguistic corpora.

**Literature**

- Recommended Reading – Coates, Jennifer. 2006. Language and Gender.
This advanced seminar will take students through the basic notions in English morphology and word-formation and discuss problematic areas and definitorial questions. All the relevant topics (i.e. the morphological building blocks of English, inflectional morphology, productivity, compounding, prefixation, suffixation, conversion, polymorphic complex morphemes and non-morphemic word-formation processes) will be approached from three different angles focusing on structural, cognitive and sociopragmatic aspects of the field. In this way, new perspectives will be opened particularly on the development and establishment of new complex words, on the cognitive functions of word-formation patterns and on the field of conversion. Students of English linguistics will be able to use this class not only as an introduction but also for preparing term papers (schriftliche Hausarbeit als Prüfungsleistung) and final theses (BA- or Master's thesis).

Registration – Stud.IP 01.09.-30.09.2017 / Prerequisites – LingF1-LingF2-(LingF3)-LingF4 (plus study skills including processes of organizing and taking in new information, retaining information, or dealing with assessments; these processes include mnemonics which aid the retention of lists of information, effective reading, concentration techniques, and efficient notetaking). / Further information – rainer.schulze@engsem.


Bemerkung

Teilnehmerzahl: 35 (für alle drei beteiligten Fachbereiche insgesamt)

Literatur

Wird im Seminar bekanntgegeben.
This advanced seminar will provide an introduction to the analysis of literary texts with means taken from a linguistic toolbox. In this seminar, we would like to reflect on the more recent paradigm shift within linguistics towards a sociopragmatic and cognitive model of language use, a development that has provided us with a broader range of methods and areas of investigation. We will attempt to illustrate how this paradigm shift has made it possible to bridge the divide between the literary and the linguistic approaches to language. The development from formalism through structuralism to the newer fields of discourse and interactional analysis, pragmatics and cognitive or functional linguistics documents a concomitant shift in the interest from more formal to more functional categories of language, from langue to parole or usage-based approaches in linguistics. Likewise, the linguistic analysis of literature and the disciplines called ‘linguistic stylistics’ or ‘language & literature’ have undergone similarly decisive re-conceptualizations, both in the wake of poststructuralist theory and on account of the increasing availability of spoken and written language material. When analyzed by formalist and structuralist critics, literary texts tended to be treated in terms of new-critical and canonical literary approaches. By contrast, newer insights into the context-boundedness and intertextuality of literature (including the recent insistence on a more pragmatic definition of the literary: literature is what readers decide to interpret as literary), have resulted in an openness towards the recent more sociopragmatic and cognitive approaches within linguistics, and have helped to bring about an acceptance of the spoken and written language as a recognized object of study even for literary scholars.

On the background of this scenario, one can now reconsider the possible ways in which the newest versions of linguistics can help to ‘explain’ the language of literature - a linguistic question - or ask how the new linguistics may become useful to the literary scholar - a concern for literary studies. We will be mainly concerned with concepts such as ‘prosody and metre’, ‘syntax’, ‘meaning: metaphor and metonymy’, ‘irony’, ‘narration’, ‘deixis and the creation of perspectives’, ‘conversational interaction and dramatic speech’, ‘intertextuality’ and ‘heteroglossia and literature’. As an illustration for the working of these concepts, we will predominantly use passages and snippets from literary writings. We will sketch to what extent the linguistic toolbox is helpful to the literary reader and at which points even the most refined linguistic analysis has to be supplemented by specifically ‘literary’ (or, we will argue, mimetic) concepts. At the same time, we will argue that the recent developments sketched above have opened new horizons, new vistas of cooperation for both the literary scholar and the linguist.

Registration – Stud.IP 01.09.-30.09.2017 / Prerequisites – LingF1-LingF2-(LingF3)-LingF4 (plus study skills including processes of organizing and taking in new information, retaining information, or dealing with assessments; these processes include mnemonics which aid the retention of lists of information, effective reading, concentration techniques, and efficient notetaking). / Further information –rainer.schulze@engsem.~

in particular insights gained from studies based on learner corpora (LCR). They will be supplemented by relevant concepts proposed by Second Language Acquisition, in particular IP (Input Processing) and PI (Processing Instruction), as well as by teaching methodology, e.g. the acquisition-oriented method by von Ziegésar.

**Englisches Seminar**

**Bemerkung**
- Registration – Stud.IP 1.9.-30.9.2017
- Prerequisites – LingF1-LingF2-LingF4
- Size Restriction – 25
- Further Information – u.l. altendorf@engsem

**Literatur**
- Literature – Required Reading will be announced in class. Texts will be available on Stud.IP.

### LinguA³

**Seminar, SWS: 2**
- Altendorf, Ulrike | Becker, Lidia | Mathias, Alexa

**Di wöchentl.** 16:00 - 18:00 24.10.2017 - 31.01.2018 1502 - 109

**Di wöchentl.** 18:00 - 20:00 24.10.2017 - 30.01.2018 1502 - 103

**Kommentar**


Im Seminar können für den Bereich Germanistik (Deutsch) Studien- & Prüfungsleistungen sowie Schlüsselkompetenzbescheinigungen (SKA oder SKB) erworben werden. Für Leistungsnachweise in den anderen beiden Fachbereichen: siehe KVV Englisches und Romanisches Seminar. Im Seminar können für den Bereich Englische Sprachwissenschaft NUR Studienleistungen in Ling A1 oder Ling A2 erworben werden.

**Bemerkung**
- Teilnehmerzahl: 35 (für alle drei beteiligten Fachbereiche insgesamt)

**Literatur**
- Wird im Seminar bekanntgegeben.

### Principles of Language Change

**Seminar, SWS: 2**
- Altendorf, Ulrike

**Mi wöchentl.** 12:00 - 14:00 18.10.2017 - 03.02.2018 1502 - 703

**Kommentar**

This course will review language-external and language-internal theories of language change. Language-external factors to be treated will be, for instance, social prestige and social networks. Language-internal mechanisms will comprise exemplar theory and the notions of markedness and naturalness. The course requires a solid knowledge of phonetics and phonology.

**Bemerkung**
- LingA2, M5, M9

**Literatur**
- Literature – Required Reading will be announced in class. Texts will be available on Stud.IP.

### Sociolinguistic Typology

**WiSe 2017/18**
This course will present Peter Trudgill’s theories of language and dialect contact as well as a selection of socio-historical case studies from England, the US and New Zealand, to which they can be applied. In addition, we will look at research on Multicultural London English, an emerging contact variety in the Greater London conurbation. This course requires a solid knowledge of phonetics and phonology.

**Registration** – Stud.IP 1.9.-30.9.2017 / **Prerequisites** – LingF1-LingF2-LingF4 / **Size Restriction** : 25 / **Further Information** – ulrike.altendorf@engsem.~

**Literatur**


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**Advanced Methodology of Teaching English as a Foreign Language mit Schulpraktikum (DidA/DidPA)**

**DidA**

**Language Awareness Matters: Along the Way to a Language Sensitive School**

**Seminar, SWS: 2, Max. Teilnehmer: 40**

**Blell, Gabriele**

**Di wöchentl. 14:00 - 16:00 17.10.2017 - 03.02.2018 1502 - 615**

**Kommentar**

The new Lower Saxony “Kerncurriculum” for the EFL classroom (discussion version of 2016) more than earlier versions puts a strong focus on teaching facets of language awareness (Sprachbewusstheit) and language learning competence (Sprachlernkompetenz). Language awareness, on the one hand, can be understood as explicit knowledge about language(s), and conscious perception and sensitivity in language learning and use (e.g. recognize, name and analyze communication problems and find possible repair strategies; recognize, describe and evaluate language manipulation strategies (critical language awareness). On the other hand, language learning competence comprises the willingness and ability to analyze and critically reflect one’s own language learning and use. Learners should be able to make use of a repertoire of strategies (e.g. cognitive & metacognitive learning or social & emotional strategies). We will discuss selected topics and subsequently promote creative ways of dealing with them in a task based and learner- and activity based way.

**Bemerkung**

Registration – StudIP 1.9.-30.9.2017 / **Size restriction** – 40 / **Prerequisites** – DidF / **Further Information** – gabriele.blell@engsem.~

**Literatur**

See course page on StudIP.

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**Teaching Speaking**

**Seminar, SWS: 2, Max. Teilnehmer: 30**

**Fellmann, Gabriela**

**Mi 14-täglich 16:00 - 20:00 18.10.2017 - 03.02.2018 1502 - 615**

**Kommentar**

Being able to speak a language fluently is an important part of foreign language education. However, speaking is a complex skill to develop and, as the alarming results of the DESI study in 2006 showed, needs more attention by language teachers. In this seminar we will take a look at the theoretical background of speaking as a skill, examine various methods and activities for promoting speaking in the classroom, and develop and discuss our own teaching materials and learning tasks. At the end of the semester, we will also focus on assessing the speaking skills of learners.

**DidA**
Englisches Seminar

Bemerkung
Registration – StudIP 1.9.-30.9.2017 / Size restriction – 30 / Prerequisites – DidF / Further Information – gabriela.fellmann@engsem.~

Literatur

See course page on StudIP.

Up-and-Coming: Viewing, Analysing and Teaching Shorts

Seminar, SWS: 2, Max. Teilnehmer: 20
Blell, Gabriele

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Kommentar
Students enjoy watching movies and television for a variety of reasons. For one, they receive exposure to authentic language in a non-threatening setting. Secondly, movies and videos provide common ground for students of any cultural background. From the teaching perspective, film as a text-genre has been fully accepted for the EFL classroom in Lower Saxony since 2003.

This course is designed to help you to teach especially short (fictional and non-fictional) films: documentaries, docufictions, mocku-mentaries, docudramas etc. One of the objectives of the course will be to critically analyse and understand the purpose for the use of basic film/video techniques and methods for teaching them to students. The seminar will be embedded within the 14th Up-and-Coming International Film Festival in Hannover (23.-26.11.2017) [http://www.up-and-coming.de] which is designed to be a national and international competition for young film makers (up to 27) every two years. During the seminar we will analyze the winning films of the 2015 festival and will have the opportunity to view all selected 2017 films along with the jury for the first time.

Participants of the seminar are expected to analyse critically one international film of interest from the competition and write a review of it. Further- more, participants will have the chance to discuss with some film makers.

For technical reasons, the class will be organized as a ‘Blockseminar’. Participants of the seminar are expected to be available at these times.

Attendance is compulsory!

Bemerkung
Registration – StudIP 1.9.-30.9.2017 / Size restriction – 20 / Prerequisites – DidF / Further Information – gabriele.blell@engsem.~

Literatur
Literature – See course page on StudIP.

Working with Students’ Concepts in the EFL Classroom

Seminar, SWS: 2, Max. Teilnehmer: 20
Fuchs, Stefanie

| Mo wöchentl. | 16:00 - 18:00 | 16.10.2017 - 03.02.2018 | 1502 - 615 |

Kommentar
Student A: “What is English grammar?” – Student B: “What is past simple?” – Student C: “Teacher, can you explain the difference between possessive and personal pronouns again?” – Student D: “I don’t understand a word of Student C’s question!!!!” – Teacher: “How can I include my students’ individual knowledge and skills in my lesson plans?”

Students’ concepts about English as a foreign language has not been a topic in research so far, but it is highly favored in other subjects, especially in natural sciences (Kattmann et al. 1997), such as Biology (Dannemann 2015), Geography, and Physics. In this seminar, we will discuss language learning and teaching theories and explore students’
concepts about English as a language system and English as a foreign culture (e.g. Dahnken 2005). For this, we establish questionnaires (and other diagnostic instruments) to interview students, implement their concepts, and prepare lessons. Cooperation with schools is planned; however, organizational conditions in schools might change our syllabus. Therefore, it is not guaranteed that we can apply all our material (e.g. questionnaires, lesson plans) at school. In this case, we will present and discuss the plans in our seminar group.

Bemerkung
Registration – StudIP 1.9.-30.9.2017 / Size restriction – 20 / Prerequisites – DidF / Further Information – stefanie.fuchs@engsem.

DidA

Literatur


See course page on StudIP.

DidFP
Fachpraktikum Englisch: KGS Sehnde (unbetreut)

Fachpraktikum, SWS: 2, Max. Teilnehmer: 5
Bierwirth, Annika

Mo 16.10.2017 - 03.02.2018

Kommentar
In der Regel wählen und organisieren Studierende ihre Fachpraktikumsplätze und Mentor/innen selbst.


Bei dem hiesigen Angebot handelt es sich um ein unbetreutes Blockpraktikum.

Bitte beachten Sie: Die Zeiten werden frühestens im Oktober 2017 bekannt gegeben, da die Schule die Praktikumsplätze mit anderen Studierenden und Universitäten erst koordinieren muss.

Das Blockpraktikum findet zu Beginn des 2. Schulhalbjahres 2017/18 an Schulen in Sehnde statt.

Termine werden rechtzeitig bekannt gegeben.

Die Teilnahme ist auf 5 Plätze limitiert.

Die Plätze werden in der Reihenfolge der Anmeldung vergeben.

Bemerkung
Registration – StudIP 1.9.-30.9.2017 / Size restriction - 5 / Prerequisites - DidPA / Further Information - annika.bierwirth@engsem.

DidFP / DidPA

Literatur


Fachpraktikum Englisch: Leonore-Goldschmidt-Schule (IGS Hannover-Mühlenberg)

Fachpraktikum, SWS: 2, Max. Teilnehmer: 3
Fuchs, Stefanie
Englisches Seminar

Mo 16.10.2017 - 03.02.2018
Kommentar

In der Regel wählen und organisieren Studierende ihre Fachpraktikumsplätze und Mentor/innen selbst.


Bei dem hierigen Angebot handelt es sich um ein betreutes Blockpraktikum (Dr. Stefanie Fuchs).

Bitte beachten Sie: Die Zeiten werden frühestens im Oktober 2017 bekannt gegeben, da die Schule die Praktikumsplätze mit anderen Studierenden und Universitäten erst koordinieren muss.


Die Teilnahme ist auf 3 Plätze limitiert.

Die Plätze werden in der Reihenfolge der Anmeldung vergeben.

Die Anmeldung ist verbindlich und erfolgt bei den Dozentinnen.

Bemerkung

Registration – StudIP 1.9.-30.9.2017 / Size restriction - 3 / Prerequisites - DidPA / Further Information – stefanie.fuchs@engsem.~

DidA / DidPA

Literatur


Fachpraktikum Englisch: Marie-Curie-Schule Ronnenberg (unbetreut)

Fachpraktikum, SWS: 2, Max. Teilnehmer: 3
Fuchs, Stefanie

Mo 16.10.2017 - 03.02.2018
Kommentar

In der Regel wählen und organisieren Studierende ihre Fachpraktikumsplätze und Mentor/innen selbst.


Bei dem hierigen Angebot handelt es sich um ein unbetreutes Blockpraktikum.

Bitte beachten Sie: Die Zeiten werden frühestens im Oktober 2017 bekannt gegeben, da die Schule die Praktikumsplätze mit anderen Studierenden und Universitäten erst koordinieren muss.

Das Blockpraktikum findet zu Beginn des 2. Schulhalbjahres 2017/18 an der Marie-Curie-Schule (KGS Ronnenberg) statt.

Termine werden rechtzeitig bekannt gegeben.

Die Teilnahme ist auf 3 Plätze limitiert.

Die Plätze werden in der Reihenfolge der Anmeldung vergeben.

Die Anmeldung ist verbindlich und erfolgt bei den Dozentinnen.

