Englisches Seminar

Fächerübergreifender Bachelor Englisch

**Foundations of Linguistics 1**

**Introduction to Linguistics I**
Seminar, SWS: 2  
Shahrokny-Prehn, Arian  
Mo, wöchentl., 08:00 - 10:00, 12.04.2010 - 17.07.2010, 1502 - 003 II 003

**Kommentar**
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: phonetics and phonology, morphology, syntax, semantics and pragmatics. Areas such as sociolinguistics, varieties of English, first and second language acquisition, comparative linguistics English/German, historical linguistics, corpus linguistics, language universals and language typology will be tackled in the following semester.

For further information please contact me at: arian.shahrokny@engsem.uni-hannover.de

**Bemerkung**
LingF1

**Introduction to Linguistics II**
Seminar, SWS: 2  
Höche, Silke  
Do, wöchentl., 16:00 - 18:00, 08.04.2010 - 17.07.2010, 1502 - 003 II 003

**Kommentar**
This course is a sequel to **Introduction to Linguistics I** and will cover areas such as sociolinguistics, varieties of English, first and second language acquisition, historical linguistics, corpus linguistics, speech acts and conversation.

**Literatur**
Texts that we will discuss in class will be made available in a reader at the beginning of the seminar. Further secondary literature will be made available on a reserve shelf in the library.

**Bemerkung**
LingF2

**Introduction to Linguistics II**
Seminar, SWS: 2  
Schulze, Rainer  
Mo, wöchentl., 14:00 - 16:00, 12.04.2010 - 17.07.2010, 1502 - 003 II 003

**Kommentar**
This course is a sequel to **Introduction to Linguistics I** and will cover areas such as sociolinguistics, varieties of English, first and second language acquisition, historical linguistics, corpus linguistics, speech acts and conversation.

Texts that we will discuss in class will be made available in a reader at the beginning of the seminar. Further secondary literature will be made available on a reserve shelf in the library.

**Bemerkung**
LingF2
Introduction to Linguistics II
Seminar, SWS: 2
Altendorf, Ulrike
Fr, wöchentl., 08:00 - 10:00, 09.04.2010 - 17.07.2010, 1502 - 003 II 003 , Dr. Altendorf, Ulrike
Kommentar
This course is a sequel to Introduction to Linguistics I and will cover areas such as sociolinguistics, varieties of English, first and second language acquisition, historical linguistics, corpus linguistics, speech acts and conversation.
Texts that we will discuss in class will be made available in a reader at the beginning of the seminar. Further secondary literature will be made available on a reserve shelf in the library.
Please register for this class on StudIP, and check there for updates and additional information as the semester approaches.

Bemerkung LingF2

Foundations of Linguistics 2
English Accents and Dialects
Seminar, SWS: 2
Altendorf, Ulrike
Fr, wöchentl., 14:00 - 16:00, 09.04.2010 - 17.07.2010, 1502 - 615 II 615
Kommentar
According to Trudgill's estimates, only 3% to 5% of speakers of British English are speakers of the standard accent RP; 15% to 20% speak Standard English. Speakers of British English are therefore more likely than not to display features of English non-standard accents and dialects. This course will take a closer look at the major non-standard social and regional varieties of English, their linguistic characteristics and social evaluation. It will also explore the standard accent RP, its relationship with non-standard accents and its recent and current evolution in both linguistic and social terms.
Please register for this class on StudIP, and check there for updates and additional information as the semester approaches.

Bemerkung LingF4
English Sentences
Vorlesung, SWS: 2
Schulze, Rainer
Di, wöchentl., 16:00 - 18:00, 06.04.2010 - 17.07.2010, 1502 - 003 II 003

Kommentar
The aim of this lecture is to present an overview of the grammar of English. Different grammatical concepts will be introduced, such as parts-of-speech or word classes, sentence elements or phrases, and clause types. These concepts are not fixed linguistic entities but are described differently in grammars of English. Several varying approaches to these concepts will be discussed, paying special attention to the literature mentioned below.

Bemerkung
LingF3 / FAL1, FAL 2

Literatur
Recommended background reading:


Twentieth-Century English: History, Variation, and Standardization
Seminar, SWS: 2
Höche, Silke
Fr, wöchentl., 08:00 - 10:00, 09.04.2010 - 17.07.2010, 1502 - 703 II 703

Kommentar
This seminar, named after Christian Mair's (2006) most recent book on tendencies in the development of Standard English over the past hundred years, will explore exactly these. Having a closer look at major trends and changes in the vocabulary (conversion, acronymy, endocentric verb-verb compounds etc.), grammar (going to-future, must and have as modal markers, be like, etc.) and pronunciation (the status of RP) of English in the 20th century, we will also discuss problems related to the detection and verification of ongoing change. In dealing with how to trace and record linguistic variation and change, students will learn about methods of linguistic research, the focus being on corpus studies. The practical demonstration and application of computer-based linguistic analysis will be a central subject of this course where students will have to develop and conduct minor research projects.

Bemerkung
LingF4

Literatur
A reader with selected texts will be made available at the beginning of the semester.
The English language is rich in idioms and collocations, and having a good command of English essentially includes the knowledge of such expressions. However, this can be very difficult for the non-native speaker since a lot of phrases such as to kick the bucket, to be up so.'s alley or to chew the fat which are referred to as 'idioms', cannot be understood from the literal definitions and arrangements of their parts. The term 'collocation', then, refers to the restrictions on how words can be used together, for example which prepositions are used with particular verbs, or which adjectives and nouns occur together. While cheese can be rotten, milk will be spoiled; and yet, spoiled brat and rotten apple can refer to the same entity...

Over the course of the semester particular idioms and collocations will be analysed and we will look at syntactic and semantic idiosyncrasies of idiomatic phrases, discuss different theoretical approaches to idioms and collocations, and explore methods of description (e.g. dictionaries of idioms, corpus analysis etc.). Moreover - and as 'corpus' already suggests - the course will attend to questions of actual usage: Are idioms like kick the bucket, which is frequently cited as a prototypical example, really commonly used by native speakers?

For their term paper, students are expected to conduct their own research concerning a particular idiom / collocation as well as present their findings in class.

Students have to sign up for this class via StudIP; the course size is restricted to 35 participants.

For further information please contact me at: arian.shahrokny@engsem.uni-hannover.de

A reader with selected texts will be made available at the beginning of the semester.
Emotions in Language
Seminar, SWS: 2
Schulze, Rainer
Di, wöchentl., 10:00 - 12:00, 06.04.2010 - 17.07.2010, 1502 - 703 II 703
Di, wöchentl., 10:00 - 12:00, 06.04.2010 - 17.07.2010, 1501 - 201 I 201
Kommentar This seminar will offer new insights into how English speakers talk about their own and other's emotion.

Arguably, our emotions and how we talk about them are an essential part of what makes us all human. Even if animals may also have emotional experiences, humans can reasonably be regarded as the most emotional of all sentient beings. The study of human discourse about emotion therefore probes into one of the most fundamental human characteristics.

Some recurring issues in this seminar will include
What is an emotion? How can emotions be defined? What is the structure of emotions? How can emotions be distinguished from each other? How can emotions be distinguished, measured, and described? Are emotions innate (biological) and universal, or acquired and culturally construed? Are there basic emotions and what are they? What is the relation between linguistic manifestations or resources and emotional experience?

This seminar will be an advanced contribution to the study of language and emotion, drawing on findings from cognitive linguistics, psychology and (linguistic) appraisal theory to model and interpret 'emotional language'.

Bemerkung LingA1, LingA2 / FAL 2
Literatur Texts that we will discuss in class will be made available in a reader at the beginning of the seminar. Further secondary literature will be made available on my reserve shelf in the library.

National Varieties of English
Seminar, SWS: 2
Altendorf, Ulrike
Fr, wöchentl., 10:00 - 12:00, 09.04.2010 - 17.07.2010, 1502 - 609 II 609
Kommentar This course will take a closer look at English as a global language. It will explore a selection of different national varieties of English, in particular the two to-date most influential varieties British and American English as well as Canadian, New Zealand, Australian and Indian English. It will also look at the historical processes which have given rise to the spread of English world wide and at its current political and linguistic situation.

Please register for this class on StudIP, and check there for updates and additional information as the semester approaches.

Bemerkung LingA1, LingA2 / FAL4

The Student as Researcher - An Introduction to the Possibilities and Limitations of Language Corpora
Seminar, SWS: 2
Altendorf, Ulrike
Do, wöchentl., 14:00 - 16:00, 08.04.2010 - 17.07.2010, 1502 - 703 II 703
Do, wöchentl., 14:00 - 16:00, 22.04.2010 - 17.07.2010, 1502 - 815 CIP-Pool
Kommentar This course will ask to which extent a selection of well-known language "rules" tally with linguistic reality as represented in native-speaker and non-native-speaker corpora. It will introduce students to the concept of the 'language corpus' and the possibilities and limitations of this tool. We will review case studies based on corpus research and carry out our own research on the basis of the German component of the LONGDALE corpus that is currently being compiled.

Please register for this class on StudIP, and check there for updates and additional information as the semester approaches.

Bemerkung LingA1, LingA2 / FAL3

Intermediate Literature and Culture
### Gulliver's Travels
**Seminar, SWS: 2**  
**Bennett, Peter**  
Fr, wöchentl., 10:00 - 12:00, 09.04.2010 - 17.07.2010, 1502 - 703 II 703  

**Kommentar**  
Published in 1726, Jonathan Swift's work is a collection of savage political satires masquerading as four accounts of *Travels into Several Remote Nations of the World, 'By Lemuel Gulliver'* . The seminar will highlight the several aspects of British political practice at home and abroad which form the object of Swift's satires. We shall also examine the complexity of the ethics of the satires.  
Prerequisites for certificate will be specified  
For further information: peter.bennett@engsem.uni-hannover.de

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### Late 18th-Century English Prose
**Seminar, SWS: 2**  
**Grünkemeier, Ellen**  
Di, wöchentl., 10:00 - 12:00, 06.04.2010 - 17.07.2010, 1502 - 615 II 615  

**Kommentar**  
In this seminar we will work on novels of the late 18th Century that go against the rationalism of Enlightenment and show a renewed interest in the supernatural and fantastic instead. Exploring the development of a genre that was ultimately called Gothic fiction, we will discuss the genre's great impact on English fiction in general and on modern crime and detective stories in particular. Starting with the seminal work *The Castle of Otranto* (1764) by Horace Walpole, we will go on to analyse Ann Radcliffe's *The Mysteries of Udolpho* (1794) before we trace the genre's ramifications in Jane Austen's *Northanger Abbey* (begun in 1798 and published in 1818). We will locate the novels both in their cultural and historical contexts and in the Gothic genre, its theory and its historical development. The genre's fascination with suspense, mystery, horror and terror will be subject to our analysis as will be the novels' narrative structure, character construction, setting, and themes.  
Prerequisites for certificate: will be specified  
For further information: ellen.gruenkemeier@engsem.uni-hannover.de

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### Literatur
A reader with theoretical texts and background material will be provided. Students who wish to attend this course should get hold of the following novels, preferably in well-annotated editions as, for example, from Penguin or Oxford Classics:  
- Horace Walpole, *The Castle of Otranto*  
- Ann Radcliffe, *The Mysteries of Udolpho*  
- Jane Austen, *Northanger Abbey*
Reading Film
Seminar, SWS: 2, Max. Teilnehmer: 25
Soller, Bettina
Do, wöchentl., 12:00 - 14:00, 08.04.2010 - 17.07.2010, 1502 - 615 II 615
Kommentar
This class will be concerned with the analysis of film focusing on technical aspects as well as on the historical development of the medium. We will work with movies and excerpts, proceeding chronologically. Film theoretical texts will provide means to gain a deeper knowledge of the subject.

In addition to the class, it will be necessary to attend bimonthly movie screenings scheduled for Wednesdays at 2 p.m.

Please register for this class on StudIP by March 31, 2010, and check there for updates and additional information as the semester approaches.

The number of participants for this class is limited to 25.

Prerequisites for certificate: will be specified

For further information: bettina.soller@engsem.uni-hannover.de

Bemerkung
AmerF4

Restoration Drama
Seminar, SWS: 2
Bennett, Peter
Di, wöchentl., 14:00 - 16:00, 06.04.2010 - 17.07.2010, 1502 - 703 II 703
Kommentar
The Restoration of the monarchy saw Charles II mount the dusty throne after a Puritan regime which, among other deeds, had closed the public theatres in England and, over eighteen years, stifled English theatre. The theatre which now came into being was different in many fundamental ways from that which preceded the so-called Interregnum. Older plays, especially by Shakespeare, were revised, remixed and "improved". New tragedies were declamatory, highly emotional and generally and over-the-top. The seminar will not ignore these now seldom-performed plays, but will concentrate mainly on the new type of comedy that developed at this time: amoral, witty and bawdy. Characterized by symmetrical double or even triple plots and usually featuring sexual and marital (mis)behaviour, the plays accentuate their own artificiality and parody people's pretensions to fashionability and refinement.

Prerequisites for certificate: will be specified

For further information: peter.bennett@engsem.uni-hannover.de

Bemerkung
BritF4
The American Renaissance
Seminar, SWS: 2, Max. Teilnehmer: 25
Mayer, Ruth
Mi, wöchentl., 10:00 - 12:00, 07.04.2010 - 17.07.2010, 1502 - 609 II 609
Kommentar
In the first half of the 19th century, as the young Republic was coming into its own, philosophical and literary texts recounted and enacted the national 'project' of the United States from various perspectives, often reviewing the American past in order to get a grip on the American future. In retrospect, the period was called 'The American Renaissance' - and we will see that the term does make sense in view of the many new beginnings and revisionary approaches of the time. We shall look into the philosophical and political writing of the period (from Ralph Waldo Emerson's *Nature* to Henry David Thoreau's "Resistance to Civil Government," Margaret Fuller's *Woman in the Nineteenth Century*, and Frederick Douglass' "What to the Slave is the Fourth of July?"); and read poetry (Walt Whitman, Emily Dickinson) and fiction (Nathaniel Hawthorne's *The Scarlet Letter*, shorter pieces by Herman Melville (including "Bartleby the Scrivener"), Edgar Allan Poe's "The Man of the Crowd") to get a feel for the spirit of the time.

Please register for this class on StudIP by March 31, 2010, and check there for updates and additional information as the semester approaches.

The number of participants for this class is limited to 25.

Prerequisites for certificate: will be specified

For further information: ruth.mayer@engsem.uni-hannover.de

Bemerkung
AmerF4

Literatur
Please purchase and read Hawthorne's *The Scarlet Letter*.

The additional course material will be made available in a reader at the beginning of the course.
The Glue that Binds Us: Immigration, Citizenship, and Literature in the U.S., Canada, and Germany

Sociologists have long recognized that the incorporation of immigrants into the culture and polity of a country depends not only on the interests and skills of immigrants themselves but also on their reception by the dominant culture. As comparisons between different nations have shown, a given culture’s views on multiculturalism and common citizenship have a fundamental influence on how successful immigrant integration is in the long run. In this seminar we will look at the immigration policies of the United States, Canada, and Germany and discuss the different cultural attitudes and convictions that define them. To connect with recent debates about immigration, integration, and second class citizenship, our emphasis will be on contemporary immigration from countries often perceived as fundamentally different from the West: the Arab world including Turkey, Asia, and Africa. A combination of comparative history, political theory, and sociological interpretation, the seminar also introduces examples from immigrant literature, film, and music. These forms of expression belong to the cultural platforms that immigrants have used to gain recognition as vital parts of the liberal democracies they live in, but also as spaces of resistance, self-empowerment, and difference. How, then, have individual writers, filmmakers, and musicians represented themselves here, and how do they contribute to current negotiations regarding the construction of national communities in Western societies?

Please register for this class on StudIP by March 31, 2010, and check there for updates and additional information as the semester approaches.

The number of participants for this class is limited to 25.

Prerequisites for certificate: will be specified

For further information: kirsten.twelbeck@engsem.uni-hannover.de

Bemerkung

AmerF4
‘Through the Iron Gates of Life’ – Sex in British Literature and Culture

Seminar, SWS: 2
Funk, Wolfgang
Mi, wöchentl., 10:00 - 12:00, 07.04.2010 - 17.07.2010, 1502 - 703 II 703

Kommentar

The significance of sexual intercourse has certainly changed throughout our cultural history. Procreation, recreation and exploitation are only a few of the possible symbolic and real connotations that this supposedly most private performance of human interaction might carry.

In this course, we will look at various representations of the sexual act in literature and other cultural artefacts with a view as to how the analysis of sex might help us gain an understanding of the contexts of the texts in question. We will start with some rather burly Middle English texts then stop by Shakespeare's sonnets before proceeding to the 'Metaphysical Poetry' of the 17th century, where our first main focus will lie. Further down the road, we will check if the Romantics were really all that romantic and if the Victorians were quite as Victorian as one would expect. As a contemporary text that concerns itself very much with the significance of the sexual encounter, we will finally read Ian McEwan's novella On Chesil Beach.

Prerequisites for certificate: will be specified

For further information, please contact: wolfgang.funk@engsem.uni-hannover.de

Bemerkung

BritF4

Literatur

Students must purchase the following:

McEwan, Ian. On Chesil Beach. Feel free to use either the Vintage edition or the one published by Reclam.

All other text will be made available in a reader or via StudIP.

Advanced Literature and Culture
Bestsellers, Blockbusters, and the Shaping of American Culture
Seminar, SWS: 2, Max. Teilnehmer: 25
Twelbeck, Kirsten
Do, wöchentl., 12:00 - 14:00, 08.04.2010 - 17.07.2010, 1502 - 609 II 609

Kommentar
What have Americans read in the past two hundred years and why? Which films have they celebrated, and what does this tell us about viewers’ changing values, desires, and fears? How have these successful books and films shaped America's identity? Is it true that they offer an escape from everyday life, as many critics have argued, or do they also intervene in dominant cultural discourses? Can we distinguish narrative patterns, styles, or themes that are particular to these cultural products? Is there anything “American” about them and, if so, how can we explain the fact that Dan Brown's novels or Star Wars have become successful on a global scale?

Starting with the late eighteenth century, this seminar investigates the changing role of bestsellers in American culture, and asks if there are continuities that link nineteenth-century bestselling novels with contemporary blockbuster films. By placing American novels like Uncle Tom's Cabin or Reading Lolita in Tehran in the context of their time, we will examine the connection between narrative theme and literary form. We will analyze how American popular culture fits into the broader context of the country's literature and culture without ignoring the global success story of American bestsellers and movies from Charlotte Temple to Jaws. We will analyze how technological progress, changing bookselling practices, and new audiences have turned books into bestsellers, and how these books have created and re-created their audience. Particular attention will be paid to nineteenth-century mass media such as journals and newspapers and to the twentieth-century marketing machine that includes Oprah and a variety of bestseller lists. We will also look into the themes and aesthetics that prevail in major blockbuster movies and ask about the role of stars and plots. What is the role of theme parks, toys, and games as parts of the merchandising machine that seeks to increase the sales of both tickets and books?

During the second half of the seminar, some extra sessions on Wednesdays, 2 p.m. will be dedicated to the viewing of major blockbuster movies from Gone With the Wind to Jaws and Independence Day (note: if you cannot attend those sessions you are asked to borrow these movies from our library).

Please register for this class on StudIP by March 31, 2010, and check there for updates and additional information as the semester approaches.

The number of participants for this class is limited to 25.
Prerequisites for certificate: will be specified

For further information: kirsten.twelbeck@engsem.uni-hannover.de

Bemerkung
AmerA / AAS3, AAS4

Literatur
Reading material will include nineteenth- and twentieth-century fiction, self-help manuals, and religious and spiritual reading; we will study books such as Uncle Tom's Cabin, excerpts from The DaVinci Code, at least one of the Seven Lectures to Young Men (1844), and parts of Chicken Soup for the Soul and The Purpose-Driven Life.
Contemporary Aboriginal Writing

Seminar, SWS: 2
Grünkemeier, Ellen
Mi, wöchentl., 10:00 - 12:00, 07.04.2010 - 17.07.2010, 1502 - 613 II 613

Kommentar

Australia has a rich and diverse body of creative writing. In this seminar students will be introduced to Aboriginal literature which has gained in prominence since the 1960s. Focusing on selected (and, at times, highly controversial) Aboriginal writers and texts, we will analyse poems, for example, by Oodgeroo Noonuccall/Kath Walker as well as two novels, namely *Dr Wooreddy's Prescription of Enduring the Ending of the World* (1983) by Mudrooroo/Colin Johnson, which depicts the British colonisation of Tasmania from an Aboriginal perspective; and Sally Morgan's *My Place* (1987), a life story which has also been referred to as a 'Stolen Generation narrative'. In addition to practising close readings, we will relate the texts to their social, political and cultural contexts. Questions concerning identity and belonging, authenticity, history, language and literary traditions will feed into our discussions.

Prerequisites for certificate: will be specified

For further information: ellen.gruenkemeier@engsem.uni-hannover.de

Bemerkung

BritA / AAS3, AAS5

Literatur

A reader with additional material will be provided.

Students who wish to attend this course should get hold of the following novels:


Eighteenth-Century British Theatre
Seminar, SWS: 2
Krämer, Lucia
Do, wöchentl., 14:00 - 16:00, 08.04.2010 - 17.07.2010, 1502 - 709 II 709
Mi, Einzel, 18:00 - 20:00, 12.05.2010 - 12.05.2010, 1502 - 703 II 703 , Filmvorführungen
Di, Einzel, 18:00 - 20:00, 06.07.2010 - 06.07.2010, 1502 - 613 II 613 , Filmvorführungen
Kommentar
'The Rise of the Novel' in the eighteenth century has often eclipsed the drama of the period in literary histories. Yet eighteenth-century British drama manifests an interesting variety of forms and themes, and the new genres of the period, such as the sentimental comedy and the domestic tragedy, confounded established expectations of the tragedy and comedy.

In this seminar we will engage with several dramatic texts from the eighteenth century illustrating the width and variety of the dramatic production of the time. Apart from the textual analysis of the works our main approach will be contextual, with an emphasis on the political and social factors shaping the theatre of the period. We will investigate the consequences of censorship and other political interventions on the theatre, as well as of the profound changes in Britain's social set-up and in the literary market. The role of the theatre as a social and literary institution will thus be the seminar's key focus.

Prerequisites for certificate: will be specified

For further information: lucia.kraemer@engsem.uni-hannover.de

Bemerkung
BritA / AAS2

Literatur
We will read the following texts:
- George Farquar, The Recruiting Officer (1706)
- Richard Steele, The Conscious Lovers (1722)
- John Gay, The Beggar's Opera (1728)
- Henry Fielding, Tom Thumb (1731)
- George Lillo, The London Merchant (1731)
- R.B. Sheridan, The School of Scandal (1777)

All these plays and further texts that students will have to read in the course of the seminar will be made available in a reader, which will be available at the copy shop Stork in Körnerstraße from March 22, 2010.

Einführung in die Gender Studies
Seminar, SWS: 2
Funk, Wolfgang
Di, wöchentl., 16:00 - 18:00, 06.04.2010 - 17.07.2010, 1502 - 615 II 615
Di, wöchentl., 18:00 - 20:00, 06.04.2010 - 17.07.2010, 1502 - 615 II 615 , Filmvorführungen

Kommentar

Die Unterrichtssprache im Kurs wird Deutsch sein; da aber zentrale Texte oft nur auf Englisch zugänglich sind, ist eine sichere Kenntnis dieser Sprache unabdinglich.

Voraussetzungen für den Scheinerwerb: werden zu Beginn des Kurses spezifiziert

Für weitere Informationen: wolfgang.funk@engsem.uni-hannover.de

Bemerkung
BritA / AAS3

Literatur
Alle Texte werden zu Beginn des Kurses in einem Reader/einer Readerin :-) zur Verfügung gestellt.
### Introduction to Film Analysis

**Sonstige**
Block, 10:00 - 18:00, 25.05.2010 - 28.05.2010, 1208 - A001 Kesselhaus , Dr. Peter Buse (University of Salford, UK)

**Kommentar**
This course will introduce students to film form, training them to identify the basic elements of cinematic technique (mise-en-scene, the shot, cinematography, editing).

We will examine the way in which these elements of film form combine to make meaning, with special emphasis on the differences in meaning-making strategies between genres and across historical periods.

Prerequisites for certificate: will be specified

**Further Information:** rainer.emig@engsem.uni-hannover.de

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### Literary and Cultural Theory

**Seminar**
Literary and Cultural Theory, SWS: 2, Max. Teilnehmer: 25
Mayer, Ruth (verantwortlich) / Wagle, Jatin (begleitend)
Di, wöchentl., 10:00 - 12:00, 06.04.2010 - 17.07.2010, 1502 - 609 II 609

**Kommentar**
In this class we will be concerned with major trends and developments in Anglophone literary and cultural theory. We will approach the development of the field exemplarily by largely focusing on debates of cultural status and distinction, and on the role of literature in this context. We will investigate the dominant debates in the 20th and 21st century around representation (both in a literary/artistic and in a political sense), taking into account the positions of cultural studies, gender studies, postcolonial theory, and the New Historicism. Obviously, to take (and enjoy) this class you should not be averse to theory.

Please register for this class on StudIP by March 31, 2010, and check there for updates and additional information as the semester approaches.

The number of participants for this class is limited to 25.

Prerequisites for certificate: will be specified

For further information: ruth.mayer@engsem.uni-hannover.de

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**Bemerkung**
AmerA / AAS 1.2

**Literatur**
A reader with course material will be made available in the first session of the class.
The term "sentimental" is a condescending one today. Yet in the eighteenth century, when the modern division into sensibility and sensitivity had not yet occurred, combining one's emotion and one's morality was seen as logical. As a consequence, showing "moral" emotions in the form of blushes, fainting, or tears was highly commended. An entire literary fashion developed and displayed sentimental heroes and heroines who braved the challenges of an often cruel world in sentimental fashions. These texts contributed much to the development of English fiction - to the degree that neither the psychological novel nor successful modern romances can be imagined without their influence.

The seminar will study four important examples of eighteenth-century sentimental fiction. It will look at their strategies of presenting "virtue", at their very different protagonists, but also at ideological issues, especially gender and class, that form the backdrop of their tales. Examples of contemporary philosophy will be used to understand the thinking behind the fictional tales.

Students should have read *The Vicar of Wakefield* before the start of the seminar.

Prerequisite for certificate: will be specified

For further information: rainer.emig@engsem.uni-hannover.de

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**Bemerkung**

BritA / AAS2, AAS3, AAS4

**Literatur**

Required Purchase:


Recommended Background Reading:

The Contemporary Novel – Trends and Developments
Seminar, SWS: 2, Max. Teilnehmer: 25
Mayer, Ruth
Mo, wöchentl., 12:00 - 14:00, 12.04.2010 - 17.07.2010, 1502 - 609 II 609

Kommentar

Storytelling is back in style. Many of the bestselling novels which appeared in the United States during the last years indulge in complicated plot lines, explore grand themes in epic dimensions, and do not shy away from pathos. Questions of identity take centre stage in many of these texts, and often enough they revolve around concepts of race, ethnicity, nationality, and culture. But clearly, the contemporary novel does not return to older paradigms of ethnic storytelling - many of the long-standing constellations of the American ethnic novel are being revised, undermined, juggled around in these texts, and they are tightly conjoined with reflections on sexuality and gender identity, as we will see. In this class, we will have a look at programmatic and self-reflective writing by contemporary American authors such as Michael Chabon or Jonathan Franzen, and we will read and discuss several long novels which appeared within the last decade. The class will end with a one-day workshop and reading in which we will discuss contemporary trends in writing with two German fiction writers. Attendance of reading and workshop are mandatory for students taking this class.

Warning: This is a class for students who enjoy reading. If you think that long and complex books should be avoided, you'd better stay away.

Please register for this class on StudIP by March 31, 2010, and check there for updates and additional information as the semester approaches.

The number of participants for this class is limited to 25.

Prerequisites for certificate: will be specified

For further information: ruth.mayer@engsem.uni-hannover.de

Bemerkung

AmerA / AAS2, AAS6

Literatur

Please buy and read Jonathan Lethem's *The Fortress of Solitude* (2003, Vintage, ISBN 0375724885) and Michael Chabon's *The Yiddish Policemen's Union* (HarperCollins, 2007, ISBN 0007149832) (both are bulky books!) before the semester starts, and check StudIP during the Spring break for updated information and a list of titles that will be discussed in class and at the workshop.

A reader with additional course material will be made available at the beginning of the semester.

Advanced English Skills

SPCS
**Advanced English Skills: Communication Skills**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2
Bennett, Peter
Do, wöchentl., 14:00 - 16:00, 15.04.2010 - 17.07.2010, 1502 - 609 II 609

**Kommentar**
This course aims to give students an understanding of what communication and communication skills are, and an understanding of and practical experience in media use, body language, voice training and presentation styles. This course prepares students for the academic presentations that they will hold during their studies.

**Studienleistungen:** one informal presentation

**Prüfungsleistung:** one academic presentation (based on SPAWR paper)

Please register for this class through the registration sheets on the department's website, and submit your registration by 7 April, 2010; 1 p.m. in the registration boxes on the 7th floor.

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**SPAWR**

**Advanced English Skills: Academic Writing and Research**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2
Jones, Jacob
Di, wöchentl., 10:00 - 12:00, 13.04.2010 - 17.07.2010, 1502 - 613 II 613

**Kommentar**
This course covers the basics of writing an academic research paper, including thesis statements, outlines, sources and bibliographies, citation and paraphrasing, structures of papers (titles, tables of contents, introductions, body of arguments, conclusions), structures of paragraphs, editing and the writing process. This course prepares students for the academic papers that they will write during their studies.

**Studienleistungen:** an academic paper and two other assignments which build up to the paper

*Please register for this class through the registration sheets on the department's website, and submit your registration by 7 April, 2010; 1 p.m. in the registration boxes on the 7th floor.*

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**Writing in English**

*SPTAP*
### Writing in English: Textual Analysis and Production

**Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2**  
**Gans (M. A.), Anne**  
**Mo, wöchentl., 10:00 - 12:00, 12.04.2010 - 17.07.2010, 1502 - 703 II 703**  
**Mo, wöchentl., 12:00 - 14:00, 12.04.2010 - 17.07.2010, 1502 - 703 II 703**  
**Mo, wöchentl., 14:00 - 16:00, 12.04.2010 - 17.07.2010, 1502 - 615 II 615**  
**Di, wöchentl., 10:00 - 12:00, 13.04.2010 - 17.07.2010, 1502 - 709 II 709**  
**Di, wöchentl., 14:00 - 16:00, 13.04.2010 - 17.07.2010, 1502 - 609 II 609**

**Kommentar**  
This course examines language, grammar and style of some text types (e.g., news items, biographies, literary texts, advertising, etc). Students will analyse and translate existing texts as well as compose their own original texts.  

*Studienleistungen: one translation and one textual analysis*  
*Please register for this class through the registration sheets on the department's website, and submit your registration by 7 April, 2010; 1 p.m. in the registration boxes on the 7th floor.*

### SPEW  
**Writing in English: Expository Writing**

**Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2**  
**Jones, Jacob**  
**Di, wöchentl., 12:00 - 14:00, 13.04.2010 - 17.07.2010, 1502 - 615 II 615**  
**Di, wöchentl., 14:00 - 16:00, 13.04.2010 - 17.07.2010, 1502 - 613 II 613**  
**Do, wöchentl., 10:00 - 12:00, 15.04.2010 - 17.07.2010, 1502 - 703 II 703**  
**Do, wöchentl., 12:00 - 14:00, 15.04.2010 - 17.07.2010, 1502 - 703 II 703**  
**Do, wöchentl., 14:00 - 16:00, 15.04.2010 - 17.07.2010, 1502 - 613 II 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.  

*Studienleistungen: two writing tasks in various genres of expository writing*  
*Prüfungsleistung: in-class essay (120 minutes)*  
*Please register for this class through the registration sheets on the department's website, and submit your registration by 7 April, 2010; 1 p.m. in the registration boxes on the 7th floor.*

### Contexts of English Language Use

**SPEP**
This course deals with language and communication in professional contexts (organisations, trade fairs, public situations, etc). Forms of communication include applications, resumes and CVs, presentations and interviews, social conventions, official letters, emails, faxes, memos, minute taking, reports, notices, telephoning.

**Studienleistungen:** one written task (a CV and application) and one oral presentation.

Please register for this class through the registration sheets on the department's website, and submit your registration by 7 April, 2010; 1 p.m. in the registration boxes on the 7th floor.
This course incorporates units dealing with various varieties of language use in English. These include, but are not limited to, Newspapers, Classroom English, Children's Literature, English in Australia. The focus is the use of language (vocabulary and grammar) as well as other features of each variety.

**Studienleistungen: two written/oral tasks**

**Prüfungsleistung**: a term paper of 2500 words (students who started their studies in or after WS 2007/08) or a term paper of 3500 words (students who started their studies before WS 2007/08)

This course offers students an insight into teaching in the foreign language classroom by focussing on necessary vocabulary and simulating a teaching situation. Students will design a lesson plan and carry it out (the two Studienleistungen), thus practising communication skills, classroom management, motivation and flexibility in the target language. The Prüfungsleistung is a reflection essay about this procedure.

Please register for this class through the registration sheets on the department’s website, and submit your registration by 7 April, 2010; 1 p.m. in the registration boxes on the 7th floor.

**Literatur**

Required text:

Faber, A & E Mazlish. 2003. How to talk so kids can learn at home and in school. London: Piccadilly. (the 1996 edition is also fine)
This module incorporates units dealing with various varieties of language use in English. These include, but are not limited to, Newspapers, Classroom English, Children's Literature, English in Australia. The focus is the use of language (vocabulary and grammar) as well as other features of each variety.

Studienleistungen: two written/oral tasks

Prüfungsleistung: a term paper of 2500 words (students who started their studies in or after WS 2007/08) or a term paper of 3500 words (students who started their studies before WS 2007/08)

Some of the best essayists in the Anglophone literary tradition were nature writers—Henry David Thoreau, Gerald Durrell and John McPhee come to mind—and over the next decades English will undoubtedly continue to serve as the indispensable language for both the professional and popular scientific and policy literature addressing global climate change and other environmental problems.

Thus, this class is designed not only to familiarize students with some of the "classics" in the nature and environmental writing genre(s), but also to learn and practice many of the writing techniques utilized by the professionals.

The Studienleistung assignments for this class will consist of three short (150-300 word) writing submissions and two somewhat longer essays (ca 500 words), along with class participation. The Prüfungsleistung is an essay (may require some research) on a nature or environmental topic of interest to the student (which can build on one of the Studienleistung assignments.)

Please register for this class through the registration sheets on the department’s website, and submit your registration by 7 April, 2010; 1 p.m. in the registration boxes on the 7th floor.
### American Literature and Culture from the 1830s to the Present

**Vorlesung, SWS: 2**
Künemann (M. A.), Vanessa  
Di, wöchentl., 10:00 - 12:00, 13.04.2010 - 17.07.2010, 1502 - 003 II 003

**Kommentar**
This survey class provides an overview of major texts and contexts of US literature and culture in the 19th and 20th century (starting where the lecture in the winter semester ended). We will focus on central issues in American Studies: race, ethnicity, class, and gender. With these concepts we will analyze and interpret the interactions between high culture and popular culture, minorities and the mainstream, marginalized groups and established, powerful ones in order to understand cultural and literary developments spanning from the American Renaissance to Postmodernism. We will also trace the rise and development of American Studies as an academic discipline in its own right in the 20th century.

Please register for this class through the registration sheets on the department's website, and submit your registration by 7 April, 2010; 1 p.m. (boxes 7th floor).

Prerequisites for certificate: will be specified

For further information: v.kuenemann@engsem.uni-hannover.de

**Bemerkung** AmerF3

**Literatur**
A reader with course material will be made available at the beginning of the semester.


### American Literature and Culture from the 1830s to the Present

**Vorlesung, SWS: 2**
Mayer, Ruth (verantwortlich)  
Mo, wöchentl., 10:00 - 12:00, 12.04.2010 - 17.07.2010, 1502 - 003 II 003
Mo, Einzel, 10:00 - 12:00, 19.07.2010 - 19.07.2010, 1208 - A001 Kesselhaus, Klausur  
Di, Einzel, 11:00 - 13:00, 31.08.2010 - 31.08.2010, 1502 - 609 II 609, Klausur

**Kommentar**
This survey class provides an overview of major texts and contexts of American literature and culture in the 19th and 20th century (starting where AmerF2 in the winter semester ended). It will focus on the interactions between high culture and popular culture, minorities and the mainstream, marginalized groups and powerful parties in order to get a grip on cultural developments from the American Renaissance to Postmodernism.

Please register for this class through the registration sheets on the department's website, and submit your registration by 7 April, 2010; 1 p.m. (boxes 7th floor).

Prerequisites for certificate: will be specified

For further information: ruth.mayer@engsem.uni-hannover.de

**Bemerkung** AmerF3

**Literatur**
A reader with course material will be made available at the beginning of the semester.

Introduction to English Literary Studies

Seminar, SWS: 2
Krämer, Lucia
Fr, wöchentl., 08:00 - 12:00, 04.06.2010 - 17.07.2010, 1502 - 613 II 613
Fr, Einzel, 10:00 - 11:30, 23.07.2010 - 23.07.2010, 1502 - 703 II 703 , Klausur

Kommentar
This course is designed as a general introduction to English Literary Studies and aims to familiarize students with the fundamentals necessary for the study of English and American literatures. This includes the problematisation of seemingly obvious concepts such as "the author", "literature", "meaning" and "culture". 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 of description, analysis and interpretation. For illustration, we will draw on representative textual examples from all genres (poetry, drama, narrative prose) and periods. The course will also address the basic rules of research and will introduce students to the conventions of scholarly writing.

Prerequisites for certificate: will be specified

For further information: lucia.kraemer@engsem.uni-hannover.de

Bemerkung
AmerBritF1

Literatur
Students should buy the following textbook:

Survey of British Literature and Cultures II

Vorlesung, SWS: 2
Emig, Rainer
Fr, wöchentl., 12:00 - 14:00, 09.04.2010 - 17.07.2010, 1502 - 003 II 003

Kommentar
The aims of this set of two lectures (the first one was taught in the winter term) are to provide a broad introduction to the cultural history of Britain and Ireland as well as current debates and conflicts in British culture; to give insight into the development of the literatures of the British Isles in conjunction with their cultural history.

In two survey lectures we will cover the beginnings of British cultures to roughly the 18th century and the 18th century to the present. The lectures will not only provide historical and cultural facts, but will also question them from the perspectives of theories of Cultural Studies.

The lectures will not view literature as a mere illustration or effect of cultural history, but see it as a complex way of responding to and often challenging it.

These lectures are designed for students from all degree schemes. BA students will have to pass a written examination in the final teaching week.

No need to register beforehand, but you must be present at the first meeting.

Prerequisites for certificate: will be specified

For further information: rainer.emig@engsem.uni-hannover.de

Bemerkung
BritF2, BritF3

Literatur
Recommended background material:
Englische Literaturgeschichte by Hans Ulrich Seeber (3rd edition, 1999)
Englische Literaturgeschichte: eine neue Darstellung aus der Sicht der Geschlechterforschung by Ina Schabert (1997).
American Literature and Culture from the 1830s to the Present
Vorlesung, SWS: 2
Künemann (M. A.), Vanessa
Di, wöchentl., 10:00 - 12:00, 13.04.2010 - 17.07.2010, 1502 - 003 II 003
Kommentar  This survey class provides an overview of major texts and contexts of US literature and culture in the 19th and 20th century (starting where the lecture in the winter semester ended). We will focus on central issues in American Studies: race, ethnicity, class, and gender. With these concepts we will analyze and interpret the interactions between high culture and popular culture, minorities and the mainstream, marginalized groups and established, powerful ones in order to understand cultural and literary developments spanning from the American Renaissance to Postmodernism. We will also trace the rise and development of American Studies as an academic discipline in its own right in the 20th century.

Please register for this class through the registration sheets on the department's website, and submit your registration by 7 April, 2010; 1 p.m. (boxes 7th floor).

Prerequisites for certificate: will be specified

For further information: v.kuenemann@engsem.uni-hannover.de

Bemerkung  AmerF3

Literatur  A reader with course material will be made available at the beginning of the semester.


American Literature and Culture from the 1830s to the Present
Vorlesung, SWS: 2
Mayer, Ruth (verantwortlich)
Mo, wöchentl., 10:00 - 12:00, 12.04.2010 - 17.07.2010, 1502 - 003 II 003
Mo, Einzel, 10:00 - 12:00, 19.07.2010 - 19.07.2010, 1208 - A001 Kesselhaus , Klausur
Di, Einzel, 11:00 - 13:00, 31.08.2010 - 31.08.2010, 1502 - 609 II 609 , Klausur
Kommentar  This survey class provides an overview of major texts and contexts of American literature and culture in the 19th and 20th century (starting where AmerF2 in the winter semester ended). It will focus on the interactions between high culture and popular culture, minorities and the mainstream, marginalized groups and powerful parties in order to get a grip on cultural developments from the American Renaissance to Postmodernism.

Please register for this class through the registration sheets on the department's website, and submit your registration by 7 April, 2010; 1 p.m. (boxes 7th floor).

Prerequisites for certificate: will be specified

For further information: ruth.mayer@engsem.uni-hannover.de

Bemerkung  AmerF3

Literatur  A reader with course material will be made available at the beginning of the semester.

### Survey of British Literature and Cultures II

<table>
<thead>
<tr>
<th>Vorlesung, SWS: 2</th>
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<tbody>
<tr>
<td>Emig, Rainer</td>
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<tr>
<td>Fr, wöchentl., 12:00 - 14:00, 09.04.2010 - 17.07.2010, 1502 - 003 II 003</td>
</tr>
</tbody>
</table>

**Kommentar**

The aims of this set of two lectures (the first one was taught in the winter term) are to provide a broad introduction to the cultural history of Britain and Ireland as well as current debates and conflicts in British culture; to give insight into the development of the literatures of the British Isles in conjunction with their cultural history.

In two survey lectures we will cover the beginnings of British cultures to roughly the 18th century and the 18th century to the present. The lectures will not only provide historical and cultural facts, but will also question them from the perspectives of theories of Cultural Studies.

The lectures will not view literature as a mere illustration or effect of cultural history, but see it as a complex way of responding to and often challenging it.

These lectures are designed for students from all degree schemes. BA students will have to pass a written examination in the final teaching week.

No need to register beforehand, but you must be present at the first meeting.

Prerequisites for certificate: will be specified

For further information: rainer.emig@engsem.uni-hannover.de

### Literatur

- *Englische Literaturgeschichte* by Hans Ulrich Seeber (3rd edition, 1999)

### Foundations Methodology of Teaching English as a Foreign Language

<table>
<thead>
<tr>
<th>Seminar, SWS: 2</th>
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<tbody>
<tr>
<td>Kupetz, Rita</td>
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<tr>
<td>Mo, wöchentl., 14:00 - 16:00, 12.04.2010 - 17.07.2010, 1502 - 703 II 703</td>
</tr>
</tbody>
</table>

**Kommentar**

We will deal with an overview of major approaches to foreign language teaching and analyse the potential of different methods, such as The Grammar-Translation Method, Total Physical Response, Suggestopedia or the Communicative Approach.

We will consider how the various approaches go about skill development and knowledge construction. Be prepared to design a mini-practice following one of these approaches.

For further information: rita.kupetz@engsem.uni-hannover.de

Please register via Stud.IP.

### Literatur

- *Approaches and Methods in Language Teaching. A description and analysis*. CUP.

A reader will be provided via the copy shop Stork.

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*Sommer 2010*
From analysing empirical data to organising a field trip

Seminar, SWS: 2
Fellmann, Gabriela
Mi, wöchentl., 16:00 - 18:00, 07.04.2010 - 17.07.2010, 1502 - 615 II 615
Mi, Einzel, 18:00 - 19:30, 12.05.2010 - 12.05.2010, 1502 - 615 II 615
Mi, Einzel, 18:00 - 19:30, 02.06.2010 - 02.06.2010, 1502 - 615 II 615

Kommentar
What do students learn in a one-week field trip to England? As we still do not know enough about how to describe and how to structure intercultural learning processes, empirical data can be helpful. In this seminar we will therefore briefly deal with intercultural learning concepts and mainly work with empirical data from a field trip to England and the design and the methodological basis of this field trip. The main aim is to analyse and interpret the data (qualitative approach). The final step will be to develop specific tasks for a future field trip to Hastings/ England in September 2010 so that students can further develop their intercultural communicative competence.

Please register on StudIP for this seminar and check there for additional information before the first meeting.

For further information: FellmannG@aol.com

Bemerkung
DidF2

Literatur
A reader as well as literature on the reserve shelf in the library will be provided at the beginning of the semester.

Recommended Reading:

1. Intercultural encounters


2. Empirical Research


Internal Differentiation of Learner Groups
Seminar, SWS: 2
Woltin, Alexander
Mo, wöchentlich, 16:00 - 18:00, 12.04.2010 - 17.07.2010, 1502 - 615 II 615
Kommentar
The belief that learner groups learn in equal marching steps is outdated. Learning through instruction does not successfully function anymore and didactics as well as methodology focus now on constructivism. Today’s students form a very heterogeneous learning community. Each student has his or her own learning biography and learns individually in terms of constructing knowledge, as learning is believed to be a subjective, individual process. From this it follows that teachers have to deal with different learning types (e.g. auditory, visual, communicative or motoric), rates, dispositions or even interests. How to effectively meet these heterogenic learner groups concerning promoting and demanding competency acquisition of students will be the focus of this seminar. Thus, we will elaborate efficient strategies of internal differentiation when facilitating functional communicative competencies within beginning, intermediate and advanced learner groups. These developed strategies will be tested practically within our course setting (= mini practice). This is why a part of this seminar is going to be a bloc seminar. Please register for this course at the email address given below before April 1, 2010.

For further information: alexwoltin@gmx.de

Bemerkung
DidF2

Literatur
A reader will be made available prior to the beginning of this course as well as literature recommendations. You can pick up your reader at the copy shop Storck.

Introduction to the Methodology of Teaching English
Seminar, SWS: 2
Kupetz, Rita
Mo, wöchentlich, 12:00 - 14:00, 12.04.2010 - 17.07.2010, 1501 - 201 I 201
Mo, Einzel, 18:00 - 20:00, 05.07.2010 - 05.07.2010, 1507 - 002 VII 002 , Modulprüfung Didaktik
Kommentar
This introductory methodology course is obligatory for all prospective teachers and for all BA students who plan to complete an M Ed. We recommend that BA students take this class in their 3rd or 4th semester. Non-BA students need to take this class before their intermediate exam. We will deal with basic issues of teaching English as a foreign language, such as goals, content and methods; the role of the teacher and the learner in the modern foreign language classroom; skills and knowledge; teaching literature; intercultural learning.