Bemerkung

Registration – StudIP 1.9.-30.9.2017 / Size restriction - 3 / Prerequisites - DidPA / Further Information – stefanie.fuchs@engsem.~

DidFP / DidPA

Literatur

**DidPA**  
**Fachpraktikum Englisch: KGS Sehnde (unbetreut)**

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<tr>
<td>Bemerkung</td>
<td>Registration – StudIP 1.9.-30.9.2017 / Size restriction - 5 / Prerequisites - DidPA / Further Information - annika.bierwirth@engsem.~</td>
</tr>
</tbody>
</table>

**Fachpraktikum Englisch: Leonore-Goldschmidt-Schule (IGS Hannover-Mühlenberg)**

<table>
<thead>
<tr>
<th>Fachpraktikum, SWS: 2, Max. Teilnehmer: 3</th>
<th>Fuchs, Stefanie</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mo</strong></td>
<td>16.10.2017 - 03.02.2018</td>
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<tr>
<td>Kommentar</td>
<td>In der Regel wählen und organisieren Studierende ihre Fachpraktikumsplätze und Mentor/innen selbst.</td>
</tr>
<tr>
<td></td>
<td>Bei dem hiesigen Angebot handelt es sich um ein betreutes Blockpraktikum (Dr. Stefanie Fuchs).</td>
</tr>
<tr>
<td></td>
<td>Bitte beachten Sie: Die Zeiten werden frühestens im Oktober 2017 bekannt gegeben, da die Schule die Praktikumsplätze mit anderen Studierenden und Universitäten erst koordinieren muss.</td>
</tr>
<tr>
<td></td>
<td>Zu der 5-wöchigen Zeit (inklusive Hospitation) an der Schule gibt es ein Vor- und ein Nachbereitungsseminar (jeweils 2 SWS). Auch hier werden die Zeiten erst im kommenden Semester festgelegt.</td>
</tr>
<tr>
<td></td>
<td>Die Teilnahme ist auf 3 Plätze limitiert.</td>
</tr>
</tbody>
</table>
Englisches Seminar

Die Plätze werden in der Reihenfolge der Anmeldung vergeben.

Die Anmeldung ist verbindlich **und erfolgt bei den Dozentinnen.**

**Registration** – StudIP 1.9.-30.9.2017 / Size restriction - 3 / Prerequisites - DidPA / DidF / DidPA

**Further Information** – stefanie.fuchs@engsem.~

**Literatur**


Fachpraktikum Englisch: Marie-Curie-Schule Ronnenberg (unbetreut)

**Fachpraktikum, SWS: 2, Max. Teilnehmer: 3**

Fuchs, Stefanie

**Mo** 16.10.2017 - 03.02.2018

**Kommentar**

In der Regel wählen und organisieren Studierende ihre Fachpraktikumsplätze und Mentor/innen selbst.


Bei dem hiesigen Angebot handelt es sich um ein unbetreutes Blockpraktikum.

Bitte beachten Sie: Die Zeiten werden frühestens im Oktober 2017 bekannt gegeben, da die Schule die Praktikumsplätze mit anderen Studierenden und Universitäten erst koordinieren muss.

Das Blockpraktikum findet zu Beginn des 2. Schulhalbjahres 2017/18 an der Marie-Curie-Schule (KGS Ronnenberg) statt.

Termine werden rechtzeitig bekannt gegeben.

Die Teilnahme ist auf 3 Plätze limitiert.

Die Plätze werden in der Reihenfolge der Anmeldung vergeben.

Die Anmeldung ist verbindlich und erfolgt bei den Dozentinnen.

**Bemerkung**

*Registration* – StudIP 1.9.-30.9.2017 / Size restriction - 3 / Prerequisites - DidPA / DidF / DidPA

**Literatur**


Planung und Analyse von Englischunterricht

**Seminar, SWS: 2, Max. Teilnehmer: 25**

Bierwirth, Annika

**Fr** wöchentl. 12:00 - 14:00 20.10.2017 - 02.02.2018 1502 - 703

**Kommentar**

Dieses Seminar ist obligatorisch für alle Lehramtsstudierenden.

Im M.Ed. ist diese Veranstaltung Teil des Moduls Fachpraktikum Englisch.

Wir werden verschiedene Unterrichtsaufzeichnungen analysieren und Unterrichtssequenzen gemäß funktionaler kommunikativer Kompetenzen planen sowie erproben. Schwerpunkte bilden dabei u. a. die Lerngruppenanalyse, didaktische Überlegungen, sUNCHematisch Perspektivisierungen, methodische Überlegungen und Lernperspektiven bzw. Kompetenzerwerb als Basis für Unterrichtsplanungsentwürfe.

**Bemerkung**

Die Veranstaltung ist stufen- und schulartenübergreifend angelegt.

*Registration* – StudIP 1.9.-30.9.2017 / Size restriction – 25 / Prerequisites – DidF / DidF / DidF / DidF / DidF / DidF

**Further Information** – annika.bierwirth@engsem.~
### Literatur

DidPA


Der Kauf dieses Grundlagenwerks wird empfohlen.

### Planung und Analyse von Englischunterricht

**Seminar, SWS: 2, Max. Teilnehmer: 25**

**Blell, Gabriele**

**Do wöchentlich 10:00 - 12:00** 19.10.2017 - 02.02.2018 1502 - 615

**Kommentar**

Dieses Seminar ist obligatorisch für alle Lehramtsstudierenden.

Im M.Ed. ist diese Veranstaltung Teil des Moduls Fachpraktikum Englisch.


Die Veranstaltung ist stufen- und schulartenübergreifend angelegt.

**Bemerkung**

Geplant sind außerdem Unterrichtsversuche in der IGS Mühlenberg.

*Registration – StudIP 1.9.-30.9.2017 / Size restriction – 25 / Prerequisites – DidF / Further Information – gabriele.bl ell@engsem.*

**Literatur**


Der Kauf dieses Grundlagenwerks wird empfohlen.

### Planung und Analyse von Englischunterricht

**Seminar, SWS: 2, Max. Teilnehmer: 25**

**Woltin, Alexander**

**Do wöchentlich 16:00 - 18:00** 19.10.2017 - 02.02.2018 1502 - 615

**Kommentar**

Dieses Seminar ist obligatorisch für alle Lehramtsstudierenden.

Im M.Ed. ist diese Veranstaltung Teil des Moduls Fachpraktikum Englisch.


Die Veranstaltung ist stufen- und schulartenübergreifend angelegt.

**Bemerkung**

Geplant sind außerdem Unterrichtsversuche in der IGS Mühlenberg.

*Registration – StudIP 1.9.-30.9.2017 / Size restriction – 25 / Prerequisites – DidF / Further Information – alexander.woltin@engsem.*

**Literatur**


Der Kauf dieses Grundlagenwerks wird empfohlen.

### Intermediate American Literature and Culture (AmerF2/AmerF3)

**AmerF2**

Survey of American Literature and Culture
This lecture will provide an introduction to North American culture and literature from the beginnings of colonization to the present time. We will be concerned with the emergence of a national ideology against the backdrop of ethnic, religious, and social conflicts, casting a close look at the way religious, political, and aesthetic lines of expression interact in the representations of revolution, independence and the negotiations around national identity and manifest destiny. It will focus on the interactions between minorities and mainstream, marginalized groups and powerful parties, and investigate the emergence of cultural categories of distinction (the high, the low, and the middle). A reader with additional course material will be made available at the beginning of the class. Please refer to the course page on StudIP for further information as the semester approaches. All the material including power point presentations and handouts will be posted online on StudIP.

**AmerF3**

**Literature of the 1960s**

Seminar, SWS: 2  
Brasch, Ilka

**Kommentar**  
The 1960s in the United States was a decade of cultural unrest and entailed a reevaluation of existing norms and ideals. Politically and culturally, the decade is informed by the Cold War and its political crises and by the Civil Rights Movement. At the same time, literature of the ‘psychedelic sixties’ reflects and engages critically with the use of mind-expanding drugs and bears witness of a shifting understanding of mental illness. Moreover, 1960s literature returns time and again to conceptions of gender in terms of a reconsideration of female gender norms in American society. In this class, we will consider these multiple issues by studying a choice of literary texts from the era, including Sylvia Plath’s *The Bell Jar* (1963), Thomas Pynchon’s *The Crying of Lot 49* (1965). Please check StudIP as the semester approaches for possible changes to the reading list.

**Bemerkung**  
Registration – Stud.IP  01.9.-30.09.2017 / Prerequisites – AmerBritF1 / Further Information – ilka.brasch@engsem.~

**Literatur**  
Maximum TeilnehmerInnenzahl: 35

Literature – will be announced on StudIP as the semester approaches.

**Minor Modernisms**

Seminar, SWS: 2  
Mayer, Ruth

**Kommentar**  
The period of Modernism is often associated with big masterpieces, fundamental revisions of the literary landscape, groundbreaking manifestos, epical novels, long poems and grand oeuvres – in short, it tends to be seen as a major movement. But Modernism was no organized event; in many respects it makes more sense to speak of modernisms. In this class we will look at the margins of the modernist scene in the United States in order to understand and appreciate its often diffuse, complex and shifting character. We will engage with short stories, fragments, the little magazines and all sorts of experiments.
that did not work out or were discontinued. We will look at writers who did not manage
to gain a central position in the modernist canon because they were considered too odd,
strange or queer. By focusing on minor modernist voices, we will try and gain a new
perspective on the period.

Intermediate British Literature and Culture (BritF2/BritF3)

BritF2

How to Read 19th-Century Fiction Today

Seminar, SWS: 2
Gohrisch, Jana

Di  wöchentl. 14:00 - 16:00 17.10.2017 - 03.02.2018  1502 - 703
Kommentar
This course is designed for students who want to practise the analytical concepts and
terms acquired in the AmerBritF1 Introduction as well as the knowledge gained in the
BritF2 Survey lecture. We will turn to two classic 19th-century texts, namely Jane Austen’s
post-revolutionary novel Pride and Prejudice (1813) and Charles Dickens’s industrial
novel Hard Times (1854). Applying the methodology used in the Survey lecture, we
will find out how the theoretical paradigms of Structuralism, New Historicism, Gender
Studies and Reception Studies can be made productive for analysing and interpreting
these novels. Following the New Historicist practice of parallel reading of fiction and
non-fiction, we will study also non-fictional material on the role of gender and class in
society since the late 18th century. Based on structuralist categories (such as contrast
and correspondences, narratology) we shall chronicle the development of realism as the
dominant mode of the genre and learn how 19th-century readers reacted to Austen’s and
Dickens’s novels.

BritF3

Bemerkung

Reader – copy shop Stork (Körnerstraße) from 01 Oct and Stud.IP / Registration –
Stud.IP 01.-30.09.2017 / Prerequisites – AmerBritF1 (required), BritF2 (recommended)
for FüBA students, none for others / Further Information – jana.gohrisch@engsem.~

Literatur

Required Reading

Jane Austen. Pride and Prejudice .


Students who want to attend this course will have to purchase the novels in well-
annotated editions and read one of them before the course starts. The non-fictional
material will be provided in a reader available on Stud.IP and from Copyshop Stork
(Körnerstraße 3).

The editions you can choose from are:

Jane Austen. Pride and Prejudice . Edited by James Kinsley. With an Introduction by

Jane Austen. Pride and Prejudice . Edited with an Introduction and Notes by Vivien

Oxford University Press, 2008 (Oxford World’s Classics )

Penguin, 2003 (Penguin Classics )
In this course students will practise their skills in the analysis of various popular texts of early 20th-century Britain. Starting with a brief introduction into questions of theory and terminology, we shall discuss how notions of the popular implicate gender discrimination and interact with other cultural formations. We shall consider a broad range of different media, such as periodicals, musical theatres and design shows, to interrogate simplifying definitions of the critical term. After that, we will turn to Daphne du Maurier's popular novel *Jamaica Inn* (1936) and watch Alfred Hitchcock's 1939 film adaptation as well as selected scenes from the 2014 BBC series of the same name to discuss the proliferating quality of popular culture. Additionally, we shall investigate Agatha Christie's murder mystery play *The Mousetrap* (1952) which began life as a short radio play before it opened in London's West End to become the world's longest-running play. The course will conclude with considerations concerning the implications of conceptualising culture in hierarchical terms.
Once the research is over, the question of how to write each chapter of a thesis or dissertation remains. This seminar will introduce first-time thesis-writers to the process of writing up (non-) empirical research. To help students understand what content and structure are appropriate for the different parts of a thesis, we will present a range of options, illustrating them with analyses of and commentary on sections from our own research or from real Bachelor or Masters Theses in English linguistics. We will especially focus on the major problems encountered by Germans writing in English. These problems will include overall text organisation, academic text conventions (style sheet!), sentence construction, idiomatic phrasing, argumentation and style, and, not to forget: proper oral presentation. We will also address major prerequisites for doing research, i.e. choosing an area, getting organised, using resources, doing theory-only projects, setting up data-based research, avoiding plagiarism, etc.

Students will be given ample chance to present their own preliminary findings…

Zertifikatsprogramm Lehramt an Gymnasien - Fach Englisch

Foundations Linguistics (LingF1/LingF2)

Introduction to Linguistics I

Vorlesung, SWS: 2
Paland, Meike

Do wöchentl. 10:00 - 12:00 26.10.2017 - 03.02.2018 1502 - 003

The language we speak is an integral part of who we are. It reveals where we come from and at the same time shows where we want to belong. With it, we can express and even create identity and community. It connects us to the outside world and to each other. While we can observe its form and structure, we can also analyze the function it fulfills. This course provides a first general introduction to English linguistics. We will initially deal with questions related to the nature of language and then focus on the major areas in the study of linguistics, including phonetics and phonology, contrastive aspects of sound production, morphology and word-formation, phraseology, and traditional syntax. Areas such as semantics, pragmatics, and language variation will be tackled in Introduction to Linguistics II.

Literatur

This course provides a first general introduction to English linguistics. We will initially deal with questions related to the nature of language and then focus on the major areas in the study of linguistics, including phonetics and phonology, contrastive aspects of sound production, morphology and word-formation, phraseology, and traditional syntax. Areas such as semantics, pragmatics, and language variation will be tackled in Introduction to Linguistics II.

**Bemerkung**

**LingF1**

Registration – Stud.IP 1.9.-30.9.2017 / Prerequisites – none / Size Restriction – none / Further Information – aida_jalanesh@yahoo.de

**Literatur**


**LingF2**

Intermediate Linguistics (LingF3/LingF4)

**LingF3**

**English Sentences**

Vorlesung, SWS: 2
Schulze, Rainer

Di wöchentl. 10:00 - 12:00 17.10.2017 - 03.02.2018  1502 - 103

**Kommentar**

This lecture will present, discuss and illustrate the major terms and concepts essential to the study of sentence structure in English. Word classes such as ‘determinative’, ‘noun’, ‘verb’, ‘preposition’ or ‘conjunction’ will be explained, and the properties of these categories discussed at length. Students will discover what is meant by the terms ‘subject’, ‘subject complement’, ‘predicator’ or ‘indirect object’, what a finite verb is, what different subordinate clauses look like and what makes phrasal verbs so different from prepositional verbs. Concepts such as ‘constituency’, ‘movement’, ‘subcategorisation’, ‘selectional restrictions’ or ‘thematic roles’ will be introduced and exemplified, with extensive illustrations from English (and sometimes other languages).

**Bemerkung**

**LingF3**

Registration – Stud.IP 01.09.-30.09.2017 / Prerequisites – LingF1-LingF2 / Size restrictions: none / Further information – rainer.schulze@engsem.

**Literatur**

Literature – recommended readings:


**LingF4**

**Language and Gender**

Seminar, SWS: 2
Paland, Meike

Do wöchentl. 14:00 - 16:00 19.10.2017 - 03.02.2018  1502 - 703

**Kommentar**

This course will investigate sociolinguistic variation with an emphasis on gender-differentiated language use. We will tackle questions as the following: to what extent do the speech patterns of men and women differ, i.e. are there qualitative and/or quantitative differences in the lexicon, phonology and/or morpho-syntax of men's and women's speech? And, talking about quantity, who talks more? Do that Little Miss Chatterbox and Mr. Tight-Lipped really exist or are they just stereotypical representations of women and men? Who sets the tone in linguistic change, men or women? And how do we detect and deal with linguistic sexism? In order to answer these questions, we will look at several
studies from the field of gendered variation and will, if time permits, conduct our own linguistic studies tracing the speech patterns of men and women in linguistic corpora.  