For further information: Rita.Kupetz@engsem.uni-hannover.de

Please register via Stud.IP.

Bemerkung
DidF1

Literatur
Basic reading:

A reader will be provided via the copy shop Stork.
Music in the EFL Classroom

Seminar, SWS: 2
Blell, Gabriele
Di, wöchentl., 14:00 - 16:00, 06.04.2010 - 17.07.2010, 1502 - 615 II 615

Kommentar
If teachers consider essential principles and adequate methods, pictorial art and music offer the advantage to enhance psychomental processes and activities in a foreign language. Recent research on connections between music and brain (language) development has sparked the interest of teachers. Children's communication and perception skills are enhanced by (early) music experiences, and even unconscious listening gives a foundation for conscious listening. In dealing with various aspects of music (phonemic (sound) awareness, songs, programme music, soundscapes, MVCs, sound poetry, cross-overs, CLIL etc.) the seminar participants get the chance to discover music as a means that engages the affective with cognitive (language) and psychomotor domains.

For further information: gabriele.blell@engsem.uni-hannover.de
Please register via Stud.IP.

Bemerkung
DidF2

Literatur
Recommended Literature:

Integrated English Practice

SPTOP
Integrated English Practice: Topics "Canadian Popular Culture"
Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2
Hunter, Kate
Fr, wöchentl., 10:00 - 12:00, 16.04.2010 - 17.07.2010, 1502 - 615 II 615

Kommentar
This module incorporates two courses dealing with various topics of relevance to students of Anglophone Studies. The language focus will mainly be on grammar, vocabulary and short texts, which are investigated through the medium of the topic.

Studienleistungen: two written or oral tasks for all students
Prüfungsleistung: a term paper of 2000 words in one of the SPTOP courses (students who started their studies in or after WS 2007/08) or two term papers of 1600 words, one in each SPTOP course (students who started their studies before WS 2007/08)
This course will examine the characteristics that distinguish Canadians from their neighbours to the south. We will focus on popular culture as it is affected by special legislation, multiculturalism policy, and the role of Quebec. The two Studienleistungen are a presentation and a report on the same topic; the Prüfungsleistung is an academic paper on a topic covered in the class.

Please register for this class through the registration sheets on the department's website, and submit your registration by 7 April, 2010; 1 p.m. in the registration boxes on the 7th floor.
Integrated English Practice: Topics "Controversial Art through the Ages"
Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2
Hamilton-Bick, Jeanne
Mo, wöchentl., 14:00 - 16:00, 12.04.2010 - 17.07.2010, 1502 - 613 II 613
Kommentar
This module incorporates two courses dealing with various topics of relevance to students of Anglophone Studies. The language focus will mainly be on grammar, vocabulary and short texts, which are investigated through the medium of the topic.

Studienleistungen: two written or oral tasks for all students

Prüfungsleistung: a term paper of 2000 words in one of the SPTOP courses (students who started their studies in or after WS 2007/08) or two term papers of 1600 words, one in each SPTOP course (students who started their studies before WS 2007/08)

Since modern times, the arts have been an essential part of forecasting, indicating and anticipating social change. Through document analyses, art criticism, and the practice of various communication skills, including debate, this course brings alive cultural and social history of certain artworks which have challenged norms and altered understanding of their times. Along with vocabulary-building and advanced grammar practice, students will do one presentation. The Prüfungsleistung is one art historical essay on a chosen work of art.

Please register for this class through the registration sheets on the department's website, and submit your registration by 7 April, 2010; 1 p.m. in the registration boxes on the 7th floor.

Integrated English Practice: Topics "Dealing with Dixie: The American South"
Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2
Jones, Jacob
Mo, wöchentlich, 10:00 - 12:00, 12.04.2010 - 17.07.2010, 1502 - 609 II 609
Kommentar
This module incorporates two courses dealing with various topics of relevance to students of Anglophone Studies. The language focus will mainly be on grammar, vocabulary and short texts, which are investigated through the medium of the topic.

Studienleistungen: two written or oral tasks for all students

Prüfungsleistung: a term paper of 2000 words in one of the SPTOP courses (students who started their studies in or after WS 2007/08) or two term papers of 1600 words, one in each SPTOP course (students who started their studies before WS 2007/08)

In language, literature, history, politics and culture, the U.S. South has long been something of an "exception" within the already "exceptionalist" national narrative. Yet from the Civil War to the civil rights movement, W.E.B. Du Bois' *The Souls of Black Folk* (1903) to William Faulkner, *Gone With the Wind*, and beyond, the South has had (and continues to have) an outsized impact on the nation as a whole. In fact, it would not be too much to claim that you can't "get to" an understanding of the United States without going through the South.

Through a combination of short reading and writing exercises, as well as exposure to some of the often "unique" cultural materials of the region (architecture, food, history, et al), this class will help you understand and "deal with Dixie" as well.

The Studienleistung assignments for this class will consist of the aforementioned class exercises, as well as a combination (student choice) of either one 500-word topical essay and a fifteen-minute class presentation (on a separate topic), or two 500-word topical essays. The Prüfungsleistung is a 2,000-word research or response essay (other possibilities in other media [i.e. film or music] can be utilized as well).

Please register for this class through the registration sheets on the department's website, and submit your registration by 7 April, 2010; 1 p.m. in the registration boxes on the 7th floor.
Integrated English Practice: Topics "Food and Travel Writing"
Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2
Jones, Jacob
Mo, wöchentl., 12:00 - 14:00, 12.04.2010 - 17.07.2010, 1502 - 613 II 613
Kommentar
This module incorporates two courses dealing with various topics of relevance to students of Anglophone Studies. The language focus will mainly be on grammar, vocabulary and short texts, which are investigated through the medium of the topic.

Studienleistungen: two written or oral tasks for all students
Prüfungsleistung : a term paper of 2000 words in one of the SPTOP courses (students who started their studies in or after WS 2007/08) or two term papers of 1600 words, one in each SPTOP course (students who started their studies before WS 2007/08)

Whether the subject is hiking the Appalachian Trail (Bill Bryson's *A Walk in the Woods* [1998]), or cooking and tasting almost as many parts of a pig as there are cultures which eat them (Anthony Bourdain, *A Cook's Tour* [2001 book and Food Channel series]), at its best travel and food writing can be almost as (if not more) sensual, compelling, inspiring and delicious as the activity itself. In this writing-intensive course you will learn how it is done, and try your own hand at it as well.

The Studienleistung assignments for this class will consist of three short (150-300 word) writing submissions and two somewhat longer essays (ca 500 words), along with class participation. The Prüfungsleistung is either a 2,500-word essay on a food or travel topic of interest to the student, or two 1,000 to 1,500-word essays, one on a food topic, one travel-related (any of which can build on one of the Studienleistung assignments.)

Please register for this class through the registration sheets on the department's website, and submit your registration by 7 April, 2010; 1 p.m. in the registration boxes on the 7th floor.

Integrated English Practice: Topics "Rights and Representation: Gender and Identity"
Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2
Hamilton-Bick, Jeanne
Mi, wöchentl., 12:00 - 14:00, 14.04.2010 - 17.07.2010, 1502 - 615 II 615
Kommentar
This module incorporates two courses dealing with various topics of relevance to students of Anglophone Studies. The language focus will mainly be on grammar, vocabulary and short texts, which are investigated through the medium of the topic.

Studienleistungen: two written or oral tasks for all students
Prüfungsleistung : a term paper of 2000 words in one of the SPTOP courses (students who started their studies in or after WS 2007/08) or two term papers of 1600 words, one in each SPTOP course (students who started their studies before WS 2007/08)

This course presents students with 20th century societal and cultural controversies centering on gendered identities. We will look at forms of identity-based inequality through women's/feminist, LGBT, and men's movements, slavery and racism, and more recent discrimination cases. Course materials will include, among others, key social sciences and gender studies texts and legal case studies, with focus on rigorous communication and self-expression, as well as grammar and vocabulary strengthening. Students are required to do one presentation. The Prüfungsleistung is a written analysis of one important debate/case agreed upon by the student and instructor.

Please register for this class through the registration sheets on the department's website, and submit your registration by 7 April, 2010; 1 p.m. in the registration boxes on the 7th floor.
Examensseminar "Key Ideas in Linguistics"
Seminar, SWS: 2
Schulze, Rainer
Mo, wöchentl., 10:00 - 12:00, 12.04.2010 - 17.07.2010, 1502 - 709 II 709

Examensseminar Literatur / Kultur
Seminar, SWS: 2
Emig, Rainer
Do, wöchentl., 10:00 - 12:00, 08.04.2010 - 17.07.2010, 1507 - 002 VII 002

Kommentar
Das auf die gesamte Vorlesungszeit angelegte Examenskolloquium richtet sich an alle Studierenden, die kurz vor ihrer Abschlussprüfung (BA, Staatsexamen, Magister) stehen und diese im Bereich der englischen und amerikanischen Literatur- und Kulturwissenschaft (insbesondere Anglistik und Neue Englischsprachige Literaturen) ablegen wollen.

Der Veranstaltungsplan umfasst (je nach Bedarf der TeilnehmerInnen) die zentralen Bereiche der Literaturwissenschaft wie Literaturtheorie, Literaturgeschichte, Textanalyse und Interpretation. Darüber hinaus werden wir die Abschlussklausuren (vorbereitende Recherche und Lektüre, Schreibtechniken), die mündlichen Abschlussprüfungen (Themenwahl in Literatur- und Kulturwissenschaft, Thesenpapier) und die schriftliche Abschlussarbeit (Themenwahl, Arbeitstechniken) besprechen. Es wird auch die Möglichkeit geben, Prüfungen zu simulieren.

Prerequisites: will be specified
For further information: rainer.emig@engsem.uni-hannover.de

Literatur
Lektüreempfehlungen:


B.Sc.Technical Education
**Examensseminar Literatur / Kultur**

Seminar, SWS: 2  
Emig, Rainer  
Do, wöchentl., 10:00 - 12:00, 08.04.2010 - 17.07.2010, 1507 - 002 VII 002

**Kommentar**

Das auf die gesamte Vorlesungszeit angelegte Examenskolloquium richtet sich an alle Studierenden, die kurz vor ihrer Abschlussprüfung (BA, Staatsexamen, Magister) stehen und diese im Bereich der englischen und amerikanischen Literatur- und Kulturwissenschaft (insbesondere Anglistik und Neue Englischsprachige Literaturen) ablegen wollen.

Der Veranstaltungsplan umfasst (je nach Bedarf der TeilnehmerInnen) die zentralen Bereiche der Literaturwissenschaft wie Literaturtheorie, Literaturgeschichte, Textanalyse und Interpretation. Darüber hinaus werden wir die Abschlussklausuren (vorbereitende Recherche und Lektüre, Schreibtechniken), die mündlichen Abschlussprüfungen (Themenwahl in Literatur- und Kulturwissenschaft, Thesenpapier) und die schriftliche Abschlussarbeit (Themenwahl, Arbeitstechniken) besprechen. Es wird auch die Möglichkeit geben, Prüfungen zu simulieren.

**Prerequisites:** will be specified

For further information: rainer.emig@engsem.uni-hannover.de

**Literatur**

Lektüreempfehlungen:


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**Foundations Linguistics 1**

*Introduction to Linguistics I*

Seminar, SWS: 2  
Shahrokny-Prehn, Arian  
Mo, wöchentl., 08:00 - 10:00, 12.04.2010 - 17.07.2010, 1502 - 003 II 003

**Kommentar**

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: phonetics and phonology, morphology, syntax, semantics and pragmatics. Areas such as sociolinguistics, varieties of English, first and second language acquisition, comparative linguistics English/German, historical linguistics, corpus linguistics, language universals and language typology will be tackled in the following semester.

For further information please contact me at: arian.shahrokny@engsem.uni-hannover.de

**Bemerkung**

LingF1
### Introduction to Linguistics II
Seminar, SWS: 2
Höche, Silke
Do, wöchentl., 16:00 - 18:00, 08.04.2010 - 17.07.2010, 1502 - 003 II 003

**Kommentar**
This course is a sequel to *Introduction to Linguistics I* and will cover areas such as sociolinguistics, varieties of English, first and second language acquisition, historical linguistics, corpus linguistics, speech acts and conversation.

**Bemerkung**
LingF2

**Literatur**
Texts that we will discuss in class will be made available in a reader at the beginning of the seminar. Further secondary literature will be made available on a reserve shelf in the library.

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### Introduction to Linguistics II
Seminar, SWS: 2
Schulze, Rainer
Mo, wöchentl., 14:00 - 16:00, 12.04.2010 - 17.07.2010, 1502 - 003 II 003

**Kommentar**
This course is a sequel to *Introduction to Linguistics I* and will cover areas such as sociolinguistics, varieties of English, first and second language acquisition, historical linguistics, corpus linguistics, speech acts and conversation.

Texts that we will discuss in class will be made available in a reader at the beginning of the seminar. Further secondary literature will be made available on a reserve shelf in the library.

**Bemerkung**
LingF2

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### Introduction to Linguistics II
Seminar, SWS: 2
Altendorf, Ulrike
Fr, wöchentl., 08:00 - 10:00, 09.04.2010 - 17.07.2010, 1502 - 003 II 003, Dr. Altendorf, Ulrike

**Kommentar**
This course is a sequel to *Introduction to Linguistics I* and will cover areas such as sociolinguistics, varieties of English, first and second language acquisition, historical linguistics, corpus linguistics, speech acts and conversation.

Texts that we will discuss in class will be made available in a reader at the beginning of the seminar. Further secondary literature will be made available on a reserve shelf in the library.

Please register for this class on StudIP, and check there for updates and additional information as the semester approaches.

**Bemerkung**
LingF2

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### Foundations of Linguistics 2
*English Accents and Dialects*

Seminar, SWS: 2
Altendorf, Ulrike
Fr, wöchentl., 14:00 - 16:00, 09.04.2010 - 17.07.2010, 1502 - 003 II 003 , Dr. Altendorf, Ulrike

**Kommentar**
According to Trudgill's estimates, only 3% to 5% of speakers of British English are speakers of the standard accent RP; 15% to 20% speak Standard English. Speakers of British English are therefore more likely than not to display features of English non-standard accents and dialects. This course will take a closer look at the major non-standard social and regional varieties of English, their linguistic characteristics and social evaluation. It will also explore the standard accent RP, its relationship with non-standard accents and its recent and current evolution in both linguistic and social terms.

Please register for this class on StudIP, and check there for updates and additional information as the semester approaches.

**Bemerkung**
LingF4
**Englisches Seminar**

**Vorlesung, SWS: 2**
Schulze, Rainer  
Di, wöchentl., 16:00 - 18:00, 06.04.2010 - 17.07.2010, 1502 - 003 II 003

**Kommentar**  
The aim of this lecture is to present an overview of the grammar of English. Different grammatical concepts will be introduced, such as parts-of-speech or word classes, sentence elements or phrases, and clause types. These concepts are not fixed linguistic entities but are described differently in grammars of English. Several varying approaches to these concepts will be discussed, paying special attention to the literature mentioned below.

**Bemerkung**  
LingF3 / FAL1, FAL 2

**Literatur**

*Recommended background reading:*


**Twentieth-Century English: History, Variation, and Standardization**

**Seminar, SWS: 2**
Höche, Silke  
Fr, wöchentl., 08:00 - 10:00, 09.04.2010 - 17.07.2010, 1502 - 703 II 703

**Kommentar**  
This seminar, named after Christian Mai's (2006) most recent book on tendencies in the development of Standard English over the past hundred years, will explore exactly these. Having a closer look at major trends and changes in the vocabulary (conversion, acronymy, endocentric verb-verb compounds etc.), grammar (*going* to-future, *must* and *have* as modal markers, *be* *like*, etc.) and pronunciation (the status of RP) of English in the 20th century, we will also discuss problems related to the detection and verification of ongoing change. In dealing with how to trace and record linguistic variation and change, students will learn about methods of linguistic research, the focus being on corpus studies. The practical demonstration and application of computer-based linguistic analysis will be a central subject of this course where students will have to develop and conduct minor research projects.

**Bemerkung**  
LingF4

**Literatur**  
A reader with selected texts will be made available at the beginning of the semester.
What's up with what's going down? – Idioms and Collocations in English

Seminar, SWS: 2, Max. Teilnehmer: 35
Shahrokny-Prehn, Arian
Do, wöchentl., 08:00 - 10:00, 08.04.2010 - 17.07.2010, 1502 - 703 II 703

Kommentar

The English language is rich in idioms and collocations, and having a good command of English essentially includes the knowledge of such expressions. However, this can be very difficult for the non-native speaker since a lot of phrases such as *to kick the bucket*, *to be up so.’s alley* or *to chew the fat* which are referred to as ‘idioms’, cannot be understood from the literal definitions and arrangements of their parts. The term 'collocation', then, refers to the restrictions on how words can be used together, for example which prepositions are used with particular verbs, or which adjectives and nouns occur together. While cheese can be *rotten*, milk will be *spoiled*; and yet, *spoiled brat* and *rotten apple* can refer to the same entity...

Over the course of the semester particular idioms and collocations will be analysed and we will look at syntactic and semantic idiosyncrasies of idiomatic phrases, discuss different theoretical approaches to idioms and collocations, and explore methods of description (e.g. dictionaries of idioms, corpus analysis etc.). Moreover - and as 'corpus' already suggests - the course will attend to questions of actual usage: Are idioms like *kick the bucket*, which is frequently cited as a prototypical example, really commonly used by native speakers?

For their term paper, students are expected to conduct their own research concerning a particular idiom / collocation as well as present their findings in class.

Students have to sign up for this class via StudIP; the course size is restricted to 35 participants.

For further information please contact me at: arian.shahrokny@engsem.uni-hannover.de

Advanced English Skills

SPCS

Advanced English Skills: Communication Skills

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2
Bennett, Peter
Do, wöchentl., 14:00 - 16:00, 15.04.2010 - 17.07.2010, 1502 - 609 II 609

Kommentar

This course aims to give students an understanding of what communication and communication skills are, and an understanding of and practical experience in media use, body language, voice training and presentation styles. This course prepares students for the academic presentations that they will hold during their studies.

*Studienleistungen:* one informal presentation

*Prüfungsleistung:* one academic presentation (based on SPAWR paper)

Please register for this class through the registration sheets on the department's website, and submit your registration by 7 April, 2010; 1 p.m. in the registration boxes on the 7th floor.

**SPAWR**
**Advanced English Skills: Academic Writing and Research**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2  
Jones, Jacob  
Di, wöchentl., 10:00 - 12:00, 13.04.2010 - 17.07.2010, 1502 - 613 II 613  
Kommentar  
This course covers the basics of writing an academic research paper, including thesis statements, outlines, sources and bibliographies, citation and paraphrasing, structures of papers (titles, tables of contents, introductions, body of arguments, conclusions), structures of paragraphs, editing and the writing process. This course prepares students for the academic papers that they will write during their studies.  

*Studienleistungen:* an academic paper and two other assignments which build up to the paper  

*Please register for this class through the registration sheets on the department’s website, and submit your registration by 7 April, 2010; 1 p.m. in the registration boxes on the 7th floor.*

**Writing in English**

*SPTAP*

**Writing in English: Textual Analysis and Production**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2  
Gans (M. Â.), Anne  
Mo, wöchentl., 10:00 - 12:00, 12.04.2010 - 17.07.2010, 1502 - 703 II 703  
Mo, wöchentl., 12:00 - 14:00, 12.04.2010 - 17.07.2010, 1502 - 703 II 703  
Di, wöchentl., 10:00 - 12:00, 13.04.2010 - 17.07.2010, 1502 - 709 II 709  
Di, wöchentl., 14:00 - 16:00, 13.04.2010 - 17.07.2010, 1502 - 609 II 609  
Kommentar  
This course examines language, grammar and style of some text types (e.g., news items, biographies, literary texts, advertising, etc). Students will analyse and translate existing texts as well as compose their own original texts.  

*Studienleistungen:* one translation and one textual analysis  

*Please register for this class through the registration sheets on the department's website, and submit your registration by 7 April, 2010; 1 p.m. in the registration boxes on the 7th floor.*

**SPEW**
**Writing in English: Expository Writing**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2
Jones, Jacob

Di, wöchentl., 12:00 - 14:00, 13.04.2010 - 17.07.2010, 1502 - 615 II 615
Di, wöchentl., 14:00 - 16:00, 13.04.2010 - 17.07.2010, 1502 - 613 II 613

Do, wöchentl., 10:00 - 12:00, 15.04.2010 - 17.07.2010, 1502 - 703 II 703
Do, wöchentl., 14:00 - 16:00, 15.04.2010 - 17.07.2010, 1502 - 613 II 613
Do, wöchentl., 12:00 - 14:00, 15.04.2010 - 17.07.2010, 1502 - 703 II 703
Do, wöchentl., 14:00 - 16:00, 15.04.2010 - 17.07.2010, 1502 - 613 II 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.

**Studienleistungen**: two writing tasks in various genres of expository writing

**Prüfungsleistung**: in-class essay (120 minutes)

Please register for this class through the registration sheets on the department's website, and submit your registration by 7 April, 2010; 1 p.m. in the registration boxes on the 7th floor.

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**Integrated English Practice**

**Integrated English Practice: Topics “Canadian Popular Culture”**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2
Hunter, Kate

Fr, wöchentl., 10:00 - 12:00, 16.04.2010 - 17.07.2010, 1502 - 615 II 615

Kommentar
This module incorporates two courses dealing with various topics of relevance to students of Anglophone Studies. The language focus will mainly be on grammar, vocabulary and short texts, which are investigated through the medium of the topic.

**Studienleistungen**: two written or oral tasks for all students

**Prüfungsleistung**: a term paper of 2000 words in one of the SPTOP courses (students who started their studies in or after WS 2007/08) or two term papers of 1600 words, one in each SPTOP course (students who started their studies before WS 2007/08)

This course will examine the characteristics that distinguish Canadians from their neighbours to the south. We will focus on popular culture as it is affected by special legislation, multiculturalism policy, and the role of Quebec. The two Studienleistungen are a presentation and a report on the same topic; the Prüfungsleistung is an academic paper on a topic covered in the class.

Please register for this class through the registration sheets on the department’s website, and submit your registration by 7 April, 2010; 1 p.m. in the registration boxes on the 7th floor.
Integrated English Practice: Topics "Controversial Art through the Ages"
Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2
Hamilton-Bick, Jeanne
Mo, wöchentl., 14:00 - 16:00, 12.04.2010 - 17.07.2010, 1502 - 613 II 613
Kommentar

This module incorporates two courses dealing with various topics of relevance to students of Anglophone Studies. The language focus will mainly be on grammar, vocabulary and short texts, which are investigated through the medium of the topic.

Studienleistungen: two written or oral tasks for all students

Prüfungsleistung: a term paper of 2000 words in one of the SPTOP courses (students who started their studies in or after WS 2007/08) or two term papers of 1600 words, one in each SPTOP course (students who started their studies before WS 2007/08)

Since modern times, the arts have been an essential part of forecasting, indicating and anticipating social change. Through document analyses, art criticism, and the practice of various communication skills, including debate, this course brings alive cultural and social history of certain artworks which have challenged norms and altered understanding of their times. Along with vocabulary-building and advanced grammar practice, students will do one presentation. The Prüfungsleistung is one art historical essay on a chosen work of art.