Englisches Seminar

Bemerkung

Registration – Stud.IP 1.9.-30.9.2017 / Prerequisites – LingF1-LingF2 / Size Restriction: 30 / Further Information – meike.pfaff@engsem.~

Literatur


Text Grammar and Text Semantics (Group A)

Seminar, SWS: 2
Hohaus, Pascal

Fr wöchentl. 10:00 - 12:00 20.10.2017 - 03.02.2018 1502 - 703

Kommentar

This course serves as an introduction to the linguistic analysis of English texts. Along the lines of de Beaugrande’s and Dressler’s model of textuality, we will first discuss how to distinguish a) ‘texts’ from ‘non-texts’ and b) ‘text’ from ‘discourse’. Then we will turn to the grammatical and semantic description of various sorts of texts, such as speeches, newspaper articles, reviews and scientific articles. Among the topics discussed are: cohesive devices; factors contributing to coherence (such as framing and lexical priming); textual rhetorics; deep structure genres. In methodological terms, qualitative approaches and quantitative approaches to text analysis will be introduced, and students will become familiarised with the use of corpora.

Bemerkung

LingF4

Registration – Stud.IP 1.9.-30.9.2017 / Prerequisites – LingF1-LingF2 / Size restriction – 30 / Further Information – pascal.hohaus@engsem.~

Text Grammar and Text Semantics (Group B)

Seminar, SWS: 2
Hohaus, Pascal

Fr wöchentl. 12:00 - 14:00 20.10.2017 - 03.02.2018 1502 - 309

Kommentar

This course serves as an introduction to the linguistic analysis of English texts. Along the lines of de Beaugrande’s and Dressler’s model of textuality, we will first discuss how to distinguish a) ‘texts’ from ‘non-texts’ and b) ‘text’ from ‘discourse’. Then we will turn to the grammatical and semantic description of various sorts of texts, such as speeches, newspaper articles, reviews and scientific articles. Among the topics discussed are: cohesive devices; factors contributing to coherence (such as framing and lexical priming); textual rhetorics; deep structure genres. In methodological terms, qualitative approaches and quantitative approaches to text analysis will be introduced, and students will become familiarised with the use of corpora.

Bemerkung

LingF4

Registration – Stud.IP 1.9.-30.9.2017 / Prerequisites – LingF1-LingF2 / Size restriction: 20 / Further Information – pascal.hohaus@engsem.~ /

Advanced Linguistics (LingA1/LingA2)

LingA1

English Morphology and Word-formation

Seminar, SWS: 2
Schulze, Rainer
**Englisches Seminar**

Mo wöchentl. 16:00 - 18:00 23.10.2017 - 03.02.2018 1502 - 703

Kommentar

This advanced seminar will take students through the basic notions in English morphology and word-formation and discuss problematic areas and definitorial questions. All the relevant topics (i.e. the morphological building blocks of English, inflectional morphology, productivity, compounding, prefixation, suffixation, conversion, polymorphic complex morphemes and non-morphemic word-formation processes) will be approached from three different angles focusing on structural, cognitive and sociopragmatic aspects of the field. In this way, new perspectives will be opened particularly on the development and establishment of new complex words, on the cognitive functions of word-formation patterns and on the field of conversion. Students of English linguistics will be able to use this class not only as an introduction but also for preparing term papers (schriftliche Hausarbeit als Prüfungsleistung) and final theses (BA- or Master’s thesis).

Bemerkung

LingA1

Registration – Stud.IP 01.09.-30.09.2017 / Prerequisites – LingF1-LingF2-(LingF3)-LingF4 (plus study skills including processes of organizing and taking in new information, retaining information, or dealing with assessments; these processes include mnemonics which aid the retention of lists of information, effective reading, concentration techniques, and efficient notetaking). / Further information – rainer.schulze@engsem.

Literatur


**LinguA³**

Seminar, SWS: 2
Altendorf, Ulrike | Becker, Lidia | Mathias, Alexa

Di wöchentl. 16:00 - 18:00 24.10.2017 - 31.01.2018 1502 - 109
Di wöchentl. 18:00 - 20:00 24.10.2017 - 30.01.2018 1502 - 103

Kommentar


Im Seminar können für den Bereich Germanistik (Deutsch) Studien- & Prüfungsleistungen sowie Schlüsselkompetenzbescheinigungen (SKA oder SKB) erworben werden. Für Leistungsnachweise in den anderen beiden Fachbereichen: siehe KVV Englisches und Romanisches Seminar.


Bemerkung

Teilnehmerzahl: 35 (für alle drei beteiligten Fachbereiche insgesamt)

Literatur

Wird im Seminar bekanntgegeben.

**Linguistic Analysis and Literature**

Seminar, SWS: 2
Schulze, Rainer

Di wöchentl. 16:00 - 18:00 17.10.2017 - 03.02.2018 1502 - 609

Kommentar

This advanced seminar will provide an introduction to the analysis of literary texts with means taken from a linguistic toolbox. In this seminar, we would like to reflect on the
more recent paradigm shift within linguistics towards a sociopragmatic and cognitive model of language use, a development that has provided us with a broader range of methods and areas of investigation. We will attempt to illustrate how this paradigm shift has made it possible to bridge the divide between the literary and the linguistic approaches to language. The development from formalism through structuralism to the newer fields of discourse and interactional analysis, pragmatics and cognitive or functional linguistics documents a concomitant shift in the interest from more formal to more functional categories of language, from \textit{langue} to \textit{parole} or usage-based approaches in linguistics. Likewise, the linguistic analysis of literature and the disciplines called ‘linguistic stylistics’ or ‘language & literature’ have undergone similarly decisive re-conceptualizations, both in the wake of poststructualist theory and on account of the increasing availability of spoken and written language material. When analyzed by formalist and structuralist critics, literary texts tended to be treated in terms of new-critical and canonical literary approaches. By contrast, newer insights into the context-boundedness and intertextuality of literature (including the recent insistence on a more pragmatic definition of the literary: literature is what readers decide to interpret as literary), have resulted in an openness towards the recent more sociopragmatic and cognitive approaches within linguistics, and have helped to bring about an acceptance of the spoken and written language as a recognized object of study even for literary scholars.

On the background of this scenario, one can now reconsider the possible ways in which the newest versions of linguistics can help to ‘explain’ the language of literature - a linguistic question - or ask how the new linguistics may become useful to the literary scholar - a concern for literary studies. We will be mainly concerned with concepts such as ‘prosody and metre’, ‘syntax’, ‘meaning: metaphor and metonymy’, ‘irony’, ‘narration’, ‘deixis and the creation of perspectives’, ‘conversational interaction and dramatic speech’, ‘intertextuality’ and ‘heteroglossia and literature’. As an illustration for the working of these concepts, we will predominantly use passages and snippets from literary writings. We will sketch to what extent the linguistic toolbox is helpful to the literary reader and at which points even the most refined linguistic analysis has to be supplemented by specifically ‘literary’ (or, we will argue, mimetic) concepts. At the same time, we will argue that the recent developments sketched above have opened new horizons, new vistas of cooperation for both the literary scholar and the linguist.

\begin{table}[h]
\centering
\begin{tabular}{|l|l|}
\hline
\textbf{LingA2} & \textbf{Learner Corpus Research} \\
\textbf{Seminar, SWS:} 2 & \\
\textbf{Altendorf, Ulrike} & \\
\hline
\textbf{Mi wöchentl. 10:00 - 12:00 18.10.2017 - 03.02.2018 1502 - 703} & \\
\textbf{Kommentar} & This course will explore issues related to the process of second language learning and teaching. It will convey insights into the interlanguage of second language learners, in particular insights gained from studies based on learner corpora (LCR). They will be supplemented by relevant concepts proposed by Second Language Acquisition, in particular IP (Input Processing) and PI (Processing Instruction), as well as by teaching methodology, e.g. the acquisition-oriented method by von Ziegésar. \\
\textbf{Bemerkung} & \\
LingA2, M8, M9 & \\
\hline
\end{tabular}
\end{table}
Literatur

Literature – Required Reading will be announced in class. Texts will be available on Stud.IP.

**LinguA³**

<table>
<thead>
<tr>
<th>Seminar, SWS: 2</th>
<th>Altendorf, Ulrike</th>
<th>Becker, Lidia</th>
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**Kommentar**


Im Seminar können für den Bereich Germanistik (Deutsch) Studien- & Prüfungsleistungen sowie Schlüsselkompetenzbescheinigungen (SKA oder SKB) erworben werden. Für Leistungsnachweise in den anderen beiden Fachbereichen: siehe KVV Englisches und Romanisches Seminar.

Im Seminar können für den Bereich Englische Sprachwissenschaft NUR Studienleistungen in Ling A1 oder Ling A2 erworben werden.

Leistungsnachweise in der Germanistik und Romanistik: siehe KVV des Deutschen und Romanischen Seminars.

**Bemerkung**

Teilnehmerzahl: 35 (für alle drei beteiligten Fachbereiche insgesamt)

**Literatur**

Wird im Seminar bekanntgegeben.

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**Principles of Language Change**

<table>
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<tr>
<th>Seminar, SWS: 2</th>
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<td><strong>Mi</strong> wöchentl. 12:00 - 14:00 18.10.2017 - 03.02.2018 1502 - 703</td>
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</tr>
</tbody>
</table>

**Kommentar**

This course will review language-external and language-internal theories of language change. Language-external factors to be treated will be, for instance, social prestige and social networks. Language-internal mechanisms will comprise exemplar theory and the notions of markedness and naturalness. The course requires a solid knowledge of phonetics and phonology.

**Bemerkung**

Ling A2, M5, M9

**Literatur**


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**Sociolinguistic Typology**

<table>
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<td><strong>Di</strong> wöchentl. 18:00 - 20:00 17.10.2017 - 03.02.2018 1502 - 703</td>
<td></td>
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</tbody>
</table>

**Kommentar**

This course will present Peter Trudgill's theories of language and dialect contact as well as a selection of socio-historical case studies from England, the US and New Zealand, to which they can be applied. In addition, we will look at research on Multicultural London
Englisches Seminar

English, an emerging contact variety in the Greater London conurbation. This course requires a solid knowledge of phonetics and phonology.

Bemerkung
LingA2, M5, M9


Literatur

Foundations Literature and Culture (AmerBritF1)

AmerBritF1
Introduction to Literary Studies

Seminar, SWS: 2
Grünkemeier, Ellen

Di wöchentl. 10:00 - 12:00 24.10.2017 - 03.02.2018 1502 - 703

Kommentar
This course is designed as a general introduction to Literary Studies and aims to familiarise students with the fundamentals necessary for the study of English and American literatures. The course will acquaint students with different theoretical approaches to literature as well as important critical concepts and methods in order to further their skills in description, analysis and interpretation. For illustration, we will draw on representative texts from a variety of genres and periods.

Bemerkung
Registration – Stud.IP 01.-30.09.2017 / Prerequisites – none / Further Information – ellen.gruenkemeier@engsem.~

Literatur
Required Reading

Reader – Stud.IP and copy shop Stork (Körnerstraße 3) from 10 Oct

Introduction to Literary Studies

Seminar, SWS: 2
Gohrisch, Jana

Mi wöchentl. 08:00 - 10:00 25.10.2017 - 03.02.2018 1502 - 703

Kommentar
This course is designed as a general introduction to Literary Studies and aims to familiarise students with the fundamentals necessary for the study of English and American literatures. The course will acquaint students with different theoretical approaches to literature as well as important critical concepts and methods in order to further their skills in description, analysis and interpretation. For illustration, we will draw on representative texts from a variety of genres and periods.

Bemerkung
Reader – copy shop Stork (Körnerstraße) from 01 Oct and Stud.IP / Registration – Stud.IP 01.-19.10.2017 / Prerequisites – none / Further Information – jana.gohrisch@engsem.~

Literatur
Required Reading

Introduction to Literary Studies

Seminar, SWS: 2, Max. Teilnehmer: 40
Brasch, Ilka

Mi wöchentl. 12:00 - 14:00 25.10.2017 - 03.02.2018 1502 - 615
This course is designed as a general introduction to Literary Studies and aims to familiarize students with the fundamentals necessary for the study of English and American literatures. The course will acquaint students with different theoretical approaches to literature and culture as well as important critical concepts and methods in order to further their skills of description, analysis and interpretation. For illustration, we will draw on representative textual examples from a variety of genres and periods.

Registration – Stud.IP 1.9.-19.10.2017 / Prerequisites – none / Further Information – ilka.brasch@engsem.

Maximale TeilnehmerInnenzahl: 40

**Intermediate American Literature and Culture (AmerF2/AmerF3)**

**AmerF2**

Survey of American Literature and Culture

Vorlesung, SWS: 2

Mayer, Ruth

Mo wöchentl. 12:00 - 14:00 23.10.2017 - 03.02.2018 1502 - 003

This lecture will provide an introduction to North American culture and literature from the beginnings of colonization to the present time. We will be concerned with the emergence of a national ideology against the backdrop of ethnic, religious, and social conflicts, casting a close look at the way religious, political, and aesthetic lines of expression interact in the representations of revolution, independence and the negotiations around national identity and manifest destiny. It will focus on the interactions between minorities and mainstream, marginalized groups and powerful parties, and investigate the emergence of cultural categories of distinction (the high, the low, and the middle). A reader with additional course material will be made available at the beginning of the class. Please refer to the course page on StudIP for further information as the semester approaches. All the material including power point presentations and handouts will be posted online on StudIP.

Registration – Stud.IP 1.9.-30.9.2017 / Prerequisites – none / Further Information – ruth.mayer@engsem.

Maximale TeilnehmerInnenzahl: 40

**AmerF3**

Literature of the 1960s

WiSe 2017/18
**Englisches Seminar**

<table>
<thead>
<tr>
<th>Seminar, SWS: 2</th>
<th>Brasch, Ilka</th>
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<tbody>
<tr>
<td><strong>Kommentar</strong></td>
<td>The 1960s in the United States was a decade of cultural unrest and entailed a reevaluation of existing norms and ideals. Politically and culturally, the decade is informed by the Cold War and its political crises and by the Civil Rights Movement. At the same time, literature of the ‘psychedelic sixties’ reflects and engages critically with the use of mind-expanding drugs and bears witness of a shifting understanding of mental illness. Moreover, 1960s literature returns time and again to conceptions of gender in terms of a reconsideration of female gender norms in American society. In this class, we will consider these multiple issues by studying a choice of literary texts from the era, including Sylvia Plath’s <em>The Bell Jar</em> (1963), Thomas Pynchon’s <em>The Crying of Lot 49</em> (1965). Please check StudIP as the semester approaches for possible changes to the reading list.</td>
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<tr>
<td><strong>Bemerkung</strong></td>
<td>AmerF3</td>
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<tr>
<td><strong>Literatur</strong></td>
<td>Literature – will be announced on StudIP as the semester approaches.</td>
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</tbody>
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**Minor Modernisms**

<table>
<thead>
<tr>
<th>Seminar, SWS: 2</th>
<th>Mayer, Ruth</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Kommentar</strong></td>
<td>The period of Modernism is often associated with big masterpieces, fundamental revisions of the literary landscape, groundbreaking manifestos, epical novels, long poems and grand oeuvres – in short, it tends to be seen as a major movement. But Modernism was no organized event; in many respects it makes more sense to speak of modernisms. In this class we will look at the margins of the modernist scene in the United States in order to understand and appreciate its often diffuse, complex and shifting character. We will engage with short stories, fragments, the little magazines and all sorts of experiments that did not work out or were discontinued. We will look at writers who did not manage to gain a central position in the modernist canon because they were considered too odd, strange or queer. By focusing on minor modernist voices, we will try and gain a new perspective on the period.</td>
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<tr>
<td><strong>Bemerkung</strong></td>
<td>AmerF3</td>
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<tr>
<td><strong>Literatur</strong></td>
<td>Literature – will be announced on StudIP as the semester approaches.</td>
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**Intermediate British Literature and Culture (BritF2/BritF3)**

<table>
<thead>
<tr>
<th>Seminar, SWS: 2</th>
<th>Gohrisch, Jana</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Kommentar</strong></td>
<td>This course is designed for students who want to practise the analytical concepts and terms acquired in the AmerBritF1 Introduction as well as the knowledge gained in the</td>
</tr>
</tbody>
</table>
BritF2 Survey lecture. We will turn to two classic 19th-century texts, namely Jane Austen’s post-revolutionary novel *Pride and Prejudice* (1813) and Charles Dickens’s industrial novel *Hard Times* (1854). Applying the methodology used in the Survey lecture, we will find out how the theoretical paradigms of Structuralism, New Historicism, Gender Studies and Reception Studies can be made productive for analysing and interpreting these novels. Following the New Historicist practice of parallel reading of fiction and non-fiction, we will study also non-fictional material on the role of gender and class in society since the late 19th century. Based on structuralist categories (such as contrast and correspondences, narratology) we shall chronicle the development of realism as the dominant mode of the genre and learn how 19th-century readers reacted to Austen’s and Dickens’s novels.

**Bemerkung BritF3**

*Reader – copy shop Stork (Körnerstraße) from 01 Oct and Stud.IP / Registration – Stud.IP 01.-30.09.2017 / Prerequisites – AmerBritF1 (required), BritF2 (recommended) for FüBA students, none for others / Further Information – jana.gohrisch@engsem.~*

**Literatur**

**Required Reading**


Students who want to attend this course will have to purchase the novels in well-annotated editions and read one of them before the course starts. The non-fictional material will be provided in a reader available on Stud.IP and from Copyshop Stork (Körnerstraße 3).

The editions you can choose from are:


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**Popular Literature of the Early 20th Century**

**Seminar**, SWS: 2

Pardey, Hannah

**Do wöchentl.** 10:00 - 12:00 19.10.2017 - 03.02.2018 1502 - 613

**Kommentar**

In this course students will practise their skills in the analysis of various popular texts of early 20th-century Britain. Starting with a brief introduction into questions of theory and terminology, we shall discuss how notions of the popular implicate gender discrimination and interact with other cultural formations. We shall consider a broad range of different media, such as periodicals, musical theatres and design shows, to interrogate simplifying definitions of the critical term. After that, we will turn to Daphne du Maurier’s popular novel *Jamaica Inn* (1936) and watch Alfred Hitchcock’s 1939 film adaptation as well as selected scenes from the 2014 BBC series of the same name to discuss the proliferating quality of popular culture. Additionally, we shall investigate Agatha Christie’s murder mystery play *The Mousetrap* (1952) which began life as a short radio play before it opened in London’s West End to become the world’s longest-running play. The course will conclude with considerations concerning the implications of conceptualising culture in hierarchical terms.

**Bemerkung BritF3**
Advanced Literature and Culture (AmerA/BritA)

**AmerA**

**Authorship Performance and Media Authorship**

Seminar, SWS: 2  
Soller, Bettina

**Do** wöchentl. 14:00 - 16:00 19.10.2017 - 03.02.2018  1502 - 609  

**Kommentar**

In literary studies, the concept of the author as a theoretical construct is often reduced to a reference that limits or organizes the readers’ or researchers’ choice of possible meanings. In recent decades, literary studies as well as cultural and media studies have increasingly broadened the perspectives on authorship and investigated the connections between the empirical situations of writing and the production of narrative texts, historical ideas and models of authorship, and the performance and construction of authorship inside and outside of texts. In this class, we will examine several case studies from different media contexts like literature, theater, TV and film through the lens of authorship as cultural performance and media authorship. For example, we will think about the performances and constructions of literary authorship in Paul Auster's *City of Glass* and in the context of fan fiction authors who transitioned to the book market like *Fifty Shades of Grey*’s E.L. James. Another case study will be concerned with authorial performances in the context of transmedia storytelling, e.g. *The Walking Dead* and *Game of Thrones*, and the concept of the ‘fanboy auteur’ established by Suzanne Scott.

**Bemerkung**

AmerA/AAS2/AAS4

**Registration** – Stud.IP 01.09.-30.09.2017 / **Prerequisites** – Foundations  
Literature and Culture, Intermediate Literature and Culture / Further information - bettina.soller@engsem.~

Maximale TeilnehmerInnenzahl: 35

**Literatur**

Literature – will be announced in class.

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**Gender, Queerness and Activism**

Seminar, SWS: 2  
Oldehus, Anna-Lena

**Di** wöchentl. 12:00 - 14:00 17.10.2017 - 03.02.2018  1502 - 615

**Kommentar**

In this class we will look at conceptions, representations and practices of gender identity, sexuality, and queerness in literature, mass media and political activism in a contemporary (US-American) context. On the basis of major theories in the field of gender and queer studies, we will engage with texts and films and look at their relation to e.g. political activism, gay prides, bodies and fiction.

**Bemerkung**

AmerA/AAS1/AAS2/AAS3

This class is part of the Studienschwerpunkt Gender Studies

**Registration** – Stud.IP 1.9.-30.09.2017 / **Prerequisites** – none  
Further Information – anna-lena.oldehus@engsem.~

Maximale TeilnehmerInnenzahl: 35

**Literatur**

**It's About Time (in Philosophy, Fiction and Science)**

*Seminar, SWS: 2*
Frisch, Mathias | Mayer, Ruth

**Mi wöchentl.** 12:00 - 14:00 25.10.2017 - 03.02.2018 1502 - 609

**Kommentar**

We all seem to experience time in a fundamental and direct way. Yet once we begin to reflect on what time really is, it is easy to feel as puzzled as St Augustine was, who wrote: "If no one asks me, I know what [time] is. If I wish to explain it to him who asks me, I do not know." In this course we will investigate several philosophical problems concerning time, ask how modern science might affect our answers to some of them, and examine how these problems are enacted in fiction. As is the case with most philosophical problems, we will probably not think at the end of the semester that we have found conclusive answers to our puzzles. But hopefully we will have learned to think more deeply and probingly about one of the core features of human experience.

This course is co-taught by a philosopher and an Americanist, and its goal is to acquaint students of philosophy and students of literature with methods and approaches of the respective fields. By pairing philosophical readings with literary texts, we will aim to understand how philosophical and literary approaches to a problem differ and how the different modes of thought can complement and inform one another. Finally, we will examine to what extent scientific results can influence or perhaps even settle philosophical disputes.

This course is not an easy course: you will be asked to grapple with some difficult to understand texts from the history of philosophy, which exhibit modes of thinking somewhat foreign to our own; we will try to understand, albeit in a non-mathematical fashion, the basics of one of the great achievements of twentieth century physics – the theory of relativity; and we will engage with complex literary and non-literary narratives. Hopefully, however, the challenge of engaging with puzzles concerning time through such a variety of different lenses will also prove to be intellectually rewarding for you. The main thing that you will have to bring to this course to benefit from it, is a deep intellectual curiosity.

**Bemerkung**

AmerA/AAS1/AAS2


Maximale TeilnehmerInnenzahl: 20 aus dem Englischen Seminar.

**Literatur**

Literature – please purchase and read Kurt Vonnegut, *Slaughterhouse 5* (Bantam-Dell, ISBN 978-0440180296) before the beginning of the semester. Additional literature will be announced on StudIP as the semester approaches.

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**BritA Colonial Encounters in Contemporary Australian Fiction**

*Seminar, SWS: 2*
Grünkemeier, Ellen

**Di wöchentl.** 14:00 - 16:00 17.10.2017 - 03.02.2018 1502 - 613

**Kommentar**

This seminar focuses on representations of colonial encounters between indigenous and non-indigenous Australians in colonial non-fiction and postcolonial fiction. We will explore the complex race and power relations between Aboriginal Peoples and British settlers from the early days of colonisation to the present day. Our historical survey of the British settler and penal colony will begin with a critical discussion of central terms such ‘terra nullis’ and ‘Down under’ and of selected documents, esp. the accounts of William Dampier’s and James Cook’s voyages in the Pacific in the 17th and 18th centuries. Turning to the core reading programme of this seminar, we will then analyse the postcolonial historical novels *The Secret River* (2005) by Kate Grenville and David Malouf’s *Remembering Babylon* (1993) as well as excerpts from Mudrooroo/ Colin Johnson’s *Dr Wooreddy’s Prescription of Enduring the Ending of the World* (1983), which
Englisches Seminar

depicts the British colonisation – or rather invasion – of Tasmania from an Aboriginal perspective. Throughout the seminar we will engage in close readings (based on the analytical categories from the ‘Introduction to Literary Studies’) and put to practice the theoretical concepts of Structuralism, Gender Studies and Postcolonial Criticism.

Registration – Stud.IP 01.09.-30.09.2017 / Prerequisites – BritF2, BritF3 for FüBA students, none for others / Further Information – ellen.gruenkemeier@engsem.

Literatur

Required Reading


Please read Kate Grenville’s The Secret River before the course begins. The other texts will be provided in a reader available on Stud.IP and from Copyshop Stork (Körnerstraße 3).

Reader – Stud.IP and copy shop Stork (Körnerstraße 3) from 10 Oct

Literary Analysis and Linguistics

Seminar, SWS: 2

Gohrisch, Jana

Di wöchentl. 16:00 - 18:00 17.10.2017 - 03.02.2018 1502 - 703

This seminar combines linguistics and literary studies to help students refine their skills in both fields. Whereas the linguistic side will stress the recent paradigm shift towards a sociopragmatic and cognitive model of language, the literary side will apply these models and their concepts to literary texts. We will read chapters from a recent interdisciplinary textbook that combines a generic approach with attention to particular tropes such as irony, metaphor and metonymy as well as issues such as intertextuality and heteroglossia. We will use the texts commented upon in the textbook and add poems, excerpts from plays and novels and film clips to enable students to practice an interdisciplinary method by themselves.

Literatur

Required Reading and Purchase


Further material will be provided in a reader available on Stud.IP and from Copyshop Stork (Körnerstraße 3).

Narratives of Migration

Seminar, SWS: 2

Pardey, Hannah

Do wöchentl. 12:00 - 14:00 19.10.2017 - 03.02.2018 1502 - 613

Migrations have always formed part of human civilisation. In particular, the advent of European colonialism caused the forcible movement of peoples from their homelands into new regions. Decolonisation, on the other hand, resulted in large-scale migrations of peoples from former colonies to European metropolitan centres. Since the mid-1980s, the term 'globalisation' is almost excessively applied to describe the movements of peoples in a supposedly borderless world. This course will explore various narrative texts that negotiate migration at different historical moments. The reading programme for this course will comprise excerpts from Equiano’s Interesting
Englisches Seminar

**Narrative (1789), poems by the Jamaican Claude McKay and the Nigerian Wole Soyinka as well as short stories by Sharon Dodua Otoo and Irenosen Okojie. The course will conclude with a critical discussion of Meera Syal’s novel Life Isn’t All Ha Ha Hee Hee (1999).**

**Bemerkung**
BritA / AAS3, AAS5 / Atlantic Studies

Registration – Stud.IP 1.9.2017 - 30.9.2017 / Prerequisites – BritF3 for FüBA students, none for others / Further Information – hannah.pardey@engsem.

**Literatur**
Required Reading – Please buy Meera Syal’s novel and read it prior to class. All other texts covered in the seminar will be provided in a reader available from Copyshop Stork (Körnerstraße 3) or on Stud.IP.

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**Theories and Methods of Literary Studies**

**Seminar**
Gohrisch, Jana

**Mi wöchentl.** 10:00 - 12:00 18.10.2017 - 03.02.2018 1502 - 609

**Kommentar**
This seminar introduces students to the major theoretical approaches to literature and culture from the twentieth century, such as Formalism, Structuralism and New Criticism, Reader-Response Theory, Psychoanalytic Criticism, Marxism, Poststructuralism and Deconstruction, Feminism and Gender Studies, Postcolonial Theory as well as New Historicism and Cultural Materialism. Familiarity with these approaches is essential to successfully write term papers, bachelor’s and master’s theses.

As a preparation for each class you will have to read up on the central ideas of these respective approaches studying selected theoretical texts by some of their key representatives as well as secondary material by Peter Barry. Relying on the analytical categories from the AmerBritF1 Introduction and the (literary) historical knowledge from the BritF2 Survey we will apply the theories to Charlotte Brontë’s novel *Jane Eyre* (1847) in order to practise their terminologies and show how each of them produces a new interpretation of the text.

**Bemerkung**
BritA / AAS1

**Literatur**
Reader – copy shop Stork (Körnerstraße) from 01 Oct and Stud.IP / Registration – Stud.IP 01.-30.09.2017 / Prerequisites – AmerBritF1, BritF2, BritF3 for FüBA students, none for others / Further Information – jana.gohrisch@engsem.


Please buy your own copies of Brontë’s novel and of Peter Barry’s *Beginning Theory*. The theoretical texts covered in the seminar will be available in a reader from Copyshop Stork (Körnerstraße 3) and on Stud.IP. **It is absolutely necessary to read Brontë’s novel before the course begins.**

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**Focus Module (AmerA/BritA/LingA1/LingA2)**

**AmerA**
**Authorship Performance and Media Authorship**

**Seminar, SWS: 2**
Soller, Bettina

**Do wöchentl.** 14:00 - 16:00 19.10.2017 - 03.02.2018 1502 - 609

**Kommentar**
In literary studies, the concept of the author as a theoretical construct is often reduced to a reference that limits or organizes the readers’ or researchers’ choice of possible
meanings. In recent decades, literary studies as well as cultural and media studies have increasingly broadened the perspectives on authorship and investigated the connections between the empirical situations of writing and the production of narrative texts, historical ideas and models of authorship, and the performance and construction of authorship inside and outside of texts. In this class, we will examine several case studies from different media contexts like literature, theater, TV and film through the lens of authorship as cultural performance and media authorship. For example, we will think about the performances and constructions of literary authorship in Paul Auster’s *City of Glass* and in the context of fan fiction authors who transitioned to the book market like *Fifty Shades of Grey*’s E.L. James. Another case study will be concerned with authorial performances in the context of transmedia storytelling, e.g. *The Walking Dead* and *Game of Thrones*, and the concept of the ‘fanboy auteur’ established by Suzanne Scott.

**Gender, Queerness and Activism**

*Seminar, SWS: 2*
*Oldehus, Anna-Lena*

**Di wöchentl. 12:00 - 14:00 17.10.2017 - 03.02.2018 1502 - 615***

**Kommentar**
In this class we will look at conceptions, representations and practices of gender identity, sexuality, and queerness in literature, mass media and political activism in a contemporary (US-American) context. On the basis of major theories in the field of gender and queer studies, we will engage with texts and films and look at their relation to e.g. political activism, gay prides, bodies and fiction.

**Bemerkung**
AmerA/AAS/AAS2/AAS3

*Registration – Stud.IP 01.09.-30.09.2017 Prerequisites – Foundations / Literature and Culture, Intermediate Literature and Culture / Further information - bettina.soller@engsem.*

Maximale TeilnehmerInnenzahl: 35

**Literatur**
Literature – will be announced in class.

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**It's About Time (in Philosophy, Fiction and Science)**

*Seminar, SWS: 2*
*Frisch, Mathias| Mayer, Ruth*

**Mi wöchentl. 12:00 - 14:00 25.10.2017 - 03.02.2018 1502 - 609***

**Kommentar**
We all seem to experience time in a fundamental and direct way. Yet once we begin to reflect on what time really is, it is easy to feel as puzzled as St Augustine was, who wrote: “If no one asks me, I know what [time] is. If I wish to explain it to him who asks me, I do not know.” In this course we will investigate several philosophical problems concerning time, ask how modern science might affect our answers to some of them, and examine how these problems are enacted in fiction. As is the case with most philosophical problems, we will probably not think at the end of the semester that we have found conclusive answers to our puzzles. But hopefully we will have learned to think more deeply and probingly about one of the core features of human experience.

This course is co-taught by a philosopher and an Americanist, and its goal is to acquaint students of philosophy and students of literature with methods and approaches of the respective fields. By pairing philosophical readings with literary texts, we will aim to understand how philosophical and literary approaches to a problem differ and
English Seminar

how the different modes of thought can complement and inform one another. Finally, we will examine to what extent scientific results can influence or perhaps even settle philosophical disputes.

This course is not an easy course: you will be asked to grapple with some difficult to understand texts from the history of philosophy, which exhibit modes of thinking somewhat foreign to our own; we will try to understand, albeit in a non-mathematical fashion, the basics of one of the great achievements of twentieth century physics – the theory of relativity; and we will engage with complex literary and non-literary narratives. Hopefully, however, the challenge of engaging with puzzles concerning time through such a variety of different lenses will also prove to be intellectually rewarding for you. The main thing that you will have to bring to this course to benefit from it, is a deep intellectual curiosity.

Bemerkung
AmerA/AAS1/AAS2

Registration – Stud.IP 1.9.-30.9.2017 / Prerequisites – Intermediate Literature and Culture / Further Information – ruth.mayer@engsem.~

Maximale TeilnehmerInnenzahl: 20 aus dem Englischen Seminar.