Please register for this class through the registration sheets on the department's website, and submit your registration by 7 April, 2010; 1 p.m. in the registration boxes on the 7th floor.

Integrated English Practice: Topics "Dealing with Dixie: The American South"
Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2
Jones, Jacob
Mo, wöchentl., 10:00 - 12:00, 12.04.2010 - 17.07.2010, 1502 - 609 II 609
Kommentar

This module incorporates two courses dealing with various topics of relevance to students of Anglophone Studies. The language focus will mainly be on grammar, vocabulary and short texts, which are investigated through the medium of the topic.

Studienleistungen: two written or oral tasks for all students

Prüfungsleistung: a term paper of 2000 words in one of the SPTOP courses (students who started their studies in or after WS 2007/08) or two term papers of 1600 words, one in each SPTOP course (students who started their studies before WS 2007/08)

In language, literature, history, politics and culture, the U.S. South has long been something of an "exception" within the already "exceptionalist" national narrative. Yet from the Civil War to the civil rights movement, W.E.B. Du Bois' The Souls of Black Folk (1903) to William Faulkner, Gone With the Wind, and beyond, the South has had (and continues to have) an outsized impact on the nation as a whole. In fact, it would not be too much to claim that you can't "get to" an understanding of the United States without going through the South.

Through a combination of short reading and writing exercises, as well as exposure to some of the often "unique" cultural materials of the region (architecture, food, history, et al), this class will help you understand and "deal" with Dixie as well.

The Studienleistung assignments for this class will consist of the aforementioned class exercises, as well as a combination (student choice) of either one 500-word topical essay and a fifteen-minute class presentation (on a separate topic), or two 500-word topical essays. The Prüfungsleistung is a 2,000-word research or response essay (other possibilities in other media [i.e. film or music] can be utilized as well).

Please register for this class through the registration sheets on the department's website, and submit your registration by 7 April, 2010; 1 p.m. in the registration boxes on the 7th floor.
Integrated English Practice: Topics "Food and Travel Writing"
Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2
Jones, Jacob
Mo, wöchentl., 12:00 - 14:00, 12.04.2010 - 17.07.2010, 1502 - 613 II 613
Kommentar
This module incorporates two courses dealing with various topics of relevance to students of Anglophone Studies. The language focus will mainly be on grammar, vocabulary and short texts, which are investigated through the medium of the topic.

Studienleistungen: two written or oral tasks for all students
Prüfungsleistung : a term paper of 2000 words in one of the SPTOP courses (students who started their studies in or after WS 2007/08) or two term papers of 1600 words, one in each SPTOP course (students who started their studies before WS 2007/08)

Whether the subject is hiking the Appalachian Trail (Bill Bryson's *A Walk in the Woods* [1998]), or cooking and tasting almost as many parts of a pig as there are cultures which eat them (Anthony Bourdain, *A Cook's Tour* [2001 book and Food Channel series]), at its best travel and food writing can be almost as (if not more) sensual, compelling, inspiring and delicious as the activity itself. In this writing-intensive course you will learn how it is done, and try your own hand at it as well.

The Studienleistung assignments for this class will consist of three short (150-300 word) writing submissions and two somewhat longer essays (ca 500 words), along with class participation. The Prüfungsleistung is either a 2,500-word essay on a food or travel topic of interest to the student, or two 1,000 to 1,500-word essays, one on a food topic, one travel-related (any of which can build on one of the Studienleistung assignments.)

Please register for this class through the registration sheets on the department's website, and submit your registration by 7 April, 2010; 1 p.m. in the registration boxes on the 7th floor.

Integrated English Practice: Topics "Rights and Representation: Gender and Identity"
Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2
Hamilton-Bick, Jeanne
Mi, wöchentl., 12:00 - 14:00, 14.04.2010 - 17.07.2010, 1502 - 615 II 615
Kommentar
This module incorporates two courses dealing with various topics of relevance to students of Anglophone Studies. The language focus will mainly be on grammar, vocabulary and short texts, which are investigated through the medium of the topic.

Studienleistungen: two written or oral tasks for all students
Prüfungsleistung : a term paper of 2000 words in one of the SPTOP courses (students who started their studies in or after WS 2007/08) or two term papers of 1600 words, one in each SPTOP course (students who started their studies before WS 2007/08)

This course presents students with 20th century societal and cultural controversies centering on gendered identities. We will look at forms of identity-based inequality through women's/feminist, LGBT, and men's movements, slavery and racism, and more recent discrimination cases. Course materials will include, among others, key social sciences and gender studies texts and legal case studies, with focus on rigorous communication and self-expression, as well as grammar and vocabulary strengthening. Students are required to do one presentation. The Prüfungsleistung is a written analysis of one important debate/case agreed upon by the student and instructor.

Please register for this class through the registration sheets on the department's website, and submit your registration by 7 April, 2010; 1 p.m. in the registration boxes on the 7th floor.

*SPTOP1*
*SPTOP2*

Foundations Methodology of Teaching English as a Foreign Language
Approaches, Skills and Knowledge in Language Teaching

Seminar, SWS: 2
Kupetz, Rita
Mo, wöchentl., 14:00 - 16:00, 12.04.2010 - 17.07.2010, 1502 - 703 II 703

Kommentar
We will deal with an overview of major approaches to foreign language teaching and analyse the potential of different methods, such as The Grammar-Translation Method, Total Physical Response, Suggestopedia or the Communicative Approach.

We will consider how the various approaches go about skill development and knowledge construction. Be prepared to design a mini-practice following one of these approaches.

For further information: rita.kupetz@engsem.uni-hannover.de
Please register via Stud.IP.

Bemerkung
DidF2

Literatur
Basic reading:

A reader will be provided via the copy shop Stork.
From analysing empirical data to organising a field trip

Seminar, SWS: 2
Fellmann, Gabriela
Mi, wöchentl., 16:00 - 18:00, 07.04.2010 - 17.07.2010, 1502 - 615 II 615
Mi, Einzel, 18:00 - 19:30, 12.05.2010 - 12.05.2010, 1502 - 615 II 615
Mi, Einzel, 18:00 - 19:30, 02.06.2010 - 02.06.2010, 1502 - 615 II 615

Kommentar
What do students learn in a one-week field trip to England? As we still do not know enough about how to describe and how to structure intercultural learning processes, empirical data can be helpful. In this seminar we will therefore briefly deal with intercultural learning concepts and mainly work with empirical data from a field trip to England and the design and the methodological basis of this field trip. The main aim is to analyse and interpret the data (qualitative approach). The final step will be to develop specific tasks for a future field trip to Hastings/ England in September 2010 so that students can further develop their intercultural communicative competence.

Please register on StudIP for this seminar and check there for additional information before the first meeting.

For further information: FellmannG@aol.com

Bemerkung
DidF2

Literatur
A reader as well as literature on the reserve shelf in the library will be provided at the beginning of the semester.

Recommended Reading:
1. Intercultural encounters

2. Empirical Research
Internal Differentiation of Learner Groups
Seminar, SWS: 2
Woltin, Alexander
Mo, wöchentl., 16:00 - 18:00, 12.04.2010 - 17.07.2010, 1502 - 615 II 615

Kommentar
The belief that learner groups learn in equal marching steps is outdated. Learning through instruction does not successfully function anymore and didactics as well as methodology focus now on constructivism. Today’s students form a very heterogeneous learning community. Each student has his or her own learning biography and learns individually in terms of constructing knowledge, as learning is believed to be a subjective, individual process. From this it follows that teachers have to deal with different learning types (e.g. auditory, visual, communicative or motoric), rates, dispositions or even interests. How to effectively meet these heterogenic learner groups concerning promoting and demanding competency acquisition of students will be the focus of this seminar. Thus, we will elaborate efficient strategies of internal differentiation when facilitating functional communicative competencies within beginning, intermediate and advanced learner groups. These developed strategies will be tested practically within our course setting (= mini practice). This is why a part of this seminar is going to be a bloc seminar. Please register for this course at the email address given below before April 1, 2010.

For further information: alexwoltin@gmx.de

Bemerkung
DidF2

Literatur
A reader will be made available prior to the beginning of this course as well as literature recommendations. You can pick up your reader at the copy shop Storck.

Introduction to the Methodology of Teaching English
Seminar, SWS: 2
Kupetz, Rita
Mo, wöchentl., 12:00 - 14:00, 12.04.2010 - 17.07.2010, 1501 - 201 I 201
Mo, Einzel, 18:00 - 20:00, 05.07.2010 - 05.07.2010, 1507 - 002 VII 002 , Modulprüfung Didaktik

Kommentar
This introductory methodology course is obligatory for all prospective teachers and for all BA students who plan to complete an M Ed. We recommend that BA students take this class in their 3rd or 4th semester. Non-BA students need to take this class before their intermediate exam. We will deal with basic issues of teaching English as a foreign language, such as goals, content and methods; the role of the teacher and the learner in the modern foreign language classroom; skills and knowledge; teaching literature; intercultural learning.

For further information: Rita.Kupetz@engsem.uni-hannover.de
Please register via Stud.IP.

Bemerkung
DidF1

Literatur
Basic reading:

A reader will be provided via the copy shop Stork.
**Music in the EFL Classroom**

**Seminar, SWS: 2**

**Blell, Gabriele**

**Di, wöchentl., 14:00 - 16:00, 06.04.2010 - 17.07.2010, 1502 - 615 II 615**

**Kommentar**

If teachers consider essential principles and adequate methods, pictorial art and music offer the advantage to enhance psychomental processes and activities in a foreign language. Recent research on connections between music and brain (language) development has sparked the interest of teachers. Children's communication and perception skills are enhanced by (early) music experiences, and even unconscious listening gives a foundation for conscious listening. In dealing with various aspects of music (phonemic (sound) awareness, songs, programme music, soundscapes, MVCs, sound poetry, cross-overs, CLIL etc.) the seminar participants get the chance to discover music as a means that engages the affective with cognitive (language) and psychomotor domains.

For further information: gabriele.blell@engsem.uni-hannover.de

Please register via Stud.IP.

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**Bemerkung**

DidF2

**Literatur**

Recommended Literature:


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**Foundations Literature and Culture**
American Literature and Culture from the 1830s to the Present
Vorlesung, SWS: 2
Künemann (M. A.), Vanessa
Di, wöchentl., 10:00 - 12:00, 13.04.2010 - 17.07.2010, 1502 - 003 II 003
Kommentar
This survey class provides an overview of major texts and contexts of US literature and culture in the 19th and 20th century (starting where the lecture in the winter semester ended). We will focus on central issues in American Studies: race, ethnicity, class, and gender. With these concepts we will analyze and interpret the interactions between high culture and popular culture, minorities and the mainstream, marginalized groups and established, powerful ones in order to understand cultural and literary developments spanning from the American Renaissance to Postmodernism. We will also trace the rise and development of American Studies as an academic discipline in its own right in the 20th century.

Please register for this class through the registration sheets on the department's website, and submit your registration by 7 April, 2010; 1 p.m. (boxes 7th floor).

Prerequisites for certificate: will be specified
For further information: v.kuenemann@engsem.uni-hannover.de

Bemerkung
AmerF3

Literatur
A reader with course material will be made available at the beginning of the semester.

**Introduction to English Literary Studies**

**Seminar, SWS: 2**
**Krämer, Lucia**
**Fr, wöchentl., 08:00 - 12:00, 04.06.2010 - 17.07.2010, 1502 - 613 II 613**
**Fr, Einzel, 10:00 - 11:30, 23.07.2010 - 23.07.2010, 1502 - 703 II 703, Klausur**

**Kommentar**
This course is designed as a general introduction to English Literary Studies and aims to familiarize students with the fundamentals necessary for the study of English and American literatures. This includes the problematisation of seemingly obvious concepts such as "the author", "literature", "meaning" and "culture". 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 of description, analysis and interpretation. For illustration, we will draw on representative textual examples from all genres (poetry, drama, narrative prose) and periods. The course will also address the basic rules of research and will introduce students to the conventions of scholarly writing.

**Prerequisites for certificate:** will be specified

**For further information:** lucia.kraemer@engsem.uni-hannover.de

**Bemerkung** AmerBritF1

**Literatur**

**Schlüsselkompetenzen**
Für weitere Veranstaltungen siehe das Angebot des Zentrums für Schlüsselkompetenzen.

**Communication Competencies in Non-Academic Contexts**

**Seminar, SWS: 2**
**Hamilton-Bick, Jeanne**
**Mi, wöchentl., 10:00 - 12:00, 14.04.2010 - 17.07.2010, 1502 - 709 II 709, Hamilton-Bick**

**Kommentar**
Students do not have to register for these courses. The class size will be limited to 25 students. If more than 25 students want to take a particular course, priority will be given to students in higher semesters.

These courses are also open to students majoring/minoring in English.

Courses count for Bereich A "Sprach-, Medien- und Darstellungskompetenzen" and/or Bereich B "Allgemeine Kompetenzen zur Förderung der Berufsbejahigung" (Fächerübergreifender Bachelor).

For more information, please see: http://www.engsem.uni-hannover.de/studium/schluesselkompetenz/index.php

or contact Anne Gans (anne.gans@engsem.uni-hannover.de).
Datenbanken in den Geisteswissenschaften
Seminar, SWS: 2, Max. Teilnehmer: 16
Petran, Florian (verantwortlich)
Fr, wöchentl., 14:00 - 16:00, 09.04.2010 - 17.07.2010, 1146 - B111
Kommentar


Bemerkung
Die Teilnehmerzahl ist auf 16 Personen begrenzt. Anmeldung per E-Mail bis zum 01.04.2010 an: florian.petran@mmz.uni-hannover.de.

Literatur
Literaturhinweise finden sich über Stud.IP.

English Theatre Workshop
Sonstige, SWS: 4
Bennett, Peter
Mi, wöchentl., 14:00 - 18:00, 07.04.2010 - 17.07.2010, 1501 - -119 K119
Kommentar
Students do not have to register for this course.

This course is also open for students majoring/minoring in English.

You will receive a Schein for both: Bereich A "Sprach-, Medien- und Darstellungskompetenzen" and Bereich B "Allgemeine Kompetenzen zur Förderung der Berufsbefähigung".

For more information, please see: http://www.engsem.uni-hannover.de/studium/schluesselkompetenz/index.php or contact Anne Gans (anne.gans@engsem.uni-hannover.de) and/or Peter Bennett (peter.bennett@engsem.uni-hannover.de)

Masterstudiengang an berufsbildenden Schulen
Advanced Linguistics
### Emotions in Language

**Seminar, SWS: 2**  
Schulze, Rainer  
Di, wöchentl., 10:00 - 12:00, 06.04.2010 - 17.07.2010, 1502 - 703 II 703  
Di, wöchentl., 10:00 - 12:00, 06.04.2010 - 17.07.2010, 1501 - 201 I 201

**Kommentar**  
This seminar will offer new insights into how English speakers talk about their own and other's emotion.

Arguably, our emotions and how we talk about them are an essential part of what makes us all human. Even if animals may also have emotional experiences, humans can reasonably be regarded as the most emotional of all sentient beings. The study of human discourse about emotion therefore probes into one of the most fundamental human characteristics.

Some recurring issues in this seminar will include:  
What is an emotion? How can emotions be defined? What is the structure of emotions? How can emotions be distinguished from each other? How can emotions be distinguished, measured, and described? Are emotions innate (biological) and universal, or acquired and culturally construed? Are there basic emotions and what are they? What is the relation between linguistic manifestations or resources and emotional experience?

This seminar will be an advanced contribution to the study of language and emotion, drawing on findings from cognitive linguistics, psychology and (linguistic) appraisal theory to model and interpret 'emotional language'.

**Literatur**  
Texts that we will discuss in class will be made available in a reader at the beginning of the seminar. Further secondary literature will be made available on my reserve shelf in the library.

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### National Varieties of English

**Seminar, SWS: 2**  
Altendorf, Ulrike  
Fr, wöchentl., 10:00 - 12:00, 09.04.2010 - 17.07.2010, 1502 - 609 II 609

**Kommentar**  
This course will take a closer look at English as a global language. It will explore a selection of different national varieties of English, in particular the two to-date most influential varieties British and American English as well as Canadian, New Zealand, Australian and Indian English. It will also look at the historical processes which have given rise to the spread of English world wide and at its current political and linguistic situation.

Please register for this class on StudIP, and check there for updates and additional information as the semester approaches.

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### The Student as Researcher - An Introduction to the Possibilities and Limitations of Language Corpora

**Seminar, SWS: 2**  
Altendorf, Ulrike  
Do, wöchentl., 14:00 - 16:00, 08.04.2010 - 17.07.2010, 1502 - 703 II 703  
Do, wöchentl., 14:00 - 16:00, 22.04.2010 - 17.07.2010, 1502 - 815 CIP-Pool

**Kommentar**  
This course will ask to which extent a selection of well-known language "rules" tally with linguistic reality as represented in native-speaker and non-native-speaker corpora. It will introduce students to the concept of the 'language corpus' and the possibilities and limitations of this tool. We will review case studies based on corpus research and carry out our own research on the basis of the German component of the LONGDALE corpus that is currently being compiled.

Please register for this class on StudIP, and check there for updates and additional information as the semester approaches.

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### Contexts of English Language Use

Sommer 2010
<table>
<thead>
<tr>
<th>Course Title</th>
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<td><strong>Englische Seminar</strong></td>
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<td><strong>Sommer 2010</strong></td>
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<tr>
<td><strong>Contexts of English Language Use: English for Professional Use</strong></td>
<td><strong>Englische Seminar</strong></td>
<td><strong>Bennett, Peter</strong></td>
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<td><strong>Do, wöchentl., 12:00 - 14:00, 15.04.2010 - 17.07.2010, 1502 - 613 II 613</strong></td>
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<td><strong>Fr, wöchentl., 12:00 - 14:00, 16.04.2010 - 17.07.2010, 1502 - 703 II 703</strong></td>
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<td><strong>Kommentar</strong></td>
<td>This course deals with language and communication in professional contexts (organisations, trade fairs, public situations, etc). Forms of communication include applications, resumes and CVs, presentations and interviews, social conventions, official letters, emails, faxes, memos, minute taking, reports, notices, telephoning. <strong>Studienleistungen:</strong> one written task (a CV and application) and one oral presentation</td>
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<td>Please register for this class through the registration sheets on the department’s website, and submit your registration by 7 April, 2010; 1 p.m. in the registration boxes on the 7th floor.</td>
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**SPVE**
This course incorporates units dealing with various varieties of language use in English. These include, but are not limited to, Newspapers, Classroom English, Children's Literature, English in Australia. The focus is the use of language (vocabulary and grammar) as well as other features of each variety.

**Studienleistungen: two written/oral tasks**

**Prüfungsleistung**: a term paper of 2500 words (students who started their studies in or after WS 2007/08) or a term paper of 3500 words (students who started their studies before WS 2007/08)

This course offers students an insight into teaching in the foreign language classroom by focussing on necessary vocabulary and simulating a teaching situation. Students will design a lesson plan and carry it out (the two Studienleistungen), thus practising communication skills, classroom management, motivation and flexibility in the target language. The Prüfungsleistung is a reflection essay about this procedure.

Please register for this class through the registration sheets on the department's website, and submit your registration by 7 April, 2010; 1 p.m. in the registration boxes on the 7th floor.

**Literatur**

Required text:

Faber, A & E Mazlish. 2003. How to talk so kids can learn at home and in school. London: Piccadilly. (the 1996 edition is also fine)
**Contexts of English Language Use: Varieties of English "Nature and Environmental Writing"**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Jones, Jacob

Mo, wöchentl., 14:00 - 16:00, 12.04.2010 - 17.07.2010, 1502 - 609 II 609

Kommentar

This module incorporates units dealing with various varieties of language use in English. These include, but are not limited to, Newspapers, Classroom English, Children's Literature, English in Australia. The focus is the use of language (vocabulary and grammar) as well as other features of each variety.

**Studienleistungen:** two written/oral tasks

**Prüfungsleistung:** a term paper of 2500 words (students who started their studies in or after WS 2007/08) or a term paper of 3500 words (students who started their studies before WS 2007/08)

Some of the best essayists in the Anglophone literary tradition were nature writers—Henry David Thoreau, Gerald Durrell and John McPhee come to mind—and over the next decades English will undoubtedly continue to serve as the indispensable language for both the professional and popular scientific and policy literature addressing global climate change and other environmental problems.

Thus, this class is designed not only to familiarize students with some of the "classics" in the nature and environmental writing genre(s), but also to learn and practice many of the writing techniques utilized by the professionals.

The Studienleistung assignments for this class will consist of three short (150-300 word) writing submissions and two somewhat longer essays (ca 500 words), along with class participation. The Prüfungsleistung is an essay (may require some research) on a nature or environmental topic of interest to the student (which can build on one of the Studienleistung assignments.)

Please register for this class through the registration sheets on the department’s website, and submit your registration by 7 April, 2010; 1 p.m. in the registration boxes on the 7th floor.

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**Advanced Methodology of Teaching English as FL**

**Content and Language Integrated Learning**

Seminar, SWS: 2

Kupetz, Rita

Mi, wöchentl., 10:00 - 12:00, 07.04.2010 - 17.07.2010, 1502 - 615 II 615

Kommentar

CLIL is said to be one of the most promising approaches to foreign language learning. We will study this grass-root movement initiated by teachers and discovered by researchers recently. We will watch recorded biology, geography, music and history lessons taught in English. Students will be encouraged to design materials or a unit for teaching a subject of their own choice using this approach.

For further information: rita.kupetz@engsem.uni-hannover.de

Please register via Stud.IP.

Bemerkung

DidA

Literatur

A reader will be provided via the copy shop Stork.

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**Fachpraktikum für das Lehramt an Gymnasien/M.Ed.**

Fachpraktikum

Vinals-Stein, Nicole

Kommentar

5 Wochen am Gymnasium im September 2010. Anmeldung bis zum 30.04.2010 bei Nicole Vinals-Stein (nicole.vinals-stein@engsem.uni-hannover.de). Die Plätze werden in der Reihenfolge der Anmeldung vergeben.

Bemerkung

DidFP
Planung und Analyse von Englischunterricht
Seminar, SWS: 2
Vinals-Stein, Nicole
Di, wöchentl., 16:00 - 18:00, 06.04.2010 - 17.07.2010, 1502 - 609 II 609
Kommentar
Das Seminar ist obligatorisch für alle Lehramtsstudierenden. Im M.Ed. ist die Veranstaltung Teil des Moduls DidPA.
Please register via Stud.IP.

Bemerkung
DidPA

Literatur
To Teach the Boundary. Enseñar la frontera: Hispanic Americans in the USA
Seminar, SWS: 2
Blell, Gabriele
Do, wöchentl., 14:00 - 16:00, 08.04.2010 - 17.07.2010, 1502 - 615 II 615
Kommentar
The USA shares a border with Mexico, and the high standard of living in the USA acts as a growing magnet to Mexican migrants. In 2000, for the first time in California, Spanish speakers outnumbered English speakers. Hispanics have added a distinct flavour to US culture and society. The aim of the seminar is to focus on this topic. Within the context of intercultural and multilingual language learning concepts we will review and analyze various Hispanic/Mexican-American short stories, novel extracts or poems and other artistic forms such as pictures (Balmy Alley murals in SF, US) or film sequences (Spanglish) and adopt them to various teaching scenarios. The texts will be discussed with reference to issues of immigration, transculturality, blendings (interlingual language) and hybridity.
For further information: gabriele.blell@engsem.uni-hannover.de
Please register via Stud.IP.