Literatur

BritA
Colonial Encounters in Contemporary Australian Fiction

Seminar, SWS: 2
Grünkemeier, Ellen

Kommentar
This seminar focuses on representations of colonial encounters between indigenous and non-indigenous Australians in colonial non-fiction and postcolonial fiction. We will explore the complex race and power relations between Aboriginal Peoples and British settlers from the early days of colonisation to the present day. Our historical survey of the British settler and penal colony will begin with a critical discussion of central terms such ‘terra nullis’ and ‘Down under’ and of selected documents, esp. the accounts of William Dampier’s and James Cook’s voyages in the Pacific in the 17th and 18th centuries. Turning to the core reading programme of this seminar, we will then analyse the postcolonial historical novels The Secret River (2005) by Kate Grenville and David Malouf’s Remembering Babylon (1993) as well as excerpts from Mudrooroo/ Colin Johnson’s Dr Wooreddy’s Prescription of Enduring the Ending of the World (1983), which depicts the British colonisation – or rather invasion – of Tasmania from an Aboriginal perspective. Throughout the seminar we will engage in close readings (based on the analytical categories from the ‘Introduction to Literary Studies’) and put to practice the theoretical concepts of Structuralism, Gender Studies and Postcolonial Criticism.

Bemerkung
Registration – Stud.IP 01.09.-30.09.2017 / Prerequisites – BritF2, BritF3 for FüBA students, none for others / Further Information – ellen.gruenkemeier@engsem.~

Literatur
Required Reading


Please read Kate Grenville’s The Secret River before the course begins. The other texts will be provided in a reader available on Stud.IP and from Copyshop Stork (Körnerstraße 3).

Reader – Stud.IP and copy shop Stork (Körnerstraße 3) from 10 Oct

Literary Analysis and Linguistics

Seminar, SWS: 2

WiSe 2017/18 128
Englisches Seminar

Gohrisch, Jana

**Di** wöchentlich 16:00 - 18:00 17.10.2017 - 03.02.2018  1502 - 703

**Kommentar**
This seminar combines linguistics and literary studies to help students refine their skills in both fields. Whereas the linguistic side will stress the recent paradigm shift towards a sociopragmatic and cognitive model of language, the literary side will apply these models and their concepts to literary texts. We will read chapters from a recent interdisciplinary textbook that combines a generic approach with attention to particular tropes such as irony, metaphor and metonymy as well as issues such as intertextuality and heteroglossia. We will use the texts commented upon in the textbook and add poems, excerpts from plays and novels and film clips to enable students to practice an interdisciplinary method by themselves.

**Bemerkung**
BritA / AAS2, AAS3, AAS4

Reader – copy shop Stork (Körnerstraße 3) from 10 Oct and Stud.IP / Registration – Stud.IP 01.09.-30.09.2017 / Prerequisites – AmerBritF1, BritF2, BritF3 for FüBA students, none for others / Further Information – jana.gohrisch@engsem.

**Literatur**

Further material will be provided in a reader available on Stud.IP and from Copyshop Stork (Körnerstraße 3).

Narratives of Migration

Pardey, Hannah

**Do** wöchentlich 12:00 - 14:00 19.10.2017 - 03.02.2018  1502 - 613

**Kommentar**
Migrations have always formed part of human civilisation. In particular, the advent of European colonialism caused the forcible movement of peoples from their homelands into new regions. Decolonisation, on the other hand, resulted in large-scale migrations of peoples from former colonies to European metropolitan centres. Since the mid-1980s, the term 'globalisation' is almost excessively applied to describe the movements of peoples in a supposedly borderless world. This course will explore various narrative texts that negotiate migration at different historical moments. The reading programme for this course will comprise excerpts from Equiano's Interesting Narrative (1789), poems by the Jamaican Claude McKay and the Nigerian Wole Soyinka as well as short stories by Sharon Dodua Otoo and Irenosen Okojie. The course will conclude with a critical discussion of Meera Syal's novel Life Isn't All Ha Ha Hee Hee (1999).

**Bemerkung**
BritA / AAS3, AAS5 / Atlantic Studies

Registration – Stud.IP 1.9.2017 - 30.9.2017/ Prerequisites – BritF3 for FüBA students, none for others/ Further Information – hannah.pardey@engsem.

**Literatur**
Required Reading – Please buy Meera Syal's novel and read it prior to class. All other texts covered in the seminar will be provided in a reader available from Copyshop Stork (Körnerstraße 3) or on StudIP.

Theories and Methods of Literary Studies

Gohrisch, Jana

**Mi** wöchentlich 10:00 - 12:00 18.10.2017 - 03.02.2018  1502 - 609

**Kommentar**
This seminar introduces students to the major theoretical approaches to literature and culture from the twentieth century, such as Formalism, Structuralism and New Criticism, Reader-Response Theory, Psychoanalytic Criticism, Marxism, Poststructuralism and
Deconstruction, Feminism and Gender Studies, Postcolonial Theory as well as New Historicism and Cultural Materialism. Familiarity with these approaches is essential to successfully write term papers, bachelor’s and master’s theses.

As a preparation for each class you will have to read up on the central ideas of these respective approaches studying selected theoretical texts by some of their key representatives as well as secondary material by Peter Barry. Relying on the analytical categories from the AmerBritF1 Introduction and the (literary) historical knowledge from the BritF2 Survey we will apply the theories to Charlotte Brontë’s novel *Jane Eyre* (1847) in order to practise their terminologies and show how each of them produces a new interpretation of the text.

**Bemerkung**

BritA / AAS1

*Reader* – copy shop Stork (Körnerstraße) from 01 Oct and Stud.IP/ *Registration* – Stud.IP 01.-30.09.2017 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FüBA students, none for others / *Further Information* – jana.goehrisch@engsem.

**Literatur**


Please buy your own copies of Brontë’s novel and of Peter Barry’s *Beginning Theory*. The theoretical texts covered in the seminar will be available in a reader from Copyshop Stork (Körnerstraße 3) and on Stud.IP. **It is absolutely necessary to read Brontë’s novel before the course begins.**

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### LingA1

**English Morphology and Word-formation**

**Seminar, SWS: 2**

Schulze, Rainer

**Mo wöchentl. 16:00 - 18:00 23.10.2017 - 03.02.2018  1502 - 703**

**Kommentar**

This advanced seminar will take students through the basic notions in English morphology and word-formation and discuss problematic areas and definitorial questions. All the relevant topics (i.e. the morphological building blocks of English, inflectional morphology, productivity, compounding, prefixation, suffixation, conversion, polymorphic complex morphemes and non-morphemic word-formation processes) will be approached from three different angles focusing on structural, cognitive and sociopragmatic aspects of the field. In this way, new perspectives will be opened particularly on the development and establishment of new complex words, on the cognitive functions of word-formation patterns and on the field of conversion. Students of English linguistics will be able to use this class not only as an introduction but also for preparing term papers (*schriftliche Hausarbeit als Prüfungsleistung*) and final theses (BA- or Master’s thesis).

**Bemerkung**

LingA1

*Registration* – Stud.IP 01.09.-30.09.2017 / *Prerequisites* – LingF1-LingF2-(LingF3)-LingF4 (plus study skills including processes of organizing and taking in new information, retaining information, or dealing with assessments; these processes include mnemonics which aid the retention of lists of information, effective reading, concentration techniques, and efficient notetaking). / *Further information* – rainer.schulze@engsem.

**Literatur**


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### LinguA³

**WiSe 2017/18  130**
Englisches Seminar

Seminar, SWS: 2
Altendorf, Ulrike| Becker, Lidia| Mathias, Alexa

Di wöchentl. 16:00 - 18:00 24.10.2017 - 31.01.2018 1502 - 109
Di wöchentl. 18:00 - 20:00 24.10.2017 - 30.01.2018 1502 - 103

Kommentar
Linguistik ist weitaus mehr als grammatische Analyse... LinguA³ vermittelt Einblicke in
die ganze Bandbreite linguistischer Beschreibung, linguistischer Anwendungsbereiche
sowie interdisziplinärer Forschung und beruflicher Praxis. Für die Gastvorträge werden
internationale Wissenschaftler/-innen aus Germanistik, Anglistik und Romanistik
eingeladen. Im begleitenden Seminar werden die Themen der Gastvorträge inhaltlich
vorbereitet und vertieft, aber auch die Organisation der Vorträge sowie die damit
verbundenen „PR-Maßnahmen“ werden von den Studierenden aktiv mitgestaltet.
Die Vortragsthemen sind bewusst vielseitig gewählt und sollen den Blick „über den
Tellerrand“ hin öffnen. Die Gastvorträge sind daher verpflichtender Bestandteil des
Seminars und ersetzen jeweils eine Seminarsitzung. Geplante Vortragstermine:
21.11.17 / 12.12.17 / 23.01.18.
Im Seminar können für den Bereich Germanistik (Deutsch) Studien- &
Prüfungsleistungen sowie Schlüsselkompetenzbescheinigungen (SKA oder SKB)
erworben werden. Für Leistungsnachweise in den anderen beiden Fachbereichen: siehe
KVV Englisches und Romanisches Seminar.
Im Seminar können für den Bereich Englische Sprachwissenschaft NUR
Studienleistungen in Ling A1 oder LingA2 erworben werden.
Leistungsnachweise in der Germanistik und Romanistik: siehe KVV des Deutschen und
Romanischen Seminars.

Bemerkung
Teilnehmerzahl: 35 (für alle drei beteiligten Fachbereiche insgesamt)

Literatur
Wird im Seminar bekanntgegeben.

Linguistic Analysis and Literature

Seminar, SWS: 2
Schulze, Rainer

Di wochentl. 16:00 - 18:00 17.10.2017 - 03.02.2018 1502 - 609

Kommentar
This advanced seminar will provide an introduction to the analysis of literary texts with
means taken from a linguistic toolbox. In this seminar, we would like to reflect on the
more recent paradigm shift within linguistics towards a sociopragmatic and cognitive
model of language use, a development that has provided us with a broader range of
methods and areas of investigation. We will attempt to illustrate how this paradigm
shift has made it possible to bridge the divide between the literary and the linguistic
approaches to language. The development from formalism through structuralism to
the newer fields of discourse and interactional analysis, pragmatics and cognitive or
functional linguistics documents a concomitant shift in the interest from more formal
to more functional categories of language, from langue to parole or usage-based
approaches in linguistics. Likewise, the linguistic analysis of literature and the disciplines
called ‘linguistic stylistics’ or ‘language & literature’ have undergone similarly decisive
re-conceptualizations, both in the wake of poststructuralist theory and on account of
the increasing availability of spoken and written language material. When analyzed
by formalist and structuralist critics, literary texts tended to be treated in terms of new-
critical and canonical literary approaches. By contrast, newer insights into the context-
boundedness and intertextuality of literature (including the recent insistence on a more
pragmatic definition of the literary: literature is what readers decide to interpret as
literary), have resulted in an openness towards the recent more sociopragmatic and
cognitive approaches within linguistics, and have helped to bring about an acceptance
of the spoken and written language as a recognized object of study even for literary
scholars.

On the background of this scenario, one can now reconsider the possible ways in which
the newest versions of linguistics can help to ‘explain’ the language of literature - a
linguistic question - or ask how the new linguistics may become useful to the literary
scholar - a concern for literary studies. We will be mainly concerned with concepts such
Englisches Seminar

‘deixis and the creation of perspectives’, ‘conversational interaction and dramatic speech’, ‘intertextuality’ and ‘heteroglossia and literature’. As an illustration for the working of these concepts, we will predominantly use passages and snippets from literary writings. We will sketch to what extent the linguistic toolbox is helpful to the literary reader and at which points even the most refined linguistic analysis has to be supplemented by specifically ‘literary’ (or, we will argue, mimetic) concepts. At the same time, we will argue that the recent developments sketched above have opened new horizons, new vistas of cooperation for both the literary scholar and the linguist.

Bemerkung

LingA1, M7, M9

Registration – Stud.IP 01.09.-30.09.2017 / Prerequisites – LingF1-LingF2-(LingF3)-LingF4 (plus study skills including processes of organizing and taking in new information, retaining information, or dealing with assessments; these processes include mnemonics which aid the retention of lists of information, effective reading, concentration techniques, and efficient notetaking). / Further information – rainer.schulze@engsem.

Literatur


LingA2

Learner Corpus Research

Seminar, SWS: 2
Altendorf, Ulrike

Mi wöchentl. 10:00 - 12:00 18.10.2017 - 03.02.2018 1502 - 703

Kommentar

This course will explore issues related to the process of second language learning and teaching. It will convey insights into the interlanguage of second language learners, in particular insights gained from studies based on learner corpora (LCR). They will be supplemented by relevant concepts proposed by Second Language Acquisition, in particular IP (Input Processing) and PI (Processing Instruction), as well as by teaching methodology, e.g. the acquisition-oriented method by von Ziegésar.

Bemerkung

LingA2, M8, M9


Literatur

Literature – Required Reading will be announced in class. Texts will be available on Stud.IP.

LinguA³

Seminar, SWS: 2
Altendorf, Ulrike | Becker, Lidia | Mathias, Alexa

Di wöchentl. 16:00 - 18:00 24.10.2017 - 31.01.2018 1502 - 109
Di wöchentl. 18:00 - 20:00 24.10.2017 - 30.01.2018 1502 - 103

Kommentar


Im Seminar können für den Bereich Germanistik (Deutsch) Studien- & Prüfungsleistungen sowie Schlüsselkompetenzbescheinigungen (SKA oder SKB) erworben werden. Für Leistungsnachweise in den anderen beiden Fachbereichen: siehe KVV Englisches und Romanisches Seminar.
Principles of Language Change

Seminar, SWS: 2
Altendorf, Ulrike

Mi wöchentl. 12:00 - 14:00 18.10.2017 - 03.02.2018  1502 - 703

Kommentar
This course will review language-external and language-internal theories of language change. Language-external factors to be treated will be, for instance, social prestige and social networks. Language-internal mechanisms will comprise exemplar theory and the notions of markedness and naturalness. The course requires a solid knowledge of phonetics and phonology.

Bemerkung

Literatur
Literature – Required Reading will be announced in class. Texts will be available on Stud.IP.

Sociolinguistic Typology

Seminar, SWS: 2
Altendorf, Ulrike

Di wöchentl. 18:00 - 20:00 17.10.2017 - 03.02.2018  1502 - 703

Kommentar
This course will present Peter Trudgill’s theories of language and dialect contact as well as a selection of socio-historical case studies from England, the US and New Zealand, to which they can be applied. In addition, we will look at research on Multicultural London English, an emerging contact variety in the Greater London conurbation. This course requires a solid knowledge of phonetics and phonology.

Bemerkung

Literatur

Foundations Language Practice (SP1/SP2)

SP1
Vocabulary and Pronunciation (Group 1)

Seminar, SWS: 2, Max. Teilnehmer: 20
Foster, Darren Paul

Mo wöchentl. 08:00 - 10:00 23.10.2017 - 03.02.2018  1502 - 703

Kommentar
Which words are useful for reporting academic research? Why do pear and bear rhyme, but not dear? What do subconscious and submarine have in common? What is the difference between extent and extend? English vocabulary, spelling and pronunciation can bewilder learners! This course aims to extend students’ vocabulary and improve their pronunciation and spelling in order to improve their reading and writing skills.