Bemerkung
DidA

Literatur
Primary texts:

Secondary texts:
Young Adult Literature: Sammy and Juliana in Hollywood

Seminar, SWS: 2
Blell, Gabriele
Do, wöchentl., 10:00 - 12:00, 08.04.2010 - 17.07.2010, 1502 - 615 II 615

Kommentar

Since Salinger's *Catcher in the Rye* (1951) young adult literature has changed a lot. At the centre of the manifold themes in today's young adult fiction are questions of character, clashing cultures, social and religious values, gender identity, values in the light of new technology. The trope that all young adult literature has in common today is the search for identity, young people's hunger for identifiable markers to explore and define their ever-changing universe.

In addition to traditional readings and teaching practices of a range of young adult texts for Sek. I and II (learner- and reader-oriented approaches) we will explore the texts through a critical literacy framework to make teenagers understand how they are being constructed as adolescents in the texts they are reading. Benjamin Alire Sáenz' novel *Sammy & Juliana in Hollywood.* (2005) has been chosen for the seminar and will be discussed in plenary and group sessions. It is planned to get in contact with the author of the novel who teaches at the University of Texas, El Paso.

For further information: gabriele.blell@engsem.uni-hannover.de
Please register via Stud.IP.

Bemerkung

DidA

Literatur

Primary Literature:


Recommended Literature:


Elliott, Joan B. & Dupuis, Mary M. (eds.). (2002). *Young Adult Literature in the Classroom: Reading it, Teaching it, Loving it.* Newark: Del.


Intermediate Literature Culture
American Literature and Culture from the 1830s to the Present

Vorlesung, SWS: 2
Künemann (M. A.), Vanessa
Di, wöchentl., 10:00 - 12:00, 13.04.2010 - 17.07.2010, 1502 - 003 II 003

Kommentar
This survey class provides an overview of major texts and contexts of US literature and culture in the 19th and 20th century (starting where the lecture in the winter semester ended). We will focus on central issues in American Studies: race, ethnicity, class, and gender. With these concepts we will analyze and interpret the interactions between high culture and popular culture, minorities and the mainstream, marginalized groups and established, powerful ones in order to understand cultural and literary developments spanning from the American Renaissance to Postmodernism. We will also trace the rise and development of American Studies as an academic discipline in its own right in the 20th century.

Please register for this class through the registration sheets on the department's website, and submit your registration by 7 April, 2010; 1 p.m. (boxes 7th floor).

Prerequisites for certificate: will be specified

For further information: v.kuenemann@engsem.uni-hannover.de

Bemerkung
AmerF3

Literatur
A reader with course material will be made available at the beginning of the semester.

**Gulliver's Travels**

Seminar, SWS: 2
Bennett, Peter
Fr, wöchentl., 10:00 - 12:00, 09.04.2010 - 17.07.2010, 1502 - 703 II 703

**Kommentar**
Published in 1726, Jonathan Swift's work is a collection of savage political satires masquerading as four accounts of *Travels into Several Remote Nations of the World, 'By Lemuel Gulliver'*. The seminar will highlight the several aspects of British political practice at home and abroad which form the object of Swift's satires. We shall also examine the complexity of the ethics of the satires.

Prerequisites for certificate will be specified
For further information: peter.bennett@engsem.uni-hannover.de

**Late 18th-Century English Prose**

Seminar, SWS: 2
Grünkemeier, Ellen
Di, wöchentl., 10:00 - 12:00, 06.04.2010 - 17.07.2010, 1502 - 615 II 615

**Kommentar**
In this seminar we will work on novels of the late 18th Century that go against the rationalism of Enlightenment and show a renewed interest in the supernatural and fantastic instead. Exploring the development of a genre that was ultimately called Gothic fiction, we will discuss the genre's great impact on English fiction in general and on modern crime and detective stories in particular. Starting with the seminal work *The Castle of Otranto* (1764) by Horace Walpole, we will go on to analyse Ann Radcliffe's *The Mysteries of Udolpho* (1794) before we trace the genre's ramifications in Jane Austen's *Northanger Abbey* (begun in 1798 and published in 1818). We will locate the novels both in their cultural and historical contexts and in the Gothic genre, its theory and its historical development. The genre's fascination with suspense, mystery, horror and terror will be subject to our analysis as will be the novels' narrative structure, character construction, setting, and themes.

Prerequisites for certificate: will be specified
For further information: ellen.gruenkemeier@engsem.uni-hannover.de

**Literatur**
A reader with theoretical texts and background material will be provided. Students who wish to attend this course should get hold of the following novels, preferably in well-annotated editions as, for example, from Penguin or Oxford Classics:

Horace Walpole, *The Castle of Otranto*
Ann Radcliffe, *The Mysteries of Udolpho*
Jane Austen, *Northanger Abbey*
**Reading Film**  
Seminar, SWS: 2, Max. Teilnehmer: 25  
Soller, Bettina  
Do, wöchentl., 12:00 - 14:00, 08.04.2010 - 17.07.2010, 1502 - 615 II 615  
Kommentar  
This class will be concerned with the analysis of film focusing on technical aspects as well as on the historical development of the medium. We will work with movies and excerpts, proceeding chronologically. Film theoretical texts will provide means to gain a deeper knowledge of the subject.  
In addition to the class, it will be necessary to attend bimonthly movie screenings scheduled for Wednesdays at 2 p.m.  
Please register for this class on StudIP by March 31, 2010, and check there for updates and additional information as the semester approaches.  
The number of participants for this class is limited to 25.  
Prerequisites for certificate: will be specified  
For further information: bettina.soller@engsem.uni-hannover.de  

**Restoration Drama**  
Seminar, SWS: 2  
Bennett, Peter  
Di, wöchentl., 14:00 - 16:00, 06.04.2010 - 17.07.2010, 1502 - 703 II 703  
Kommentar  
The Restoration of the monarchy saw Charles II mount the dusty throne after a Puritan regime which, among other deeds, had closed the public theatres in England and, over eighteen years, stifled English theatre. The theatre which now came into being was different in many fundamental ways from that which preceded the so-called Interregnum. Older plays, especially by Shakespeare, were revised, remixed and "improved". New tragedies were declamatory, highly emotional and generally and over-the-top. The seminar will not ignore these now seldom-performed plays, but will concentrate mainly on the new type of comedy that developed at this time: amoral, witty and bawdy. Characterized by symmetrical double or even triple plots and usually featuring sexual and marital (mis)behaviour, the plays accentuate their own artificiality and parody people's pretensions to fashionability and refinement.  
Prerequisites for certificate: will be specified  
For further information: peter.bennett@engsem.uni-hannover.de  

Bemerkung  
AmerF4  
BritF4
Survey of British Literature and Cultures II
Vorlesung, SWS: 2
Emig, Rainer
Fr, wöchentl., 12:00 - 14:00, 09.04.2010 - 17.07.2010, 1502 - 003 II 003
Kommentar
The aims of this set of two lectures (the first one was taught in the winter term) are to provide a broad introduction to the cultural history of Britain and Ireland as well as current debates and conflicts in British culture; to give insight into the development of the literatures of the British Isles in conjunction with their cultural history.

In two survey lectures we will cover the beginnings of British cultures to roughly the 18th century and the 18th century to the present. The lectures will not only provide historical and cultural facts, but will also question them from the perspectives of theories of Cultural Studies.

The lectures will not view literature as a mere illustration or effect of cultural history, but see it as a complex way of responding to and often challenging it.

These lectures are designed for students from all degree schemes. BA students will have to pass a written examination in the final teaching week.

No need to register beforehand, but you must be present at the first meeting.

Prerequisites for certificate: will be specified

For further information: rainer.emig@engsem.uni-hannover.de

Bemerkung
BritF2, BritF3

Literatur
Recommended background material:


*Englische Literaturgeschichte* by Hans Ulrich Seeber (3rd edition, 1999)

In the first half of the 19th century, as the young Republic was coming into its own, philosophical and literary texts recounted and enacted the national 'project' of the United States from various perspectives, often reviewing the American past in order to get a grip on the American future. In retrospect, the period was called 'The American Renaissance' - and we will see that the term does make sense in view of the many new beginnings and revisionary approaches of the time. We shall look into the philosophical and political writing of the period (from Ralph Waldo Emerson's *Nature* to Henry David Thoreau's "Resistance to Civil Government," Margaret Fuller's *Woman in the Nineteenth Century*, and Frederick Douglass' "What to the Slave is the Fourth of July?"), and read poetry (Walt Whitman, Emily Dickinson) and fiction (Nathaniel Hawthorne's *The Scarlet Letter*, shorter pieces by Herman Melville (including "Bartleby the Scrivener"), Edgar Allan Poe's "The Man of the Crowd") to get a feel for the spirit of the time.

Please register for this class on StudIP by March 31, 2010, and check there for updates and additional information as the semester approaches.

The number of participants for this class is limited to 25.

Prerequisites for certificate: will be specified

For further information: ruth.mayer@engsem.uni-hannover.de

Please purchase and read Hawthorne's *The Scarlet Letter*.

The additional course material will be made available in a reader at the beginning of the course.
Sociologists have long recognized that the incorporation of immigrants into the culture and polity of a country depends not only on the interests and skills of immigrants themselves but also on their reception by the dominant culture. As comparisons between different nations have shown, a given culture’s views on multiculturalism and common citizenship have a fundamental influence on how successful immigrant integration is in the long run. In this seminar we will look at the immigration policies of the United States, Canada, and Germany and discuss the different cultural attitudes and convictions that define them. To connect with recent debates about immigration, integration, and second class citizenship, our emphasis will be on contemporary immigration from countries often perceived as fundamentally different from the West: the Arab world including Turkey, Asia, and Africa. A combination of comparative history, political theory, and sociological interpretation, the seminar also introduces examples from immigrant literature, film, and music. These forms of expression belong to the cultural platforms that immigrants have used to gain recognition as vital parts of the liberal democracies they live in, but also as spaces of resistance, self-empowerment, and difference. How, then, have individual writers, filmmakers, and musicians represented themselves here, and how do they contribute to current negotiations regarding the construction of national communities in Western societies?

Please register for this class on StudIP by March 31, 2010, and check there for updates and additional information as the semester approaches.

The number of participants for this class is limited to 25.

Prerequisites for certificate: will be specified

For further information: kirsten.twelbeck@engsem.uni-hannover.de
The aim of this lecture is to present an overview of the grammar of English. Different grammatical concepts will be introduced, such as parts-of-speech or word classes, sentence elements or phrases, and clause types. These concepts are not fixed linguistic entities but are described differently in grammars of English. Several varying approaches to these concepts will be discussed, paying special attention to the literature mentioned below.

**Literatur**

**Recommended background reading:**


**Theorien und Methoden der Linguistik / Linguistic Theory and Methodology (FAL 2)**
Emotions in Language
Seminar, SWS: 2
Schulze, Rainer
Di, wöchentl., 10:00 - 12:00, 06.04.2010 - 17.07.2010, 1502 - 703 II 703
Di, wöchentl., 10:00 - 12:00, 06.04.2010 - 17.07.2010, 1501 - 201 I 201
Kommentar
This seminar will offer new insights into how English speakers talk about their own and other's emotion.
Arguably, our emotions and how we talk about them are an essential part of what makes us all human. Even if animals may also have emotional experiences, humans can reasonably be regarded as the most emotional of all sentient beings. The study of human discourse about emotion therefore probes into one of the most fundamental human characteristics.
Some recurring issues in this seminar will include
What is an emotion? How can emotions be defined? What is the structure of emotions? How can emotions be distinguished from each other? How can emotions be distinguished, measured, and described? Are emotions innate (biological) and universal, or acquired and culturally construed? Are there basic emotions and what are they? What is the relation between linguistic manifestations or resources and emotional experience?
This seminar will be an advanced contribution to the study of language and emotion, drawing on findings from cognitive linguistics, psychology and (linguistic) appraisal theory to model and interpret 'emotional language'.

Bemerkung
LingA1, LingA2 / FAL 2
Literatur
Texts that we will discuss in class will be made available in a reader at the beginning of the seminar. Further secondary literature will be made available on my reserve shelf in the library.

English Sentences
Vorlesung, SWS: 2
Schulze, Rainer
Di, wöchentl., 16:00 - 18:00, 06.04.2010 - 17.07.2010, 1502 - 003 II 003
Kommentar
The aim of this lecture is to present an overview of the grammar of English. Different grammatical concepts will be introduced, such as parts-of-speech or word classes, sentence elements or phrases, and clause types. These concepts are not fixed linguistic entities but are described differently in grammars of English. Several varying approaches to these concepts will be discussed, paying special attention to the literature mentioned below.

Bemerkung
LingF3 / FAL1, FAL 2
Literatur
Recommended background reading:
**Medienkommunikation / Media and Communication (FAL 3)**

The Student as Researcher - An Introduction to the Possibilities and Limitations of Language Corpora

Seminar, SWS: 2
Altendorf, Ulrike
Do, wöchentl., 14:00 - 16:00, 08.04.2010 - 17.07.2010, 1502 - 703 II 703
Do, wöchentl., 14:00 - 16:00, 22.04.2010 - 17.07.2010, 1502 - 815 CIP-Pool

Kommentar: This course will ask to which extent a selection of well-known language "rules" tally with linguistic reality as represented in native-speaker and non-native-speaker corpora. It will introduce students to the concept of the 'language corpus' and the possibilities and limitations of this tool. We will review case studies based on corpus research and carry out our own research on the basis of the German component of the LONGDALE corpus that is currently being compiled.

Please register for this class on StudIP, and check there for updates and additional information as the semester approaches.

Bemerkung: LingA1, LingA2 / FAL3

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**Fremdsprachenkenntnisse / Foreign Language Skills (SK 1)**

Auslandsstudium, Praktikum / Study Abroad, Internship (SK 2)

**Sprachvariation und Sprachwandel / Language Variation and Language Change (FAL 4)**

National Varieties of English

Seminar, SWS: 2
Altendorf, Ulrike
Fr, wöchentl., 10:00 - 12:00, 09.04.2010 - 17.07.2010, 1502 - 609 II 609

Kommentar: This course will take a closer look at English as a global language. It will explore a selection of different national varieties of English, in particular the two to-date most influential varieties British and American English as well as Canadian, New Zealand, Australian and Indian English. It will also look at the historical processes which have given rise to the spread of English world wide and at its current political and linguistic situation.

Please register for this class on StudIP, and check there for updates and additional information as the semester approaches.

Bemerkung: LingA1, LingA2 / FAL4

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**Sprachkontrast und Sprachwandel / Language Variation and Language Change (FAL 5)**

Mehrsprachigkeit und Multilateralität / Multilingualism and Multiliteracies (FAL 6)

**Spracherwerb und Sprachvermittlung / Language Acquisition and Language Teaching (FAL 7)**

Masterarbeit / M. A. Thesis

Examensseminar "Key Ideas in Linguistics"

Seminar, SWS: 2
Schulze, Rainer
Mo, wöchentl., 10:00 - 12:00, 12.04.2010 - 17.07.2010, 1502 - 709 II 709

**M.A. Advanced Anglophone Studies**

Theory and Method (AAS1)
Literary and Cultural Theory
Seminar, SWS: 2, Max. Teilnehmer: 25
Mayer, Ruth (verantwortlich) / Wagle, Jatin (begleitend)
Di, wöchentl., 10:00 - 12:00, 06.04.2010 - 17.07.2010, 1502 - 609 II 609

Kommentar
In this class we will be concerned with major trends and developments in Anglophone literary and cultural theory. We will approach the development of the field exemplarily by largely focusing on debates of cultural status and distinction, and on the role of literature in this context. We will investigate the dominant debates in the 20th and 21st century around representation (both in a literary/artistic and in a political sense), taking into account the positions of cultural studies, gender studies, postcolonial theory, and the New Historicism. Obviously, to take (and enjoy) this class you should not be averse to theory.

Please register for this class on StudIP by March 31, 2010, and check there for updates and additional information as the semester approaches.

The number of participants for this class is limited to 25.

Prerequisites for certificate: will be specified

For further information: ruth.mayer@engsem.uni-hannover.de

Bemerkung
AmerA / AAS 1.2

Literatur
A reader with course material will be made available in the first session of the class.

Epochs and Phenomena in Anglophone Literatures and Cultures (AAS2)
Eighteenth-Century British Theatre
Seminar, SWS: 2
Krämer, Lucia
Do, wöchentl., 14:00 - 16:00, 08.04.2010 - 17.07.2010, 1502 - 709 II 709
Mi, Einzel, 18:00 - 20:00, 12.05.2010 - 12.05.2010, 1502 - 703 II 703 , Filmvorführungen
Di, Einzel, 18:00 - 20:00, 06.07.2010 - 06.07.2010, 1502 - 613 II 613 , Filmvorführungen

Kommentar
'The Rise of the Novel' in the eighteenth century has often eclipsed the drama of the period in literary histories. Yet eighteenth-century British drama manifests an interesting variety of forms and themes, and the new genres of the period, such as the sentimental comedy and the domestic tragedy, confounded established expectations of the tragedy and comedy.

In this seminar we will engage with several dramatic texts from the eighteenth century illustrating the width and variety of the dramatic production of the time. Apart from the textual analysis of the works our main approach will be contextual, with an emphasis on the political and social factors shaping the theatre of the period. We will investigate the consequences of censorship and other political interventions on the theatre, as well as of the profound changes in Britain's social set-up and in the literary market. The role of the theatre as a social and literary institution will thus be the seminar's key focus.

Prerequisites for certificate: will be specified

For further information: lucia.kraemer@engsem.uni-hannover.de

Bemerkung
BritA / AAS2

Literatur
We will read the following texts:

All these plays and further texts that students will have to read in the course of the seminar will be made available in a reader, which will be available at the copy shop Stork in Körnerstraße from March 22, 2010.
The term "sentimental" is a condescending one today. Yet in the eighteenth century, when the modern division into sensibility and sensitivity had not yet occurred, combining one's emotion and one's morality was seen as logical. As a consequence, showing "moral" emotions in the form of blushes, fainting, or tears was highly commended. An entire literary fashion developed and displayed sentimental heroes and heroines who braved the challenges of an often cruel world in sentimental fashions. These texts contributed much to the development of English fiction - to the degree that neither the psychological novel nor successful modern romances can be imagined without their influence.

The seminar will study four important examples of eighteenth-century sentimental fiction. It will look at their strategies of presenting "virtue", at their very different protagonists, but also at ideological issues, especially gender and class, that form the backdrop of their tales. Examples of contemporary philosophy will be used to understand the thinking behind the fictional tales.

Students should have read The Vicar of Wakefield before the start of the seminar.

Prerequisite for certificate: will be specified

For further information: rainer.emig@engsem.uni-hannover.de

Required Purchase:


Recommended Background Reading:

The Contemporary Novel – Trends and Developments
Seminar, SWS: 2, Max. Teilnehmer: 25
Mayer, Ruth
Mo, wöchentl., 12:00 - 14:00, 12.04.2010 - 17.07.2010, 1502 - 609 II 609

Kommentar

Storytelling is back in style. Many of the bestselling novels which appeared in the United States during the last years indulge in complicated plot lines, explore grand themes in epic dimensions, and do not shy away from pathos. Questions of identity take centre stage in many of these texts, and often enough they revolve around concepts of race, ethnicity, nationality, and culture. But clearly, the contemporary novel does not return to older paradigms of ethnic storytelling - many of the long-standing constellations of the American ethnic novel are being revised, undermined, juggled around in these texts, and they are tightly conjoined with reflections on sexuality and gender identity, as we will see. In this class, we will have a look at programmatic and self-reflective writing by contemporary American authors such as Michael Chabon or Jonathan Franzen, and we will read and discuss several long novels which appeared within the last decade. The class will end with a one-day workshop and reading in which we will discuss contemporary trends in writing with two German fiction writers. Attendance of reading and workshop are mandatory for students taking this class.

Warning: This is a class for students who enjoy reading. If you think that long and complex books should be avoided, you'd better stay away.

Please register for this class on StudIP by March 31, 2010, and check there for updates and additional information as the semester approaches.

The number of participants for this class is limited to 25.

Prerequisites for certificate: will be specified

For further information: ruth.mayer@engsem.uni-hannover.de

Bemerkung

AmerA / AAS2, AAS6

Literatur

Please buy and read Jonathan Lethem's The Fortress of Solitude (2003, Vintage, ISBN 0375724885) and Michael Chabon's The Yiddish Policemen's Union (HarperCollins, 2007, ISBN 0007149832) (both are bulky books!) before the semester starts, and check StudIP during the Spring break for updated information and a list of titles that will be discussed in class and at the workshop.

A reader with additional course material will be made available at the beginning of the semester.
The Contemporary Novel – Trends and Developments
Seminar, SWS: 2, Max. Teilnehmer: 25
Mayer, Ruth
Mo, wöchentl., 12:00 - 14:00, 12.04.2010 - 17.07.2010, 1502 - 609 II 609

Kommentar

Storytelling is back in style. Many of the bestselling novels which appeared in the United States during the last years indulge in complicated plot lines, explore grand themes in epic dimensions, and do not shy away from pathos. Questions of identity take centre stage in many of these texts, and often enough they revolve around concepts of race, ethnicity, nationality, and culture. But clearly, the contemporary novel does not return to older paradigms of ethnic storytelling - many of the long-standing constellations of the American ethnic novel are being revised, undermined, juggled around in these texts, and they are tightly conjoined with reflections on sexuality and gender identity, as we will see. In this class, we will have a look at programmatic and self-reflective writing by contemporary American authors such as Michael Chabon or Jonathan Franzen, and we will read and discuss several long novels which appeared within the last decade. The class will end with a one-day workshop and reading in which we will discuss contemporary trends in writing with two German fiction writers. Attendance of reading and workshop are mandatory for students taking this class.

Warning: This is a class for students who enjoy reading. If you think that long and complex books should be avoided, you’d better stay away.

Please register for this class on StudIP by March 31, 2010, and check there for updates and additional information as the semester approaches.

The number of participants for this class is limited to 25.

Prerequisites for certificate: will be specified

For further information: ruth.mayer@engsem.uni-hannover.de

Bemerkung

AmerA / AAS2, AAS6

Literatur

Please buy and read Jonathan Lethem's *The Fortress of Solitude* (2003, Vintage, ISBN 0375724885) and Michael Chabon's *The Yiddish Policemen's Union* (HarperCollins, 2007, ISBN 0007149832) (both are bulky books!) before the semester starts, and check StudIP during the Spring break for updated information and a list of titles that will be discussed in class and at the workshop.

A reader with additional course material will be made available at the beginning of the semester.

MA-Thesis (AAS7)
Examensseminar Literatur / Kultur
Seminar, SWS: 2
Emig, Rainer
Do, wöchentl., 10:00 - 12:00, 08.04.2010 - 17.07.2010, 1507 - 002 VII 002
Kommentar
Das auf die gesamte Vorlesungszeit angelegte Examenskolloquium richtet sich an alle Studierenden, die kurz vor ihrer Abschlussprüfung (BA, Staatsexamen, Magister) stehen und diese im Bereich der englischen und amerikanischen Literatur- und Kulturwissenschaft (insbesondere Anglistik und Neue Englischsprachige Literaturen) ablegen wollen.