Bemerkung
SP1
Vocabulary and Pronunciation (Group 2)

Seminar, SWS: 2, Max. Teilnehmer: 20
Gans, Anne

| Mo wöchentl. | 10:00 - 12:00 23.10.2017 - 03.02.2018 1502 - 615 |
| Kommentar | Which words are useful for reporting academic research? Why do *pear* and *bear* rhyme, but not *dear*? What do *subconscious* and *submarine* have in common? What is the difference between *extent* and *extend*? English vocabulary, spelling and pronunciation can bewilder learners! This course aims to extend students’ vocabulary and improve their pronunciation and spelling in order to improve their reading and writing skills. |

Bemerkung

SP1

Vocabulary and Pronunciation (Group 3)

Seminar, SWS: 2, Max. Teilnehmer: 20
Gans, Anne

| Mo wöchentl. | 12:00 - 14:00 23.10.2017 - 03.02.2018 1502 - 615 |
| Kommentar | Which words are useful for reporting academic research? Why do *pear* and *bear* rhyme, but not *dear*? What do *subconscious* and *submarine* have in common? What is the difference between *extent* and *extend*? English vocabulary, spelling and pronunciation can bewilder learners! This course aims to extend students’ vocabulary and improve their pronunciation and spelling in order to improve their reading and writing skills. |

Bemerkung

SP1

Vocabulary and Pronunciation (Group 4)

Seminar, SWS: 2, Max. Teilnehmer: 20
Foster, Darren Paul

| Di wöchentl. | 10:00 - 12:00 24.10.2017 - 03.02.2018 1502 - 709 |
| Kommentar | Which words are useful for reporting academic research? Why do *pear* and *bear* rhyme, but not *dear*? What do *subconscious* and *submarine* have in common? What is the difference between *extent* and *extend*? English vocabulary, spelling and pronunciation can bewilder learners! This course aims to extend students’ vocabulary and improve their pronunciation and spelling in order to improve their reading and writing skills. |

Bemerkung

SP1

WiSe 2017/18
Vocabulary and Pronunciation (Group 5)

Seminar, SWS: 2, Max. Teilnehmer: 20
Foster, Darren Paul

Mi wöchentl. 10:00 - 12:00 25.10.2017 - 03.02.2018 1502 - 709

Kommentar
Which words are useful for reporting academic research? Why do pear and bear rhyme, but not dear? What do subconscious and submarine have in common? What is the difference between extent and extend? English vocabulary, spelling and pronunciation can bewilder learners! This course aims to extend students' vocabulary and improve their pronunciation and spelling in order to improve their reading and writing skills.

Bemerkung
SP1

Registration – StudIP 01.09.2017-19.10.2017 / Prerequisites – none / Assessment Tasks – SL: regular homework tasks, test / Size restriction – 20 / Further Information – darren.foster@engsem.~ or anne.gans@engsem~

Vocabulary and Pronunciation (Group 6)

Seminar, SWS: 2, Max. Teilnehmer: 20
Gans, Anne

Fr wöchentl. 08:00 - 10:00 27.10.2017 - 03.02.2018 1502 - 615

Kommentar
Which words are useful for reporting academic research? Why do pear and bear rhyme, but not dear? What do subconscious and submarine have in common? What is the difference between extent and extend? English vocabulary, spelling and pronunciation can bewilder learners! This course aims to extend students' vocabulary and improve their pronunciation and spelling in order to improve their reading and writing skills.

Bemerkung
SP1

Registration – StudIP 01.09.2017-19.10.2017 / Prerequisites – none / Assessment Tasks – SL: regular homework tasks, test / Size restriction – 20 / Further Information – darren.foster@engsem.~ or anne.gans@engsem~

Vocabulary and Pronunciation (Group 7)

Seminar, SWS: 2, Max. Teilnehmer: 20
Gans, Anne

Fr wöchentl. 10:00 - 12:00 27.10.2017 - 03.02.2018 1502 - 615
Fr Einzel 10:00 - 14:00 03.11.2017 - 03.11.2017 1502 - 609
Fr Einzel 10:00 - 14:00 24.11.2017 - 24.11.2017 1502 - 609

Kommentar
Which words are useful for reporting academic research? Why do pear and bear rhyme, but not dear? What do subconscious and submarine have in common? What is the difference between extent and extend? English vocabulary, spelling and pronunciation can bewilder learners! This course aims to extend students' vocabulary and improve their pronunciation and spelling in order to improve their reading and writing skills.

Bemerkung
SP1

Registration – StudIP 01.09.2017-19.10.2017 / Prerequisites – none / Assessment Tasks – SL: regular homework tasks, test / Size restriction – 20 / Further Information – darren.foster@engsem.~ or anne.gans@engsem~

SP2
Grammar (Blockseminar)

WiSe 2017/18
This course allows students to revise and extend their knowledge of the usage of grammatical structures, style and vocabulary through an investigative approach.

**Advanced Language Practice (SP3/SP4)**

**SP3**

**Composition (Group 1)**

This course investigates organisational patterns used in various genres and discourse forms of expository writing (informative/explanatory writing). Some aspects of language and grammar will also be discussed as necessary.

**Composition (Group 2)**

This course investigates organisational patterns used in various genres and discourse forms of expository writing (informative/explanatory writing). Some aspects of language and grammar will also be discussed as necessary.

**Composition (Group 3)**

This course investigates organisational patterns used in various genres and discourse forms of expository writing (informative/explanatory writing). Some aspects of language and grammar will also be discussed as necessary.
Composition (Group 4)

Seminar, SWS: 2, Max. Teilnehmer: 20
Schneller, Jill

Di wöchentl. 12:00 - 14:00 17.10.2017 - 30.01.2018 1502 - 613
Kommentar This course investigates organisational patterns used in various genres and discourse forms of expository writing (informative/explanatory writing). Some aspects of language and grammar will also be discussed as necessary.
Bemerkung SP3

Composition (Group 5)

Seminar, SWS: 2, Max. Teilnehmer: 20
Foster, Darren Paul

Mi wöchentl. 08:00 - 10:00 18.10.2017 - 03.02.2018 1502 - 709
Kommentar This course investigates organisational patterns used in various genres and discourse forms of expository writing (informative/explanatory writing). Some aspects of language and grammar will also be discussed as necessary.
Bemerkung SP3

Composition (Group 6)

Seminar, SWS: 2, Max. Teilnehmer: 20
Schneller, Jill

Mi wöchentl. 10:00 - 12:00 18.10.2017 - 30.01.2018 1502 - 613
Kommentar This course investigates organisational patterns used in various genres and discourse forms of expository writing (informative/explanatory writing). Some aspects of language and grammar will also be discussed as necessary.
Bemerkung SP3

SP4

Foundations Methodology of Teaching English as a Foreign Language (DidF1/DidF2)

DidF1
Introduction to English Language Teaching

Seminar, SWS: 2, Max. Teilnehmer: 30
Fuchs, Stefanie

Mo wöchentl. 14:00 - 16:00 16.10.2017 - 03.02.2018 1502 - 615
**Englisches Seminar**

**Kommentar**

This introductory methodology course is obligatory for all student teachers; we recommend participation in the 3rd/4th semester. The course gives an introduction into the complex subject matter of teaching and learning English as a foreign language with special regard to teacher education. The course is based on four aspects of EFL teaching and learning which we consider to be particularly relevant today: promoting intercultural communicative competence (ICC); (foreign) language learning as individual and collaborative achievement; developing learner- and learning-centred teaching; supporting task-based learning. The main issues will be introduced, relevant research will be summarized and discussed, and examples of good classroom practice are illustrated.

An optional tutorial will be offered.

**Bemerkung**

Registration – StudIP 1.9.-30.9.2017 / Size restriction – 30 / Prerequisites – None / Further Information – stefanie.fuchs@engsem.

**Literatur**


This book is recommended. Additional texts will be posted on StudIP.

### Introduction to English Language Teaching

**Seminar, SWS: 2, Max. Teilnehmer: 30**

Fuchs, Stefanie

Mi  wöchentl. 10:00 - 12:00 18.10.2017 - 03.02.2018  1502 - 615

**Kommentar**

This introductory methodology course is obligatory for all student teachers; we recommend participation in the 3rd/4th semester. The course gives an introduction into the complex subject matter of teaching and learning English as a foreign language with special regard to teacher education. The course is based on four aspects of EFL teaching and learning which we consider to be particularly relevant today: promoting intercultural communicative competence (ICC); (foreign) language learning as individual and collaborative achievement; developing learner- and learning-centred teaching; supporting task-based learning. The main issues will be introduced, relevant research will be summarized and discussed, and examples of good classroom practice are illustrated.

An optional tutorial will be offered.

**Bemerkung**

Registration – StudIP 1.9.-30.9.2017 / Size restriction – 30 / Prerequisites – None / Further Information – stefanie.fuchs@engsem.

**Literatur**


This book is recommended. Additional texts will be posted on StudIP.

### Introduction to English Language Teaching

**Seminar, SWS: 2, Max. Teilnehmer: 30**

Blell, Gabriele

Do  wöchentl. 08:00 - 10:00 19.10.2017 - 03.02.2018  1502 - 615

**Kommentar**

This introductory methodology course is obligatory for all student teachers; we recommend participation in the 3rd/4th semester. The course gives an introduction into the complex subject matter of teaching and learning English as a foreign language with special regard to teacher education. The course is based on four aspects of EFL teaching and learning which we consider to be particularly relevant today: promoting intercultural communicative competence (ICC); (foreign) language learning as individual and collaborative achievement; developing learner- and learning-centred teaching; supporting task-based learning. The main issues will be introduced, relevant research will be summarized and discussed, and examples of good classroom practice are illustrated.

An optional tutorial will be offered.

**Bemerkung**

Registration – StudIP 1.9.-30.9.2017 / Size restriction – 30 / Prerequisites – None / Further Information – stefanie.fuchs@engsem.

DidF1
DidF2

Introduction to CLIL (Einführung in den Bilingualen Sachfachunterricht)

Seminar, SWS: 2, Max. Teilnehmer: 30
Ball, Celia

Mi wöchentl.
Kommentar 12:00 - 14:00 18.10.2017 - 31.01.2018 1502 - 613
This seminar will provide students with the basic knowledge of Content and Language Integrated Learning practiced at German schools.
Participants will gain some relevant theoretical background on the application of CLIL. Credits can be obtained by presenting a theoretical CLIL topic and preparing a sequence from a CLIL lesson.
Trainee teachers from Hannover Studienseminar are also welcome and the participation of the two groups should provide an opportunity for discussion of theoretical and practical aspects.

Bemerkung
Registration – StudIP 1.9.-30.9.2017 / Size restriction – 30 / Prerequisites – DidF1 / Further Information – cella.ball@engsem.~

DidF2

Teaching Gender in the EFL Classroom

Seminar, SWS: 2, Max. Teilnehmer: 30
Fuchs, Stefanie

Di wöchentl.
Kommentar 10:00 - 12:00 24.10.2017 - 03.02.2018 1502 - 615
Until today, institutionalized foreign language teaching and learning has marginalized binary gender relations. Especially the results of international and national educational research show that gender differences between girls and boys are of great interest again. According to various studies girls are not only more motivated but also more likely to learn a (foreign) language more easily (Schmenk 2002, Fuchs 2013, 2014). This seminar gives an introduction into the complexity of gender relations in the context of language teaching theory and practice. We will consider historical, psychological and linguistic aspects as we discuss (not only binary) gender differences in the foreign language classroom. Hereby, we mainly focus on the influence teaching and learning materials.

Bemerkung
Registration – StudIP 1.9.-30.9.2017 / Size restriction – 30 / Prerequisites – DidF1 / Further Information – stefanie.fuchs@engsem.~

DidF2

Literatur

See course page on StudIP.

Advanced Methodology (DidA)

DidA

Language Awareness Matters: Along the Way to a Language Sensitive School

Seminar, SWS: 2, Max. Teilnehmer: 40
Blell, Gabriele
The new Lower Saxony “Kerncurriculum” for the EFL classroom (discussion version of 2016) more than earlier versions puts a strong focus on teaching facets of language awareness (Sprachbewusstheit) and language learning competence (Sprachlernkompetenz). Language awareness, on the one hand, can be understood as explicit knowledge about language(s), and conscious perception and sensitivity in language learning and use (e.g. recognize, name and analyze communication problems and find possible ‘repair strategies’; recognize, describe and evaluate language manipulation strategies (critical language awareness). On the other hand, language learning competence comprises the willingness and ability to analyze and critically reflect one's own language learning and use. Learners should be able to make use of a repertoire of strategies (e.g. cognitive & metacognitive learning or social & emotional strategies). We will discuss selected topics and subsequently promote creative ways of dealing with them in a task based and learner- and activity based way.

**Teaching Speaking**

Seminar, SWS: 2, Max. Teilnehmer: 30
Fallmann, Gabriela

Being able to speak a language fluently is an important part of foreign language education. However, speaking is a complex skill to develop and, as the alarming results of the DESI study in 2006 showed, needs more attention by language teachers. In this seminar we will take a look at the theoretical background of speaking as a skill, examine various methods and activities for promoting speaking in the classroom, and develop and discuss our own teaching materials and learning tasks. At the end of the semester, we will also focus on assessing the speaking skills of learners.

**Up-and-Coming: Viewing, Analysing and Teaching Shorts**

Seminar, SWS: 2, Max. Teilnehmer: 20
Blell, Gabriele

Students enjoy watching movies and television for a variety of reasons. For one, they receive exposure to authentic language in a non-threatening setting. Secondly, movies and videos provide common ground for students of any cultural background. From the teaching perspective, film as a text-genre has been fully accepted for the EFL classroom in Lower Saxony since 2003.
This course is designed to help you to teach especially short (fictional and non-fictional) films: documentaries, docufictions, mockumentaries, docudramas etc. One of the objectives of the course will be to critically analyse and understand the purpose for the use of basic film/video techniques and methods for teaching them to students. The seminar will be embedded within the 14th Up-and-Coming International Film Festival in Hannover (23.-26.11.2017) [http://www.up-and-coming.de] which is designed to be a national and international competition for young film makers (up to 27) every two years. During the seminar we will analyze the winning films of the 2015 festival and will have the opportunity to view all selected 2017 films along with the jury for the first time. Participants of the seminar are expected to analyse critically one international film of interest from the competition and write a review of it. Further- more, participants will have the chance to discuss with some film makers.

For technical reasons, the class will be organized as a ‘Blockseminar’. Participants of the seminar are expected to be available at these times.

**Attendance is compulsory!**

**Bemerkung**

Registration – StudIP 1.9.-30.9.2017 / Size restriction – 20 / Prerequisites – DidF / Further Information – gabriele.blell@engsem.~

**Literatur**

**Literature** – See course page on StudIP.

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**Working with Students’ Concepts in the EFL Classroom**

**Seminar, SWS: 2, Max. Teilnehmer: 20**

Fuchs, Stefanie

Mo wöchentl. 16:00 - 18:00 16.10.2017 - 03.02.2018 1502 - 615

**Kommentar**

Student A: “What is English grammar?” – Student B: “What is past simple?” – Student C: “Teacher, can you explain the difference between possessive and personal pronouns again?” – Student D: “I don’t understand a word of Student C’s question!!!” – Teacher: “How can I include my students’ individual knowledge and skills in my lesson plans?”

Students’ concepts about English as a foreign language has not been a topic in research so far, but it is highly favored in other subjects, especially in natural sciences (Kattmann et al. 1997), such as Biology (Dannemann 2015), Geography, and Physics. In this seminar, we will discuss language learning and teaching theories and explore students’ concepts about English as a language system and English as a foreign culture (e.g. Dahnken 2005). For this, we establish questionnaires (and other diagnostic instruments) to interview students, implement their concepts, and prepare lessons. Cooperation with schools is planned; however, organizational conditions in schools might change our syllabus. Therefore, it is not guaranteed that we can apply all our material (e.g. questionnaires, lesson plans) at school. In this case, we will present and discuss the plans in our seminar group.

**Bemerkung**

Registration – StudIP 1.9.-30.9.2017 / Size restriction – 20 / Prerequisites – DidF / Further Information – stefanie.fuchs@engsem.~

**Literatur**


See course page on StudIP.

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**DidPA**

**Fachpraktikum Englisch: KGS Sehnde (unbetreut)**

WiSe 2017/18
Englisches Seminar

Fachpraktikum, SWS: 2, Max. Teilnehmer: 5
Bierwirth, Annika

Mo 16.10.2017 - 03.02.2018

Kommentar

In der Regel wählen und organisieren Studierende ihre Fachpraktikumsplätze und Mentor/innen selbst.


Bei dem hiesigen Angebot handelt es sich um ein unbetreutes Blockpraktikum.

Bitte beachten Sie: Die Zeiten werden frühestens im Oktober 2017 bekannt gegeben, da die Schule die Praktikumsplätze mit anderen Studierenden und Universitäten erst koordinieren muss.

Das Blockpraktikum findet zu Beginn des 2. Schulhalbjahres 2017/18 an Schulen in Sehnde statt.

Termine werden rechtzeitig bekannt gegeben.