Der Veranstaltungsplan umfasst (je nach Bedarf der TeilnehmerInnen) die zentralen Bereiche der Literaturwissenschaft wie Literaturtheorie, Literaturgeschichte, Textanalyse und Interpretation. Darüber hinaus werden wir die Abschlussklausuren (vorbereitende Recherche und Lektüre, Schreibtechniken), die mündlichen Abschlussprüfungen (Themenwahl in Literatur- und Kulturwissenschaft, Thesenpapier) und die schriftliche Abschlussarbeit (Themenwahl, Arbeitstechniken) besprechen. Es wird auch die Möglichkeit geben, Prüfungen zu simulieren.

Prerequisites: will be specified
For further information: rainer.emig@engsem.uni-hannover.de

Literatur
Lektüreempfehlungen:


Professional Skills (AAS8)

Electives (AAS9)

Research and Internship (AAS10)

Concepts of Race, Class, and Gender (AAS3)
Bestsellers, Blockbusters, and the Shaping of American Culture
Seminar, SWS: 2, Max. Teilnehmer: 25
Twelbeck, Kirsten
Do, wöchentl., 12:00 - 14:00, 08.04.2010 - 17.07.2010, 1502 - 609 II 609

Kommentar
What have Americans read in the past two hundred years and why? Which films have they celebrated, and what does this tell us about viewers’ changing values, desires, and fears? How have these successful books and films shaped America's identity? Is it true that they offer an escape from everyday life, as many critics have argued, or do they also intervene in dominant cultural discourses? Can we distinguish narrative patterns, styles, or themes that are particular to these cultural products? Is there anything "American" about them and, if so, how can we explain the fact that Dan Brown's novels or Star Wars have become successful on a global scale?

Starting with the late eighteenth century, this seminar investigates the changing role of bestsellers in American culture, and asks if there are continuities that link nineteenth-century bestselling novels with contemporary blockbuster films. By placing American novels like Uncle Tom's Cabin or Reading Lolita in Tehran in the context of their time, we will examine the connection between narrative theme and literary form. We will analyze how American popular culture fits into the broader context of the country's literature and culture without ignoring the global success story of American bestsellers and movies from Charlotte Temple to Jaws. We will analyze how technological progress, changing bookselling practices, and new audiences have turned books into bestsellers, and how these books have created and re-created their audience. Particular attention will be paid to nineteenth-century mass media such as journals and newspapers and to the twentieth-century marketing machine that includes Oprah and a variety of bestseller lists. We will also look into the themes and aesthetics that prevail in major blockbuster movies and ask about the role of stars and plots. What is the role of theme parks, toys, and games as parts of the merchandising machine that seeks to increase the sales of both tickets and books?

During the second half of the seminar, some extra sessions on Wednesdays, 2 p.m. will be dedicated to the viewing of major blockbuster movies from Gone With the Wind to Jaws and Independence Day (note: if you cannot attend those sessions you are asked to borrow these movies from our library).

Please register for this class on StudIP by March 31, 2010, and check there for updates and additional information as the semester approaches.

The number of participants for this class is limited to 25.
Prerequisites for certificate: will be specified

For further information: kirsten.twelbeck@engsem.uni-hannover.de

Bemerkung
AmerA / AAS3, AAS4

Literatur
Reading material will include nineteenth- and twentieth-century fiction, self-help manuals, and religious and spiritual reading; we will study books such as Uncle Tom's Cabin, excerpts from The DaVinci Code , at least one of the Seven Lectures to Young Men (1844), and parts of Chicken Soup for the Soul and The Purpose-Driven Life.
Contemporary Aboriginal Writing
Seminar, SWS: 2
Grünkemeier, Ellen
Mi, wöchentl., 10:00 - 12:00, 07.04.2010 - 17.07.2010, 1502 - 613 II 613
Kommentar
Australia has a rich and diverse body of creative writing. In this seminar students will be introduced to Aboriginal literature which has gained in prominence since the 1960s. Focusing on selected (and, at times, highly controversial) Aboriginal writers and texts, we will analyse poems, for example, by Oodgeroo Noonuccall/ Kath Walker as well as two novels, namely Dr Wooreddy’s Prescription of Enduring the Ending of the World (1983) by Mudrooroo/Colin Johnson, which depicts the British colonisation of Tasmania from an Aboriginal perspective; and Sally Morgan's My Place (1987), a life story which has also been referred to as a 'Stolen Generation narrative'. In addition to practising close readings, we will relate the texts to their social, political and cultural contexts. Questions concerning identity and belonging, authenticity, history, language and literary traditions will feed into our discussions.

Prerequisites for certificate: will be specified

For further information: ellen.gruenkemeier@engsem.uni-hannover.de

Bemerkung
BritA / AAS3, AAS5

Literatur
A reader with additional material will be provided.

Students who wish to attend this course should get hold of the following novels:

Mudrooroo/Colin Johnson, Dr Wooreddy's Prescription of Enduring the Ending of the World (1983)
Sally Morgan, My Place (1987)

Einführung in die Gender Studies
Seminar, SWS: 2
Funk, Wolfgang
Di, wöchentl., 16:00 - 18:00, 06.04.2010 - 17.07.2010, 1502 - 615 II 615
Di, wöchentl., 18:00 - 20:00, 06.04.2010 - 17.07.2010, 1502 - 615 II 615 , Filmvorführungen
Kommentar

Die Unterrichtssprache im Kurs wird Deutsch sein; da aber zentrale Texte oft nur auf Englisch zugänglich sind, ist eine sichere Kenntnis dieser Sprache unabdinglich.

Voraussetzungen für den Scheinerwerb: werden zu Beginn des Kurses spezifiziert
Für weitere Informationen: wolfgang.funk@engsem.uni-hannover.de

Bemerkung
BritA / AAS3

Literatur
Alle Texte werden zu Beginn des Kurses in einem Reader/einer Readerin :-) zur Verfügung gestellt.
The term "sentimental" is a condescending one today. Yet in the eighteenth century, when the modern division into sensibility and sensitivity had not yet occurred, combining one's emotion and one's morality was seen as logical. As a consequence, showing "moral" emotions in the form of blushes, fainting, or tears was highly commended. An entire literary fashion developed and displayed sentimental heroes and heroines who braved the challenges of an often cruel world in sentimental fashions. These texts contributed much to the development of English fiction - to the degree that neither the psychological novel nor successful modern romances can be imagined without their influence.

The seminar will study four important examples of eighteenth-century sentimental fiction. It will look at their strategies of presenting "virtue", at their very different protagonists, but also at ideological issues, especially gender and class, that form the backdrop of their tales. Examples of contemporary philosophy will be used to understand the thinking behind the fictional tales.

Students should have read The Vicar of Wakefield before the start of the seminar.

Prerequisite for certificate: will be specified

For further information: rainer.emig@engsem.uni-hannover.de

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BritA / AAS2, AAS3, AAS4

Required Purchase:


Recommended Background Reading:

Bestsellers, Blockbusters, and the Shaping of American Culture

Seminar, SWS: 2, Max. Teilnehmer: 25
Twelbeck, Kirsten
Do, wöchentl., 12:00 - 14:00, 08.04.2010 - 17.07.2010, 1502 - 609 II 609

Kommentar

What have Americans read in the past two hundred years and why? Which films have they celebrated, and what does this tell us about viewers' changing values, desires, and fears? How have these successful books and films shaped America's identity? Is it true that they offer an escape from everyday life, as many critics have argued, or do they also intervene in dominant cultural discourses? Can we distinguish narrative patterns, styles, or themes that are particular to these cultural products? Is there anything "American" about them and, if so, how can we explain the fact that Dan Brown's novels or Star Wars have become successful on a global scale?

Starting with the late eighteenth century, this seminar investigates the changing role of bestsellers in American culture, and asks if there are continuities that link nineteenth-century bestselling novels with contemporary blockbuster films. By placing American novels like Uncle Tom's Cabin or Reading Lolita in Tehran in the context of their time, we will examine the connection between narrative theme and literary form. We will analyze how American popular culture fits into the broader context of the country's literature and culture without ignoring the global success story of American bestsellers and movies from Charlotte Temple to Jaws. We will analyze how technological progress, changing bookselling practices, and new audiences have turned books into bestsellers, and how these books have created and re-created their audience. Particular attention will be paid to nineteenth-century mass media such as journals and newspapers and to the twentieth-century marketing machine that includes Oprah and a variety of bestseller lists. We will also look into the themes and aesthetics that prevail in major blockbuster movies and ask about the role of stars and plots. What is the role of theme parks, toys, and games as parts of the merchandising machine that seeks to increase the sales of both tickets and books?

During the second half of the seminar, some extra sessions on Wednesdays, 2 p.m. will be dedicated to the viewing of major blockbuster movies from Gone With the Wind to Jaws and Independence Day (note: if you cannot attend those sessions you are asked to borrow these movies from our library).

Please register for this class on StudIP by March 31, 2010, and check there for updates and additional information as the semester approaches.

The number of participants for this class is limited to 25.

Prerequisites for certificate: will be specified

For further information: kirsten.twelbeck@engsem.uni-hannover.de

Bemerkung

AmerA / AAS3, AAS4

Literatur

Reading material will include nineteenth- and twentieth-century fiction, self-help manuals, and religious and spiritual reading; we will study books such as Uncle Tom's Cabin, excerpts from The DaVinci Code, at least one of the Seven Lectures to Young Men (1844), and parts of Chicken Soup for the Soul and The Purpose-Driven Life.
Introduction to Film Analysis

Sonstige
Block, 10:00 - 18:00, 25.05.2010 - 28.05.2010, 1208 - A001 Kesselhaus, Dr. Peter Buse (University of Salford, UK)

Kommentar
This course will introduce students to film form, training them to identify the basic elements of cinematic technique (mise-en-scene, the shot, cinematography, editing).

We will examine the way in which these elements of film form combine to make meaning, with special emphasis on the differences in meaning-making strategies between genres and across historical periods.

Prerequisites for certificate: will be specified

Further Information: rainer.emig@engsem.uni-hannover.de

Sentimental Fiction

Seminar, SWS: 2
Emig, Rainer
Do, wöchentl., 16:00 - 18:00, 08.04.2010 - 17.07.2010, 1502 - 703 II 703

Kommentar
The term "sentimental" is a condescending one today. Yet in the eighteenth century, when the modern division into sensibility and sensitivity had not yet occurred, combining one's emotion and one's morality was seen as logical. As a consequence, showing "moral" emotions in the form of blushes, fainting, or tears was highly commended. An entire literary fashion developed and displayed sentimental heroes and heroines who braved the challenges of an often cruel world in sentimental fashions. These texts contributed much to the development of English fiction - to the degree that neither the psychological novel nor successful modern romances can be imagined without their influence.

The seminar will study four important examples of eighteenth-century sentimental fiction. It will look at their strategies of presenting "virtue", at their very different protagonists, but also at ideological issues, especially gender and class, that form the backdrop of their tales. Examples of contemporary philosophy will be used to understand the thinking behind the fictional tales.

Students should have read The Vicar of Wakefield before the start of the seminar.

Prerequisite for certificate: will be specified

For further information: rainer.emig@engsem.uni-hannover.de

New English Literatures and Cultures (AAS5)
### Contemporary Aboriginal Writing

**Seminar, SWS: 2**
Grünkemeier, Ellen
Mi, wöchentl., 10:00 - 12:00, 07.04.2010 - 17.07.2010, 1502 - 613 II 613

**Kommentar**
Australia has a rich and diverse body of creative writing. In this seminar students will be introduced to Aboriginal literature which has gained in prominence since the 1960s. Focusing on selected (and, at times, highly controversial) Aboriginal writers and texts, we will analyse poems, for example, by Oodgeroo Noonuccall/ Kath Walker as well as two novels, namely Dr Wooreddy’s *Prescription of Enduring the Ending of the World* (1983) by Mudrooroo/Colin Johnson, which depicts the British colonisation of Tasmania from an Aboriginal perspective; and Sally Morgan’s *My Place* (1987), a life story which has also been referred to as a ‘Stolen Generation narrative’. In addition to practising close readings, we will relate the texts to their social, political and cultural contexts. Questions concerning identity and belonging, authenticity, history, language and literary traditions will feed into our discussions.

Prerequisites for certificate: will be specified

For further information: ellen.gruenkemeier@engsem.uni-hannover.de

**Bemerkung**
BritA / AAS3, AAS5

**Literatur**
A reader with additional material will be provided.

Students who wish to attend this course should get hold of the following novels:


### M. Ed. Lehramt Gymnasium

#### Fachpraktikum Englisch

**Fachpraktikum für das Lehramt an Gymnasien/M.Ed.**

**Fachpraktikum**
Vinals-Stein, Nicole

**Kommentar**
5 Wochen am Gymnasium im September 2010. Anmeldung bis zum 30.04.2010 bei Nicole Vinals-Stein (nicole.vinals-stein@engsem.uni-hannover.de). Die Plätze werden in der Reihenfolge der Anmeldung vergeben.

**Bemerkung**
DidFP
Planung und Analyse von Englischunterricht

Seminart, SWS: 2
Vinals-Stein, Nicole
Di, wöchentl., 16:00 - 18:00, 06.04.2010 - 17.07.2010, 1502 - 609 II 609

Kommentar
Das Seminar ist obligatorisch für alle Lehramtsstudierenden. Im M.Ed. ist die Veranstaltung Teil des Moduls DidPA.

Please register via Stud.IP.

Bemerkung
DidPA

Literatur

Semesterbegleitendes Fachpraktikum M.Ed. LG

Fachpraktikum
Ruhm, Hannah
Kommentar
Semesterbegleitendes Fachpraktikum am Ratsgymnasium Peine (voraussichtlich jeweils Mi oder Do.). Anmeldung per E-Mail bei Hannah Ruhm (hannah.ruhm@engsem.uni-hannover.de) bis zum 15.03.2010. Die Plätze werden in der Reihenfolge der Anmeldung vergeben.

Bemerkung
DidFP

Teaching Practice as Foreign Language Assistant

Seminart, SWS: 2
Ruhm, Hannah
Sa, Einzel, 10:00 - 18:00, 19.06.2010 - 19.06.2010, 1502 - 615 II 615

Kommentar
This course gives a practical introduction to different teaching assistant programmes (PAD, Amity) and provides useful information about the tasks and responsibilities of Foreign Language Assistants. We are going to discuss educational systems (GB, USA, Canada and Australia), develop and discuss different activities and resources for teaching German as a foreign language and you will have the chance to meet and talk to former teaching assistants.

This course is obligatory for BA or M Ed. students planning to substitute the Fachpraktikum with the assistant year. The course will prepare for the 30 minute oral exam which will take place after your return. Please note: DidPA is obligatory for all MEd. students.

Please register for this course at the email address given below before May 30, 2010.
For further information: hannah.ruhm@engsem.uni-hannover.de

Bemerkung
DidPA
**Advanced Methodology**  
**Content and Language Integrated Learning**  
Seminar, SWS: 2  
Kupetz, Rita  
Mi, wöchentl., 10:00 - 12:00, 07.04.2010 - 17.07.2010, 1502 - 615 II 615

**Kommentar**  
CLIL is said to be one of the most promising approaches to foreign language learning. We will study this grass-root movement initiated by teachers and discovered by researchers recently. We will watch recorded biology, geography, music and history lessons taught in English. Students will be encouraged to design materials or a unit for teaching a subject of their own choice using this approach.

For further information: rita.kupetz@engsem.uni-hannover.de

Please register via Stud.IP.

**Bemerkung**  
DidA

**Literatur**  
A reader will be provided via the copy shop Stork.
To Teach the Boundary. Enseñar la frontera: Hispanic Americans in the USA

Seminar, SWS: 2
Blell, Gabriele
Do, wöchentl., 14:00 - 16:00, 08.04.2010 - 17.07.2010, 1502 - 615 II 615

Kommentar
The USA shares a border with Mexico, and the high standard of living in the USA acts as a growing magnet to Mexican migrants. In 2000, for the first time in California, Spanish speakers outnumbered English speakers. Hispanics have added a distinct flavour to US culture and society. The aim of the seminar is to focus on this topic. Within the context of intercultural and multilingual language learning concepts we will review and analyze various Hispanic/Mexican-American short stories, novel extracts or poems and other artistic forms such as pictures (Balmy Alley murals in SF, US) or film sequences (Spanglish) and adopt them to various teaching scenarios. The texts will be discussed with reference to issues of immigration, transculturality, blendings (interlingual language) and hybridity.

For further information: gabriele.blell@engsem.uni-hannover.de
Please register via Stud.IP.

Bemerkung
DidA

Literatur
Primary texts:

Secondary texts:
**Young Adult Literature: Sammy and Juliana in Hollywood**

Seminar, SWS: 2
Blell, Gabriele
Do, wöchentl., 10:00 - 12:00, 08.04.2010 - 17.07.2010, 1502 - 615 II 615

**Kommentar**

Since Salinger's *Catcher in the Rye* (1951) young adult literature has changed a lot. At the centre of the manifold themes in today's young adult fiction are questions of character, clashing cultures, social and religious values, gender identity, values in the light of new technology. The trope that all young adult literature has in common today is the search for identity, young people's hunger for identifiable markers to explore and define their ever-changing universe.

In addition to traditional readings and teaching practices of a range of young adult texts for Sek. I and II (learner- and reader-oriented approaches) we will explore the texts through a critical literacy framework to make teenagers understand how they are being constructed as adolescents in the texts they are reading. Benjamin Alire Sáenz' novel *Sammy & Juliana in Hollywood*. (2005) has been chosen for the seminar and will be discussed in plenary and group sessions. It is planned to get in contact with the author of the novel who teaches at the University of Texas, El Paso.

For further information: gabriele.blell@engsem.uni-hannover.de

Please register via Stud.IP.

**Bemerkung**

DidA

**Literatur**

Primary Literature:


Recommended Literature:


Elliott, Joan B. & Dupuis, Mary M. (eds.). (2002). *Young Adult Literature in the Classroom: Reading it, Teaching it, Loving it*. Newark: Del.


**Advanced Studies**
Contemporary Aboriginal Writing
Seminar, SWS: 2
Grünkemeier, Ellen
Mi, wöchentl., 10:00 - 12:00, 07.04.2010 - 17.07.2010, 1502 - 613 II 613

Kommentar: Australia has a rich and diverse body of creative writing. In this seminar students will be introduced to Aboriginal literature which has gained in prominence since the 1960s. Focusing on selected (and, at times, highly controversial) Aboriginal writers and texts, we will analyse poems, for example, by Oodgeroo Noonuccall/Kath Walker as well as two novels, namely Dr Wooreddy’s Prescription of Enduring the Ending of the World (1983) by Mudrooroo/Colin Johnson, which depicts the British colonisation of Tasmania from an Aboriginal perspective; and Sally Morgan’s My Place (1987), a life story which has also been referred to as a ‘Stolen Generation narrative’. In addition to practising close readings, we will relate the texts to their social, political and cultural contexts. Questions concerning identity and belonging, authenticity, history, language and literary traditions will feed into our discussions.

Prerequisites for certificate: will be specified

For further information: ellen.gruenkemeier@engsem.uni-hannover.de

Bemerkung: BritA / AAS3, AAS5

Literatur: A reader with additional material will be provided.

Students who wish to attend this course should get hold of the following novels:

Mudrooroo/Colin Johnson, Dr Wooreddy’s Prescription of Enduring the Ending of the World (1983)

Sally Morgan, My Place (1987)
Eighteenth-Century British Theatre
Seminar, SWS: 2
Krämer, Lucia
Do, wöchentl., 14:00 - 16:00, 08.04.2010 - 17.07.2010, 1502 - 709 II 709
Mi, Einzel, 18:00 - 20:00, 12.05.2010 - 12.05.2010, 1502 - 703 II 703, Filmvorführungen
Di, Einzel, 18:00 - 20:00, 06.07.2010 - 06.07.2010, 1502 - 613 II 613, Filmvorführungen
Kommentar
'The Rise of the Novel' in the eighteenth century has often eclipsed the drama of the period in literary histories. Yet eighteenth-century British drama manifests an interesting variety of forms and themes, and the new genres of the period, such as the sentimental comedy and the domestic tragedy, confounded established expectations of the tragedy and comedy.

In this seminar we will engage with several dramatic texts from the eighteenth century illustrating the width and variety of the dramatic production of the time. Apart from the textual analysis of the works our main approach will be contextual, with an emphasis on the political and social factors shaping the theatre of the period. We will investigate the consequences of censorship and other political interventions on the theatre, as well as of the profound changes in Britain's social set-up and in the literary market. The role of the theatre as a social and literary institution will thus be the seminar's key focus.

Prerequisites for certificate: will be specified

For further information: lucia.kraemer@engsem.uni-hannover.de

Bemerkung
BritA / AAS2

Literatur
We will read the following texts:

All these plays and further texts that students will have to read in the course of the seminar will be made available in a reader, which will be available at the copy shop Stork in Körnerstraße from March 22, 2010.
Emotions in Language
Seminar, SWS: 2
Schulze, Rainer
Di, wöchentl., 10:00 - 12:00, 06.04.2010 - 17.07.2010, 1502 - 703 II 703
Di, wöchentl., 10:00 - 12:00, 06.04.2010 - 17.07.2010, 1501 - 201 I 201
Kommentar This seminar will offer new insights into how English speakers talk about their own and other's emotion.

Arguably, our emotions and how we talk about them are an essential part of what makes us all human. Even if animals may also have emotional experiences, humans can reasonably be regarded as the most emotional of all sentient beings. The study of human discourse about emotion therefore probes into one of the most fundamental human characteristics.

Some recurring issues in this seminar will include
What is an emotion? How can emotions be defined? What is the structure of emotions? How can emotions be distinguished from each other? How can emotions be distinguished, measured, and described? Are emotions innate (biological) and universal, or acquired and culturally construed? Are there basic emotions and what are they? What is the relation between linguistic manifestations or resources and emotional experience?

This seminar will be an advanced contribution to the study of language and emotion, drawing on findings from cognitive linguistics, psychology and (linguistic) appraisal theory to model and interpret 'emotional language'.

Bemerkung LingA1, LingA2 / FAL 2
Literatur Texts that we will discuss in class will be made available in a reader at the beginning of the seminar. Further secondary literature will be made available on my reserve shelf in the library.

National Varieties of English
Seminar, SWS: 2
Altendorf, Ulrike
Fr, wöchentl., 10:00 - 12:00, 09.04.2010 - 17.07.2010, 1502 - 609 II 609
Kommentar This course will take a closer look at English as a global language. It will explore a selection of different national varieties of English, in particular the two to-date most influential varieties British and American English as well as Canadian, New Zealand, Australian and Indian English. It will also look at the historical processes which have given rise to the spread of English world wide and at its current political and linguistic situation.

Please register for this class on StudIP, and check there for updates and additional information as the semester approaches.