Die Teilnahme ist auf 5 Plätze limitiert.

Die Plätze werden in der Reihenfolge der Anmeldung vergeben.

Die Anmeldung ist verbindlich und erfolgt bei den Dozentinnen.

Bemerkung

Registration – StudIP 1.9.-30.9.2017 / Size restriction - 5 / Prerequisites - DidPA /
Further Information - annika.bierwirth@engsem.~

Literatur


Fachpraktikum Englisch: Leonore-Goldschmidt-Schule (IGS Hannover-Mühlenberg)

Fachpraktikum, SWS: 2, Max. Teilnehmer: 3
Fuchs, Stefanie

Mo 16.10.2017 - 03.02.2018

Kommentar

In der Regel wählen und organisieren Studierende ihre Fachpraktikumsplätze und Mentor/innen selbst.


Bei dem hiesigen Angebot handelt es sich um ein betreutes Blockpraktikum (Dr. Stefanie Fuchs).

Bitte beachten Sie: Die Zeiten werden frühestens im Oktober 2017 bekannt gegeben, da die Schule die Praktikumsplätze mit anderen Studierenden und Universitäten erst koordinieren muss.


Zu der 5-wöchigen Zeit (inklusive Hospitation) an der Schule gibt es ein Vor- und ein Nachbereitungsseminar (jeweils 2 SWS). Auch hier werden die Zeiten erst im kommenden Semester festgelegt.

Die Teilnahme ist auf 3 Plätze limitiert.

Die Plätze werden in der Reihenfolge der Anmeldung vergeben.

Die Anmeldung ist verbindlich und erfolgt bei den Dozentinnen.

Bemerkung

Registration – StudIP 1.9.-30.9.2017 / Size restriction - 3 / Prerequisites - DidPA /
Further Information – stefanie.fuchs@engsem.~
### Fachpraktikum Englisch: Marie-Curie-Schule Ronnenberg (unbetreut)

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<th>Fachpraktikum, SWS: 2, Max. Teilnehmer: 3</th>
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<td>Fuchs, Stefanie</td>
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**Bemerkung**

- Registration – StudIP 1.9.-30.9.2017 / Size restriction - 3 / Prerequisites - DidPA /
- Further Information – stefanie.fuchs@engsem.~

- DidFP / DidPA

**Literatur**


### Planung und Analyse von Englischunterricht

<table>
<thead>
<tr>
<th>Seminar, SWS: 2, Max. Teilnehmer: 25</th>
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<tr>
<td>Bierwirth, Annika</td>
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<th>wöchentl. 12:00 - 14:00 20.10.2017 - 02.02.2018 1502 - 703</th>
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**Bemerkung**

- Registration – StudIP 1.9.-30.9.2017 / Size restriction – 25 / Prerequisites – DidF /
- Further Information – annika.bierwirth@engsem.~

- DidPA

**Literatur**


WiSe 2017/18
### Planung und Analyse von Englischunterricht

**Seminar, SWS: 2, Max. Teilnehmer: 25**  
Blell, Gabriele

<table>
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<th>Do wöchentl.</th>
<th>10:00 - 12:00</th>
<th>19.10.2017 - 02.02.2018</th>
<th>1502 - 615</th>
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<tr>
<td>Kommentar</td>
<td>Dieses Seminar ist obligatorisch für alle Lehramtsstudierenden.</td>
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<td>Im M.Ed. ist diese Veranstaltung Teil des Moduls Fachpraktikum Englisch.</td>
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<td>Bemerkung</td>
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<td>Registration</td>
<td>– StudIP 1.9.-30.9.2017 / Size restriction – 25 / Prerequisites – DidF / Further Information – gabriele.blell@engsem.~</td>
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### Planung und Analyse von Englischunterricht

**Seminar, SWS: 2, Max. Teilnehmer: 25**  
Woltin, Alexander

<table>
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<th>Do wöchentl.</th>
<th>16:00 - 18:00</th>
<th>19.10.2017 - 02.02.2018</th>
<th>1502 - 615</th>
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### Masterstudiengang Advanced Anglophone Studies

**Theory and Method (AAS1)**  
**Gender, Queerness and Activism**

**Seminar, SWS: 2**  
Oldehus, Anna-Lena

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<tr>
<th>Di wöchentl.</th>
<th>12:00 - 14:00</th>
<th>17.10.2017 - 03.02.2018</th>
<th>1502 - 615</th>
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WiSe 2017/18
In this class we will look at conceptions, representations and practices of gender identity, sexuality, and queerness in literature, mass media and political activism in a contemporary (US-American) context. On the basis of major theories in the field of gender and queer studies, we will engage with texts and films and look at their relation to e.g. political activism, gay prides, bodies and fiction.

This class is part of the Studienschwerpunkt Gender Studies

Registration – Stud.IP 1.9.-30.9.2017 /Prerequisites – none / Further Information – anna-lena.oldehus@engsem.~

Maximale TeilnehmerInnenzahl: 35

Literatur


We all seem to experience time in a fundamental and direct way. Yet once we begin to reflect on what time really is, it is easy to feel as puzzled as St Augustine was, who wrote: "If no one asks me, I know what [time] is. If I wish to explain it to him who asks me, I do not know." In this course we will investigate several philosophical problems concerning time, ask how modern science might affect our answers to some of them, and examine how these problems are enacted in fiction. As is the case with most philosophical problems, we will probably not think at the end of the semester that we have found conclusive answers to our puzzles. But hopefully we will have learned to think more deeply and probingly about one of the core features of human experience.

This course is co-taught by a philosopher and an Americanist, and its goal is to acquaint students of philosophy and students of literature with methods and approaches of the respective fields. By pairing philosophical readings with literary texts, we will aim to understand how philosophical and literary approaches to a problem differ and how the different modes of thought can complement and inform one another. Finally, we will examine to what extent scientific results can influence or perhaps even settle philosophical disputes.

This course is not an easy course: you will be asked to grapple with some difficult to understand texts from the history of philosophy, which exhibit modes of thinking somewhat foreign to our own; we will try to understand, albeit in a non-matematical fashion, the basics of one of the great achievements of twentieth century physics – the theory of relativity; and we will engage with complex literary and non-literary narratives. Hopefully, however, the challenge of engaging with puzzles concerning time through such a variety of different lenses will also prove to be intellectually rewarding for you. The main thing that you will have to bring to this course to benefit from it, is a deep intellectual curiosity.

Maximale TeilnehmerInnenzahl: 20 aus dem Englischen Seminar.

Literature – please purchase and read Kurt Vonnegut, Slaughterhouse 5 (Bantam-Dell, ISBN 978-0440180296) before the beginning of the semester. Additional literature will be announced on StudIP as the semester approaches.
Di wöchentl. 16:00 - 18:00 17.10.2017 - 03.02.2018 1502 - 615

Kommentar
This lecture series consists of lectures held by leading scholars and activists, alternating in a two-week interval with seminar sessions discussing this material. We will cover pivotal themes, concepts and topics of gender studies, queer studies and activism.

Among the invited and confirmed guests are Dr. Antke Engel (Institute for Queer Theory), Prof. Sandra Günter (LUH), and Prof. Paula-Irene Villa (LMU).

Students aiming at acquiring a Studienleistung will have to attend the lectures and seminar sessions, the lectures are open for all interested students.

Bemerkung
AAS1/AAS9

Registration – Stud.IP 1.9.-30.09.2017 / Prerequisites – none / Further Information – anna-lena.oldehus@engsem.

Maximale TeilnehmerInnenzahl (Seminar): 35.

Theories and Methods of Literary Studies

Seminar
Gohrisch, Jana

Mi wöchentl. 10:00 - 12:00 18.10.2017 - 03.02.2018 1502 - 609

Kommentar
This seminar introduces students to the major theoretical approaches to literature and culture from the twentieth century, such as Formalism, Structuralism and New Criticism, Reader-Response Theory, Psychoanalytic Criticism, Marxism, Poststructuralism and Deconstruction, Feminism and Gender Studies, Postcolonial Theory as well as New Historicism and Cultural Materialism. Familiarity with these approaches is essential to successfully write term papers, bachelor’s and master’s theses.

As a preparation for each class you will have to read up on the central ideas of these respective approaches studying selected theoretical texts by some of their key representatives as well as secondary material by Peter Barry. Relying on the analytical categories from the AmerBritF1 Introduction and the (literary) historical knowledge from the BritF2 Survey we will apply the theories to Charlotte Brontë’s novel *Jane Eyre* (1847) in order to practise their terminologies and show how each of them produces a new interpretation of the text.

Bemerkung
BritA / AAS1

Reader – copy shop Stork (Körnerstraße) from 01 Oct and Stud.IP / Registration – Stud.IP 01.-30.09.2017 / Prerequisites – AmerBritF1, BritF2, BritF3 for FüBA students, none for others / Further Information – jana.gohrisch@engsem.

Litater
Required Reading


Please buy your own copies of Brontë’s novel and of Peter Barry’s *Beginning Theory*. The theoretical texts covered in the seminar will be available in a reader from Copyshop Stork (Körnerstraße 3) and on Stud.IP. **It is absolutely necessary to read Brontë’s novel before the course begins.**

Epochs and Phenomena in Anglophone Literatures and Cultures (AAS2)
Authorship Performance and Media Authorship

Seminar, SWS: 2
Soller, Bettina
Englisches Seminar

Do wöchentl. 14:00 - 16:00 19.10.2017 - 03.02.2018 1502 - 609

Kommentar
In literary studies, the concept of the author as a theoretical construct is often reduced to a reference that limits or organizes the readers’ or researchers’ choice of possible meanings. In recent decades, literary studies as well as cultural and media studies have increasingly broadened the perspectives on authorship and investigated the connections between the empirical situations of writing and the production of narrative texts, historical ideas and models of authorship, and the performance and construction of authorship inside and outside of texts. In this class, we will examine several case studies from different media contexts like literature, theater, TV and film through the lens of authorship as cultural performance and media authorship. For example, we will think about the performances and constructions of literary authorship in Paul Auster’s City of Glass and in the context of fan fiction authors who transitioned to the book market like Fifty Shades of Grey’s E.L. James. Another case study will be concerned with authorial performances in the context of transmedia storytelling, e.g. The Walking Dead and Game of Thrones, and the concept of the ‘fanboy auteur’ established by Suzanne Scott.

Bemerkung
AmerA/AAS2/AAS4

Registration – Stud.IP 01.09.-30.09.2017 / Prerequisites – Foundations Literature and Culture, Intermediate Literature and Culture / Further information - bettina.soller@engsem.~

Maximale TeilnehmerInnenzahl: 35

Literatur
Literature – will be announced in class.

Colonial Encounters in Contemporary Australian Fiction

Seminar, SWS: 2
Grünkemeier, Ellen

Di wöchentl. 14:00 - 16:00 17.10.2017 - 03.02.2018 1502 - 613

Kommentar
This seminar focuses on representations of colonial encounters between indigenous and non-indigenous Australians in colonial non-fiction and postcolonial fiction. We will explore the complex race and power relations between Aboriginal Peoples and British settlers from the early days of colonisation to the present day. Our historical survey of the British settler and penal colony will begin with a critical discussion of central terms such ‘terra nullis’ and ‘Down under’ and of selected documents, esp. the accounts of William Dampier’s and James Cook’s voyages in the Pacific in the 17th and 18th centuries. Turning to the core reading programme of this seminar, we will then analyse the postcolonial historical novels The Secret River (2005) by Kate Grenville and David Malouf’s Remembering Babylon (1993) as well as excerpts from Mudrooroo/ Colin Johnson’s Dr Wooreddy’s Prescription of Enduring the Ending of the World (1983), which depicts the British colonisation – or rather invasion – of Tasmania from an Aboriginal perspective. Throughout the seminar we will engage in close readings (based on the analytical categories from the ‘Introduction to Literary Studies’) and put to practice the theoretical concepts of Structuralism, Gender Studies and Postcolonial Criticism.

Bemerkung
Registration – Stud.IP 01.09.-30.09.2017 / Prerequisites – BritF2, BritF3 for FüBA students, none for others / Further Information – ellen.gruenkemeier@engsem.~

Literatur
Required Reading

Please read Kate Grenville’s The Secret River before the course begins. The other texts will be provided in a reader available on Stud.IP and from Copyshop Stork (Körnerstraße 3).

Reader – Stud.IP and copy shop Stork (Körnerstraße 3) from 10 Oct

Gender, Queerness and Activism

WiSe 2017/18
In this class we will look at conceptions, representations and practices of gender identity, sexuality, and queerness in literature, mass media and political activism in a contemporary (US-American) context. On the basis of major theories in the field of gender and queer studies, we will engage with texts and films and look at their relation to e.g. political activism, gay prides, bodies and fiction.

This class is part of the Studienschwerpunkt Gender Studies

Registration – Stud.IP 1.9.-30.09.2017 /Prerequisites – none / Further Information – anna-lena.oldehus@engsem.

Maximale TeilnehmerInnenzahl: 35


We all seem to experience time in a fundamental and direct way. Yet once we begin to reflect on what time really is, it is easy to feel as puzzled as St Augustine was, who wrote: "If no one asks me, I know what [time] is. If I wish to explain it to him who asks me, I do not know." In this course we will investigate several philosophical problems concerning time, ask how modern science might affect our answers to some of them, and examine how these problems are enacted in fiction. As is the case with most philosophical problems, we will probably not think at the end of the semester that we have found conclusive answers to our puzzles. But hopefully we will have learned to think more deeply and probingly about one of the core features of human experience.

This course is not an easy course: you will be asked to grapple with some difficult to understand texts from the history of philosophy, which exhibit modes of thinking somewhat foreign to our own; we will try to understand, albeit in a non-mathematical fashion, the basics of one of the great achievements of twentieth century physics – the theory of relativity; and we will engage with complex literary and non-literary narratives. Hopefully, however, the challenge of engaging with puzzles concerning time through such a variety of different lenses will also prove to be intellectually rewarding for you. The main thing that you will have to bring to this course to benefit from it, is a deep intellectual curiosity.

Maximale TeilnehmerInnenzahl: 20 aus dem Englischen Seminar.

Literature – please purchase and read Kurt Vonnegut, Slaughterhouse 5 (Bantam-Dell, ISBN 978-0440180296) before the beginning of the semester. Additional literature will be announced on StudIP as the semester approaches.
**Englisches Seminar**

**Seminar, SWS: 2**
**Gohrisch, Jana**

**Di wöchentl. 16:00 - 18:00 17.10.2017 - 03.02.2018  1502 - 703**

**Kommentar**
This seminar combines linguistics and literary studies to help students refine their skills in both fields. Whereas the linguistic side will stress the recent paradigm shift towards a sociopragmatic and cognitive model of language, the literary side will apply these models and their concepts to literary texts. We will read chapters from a recent interdisciplinary textbook that combines a generic approach with attention to particular tropes such as irony, metaphor and metonymy as well as issues such as intertextuality and heteroglossia. We will use the texts commented upon in the textbook and add poems, excerpts from plays and novels and film clips to enable students to practice an interdisciplinary method by themselves.

**Bemerkung**
BritA / AAS2, AAS3, AAS4

*Reader –* copy shop Stork (Körnerstraße 3) from 10 Oct and Stud.IP / *Registration –* Stud.IP 01.09.-30.09.2017 / *Prerequisites –* AmerBritF1, BritF2, BritF3 for FüBA students, none for others / *Further Information –* jana.gohrisch@engsem.~

**Literatur**
Required Reading and Purchase
Further material will be provided in a reader available on Stud.IP and from Copyshop Stork (Körnerstraße 3).

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**Narratives of Migration**

**Seminar, SWS: 2**
**Pardey, Hannah**

**Do wöchentl. 12:00 - 14:00 19.10.2017 - 03.02.2018  1502 - 613**

**Kommentar**
Migrations have always formed part of human civilisation. In particular, the advent of European colonialism caused the forcible movement of peoples from their homelands into new regions. Decolonisation, on the other hand, resulted in large-scale migrations of peoples from former colonies to European metropolitan centres. Since the mid-1980s, the term 'globalisation' is almost excessively applied to describe the movements of peoples in a supposedly borderless world. This course will explore various narrative texts that negotiate migration at different historical moments. The reading programme for this course will comprise excerpts from Equiano's Interesting Narrative (1789), poems by the Jamaican Claude McKay and the Nigerian Wole Soyinka as well as short stories by Sharon Dodua Otoo and Irenosen Okojie. The course will conclude with a critical discussion of Meera Syal's novel Life Isn't All Ha Ha Hee Hee (1999).

**Bemerkung**
BritA / AAS3, AAS5 / Atlantic Studies

Registration – Stud.IP 1.9.2017 - 30.9.2017/ Prerequisites – BritF3 for FüBA students, none for others/ Further Information – hannah.pardey@engsem.~

**Literatur**
Required Reading – Please buy Meera Syal's novel and read it prior to class. All other texts covered in the seminar will be provided in a reader available from Copyshop Stork (Körnerstraße 3) or on StudIP.

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**Concepts of Race, Class, and Gender (AAS3)**
**Colonial Encounters in Contemporary Australian Fiction**

**Seminar, SWS: 2**
**Grünkemeier, Ellen**

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Englisches Seminar

This seminar focuses on representations of colonial encounters between indigenous and non-indigenous Australians in colonial non-fiction and postcolonial fiction. We will explore the complex race and power relations between Aboriginal Peoples and British settlers from the early days of colonisation to the present day. Our historical survey of the British settler and penal colony will begin with a critical discussion of central terms such 'terra nullis' and 'Down under' and of selected documents, esp. the accounts of William Dampier’s and James Cook’s voyages in the Pacific in the 17th and 18th centuries. Turning to the core reading programme of this seminar, we will then analyse the postcolonial historical novels The Secret River (2005) by Kate Grenville and David Malouf’s Remembering Babylon (1993) as well as excerpts from Mudrooroo/ Colin Johnson’s Dr Wooreddy’s Prescription of Enduring the Ending of the World (1983), which depicts the British colonisation – or rather invasion – of Tasmania from an Aboriginal perspective. Throughout the seminar we will engage in close readings (based on the analytical categories from the ‘Introduction to Literary Studies’) and put to practice the theoretical concepts of Structuralism, Gender Studies and Postcolonial Criticism.

Bemerkung

Registration – Stud.IP 01.09.-30.09.2017 / Prerequisites – BritF2, BritF3 for FüBA students, none for others / Further Information – ellen.gruenkemeier@engsem.~

Literatur

Required Reading


Please read Kate Grenville’s The Secret River before the course begins. The other texts will be provided in a reader available on Stud.IP and from Copyshop Stork (Körnerstraße 3).

Reader – Stud.IP and copy shop Stork (Körnerstraße 3) from 10 Oct

Gender, Queerness and Activism

Seminar, SWS: 2
Oldehus, Anna-Lena

In this class we will look at conceptions, representations and practices of gender identity, sexuality, and queerness in literature, mass media and political activism in a contemporary (US-American) context. On the basis of major theories in the field of gender and queer studies, we will engage with texts and films and look at their relation to e.g. political activism, gay prides, bodies and fiction.

Bemerkung

This class is part of the Studienschwerpunkt Gender Studies

Registration – Stud.IP 1.9.-30.09.2017 / Prerequisites – none / Further Information – anna-lena.oldehus@engsem.~

Literatur


Literary Analysis and Linguistics

Seminar, SWS: 2
Gohrisch, Jana

This seminar combines linguistics and literary studies to help students refine their skills in both fields. Whereas the linguistic side will stress the recent paradigm shift towards a sociopragmatic and cognitive model of language, the literary side will apply these models and their concepts to literary texts. We will read chapters from a recent
interdisciplinary textbook that combines a generic approach with attention to particular tropes such as irony, metaphor and metonymy as well as issues such as intertextuality and heteroglossia. We will use the texts commented upon in the textbook and add poems, excerpts from plays and novels and film clips to enable students to practice an interdisciplinary method by themselves.

Bemerkung
BritA / AAS2, AAS3, AAS4

Reader – copy shop Stork (Körnerstraße 3) from 10 Oct and Stud.IP / Registration
- Stud.IP 01.09.-30.09.2017 / Prerequisites – AmerBritF1, BritF2, BritF3 for FüBA students, none for others / Further Information – jana.gohrisch@engsem.~

Literatur
Required Reading and Purchase
Further material will be provided in a reader available on Stud.IP and from Copyshop Stork (Körnerstraße 3).

Narratives of Migration

Seminar, SWS: 2
Pardey, Hannah

Do wöchentl. 12:00 - 14:00 19.10.2017 - 03.02.2018 1502 - 613

Kommentar
Migrations have always formed part of human civilisation. In particular, the advent of European colonialism caused the forcible movement of peoples from their homelands into new regions. Decolonisation, on the other hand, resulted in large-scale migrations of peoples from former colonies to European metropolitan centres. Since the mid-1980s, the term 'globalisation' is almost excessively applied to describe the movements of peoples in a supposedly borderless world. This course will explore various narrative texts that negotiate migration at different historical moments. The reading programme for this course will comprise excerpts from Equiano's Interesting Narrative (1789), poems by the Jamaican Claude McKay and the Nigerian Wole Soyinka as well as short stories by Sharon Dodua Otoo and Irenosen Okojie. The course will conclude with a critical discussion of Meera Syal's novel Life Isn't All Ha Ha Hee Hee (1999).

Bemerkung
BritA / AAS3, AAS5 / Atlantic Studies

Registration – Stud.IP 1.9.2017 - 30.9.2017/ Prerequisites – BritF3 for FüBA students, none for others/ Further Information – hannah.pardey@engsem.~

Literatur
Required Reading – Please buy Meera Syal's novel and read it prior to class. All other texts covered in the seminar will be provided in a reader available from Copyshop Stork (Körnerstraße 3) or on StudIP.

Media, Cultural Communication and Popular Culture (AAS4)
Authorship Performance and Media Authorship

Seminar, SWS: 2
Soller, Bettina

Do wöchentl. 14:00 - 16:00 19.10.2017 - 03.02.2018 1502 - 609

Kommentar
In literary studies, the concept of the author as a theoretical construct is often reduced to a reference that limits or organizes the readers’ or researchers’ choice of possible meanings. In recent decades, literary studies as well as cultural and media studies have increasingly broadened the perspectives on authorship and investigated the connections between the empirical situations of writing and the production of narrative texts, historical ideas and models of authorship, and the performance and construction of authorship inside and outside of texts. In this class, we will examine several case studies from different media contexts like literature, theater, TV and film through the lens of authorship.
as cultural performance and media authorship. For example, we will think about the performances and constructions of literary authorship in Paul Auster’s *City of Glass* and in the context of fan fiction authors who transitioned to the book market like *Fifty Shades of Grey*’s E.L. James. Another case study will be concerned with authorial performances in the context of transmedia storytelling, e.g., *The Walking Dead* and *Game of Thrones*, and the concept of the ‘fanboy auteur’ established by Suzanne Scott.

**Bemerkung**

*Englisches Seminar*

*Registration* – Stud.IP 01.09.-30.09.2017 / *Prerequisites* – Foundations Literature and Culture, Intermediate Literature and Culture / Further information - bettina.soller@engsem.~

Maximale TeilnehmerInnenzahl: 35

Literatur

Literatur – will be announced in class.

**Literary Analysis and Linguistics**

**Seminar, SWS: 2**

Gohrisch, Jana

Di wöchentl. 16:00 - 18:00 17.10.2017 - 03.02.2018 1502 - 703

**Kommentar**

This seminar combines linguistics and literary studies to help students refine their skills in both fields. Whereas the linguistic side will stress the recent paradigm shift towards a sociopragmatic and cognitive model of language, the literary side will apply these models and their concepts to literary texts. We will read chapters from a recent interdisciplinary textbook that combines a generic approach with attention to particular tropes such as irony, metaphor and metonymy as well as issues such as intertextuality and heteroglossia. We will use the texts commented upon in the textbook and add poems, excerpts from plays and novels and film clips to enable students to practice an interdisciplinary method by themselves.

**Bemerkung**

*BritA / AAS2, AAS3, AAS4*

*Reader* – copy shop Stork (Körnerstraße 3) from 10 Oct and Stud.IP / *Registration* – Stud.IP 01.09.-30.09.2017 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FüBA students, none for others / *Further Information* – jana.gohrisch@engsem.~

Literatur


Further material will be provided in a reader available on Stud.IP and from Copyshop Stork (Körnerstraße 3).

**New English Literatures and Cultures (AAS5)**

**Colonial Encounters in Contemporary Australian Fiction**

**Seminar, SWS: 2**

Grünkemeier, Ellen

Di wöchentl. 14:00 - 16:00 17.10.2017 - 03.02.2018 1502 - 613

**Kommentar**

This seminar focuses on representations of colonial encounters between indigenous and non-indigenous Australians in colonial non-fiction and postcolonial fiction. We will explore the complex race and power relations between Aboriginal Peoples and British settlers from the early days of colonisation to the present day. Our historical survey of the British settler and penal colony will begin with a critical discussion of central terms such ‘terra nullis’ and ‘Down under’ and of selected documents, esp. the accounts of William Dampier’s and James Cook’s voyages in the Pacific in the 17th and 18th centuries. Turning to the core reading programme of this seminar, we will then analyse the postcolonial historical novels *The Secret River* (2005) by Kate Grenville and David
Englisches Seminar

Malouf’s *Remembering Babylon* (1993) as well as excerpts from Mudrooroo/ Colin Johnson’s *Dr Wooreddy’s Prescription of Enduring the Ending of the World* (1983), which depicts the British colonisation – or rather invasion – of Tasmania from an Aboriginal perspective. Throughout the seminar we will engage in close readings (based on the analytical categories from the 'Introduction to Literary Studies') and put to practice the theoretical concepts of Structuralism, Gender Studies and Postcolonial Criticism. Registration – Stud.IP 01.09.-30.09.2017 / Prerequisites – BritF2, BritF3 for FüBA students, none for others / Further Information – ellen.gruenkemeier@engsem.

Bemerkung

Required Reading


Please read Kate Grenville’s *The Secret River* before the course begins. The other texts will be provided in a reader available on Stud.IP and from Copyshop Stork (Körnerstraße 3).

Reader – Stud.IP and copy shop Stork (Körnerstraße 3) from 10 Oct

Narratives of Migration

Seminar, SWS: 2
Pardey, Hannah

Do wöchentl. 12:00 - 14:00 19.10.2017 - 03.02.2018 1502 - 613

Migrations have always formed part of human civilisation. In particular, the advent of European colonialism caused the forcible movement of peoples from their homelands into new regions. Decolonisation, on the other hand, resulted in large-scale migrations of peoples from former colonies to European metropolitan centres. Since the mid-1980s, the term ‘globalisation’ is almost excessively applied to describe the movements of peoples in a supposedly borderless world. This course will explore various narrative texts that negotiate migration at different historical moments. The reading programme for this course will comprise excerpts from Equiano’s *Interesting Narrative* (1789), poems by the Jamaican Claude McKay and the Nigerian Wole Soyinka as well as short stories by Sharon Dodua Otoo and Irenosen Okojie. The course will conclude with a critical discussion of Meera Syal's novel *Life Isn't All Ha Ha Hee Hee* (1999).

Bemerkung

BritA / AAS3, AAS5 / Atlantic Studies

Registration – Stud.IP 1.9.2017 - 30.9.2017/ Prerequisites – BritF3 for FüBA students, none for others/ Further Information – hannah.pardey@engsem.

Literatur

Required Reading – Please buy Meera Syal's novel and read it prior to class. All other texts covered in the seminar will be provided in a reader available from Copyshop Stork (Körnerstraße 3) or on StudIP.

Independent Studies (AAS6)

AAS6

Seminar, SWS: 2
Fagan, Abigail

Do wöchentl. 10:00 - 12:00 19.10.2017 - 03.02.2018 1502 - 609

This course is devoted to the organization of a day-long conference on the topic of Islamic feminisms in the US-American context. Students in this course will collaboratively create and discuss a short foundational reading list of Islamic feminist texts complemented by the praxis of organizing and conducting an academic event informed by our readings. Participation in the Ringvorlesung Gender, Queerness, and Activism in Contemporary Contexts is recommended.

Bemerkung

AAS6
Englisches Seminar

**Professional Skills (AAS8)**

**Literarisches Kolloquium: NACH DRUCK, VOR DRUCK, UNTER DRUCK**

Seminar, SWS: 2
Meyer-Kovac, Jens | Milsch, Charlotte

Mi wöchentl. 16:00 - 18:00 25.10.2017 - 03.02.2018 1502 - 703

Kommentar

Bemerkung
Teilnehmerzahl: 30.

**Praxisseminar KULTURVERANSTALTUNGEN**

Seminar, SWS: 2
Meyer-Kovac, Jens | Milsch, Charlotte

Mi wöchentl. 14:00 - 16:00 25.10.2017 - 03.02.2018 1502 - 703

Kommentar

Bemerkung
Teilnehmerzahl: 30.

**Electives (AAS9)**

**Lecture Series: Gender, Queerness and Activism**

Seminar, SWS: 2
Oldehus, Anna-Lena

Di wöchentl. 16:00 - 18:00 17.10.2017 - 03.02.2018 1502 - 615

Kommentar
This lecture series consists of lectures held by leading scholars and activists, alternating in a two-week interval with seminar sessions discussing this material. We will cover pivotal themes, concepts and topics of gender studies, queer studies and activism.
Among the invited and confirmed guests are Dr. Antke Engel (Institute for Queer Theory), Prof. Sandra Günter (LUH), and Prof. Paula-Irene Villa (LMU).

Students aiming at acquiring a Studienleistung will have to attend the lectures and seminar sessions, the lectures are open for all interested students.

**Bemerkung**

*Registration* — Stud.IP 1.9.-30.09.2017 /Prerequisites — none / Further Information — anna-lena.oldehus@engsem.

Maximale TeilnehmerInnenzahl (Seminar): 35.

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**Literarisches Kolloquium: NACH DRUCK, VOR DRUCK, UNTER DRUCK**

**Seminar, SWS: 2**
Meyer-Kovac, Jens|  Milsch, Charlotte

Mi  wöchentl. 16:00 - 18:00 25.10.2017 - 03.02.2018 1502 - 703

**Kommentar**


**Bemerkung**

Teilnehmerzahl: 30.

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**Praxisseminar KULTURVERANSTALTUNGEN**

**Seminar, SWS: 2**
Meyer-Kovac, Jens|  Milsch, Charlotte

Mi  wöchentl. 14:00 - 16:00 25.10.2017 - 03.02.2018 1502 - 703

**Kommentar**


**Bemerkung**

Teilnehmerzahl: 30.

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**Research and Internship (AAS10)**

**MA-Thesis**

**Kolloquium**

Kolloquium, SWS: 2
In this class we will discuss current theses and projects in American Studies (bachelor or master programs).

Further Information – ruth.mayer@engsem.~

In this colloquium we will discuss current research in American Studies (invitation only).

Das auf die gesamte Vorlesungszeit angelegte und 14-tägig stattfindende Kolloquium richtet sich an alle Studierenden, die kurz vor ihrem Studienabschluss im Bachelor oder Master (Lehramt Gymnasien und Fachmaster) stehen. Besonders ausführlich besprechen wir die Anfertigung der Abschlussarbeit (Themenfindung, Recherche, Arbeits- und Schreibtechniken) und üben, eine Forschungsfrage zu entwickeln bzw. eine zentrale These zu formulieren. Bei Bedarf wiederholen wir die literaturwissenschaftlichen Analysekategorien sowie theoretische Konzepte und Denkansätze der Literatur- und Kulturwissenschaft.

Die Handreichungen und Exzerpte finden sich auf der Website des Englischen Seminars unter dem Lehrgebiet A sowie (speziell für diesen Kurs) auf Stud.IP.

Reader – Stud.IP / Registration – Stud.IP 01.-30.09.2017 / Prerequisites – almost completed Bachelor’s or Master’s programme / Further Information – jana.gohrisch@engsem.~


Das Angebot für den Masterstudiengang "Deutsche und Englische Linguistik / German and English Linguistics (ehemals Funktionale und Angewandte Linguistik / Functional and Applied Linguistics)

finden Sie im Vorlesungsverzeichnis der Philosophischen Fakultät unter "Interdisziplinäre Masterstudiengänge".