Bemerkung LingA1, LingA2 / FAL4
The Contemporary Novel – Trends and Developments
Seminar, SWS: 2, Max. Teilnehmer: 25
Mayer, Ruth
Mo, wöchentl., 12:00 - 14:00, 12.04.2010 - 17.07.2010, 1502 - 609 II 609
Kommentar
Storytelling is back in style. Many of the bestselling novels which appeared in the United States during the last years indulge in complicated plot lines, explore grand themes in epic dimensions, and do not shy away from pathos. Questions of identity take centre stage in many of these texts, and often enough they revolve around concepts of race, ethnicity, nationality, and culture. But clearly, the contemporary novel does not return to older paradigms of ethnic storytelling - many of the long-standing constellations of the American ethnic novel are being revised, undermined, juggled around in these texts, and they are tightly conjoined with reflections on sexuality and gender identity, as we will see. In this class, we will have a look at programmatic and self-reflective writing by contemporary American authors such as Michael Chabon or Jonathan Franzen, and we will read and discuss several long novels which appeared within the last decade. The class will end with a one-day workshop and reading in which we will discuss contemporary trends in writing with two German fiction writers. Attendance of reading and workshop are mandatory for students taking this class.
Warning: This is a class for students who enjoy reading. If you think that long and complex books should be avoided, you'd better stay away.
Please register for this class on StudIP by March 31, 2010, and check there for updates and additional information as the semester approaches.
The number of participants for this class is limited to 25.
Prerequisites for certificate: will be specified
For further information: ruth.mayer@engsem.uni-hannover.de

Literatur
Please buy and read Jonathan Lethem's *The Fortress of Solitude* (2003, Vintage, ISBN 0375724885) and Michael Chabon's *The Yiddish Policemen's Union* (HarperCollins, 2007, ISBN 0007149832) (both are bulky books!) before the semester starts, and check StudIP during the Spring break for updated information and a list of titles that will be discussed in class and at the workshop.
A reader with additional course material will be made available at the beginning of the semester.

The Student as Researcher - An Introduction to the Possibilities and Limitations of Language Corpora
Seminar, SWS: 2
Altendorf, Ulrike
Do, wöchentl., 14:00 - 16:00, 08.04.2010 - 17.07.2010, 1502 - 703 II 703
Do, wöchentl., 14:00 - 16:00, 22.04.2010 - 17.07.2010, 1502 - 815 CIP-Pool
Kommentar
This course will ask to which extent a selection of well-known language "rules" tally with linguistic reality as represented in native-speaker and non-native-speaker corpora. It will introduce students to the concept of the 'language corpus' and the possibilities and limitations of this tool. We will review case studies based on corpus research and carry out our own research on the basis of the German component of the LONGDALE corpus that is currently being compiled.
Please register for this class on StudIP, and check there for updates and additional information as the semester approaches.

Bemerkung
LingA1, LingA2 / FAL3

Linguistic Survey
The aim of this lecture is to present an overview of the grammar of English. Different grammatical concepts will be introduced, such as parts-of-speech or word classes, sentence elements or phrases, and clause types. These concepts are not fixed linguistic entities but are described differently in grammars of English. Several varying approaches to these concepts will be discussed, paying special attention to the literature mentioned below.

**Recommended background reading:**


**Advanced Linguistics**
### Emotions in Language

**Seminar, SWS: 2**  
Schulze, Rainer  
Di, wöchentl., 10:00 - 12:00, 06.04.2010 - 17.07.2010, 1502 - 703 II 703  
Di, wöchentl., 10:00 - 12:00, 06.04.2010 - 17.07.2010, 1501 - 201 I 201

**Kommentar**  
This seminar will offer new insights into how English speakers talk about their own and other's emotion.

Arguably, our emotions and how we talk about them are an essential part of what makes us all human. Even if animals may also have emotional experiences, humans can reasonably be regarded as the most emotional of all sentient beings. The study of human discourse about emotion therefore probes into one of the most fundamental human characteristics.

Some recurring issues in this seminar will include  
What is an emotion? How can emotions be defined? What is the structure of emotions? How can emotions be distinguished from each other? How can emotions be distinguished, measured, and described? Are emotions innate (biological) and universal, or acquired and culturally construed? Are there basic emotions and what are they? What is the relation between linguistic manifestations or resources and emotional experience?

This seminar will be an advanced contribution to the study of language and emotion, drawing on findings from cognitive linguistics, psychology and (linguistic) appraisal theory to model and interpret 'emotional language'.

**Bemerkung**  
LingA1, LingA2 / FAL 2

**Literatur**  
Texts that we will discuss in class will be made available in a reader at the beginning of the seminar. Further secondary literature will be made available on my reserve shelf in the library.

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### National Varieties of English

**Seminar, SWS: 2**  
Altendorf, Ulrike  
Fr, wöchentl., 10:00 - 12:00, 09.04.2010 - 17.07.2010, 1502 - 609 II 609

**Kommentar**  
This course will take a closer look at English as a global language. It will explore a selection of different national varieties of English, in particular the two to-date most influential varieties British and American English as well as Canadian, New Zealand, Australian and Indian English. It will also look at the historical processes which have given rise to the spread of English world wide and at its current political and linguistic situation.

**Please register for this class on StudIP, and check there for updates and additional information as the semester approaches.**

**Bemerkung**  
LingA1, LingA2 / FAL4

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### The Student as Researcher - An Introduction to the Possibilities and Limitations of Language Corpora

**Seminar, SWS: 2**  
Altendorf, Ulrike  
Do, wöchentl., 14:00 - 16:00, 08.04.2010 - 17.07.2010, 1502 - 703 II 703  
Do, wöchentl., 14:00 - 16:00, 22.04.2010 - 17.07.2010, 1502 - 815 CIP-Pool

**Kommentar**  
This course will ask to which extent a selection of well-known language "rules" tally with linguistic reality as represented in native-speaker and non-native-speaker corpora. It will introduce students to the concept of the 'language corpus' and the possibilities and limitations of this tool. We will review case studies based on corpus research and carry out our own research on the basis of the German component of the LONGDALE corpus that is currently being compiled.

**Please register for this class on StudIP, and check there for updates and additional information as the semester approaches.**

**Bemerkung**  
LingA1, LingA2 / FAL3

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### Advanced Literature and Culture

Sommer 2010
Australia has a rich and diverse body of creative writing. In this seminar students will be introduced to Aboriginal literature which has gained in prominence since the 1960s. Focusing on selected (and, at times, highly controversial) Aboriginal writers and texts, we will analyse poems, for example, by Oodgeroo Noonuccall/ Kath Walker as well as two novels, namely Dr Wooreddy’s Prescription of Enduring the Ending of the World (1983) by Mudrooroo/Colin Johnson, which depicts the British colonisation of Tasmania from an Aboriginal perspective; and Sally Morgan's My Place (1987), a life story which has also been referred to as a 'Stolen Generation narrative'. In addition to practising close readings, we will relate the texts to their social, political and cultural contexts. Questions concerning identity and belonging, authenticity, history, language and literary traditions will feed into our discussions.

Prerequisites for certificate: will be specified

For further information: ellen.gruenkemeier@engsem.uni-hannover.de

Students who wish to attend this course should get hold of the following novels:

Mudrooroo/Colin Johnson, Dr Wooreddy’s Prescription of Enduring the Ending of the World (1983)

Sally Morgan, My Place (1987)
Eighteenth-Century British Theatre
Seminar, SWS: 2
Krämer, Lucia
Do, wöchentl., 14:00 - 16:00, 08.04.2010 - 17.07.2010, 1502 - 709 II 709
Mi, Einzel, 18:00 - 20:00, 12.05.2010 - 12.05.2010, 1502 - 703 II 703 , Filmvorführungen
Di, Einzel, 18:00 - 20:00, 06.07.2010 - 06.07.2010, 1502 - 613 II 613 , Filmvorführungen

Kommentar

'The Rise of the Novel' in the eighteenth century has often eclipsed the drama of the period in literary histories. Yet eighteenth-century British drama manifests an interesting variety of forms and themes, and the new genres of the period, such as the sentimental comedy and the domestic tragedy, confounded established expectations of the tragedy and comedy.

In this seminar we will engage with several dramatic texts from the eighteenth century illustrating the width and variety of the dramatic production of the time. Apart from the textual analysis of the works our main approach will be contextual, with an emphasis on the political and social factors shaping the theatre of the period. We will investigate the consequences of censorship and other political interventions on the theatre, as well as of the profound changes in Britain's social set-up and in the literary market. The role of the theatre as a social and literary institution will thus be the seminar's key focus.

Prerequisites for certificate: will be specified

For further information: lucia.kraemer@engsem.uni-hannover.de

Bemerkung

BritA / AAS2

Literatur

We will read the following texts:
George Farquar, *The Recruiting Officer* (1706)  
Richard Steele, *The Conscious Lovers* (1722)  
John Gay, *The Beggar's Opera* (1728)  
Henry Fielding, *Tom Thumb* (1731)  
George Lillo, *The London Merchant* (1731)  
R.B. Sheridan, *The School of Scandal* (1777)

All these plays and further texts that students will have to read in the course of the seminar will be made available in a reader, which will be available at the copy shop Stork in Körnerstraße from March 22, 2010.

Einführung in die Gender Studies
Seminar, SWS: 2
Funk, Wolfgang
Di, wöchentlich., 16:00 - 18:00, 06.04.2010 - 17.07.2010, 1502 - 615 II 615
Di, wöchentlich., 18:00 - 20:00, 06.04.2010 - 17.07.2010, 1502 - 615 II 615 , Filmvorführungen

Kommentar


Die Unterrichtssprache im Kurs wird Deutsch sein; da aber zentrale Texte oft nur auf Englisch zugänglich sind, ist eine sichere Kenntnis dieser Sprache unabdinglich.

Voraussetzungen für den Scheinerwerb: werden zu Beginn des Kurses spezifiziert

Für weitere Informationen: wolfgang.funk@engsem.uni-hannover.de

Bemerkung

BritA / AAS3

Literatur

Alle Texte werden zu Beginn des Kurses in einem Reader/einer Readerin :-) zur Verfügung gestellt.
### Introduction to Film Analysis

**Sonstige**
Block, 10:00 - 18:00, 25.05.2010 - 28.05.2010, 1208 - A001 Kesselhaus, Dr. Peter Buse (University of Salford, UK)

**Kommentar**
This course will introduce students to film form, training them to identify the basic elements of cinematic technique (mise-en-scene, the shot, cinematography, editing).

We will examine the way in which these elements of film form combine to make meaning, with special emphasis on the differences in meaning-making strategies between genres and across historical periods.

Prerequisites for certificate: will be specified

**Further Information:** rainer.emig@engsem.uni-hannover.de

### Sentimental Fiction

**Seminar, SWS: 2**
Emig, Rainer
Do, wöchentl., 16:00 - 18:00, 08.04.2010 - 17.07.2010, 1502 - 703 II 703

**Kommentar**
The term "sentimental" is a condescending one today. Yet in the eighteenth century, when the modern division into sensibility and sensitivity had not yet occurred, combining one's emotion and one's morality was seen as logical. As a consequence, showing "moral" emotions in the form of blushes, fainting, or tears was highly commended. An entire literary fashion developed and displayed sentimental heroes and heroines who braved the challenges of an often cruel world in sentimental fashions. These texts contributed much to the development of English fiction - to the degree that neither the psychological novel nor successful modern romances can be imagined without their influence.

The seminar will study four important examples of eighteenth-century sentimental fiction. It will look at their strategies of presenting "virtue", at their very different protagonists, but also at ideological issues, especially gender and class, that form the backdrop of their tales. Examples of contemporary philosophy will be used to understand the thinking behind the fictional tales.

Students should have read *The Vicar of Wakefield* before the start of the seminar.

Prerequisite for certificate: will be specified

For further information: rainer.emig@engsem.uni-hannover.de

### Literature

- **Recommended Purchase:**
  - D. Bordwell and K. Thompson, *Film Art: An Introduction* (2005)

- **Required Purchase:**

- **Recommended Background Reading:**
The Contemporary Novel – Trends and Developments
Seminar, SWS: 2, Max. Teilnehmer: 25
Mayer, Ruth
Mo, wöchentlich, 12:00 - 14:00, 12.04.2010 - 17.07.2010, 1502 - 609 II 609
Kommentar
Storytelling is back in style. Many of the bestselling novels which appeared in the United States during the last years indulge in complicated plot lines, explore grand themes in epic dimensions, and do not shy away from pathos. Questions of identity take centre stage in many of these texts, and often enough they revolve around concepts of race, ethnicity, nationality, and culture. But clearly, the contemporary novel does not return to older paradigms of ethnic storytelling - many of the long-standing constellations of the American ethnic novel are being revised, undermined, juggled around in these texts, and they are tightly conjoined with reflections on sexuality and gender identity, as we will see. In this class, we will have a look at programmatic and self-reflective writing by contemporary American authors such as Michael Chabon or Jonathan Franzen, and we will read and discuss several long novels which appeared within the last decade. The class will end with a one-day workshop and reading in which we will discuss contemporary trends in writing with two German fiction writers. Attendance of reading and workshop are mandatory for students taking this class.
Warning: This is a class for students who enjoy reading. If you think that long and complex books should be avoided, you’d better stay away.
Please register for this class on StudIP by March 31, 2010, and check there for updates and additional information as the semester approaches.
The number of participants for this class is limited to 25.
Prerequisites for certificate: will be specified
For further information: ruth.mayer@engsem.uni-hannover.de

Literatur
Please buy and read Jonathan Lethem's *The Fortress of Solitude* (2003, Vintage, ISBN 0375724885) and Michael Chabon's *The Yiddish Policemen's Union* (HarperCollins, 2007, ISBN 0007149832) (both are bulky books!) before the semester starts, and check StudIP during the Spring break for updated information and a list of titles that will be discussed in class and at the workshop.
A reader with additional course material will be made available at the beginning of the semester.

Integrated English Practice

*SPTOP*
Integrated English Practice: Topics "Canadian Popular Culture"
Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2
Hunter, Kate
Fr, wöchentl., 10:00 - 12:00, 16.04.2010 - 17.07.2010, 1502 - 615 II 615
Kommentar
This module incorporates two courses dealing with various topics of relevance to students of Anglophone Studies. The language focus will mainly be on grammar, vocabulary and short texts, which are investigated through the medium of the topic.

Studienleistungen: two written or oral tasks for all students
Prüfungsleistung: a term paper of 2000 words in one of the SPTOP courses (students who started their studies in or after WS 2007/08) or two term papers of 1600 words, one in each SPTOP course (students who started their studies before WS 2007/08)

This course will examine the characteristics that distinguish Canadians from their neighbours to the south. We will focus on popular culture as it is affected by special legislation, multiculturalism policy, and the role of Quebec. The two Studienleistungen are a presentation and a report on the same topic; the Prüfungsleistung is an academic paper on a topic covered in the class.

Please register for this class through the registration sheets on the department’s website, and submit your registration by 7 April, 2010; 1 p.m. in the registration boxes on the 7th floor.

Integrated English Practice: Topics "Controversial Art through the Ages"
Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2
Hamilton-Bick, Jeanne
Mo, wöchentl., 14:00 - 16:00, 12.04.2010 - 17.07.2010, 1502 - 613 II 613
Kommentar
This module incorporates two courses dealing with various topics of relevance to students of Anglophone Studies. The language focus will mainly be on grammar, vocabulary and short texts, which are investigated through the medium of the topic.

Studienleistungen: two written or oral tasks for all students
Prüfungsleistung: a term paper of 2000 words in one of the SPTOP courses (students who started their studies in or after WS 2007/08) or two term papers of 1600 words, one in each SPTOP course (students who started their studies before WS 2007/08)

Since modern times, the arts have been an essential part of forecasting, indicating and anticipating social change. Through document analyses, art criticism, and the practice of various communication skills, including debate, this course brings alive cultural and social history of certain artworks which have challenged norms and altered understanding of their times. Along with vocabulary-building and advanced grammar practice, students will do one presentation. The Prüfungsleistung is one art historical essay on a chosen work of art.

Please register for this class through the registration sheets on the department’s website, and submit your registration by 7 April, 2010; 1 p.m. in the registration boxes on the 7th floor.
### Integrated English Practice: Topics "Dealing with Dixie: The American South"

**Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2**

**Jones, Jacob**

Mo, wöchentl., 10:00 - 12:00, 12.04.2010 - 17.07.2010, 1502 - 609 II 609

**Kommentar**

This module incorporates two courses dealing with various topics of relevance to students of Anglophone Studies. The language focus will mainly be on grammar, vocabulary and short texts, which are investigated through the medium of the topic.

**Studienleistungen: two written or oral tasks for all students**

**Prüfungsleistung**: a term paper of 2000 words in one of the SPTOP courses (students who started their studies in or after WS 2007/08) or two term papers of 1600 words, one in each SPTOP course (students who started their studies before WS 2007/08)

In language, literature, history, politics and culture, the U.S. South has long been something of an "exception" within the already "exceptionalist" national narrative. Yet from the Civil War to the civil rights movement, W.E.B. Du Bois' *The Souls of Black Folk* (1903) to William Faulkner, *Gone With the Wind*, and beyond, the South has had (and continues to have) an outsized impact on the nation as a whole. In fact, it would not be too much to claim that you can't "get to" an understanding of the United States without going through the South.

Through a combination of short reading and writing exercises, as well as exposure to some of the often "unique" cultural materials of the region (architecture, food, history, et al), this class will help you understand and "deal" with Dixie as well.

The Studienleistung assignments for this class will consist of the aforementioned class exercises, as well as a combination (student choice) of either one 500-word topical essay and a fifteen-minute class presentation (on a separate topic), or two 500-word topical essays. The Prüfungsleistung is a 2,000-word research or response essay (other possibilities in other media [i.e. film or music] can be utilized as well).

**Please register for this class through the registration sheets on the department's website, and submit your registration by 7 April, 2010; 1 p.m. in the registration boxes on the 7th floor.**
Integrated English Practice: Topics “Food and Travel Writing”
Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2
Jones, Jacob
Mo, wöchentl., 12:00 - 14:00, 12.04.2010 - 17.07.2010, 1502 - 613 II 613
Kommentar
This module incorporates two courses dealing with various topics of relevance to students of Anglophone Studies. The language focus will mainly be on grammar, vocabulary and short texts, which are investigated through the medium of the topic.

Studienleistungen: two written or oral tasks for all students

Prüfungsleistung: a term paper of 2000 words in one of the SPTOP courses (students who started their studies in or after WS 2007/08) or two term papers of 1600 words, one in each SPTOP course (students who started their studies before WS 2007/08)

Whether the subject is hiking the Appalachian Trail (Bill Bryson's *A Walk in the Woods* [1998]), or cooking and tasting almost as many parts of a pig as there are cultures which eat them (Anthony Bourdain, *A Cook's Tour* [2001 book and Food Channel series]), at its best travel and food writing can be almost as (if not more) sensual, compelling, inspiring and delicious as the activity itself. In this writing-intensive course you will learn how it is done, and try your own hand at it as well.

The Studienleistung assignments for this class will consist of three short (150-300 word) writing submissions and two somewhat longer essays (ca 500 words), along with class participation. The Prüfungsleistung is either a 2,500-word essay on a food or travel topic of interest to the student, or two 1,000 to 1,500-word essays, one on a food topic, one travel-related (any of which can build on one of the Studienleistung assignments.)

Please register for this class through the registration sheets on the department’s website, and submit your registration by 7 April, 2010; 1 p.m. in the registration boxes on the 7th floor.

Integrated English Practice: Topics "Rights and Representation: Gender and Identity"
Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2
Hamilton-Bick, Jeanne
Mi, wöchentl., 12:00 - 14:00, 14.04.2010 - 17.07.2010, 1502 - 615 II 615
Kommentar
This module incorporates two courses dealing with various topics of relevance to students of Anglophone Studies. The language focus will mainly be on grammar, vocabulary and short texts, which are investigated through the medium of the topic.

Studienleistungen: two written or oral tasks for all students

Prüfungsleistung: a term paper of 2000 words in one of the SPTOP courses (students who started their studies in or after WS 2007/08) or two term papers of 1600 words, one in each SPTOP course (students who started their studies before WS 2007/08)

This course presents students with 20th century societal and cultural controversies centering on gendered identities. We will look at forms of identity-based inequality through women's/feminist, LGBT, and men's movements, slavery and racism, and more recent discrimination cases. Course materials will include, among others, key social sciences and gender studies texts and legal case studies, with focus on rigorous communication and self-expression, as well as grammar and vocabulary strengthening. Students are required to do one presentation. The Prüfungsleistung is a written analysis of one important debate/case agreed upon by the student and instructor.

Please register for this class through the registration sheets on the department’s website, and submit your registration by 7 April, 2010; 1 p.m. in the registration boxes on the 7th floor.

Contexts of English Use

*SPEP*
### Contexts of English Language Use: English for Professional Use

**Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2**

#### Bennett, Peter

**Do, wöchentl., 12:00 - 14:00, 15.04.2010 - 17.07.2010, 1502 - 613 II 613**

**Fr, wöchentl., 12:00 - 14:00, 16.04.2010 - 17.07.2010, 1502 - 703 II 703**

**Kommentar**

This course deals with language and communication in professional contexts (organisations, trade fairs, public situations, etc). Forms of communication include applications, resumes and CVs, presentations and interviews, social conventions, official letters, emails, faxes, memos, minute taking, reports, notices, telephoning.

**Studienleistungen:** one written task (a CV and application) and one oral presentation

**Please register for this class through the registration sheets on the department’s website, and submit your registration by 7 April, 2010; 1 p.m. in the registration boxes on the 7th floor.**

### Contexts of English Language Use: English for Professional Use

**Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2**

#### Gans (M. A.), Anne

**Do, wöchentl., 12:00 - 14:00, 08.04.2010 - 17.07.2010, 1502 - 709 II 709**

**Kommentar**

This course deals with language and communication in professional contexts (organisations, trade fairs, public situations, etc). Forms of communication include applications, resumes and CVs, presentations and interviews, social conventions, official letters, emails, faxes, memos, minute taking, reports, notices, telephoning.

**Studienleistungen:** one written task (a CV and application) and one oral presentation

**Please register for this class through the registration sheets on the department’s website, and submit your registration by 7 April, 2010; 1 p.m. in the registration boxes on the 7th floor.**

**SPVE**
This course incorporates units dealing with various varieties of language use in English. These include, but are not limited to, Newspapers, Classroom English, Children's Literature, English in Australia. The focus is the use of language (vocabulary and grammar) as well as other features of each variety.

**Studienleistungen:** two written/oral tasks

**Prüfungsleistung:** a term paper of 2500 words (students who started their studies in or after WS 2007/08) or a term paper of 3500 words (students who started their studies before WS 2007/08)

This course offers students an insight into teaching in the foreign language classroom by focussing on necessary vocabulary and simulating a teaching situation. Students will design a lesson plan and carry it out (the two Studienleistungen), thus practising communication skills, classroom management, motivation and flexibility in the target language. The Prüfungsleistung is a reflection essay about this procedure.

Please register for this class through the registration sheets on the department’s website, and submit your registration by 7 April, 2010; 1 p.m. in the registration boxes on the 7th floor.

**Literatur**

Required text:

Faber, A & E Mazlish. 2003. How to talk so kids can learn at home and in school. London: Piccadilly. (the 1996 edition is also fine)
Contexts of English Language Use: Varieties of English "Nature and Environmental Writing"

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2
Jones, Jacob
Mo, wöchentl., 14:00 - 16:00, 12.04.2010 - 17.07.2010, 1502 - 609 II 609

Kommentar
This module incorporates units dealing with various varieties of language use in English. These include, but are not limited to, Newspapers, Classroom English, Children's Literature, English in Australia. The focus is the use of language (vocabulary and grammar) as well as other features of each variety.

Studienleistungen: two written/oral tasks

Prüfungsleistung: a term paper of 2500 words (students who started their studies in or after WS 2007/08) or a term paper of 3500 words (students who started their studies before WS 2007/08)

Some of the best essayists in the Anglophone literary tradition were nature writers-Henry David Thoreau, Gerald Durrell and John McPhee come to mind-and over the next decades English will undoubtedly continue to serve as the indispensable language for both the professional and popular scientific and policy literature addressing global climate change and other environmental problems.

Thus, this class is designed not only to familiarize students with some of the "classics" in the nature and environmental writing genre(s), but also to learn and practice many of the writing techniques utilized by the professionals.

The Studienleistung assignments for this class will consist of three short (150-300 word) writing submissions and two somewhat longer essays (ca 500 words), along with class participation. The Prüfungsleistung is an essay (may require some research) on a nature or environmental topic of interest to the student (which can build on one of the Studienleistung assignments.)

Please register for this class through the registration sheets on the department’s website, and submit your registration by 7 April, 2010; 1 p.m. in the registration boxes on the 7th floor.

Masterarbeit / Master Thesis
Examensseminar Didaktik
Seminar, SWS: 2
Kupetz, Rita
Di, wöchentl., 14:00 - 16:00, 06.04.2010 - 17.07.2010, 1502 - 709 II 709

Kommentar
Examenskandidatinnen für die Prüfung im Sommer 2010 bereiten sich im April und Mai mittels Prüfungsspiel oder Beratung zum Thesenpapier unmittelbar auf die mündliche Prüfung vor. Ab Juni werden Kandidatinnen folgender Semester aufgenommen.

Please register via Stud.IP.

Examensseminar Didaktik
Seminar, SWS: 2
Blell, Gabriele
Di, wöchentl., 16:00 - 18:00, 06.04.2010 - 17.07.2010, 1502 - 613 II 613

Kommentar
Examenskandidatinnen für die Prüfung im Sommer 2010 bereiten sich im April und Mai mittels Prüfungsspiel oder Beratung zum Thesenpapier unmittelbar auf die mündliche Prüfung vor. Ab Juni werden Kandidatinnen folgender Semester aufgenommen.

Please register via Stud.IP.

Examensseminar "Key Ideas in Linguistics"
Seminar, SWS: 2
Schulze, Rainer
Mo, wöchentl., 10:00 - 12:00, 12.04.2010 - 17.07.2010, 1502 - 709 II 709

Sommer 2010
Englisches Seminar

Sommer 2010

Pädagogisches Handeln in der Schule (EW 1)

Pädagogische Kontexte (EW 2)

Psychologie in Erziehung und Unterricht

Ergänzungsstudiengang Drittes Fach Lehramt Gymnasium

Foundations of Linguistics

Introduction to Linguistics I
Seminar, SWS: 2
Shahrokny-Prehn, Arian
Mo, wöchentl., 08:00 - 10:00, 12.04.2010 - 17.07.2010, 1502 - 003 II 003
Kommentar
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: phonetics and phonology, morphology, syntax, semantics and pragmatics. Areas such as sociolinguistics, varieties of English, first and second language acquisition, comparative linguistics English/German, historical linguistics, corpus linguistics, language universals and language typology will be tackled in the following semester.

For further information please contact me at: arian.shahrokny@engsem.uni-hannover.de

Bemerkung
LingF1

Introduction to Linguistics II
Seminar, SWS: 2
Höche, Silke
Do, wöchentl., 16:00 - 18:00, 08.04.2010 - 17.07.2010, 1502 - 003 II 003
Kommentar
This course is a sequel to Introduction to Linguistics I and will cover areas such as sociolinguistics, varieties of English, first and second language acquisition, historical linguistics, corpus linguistics, speech acts and conversation.

Bemerkung
LingF2

Literatur
Texts that we will discuss in class will be made available in a reader at the beginning of the seminar. Further secondary literature will be made available on a reserve shelf in the library.

Introduction to Linguistics II
Seminar, SWS: 2
Schulze, Rainer
Mo, wöchentl., 14:00 - 16:00, 12.04.2010 - 17.07.2010, 1502 - 003 II 003
Kommentar
This course is a sequel to Introduction to Linguistics I and will cover areas such as sociolinguistics, varieties of English, first and second language acquisition, historical linguistics, corpus linguistics, speech acts and conversation.

Texts that we will discuss in class will be made available in a reader at the beginning of the seminar. Further secondary literature will be made available on a reserve shelf in the library.

Bemerkung
LingF2
Introduction to Linguistics II
Seminar, SWS: 2
Altendorf, Ulrike
Fr, wöchentl., 08:00 - 10:00, 09.04.2010 - 17.07.2010, 1502 - 003 II 003 , Dr. Altendorf, Ulrike
Kommentar
This course is a sequel to Introduction to Linguistics I and will cover areas such as sociolinguistics, varieties of English, first and second language acquisition, historical linguistics, corpus linguistics, speech acts and conversation.

Texts that we will discuss in class will be made available in a reader at the beginning of the seminar. Further secondary literature will be made available on a reserve shelf in the library.

Please register for this class on StudIP, and check there for updates and additional information as the semester approaches.

Advanced English Skills
Advanced English Skills: Academic Writing and Research
Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2
Jones, Jacob
Di, wöchentl., 10:00 - 12:00, 13.04.2010 - 17.07.2010, 1502 - 613 II 613
Kommentar
This course covers the basics of writing an academic research paper, including thesis statements, outlines, sources and bibliographies, citation and paraphrasing, structures of papers (titles, tables of contents, introductions, body of arguments, conclusions), structures of paragraphs, editing and the writing process. This course prepares students for the academic papers that they will write during their studies.

Studienleistungen: an academic paper and two other assignments which build up to the paper

Please register for this class through the registration sheets on the department’s website, and submit your registration by 7 April, 2010; 1 p.m. in the registration boxes on the 7th floor.

Advanced English Skills: Communication Skills
Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2
Bennett, Peter
Do, wöchentl., 14:00 - 16:00, 15.04.2010 - 17.07.2010, 1502 - 609 II 609
Kommentar
This course aims to give students an understanding of what communication and communication skills are, and an understanding of and practical experience in media use, body language, voice training and presentation styles. This course prepares students for the academic presentations that they will hold during their studies.

Studienleistungen: one informal presentation

Prüfungsleistung: one academic presentation (based on SPAWR paper)

Please register for this class through the registration sheets on the department's website, and submit your registration by 7 April, 2010; 1 p.m. in the registration boxes on the 7th floor.

Writing in English
Writing in English: Expository Writing
Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2
Jones, Jacob
Di, wöchentl., 12:00 - 14:00, 13.04.2010 - 17.07.2010, 1502 - 615 II 615
Di, wöchentl., 14:00 - 16:00, 13.04.2010 - 17.07.2010, 1502 - 613 II 613
Do, wöchentl., 10:00 - 12:00, 15.04.2010 - 17.07.2010, 1502 - 703 II 703
Do, wöchentl., 14:00 - 16:00, 15.04.2010 - 17.07.2010, 1502 - 703 II 703
Do, wöchentl., 12:00 - 14:00, 15.04.2010 - 17.07.2010, 1502 - 613 II 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.
Studienleistungen: two writing tasks in various genres of expository writing
Prüfungsleistung: in-class essay (120 minutes)
Please register for this class through the registration sheets on the department's website, and submit your registration by 7 April, 2010; 1 p.m. in the registration boxes on the 7th floor.

Writing in English: Textual Analysis and Production
Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2
Gans (M. A.), Anne
Mo, wöchentl., 10:00 - 12:00, 12.04.2010 - 17.07.2010, 1502 - 703 II 703
Mo, wöchentl., 14:00 - 16:00, 12.04.2010 - 17.07.2010, 1502 - 703 II 703
Di, wöchentl., 10:00 - 12:00, 13.04.2010 - 17.07.2010, 1502 - 709 II 709
Di, wöchentl., 14:00 - 16:00, 13.04.2010 - 17.07.2010, 1502 - 609 II 609
Kommentar
This course examines language, grammar and style of some text types (e.g., news items, biographies, literary texts, advertising, etc). Students will analyse and translate existing texts as well as compose their own original texts.
Studienleistungen: one translation and one textual analysis
Please register for this class through the registration sheets on the department's website, and submit your registration by 7 April, 2010; 1 p.m. in the registration boxes on the 7th floor.

Foundations Methodology of Teaching English as a Foreign Language
**Introduction to the Methodology of Teaching English**

**Seminare, SWS: 2**  
**Kupetz, Rita**  
**Mo, wöchentl., 12:00 - 14:00, 12.04.2010 - 17.07.2010, 1501 - 201 I 201**  
**Mo, Einzel, 18:00 - 20:00, 05.07.2010 - 05.07.2010, 1507 - 002 VII 002 , Modulprüfung Didaktik**

This introductory methodology course is obligatory for all prospective teachers and for all BA students who plan to complete an M Ed. We recommend that BA students take this class in their 3rd or 4th semester. Non-BA students need to take this class before their intermediate exam. We will deal with basic issues of teaching English as a foreign language, such as goals, content and methods; the role of the teacher and the learner in the modern foreign language classroom; skills and knowledge; teaching literature; intercultural learning.

For further information: Rita.Kupetz@engsem.uni-hannover.de

Please register via Stud.IP.

**Bemerkung** DidF1

**Literatur**

Basic reading:


A reader will be provided via the copy shop Stork.

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**Foundations of American Studies 1**
American Literature and Culture from the 1830s to the Present

Vorlesung, SWS: 2
Künemann (M. A.), Vanessa
Di, wöchentl., 10:00 - 12:00, 13.04.2010 - 17.07.2010, 1502 - 003 II 003

Kommentar
This survey class provides an overview of major texts and contexts of US literature and culture in the 19th and 20th century (starting where the lecture in the winter semester ended). We will focus on central issues in American Studies: race, ethnicity, class, and gender. With these concepts we will analyze and interpret the interactions between high culture and popular culture, minorities and the mainstream, marginalized groups and established, powerful ones in order to understand cultural and literary developments spanning from the American Renaissance to Postmodernism. We will also trace the rise and development of American Studies as an academic discipline in its own right in the 20th century.

Please register for this class through the registration sheets on the department's website, and submit your registration by 7 April, 2010; 1 p.m. (boxes 7th floor).

Prerequisites for certificate: will be specified

For further information: v.kuenemann@engsem.uni-hannover.de

Bemerkung
AmerF3

Literatur
A reader with course material will be made available at the beginning of the semester.

Foundations of American Studies 2
American Literature and Culture from the 1830s to the Present

Vorlesung, SWS: 2
Künne (M. A.), Vanessa

Di, wöchentl., 10:00 - 12:00, 13.04.2010 - 17.07.2010, 1502 - 003 II 003

Kommentar
This survey class provides an overview of major texts and contexts of US literature and culture in the 19th and 20th century (starting where the lecture in the winter semester ended). We will focus on central issues in American Studies: race, ethnicity, class, and gender. With these concepts we will analyze and interpret the interactions between high culture and popular culture, minorities and the mainstream, marginalized groups and established, powerful ones in order to understand cultural and literary developments spanning from the American Renaissance to Postmodernism. We will also trace the rise and development of American Studies as an academic discipline in its own right in the 20th century.

Please register for this class through the registration sheets on the department's website, and submit your registration by 7 April, 2010; 1 p.m. (boxes 7th floor).

Prerequisites for certificate: will be specified

For further information: v.kuenne@engsem.uni-hannover.de

Bemerkung
AmerF3

Literatur
A reader with course material will be made available at the beginning of the semester.


American Literature and Culture from the 1830s to the Present

Vorlesung, SWS: 2
Mayer, Ruth (verantwortlich)

Mo, wöchentl., 10:00 - 12:00, 12.04.2010 - 17.07.2010, 1502 - 003 II 003

Mo, Einzel, 10:00 - 12:00, 19.07.2010 - 19.07.2010, 1208 - A001 Kesselhaus, Klausur

Di, Einzel, 11:00 - 13:00, 31.08.2010 - 31.08.2010, 1502 - 609 II 609, Klausur

Kommentar
This survey class provides an overview of major texts and contexts of American literature and culture in the 19th and 20th century (starting where AmerF2 in the winter semester ended). It will focus on the interactions between high culture and popular culture, minorities and the mainstream, marginalized groups and powerful parties in order to get a grip on cultural developments from the American Renaissance to Postmodernism.

Please register for this class through the registration sheets on the department's website, and submit your registration by 7 April, 2010; 1 p.m. (boxes 7th floor).

Prerequisites for certificate: will be specified

For further information: ruth.mayer@engsem.uni-hannover.de

Bemerkung
AmerF3

Literatur
A reader with course material will be made available at the beginning of the semester.

Reading Film
Seminar, SWS: 2, Max. Teilnehmer: 25
Soller, Bettina
Do, wöchentl., 12:00 - 14:00, 08.04.2010 - 17.07.2010, 1502 - 615 II 615
Kommentar
This class will be concerned with the analysis of film focusing on technical aspects as well as on the historical development of the medium. We will work with movies and excerpts, proceeding chronologically. Film theoretical texts will provide means to gain a deeper knowledge of the subject.

In addition to the class, it will be necessary to attend bimonthly movie screenings scheduled for Wednesdays at 2 p.m.

Please register for this class on StudIP by March 31, 2010, and check there for updates and additional information as the semester approaches.

The number of participants for this class is limited to 25.

Prerequisites for certificate: will be specified

For further information: bettina.soller@engsem.uni-hannover.de

The American Renaissance
Seminar, SWS: 2, Max. Teilnehmer: 25
Mayer, Ruth
Mi, wöchentl., 10:00 - 12:00, 07.04.2010 - 17.07.2010, 1502 - 609 II 609
Kommentar
In the first half of the 19th century, as the young Republic was coming into its own, philosophical and literary texts recounted and enacted the national 'project' of the United States from various perspectives, often reviewing the American past in order to get a grip on the American future. In retrospect, the period was called 'The American Renaissance' - and we will see that the term does make sense in view of the many new beginnings and revisionary approaches of the time. We shall look into the philosophical and political writing of the period (from Ralph Waldo Emerson's *Nature* to Henry David Thoreau's "Resistance to Civil Government," Margaret Fuller's *Woman in the Nineteenth Century*, and Frederick Douglass' "What to the Slave is the Fourth of July?"), and read poetry (Walt Whitman, Emily Dickinson) and fiction (Nathaniel Hawthorne's *The Scarlet Letter*, shorter pieces by Herman Melville (including "Bartleby the Scrivener"), Edgar Allan Poe's "The Man of the Crowd") to get a feel for the spirit of the time.

Please register for this class on StudIP by March 31, 2010, and check there for updates and additional information as the semester approaches.

The number of participants for this class is limited to 25.

Prerequisites for certificate: will be specified

For further information: ruth.mayer@engsem.uni-hannover.de

Bemerkung AmerF4

Literatur
Please purchase and read Hawthorne's *The Scarlet Letter*.

The additional course material will be made available in a reader at the beginning of the course.
The Glue that Binds Us: Immigration, Citizenship, and Literature in the U.S., Canada, and Germany
Seminar, SWS: 2, Max. Teilnehmer: 25
Twelbeck, Kirsten
Do, wöchentl., 10:00 - 12:00, 08.04.2010 - 17.07.2010, 1502 - 609 II 609

Sociologists have long recognized that the incorporation of immigrants into the culture and polity of a country depends not only on the interests and skills of immigrants themselves but also on their reception by the dominant culture. As comparisons between different nations have shown, a given culture’s views on multiculturalism and common citizenship have a fundamental influence on how successful immigrant integration is in the long run. In this seminar we will look at the immigration policies of the United States, Canada, and Germany and discuss the different cultural attitudes and convictions that define them. To connect with recent debates about immigration, integration, and second class citizenship, our emphasis will be on contemporary immigration from countries often perceived as fundamentally different from the West: the Arab world including Turkey, Asia, and Africa. A combination of comparative history, political theory, and sociological interpretation, the seminar also introduces examples from immigrant literature, film, and music. These forms of expression belong to the cultural platforms that immigrants have used to gain recognition as vital parts of the liberal democracies they live in, but also as spaces of resistance, self-empowerment, and difference. How, then, have individual writers, filmmakers, and musicians represented themselves here, and how do they contribute to current negotiations regarding the construction of national communities in Western societies?

Please register for this class on StudIP by March 31, 2010, and check there for updates and additional information as the semester approaches.

The number of participants for this class is limited to 25.

Prerequisites for certificate: will be specified

For further information: kirsten.twelbeck@engsem.uni-hannover.de

Bemerkung AmerF4

Foundations British Studies 1
Introduction to English Literary Studies
Seminar, SWS: 2
Krämer, Lucia
Fr, wöchentl., 08:00 - 12:00, 04.06.2010 - 17.07.2010, 1502 - 613 II 613
Fr, Einzel, 10:00 - 11:30, 23.07.2010 - 23.07.2010, 1502 - 703 II 703 , Klausur

This course is designed as a general introduction to English Literary Studies and aims to familiarize students with the fundamentals necessary for the study of English and American literatures. This includes the problematisation of seemingly obvious concepts such as "the author", "literature", "meaning" and "culture". 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 of description, analysis and interpretation. For illustration, we will draw on representative textual examples from all genres (poetry, drama, narrative prose) and periods. The course will also address the basic rules of research and will introduce students to the conventions of scholarly writing.

Prerequisites for certificate: will be specified

For further information: lucia.kraemer@engsem.uni-hannover.de

Bemerkung AmerBritF1

Literatur
Students should buy the following textbook:
Survey of British Literature and Cultures II
Vorlesung, SWS: 2
Emig, Rainer
Fr, wöchentl., 12:00 - 14:00, 09.04.2010 - 17.07.2010, 1502 - 003 II 003
Kommentar
The aims of this set of two lectures (the first one was taught in the winter term) are to provide a broad introduction to the cultural history of Britain and Ireland as well as current debates and conflicts in British culture; to give insight into the development of the literatures of the British Isles in conjunction with their cultural history.

In two survey lectures we will cover the beginnings of British cultures to roughly the 18th century and the 18th century to the present. The lectures will not only provide historical and cultural facts, but will also question them from the perspectives of theories of Cultural Studies.

The lectures will not view literature as a mere illustration or effect of cultural history, but see it as a complex way of responding to and often challenging it.

These lectures are designed for students from all degree schemes. BA students will have to pass a written examination in the final teaching week.

No need to register beforehand, but you must be present at the first meeting.

Prerequisites for certificate: will be specified

For further information: rainer.emig@engsem.uni-hannover.de

Bemerkung
BritF2, BritF3

Literatur
Recommended background material:


*Englische Literaturgeschichte* by Hans Ulrich Seeber (3rd edition, 1999)


Foundations British Studies 2
Gulliver's Travels
Seminar, SWS: 2
Bennett, Peter
Fr, wöchentl., 10:00 - 12:00, 09.04.2010 - 17.07.2010, 1502 - 703 II 703
Kommentar
Published in 1726, Jonathan Swift's work is a collection of savage political satires masquerading as four accounts of *Travels into Several Remote Nations of the World, 'By Lemuel Gulliver'*. The seminar will highlight the several aspects of British political practice at home and abroad which form the object of Swift's satires. We shall also examine the complexity of the ethics of the satires.

Prerequisites for certificate will be specified

For further information: peter.bennett@engsem.uni-hannover.de

Bemerkung
BritF4

Literatur
Participants should possess a modern annotated edition, preferably the one from Oxford World's Classics edited by Ian Higgins (2005)
Late 18th-Century English Prose
Seminar, SWS: 2
Grünkemeier, Ellen
Di, wöchentl., 10:00 - 12:00, 06.04.2010 - 17.07.2010, 1502 - 615 II 615
Kommentar
In this seminar we will work on novels of the late 18th Century that go against the rationalism of Enlightenment and show a renewed interest in the supernatural and fantastic instead. Exploring the development of a genre that was ultimately called Gothic fiction, we will discuss the genre's great impact on English fiction in general and on modern crime and detective stories in particular. Starting with the seminal work The Castle of Otranto (1764) by Horace Walpole, we will go on to analyse Ann Radcliffe's The Mysteries of Udolpho (1794) before we trace the genre's ramifications in Jane Austen's Northanger Abbey (begun in 1798 and published in 1818). We will locate the novels both in their cultural and historical contexts and in the Gothic genre, its theory and its historical development. The genre's fascination with suspense, mystery, horror and terror will be subject to our analysis as will be the novels' narrative structure, character construction, setting, and themes.
Prerequisites for certificate: will be specified
For further information: ellen.gruenkemeier@engsem.uni-hannover.de

Bemerkung
BritF4
Literatur
A reader with theoretical texts and background material will be provided. Students who wish to attend this course should get hold of the following novels, preferably in well-annotated editions as, for example, from Penguin or Oxford Classics:

Horace Walpole, The Castle of Otranto
Ann Radcliffe, The Mysteries of Udolpho
Jane Austen, Northanger Abbey

Restoration Drama
Seminar, SWS: 2
Bennett, Peter
Di, wöchentl., 14:00 - 16:00, 06.04.2010 - 17.07.2010, 1502 - 703 II 703
Kommentar
The Restoration of the monarchy saw Charles II mount the dusty throne after a Puritan regime which, among other deeds, had closed the public theatres in England and, over eighteen years, stifled English theatre. The theatre which now came into being was different in many fundamental ways from that which preceded the so-called Interregnum. Older plays, especially by Shakespeare, were revised, remixed and "improved". New tragedies were declamatory, highly emotional and generally and over-the-top. The seminar will not ignore these now seldom-performed plays, but will concentrate mainly on the new type of comedy that developed at this time: amoral, witty and bawdy. Characterized by symmetrical double or even triple plots and usually featuring sexual and marital (mis)behaviour, the plays accentuate their own artificiality and parody people's pretensions to fashionability and refinement.
Prerequisites for certificate: will be specified
For further information: peter.bennett@engsem.uni-hannover.de

Bemerkung
BritF4
Survey of British Literature and Cultures II
Vorlesung, SWS: 2
Emig, Rainer
Fr, wöchentl., 12:00 - 14:00, 09.04.2010 - 17.07.2010, 1502 - 003 II 003
Kommentar
The aims of this set of two lectures (the first one was taught in the winter term) are to provide a broad introduction to the cultural history of Britain and Ireland as well as current debates and conflicts in British culture; to give insight into the development of the literatures of the British Isles in conjunction with their cultural history.

In two survey lectures we will cover the beginnings of British cultures to roughly the 18th century and the 18th century to the present. The lectures will not only provide historical and cultural facts, but will also question them from the perspectives of theories of Cultural Studies.

The lectures will not view literature as a mere illustration or effect of cultural history, but see it as a complex way of responding to and often challenging it.

These lectures are designed for students from all degree schemes. BA students will have to pass a written examination in the final teaching week.

No need to register beforehand, but you must be present at the first meeting.

Prerequisites for certificate: will be specified

For further information: rainer.emig@engsem.uni-hannover.de

Bemerkung
BritF2, BritF3

Literatur
Recommended background material:


Englische Literaturgeschichte by Hans Ulrich Seeber (3rd edition, 1999)

Englische Literaturgeschichte: eine neue Darstellung aus der Sicht der Geschlechterforschung by Ina Schabert (1997).
'Through the Iron Gates of Life' – Sex in British Literature and Culture
Seminar, SWS: 2
Funk, Wolfgang
Mi, wöchentl., 10:00 - 12:00, 07.04.2010 - 17.07.2010, 1502 - 703 II 703
Kommentar
The significance of sexual intercourse has certainly changed throughout our cultural history. Procreation, recreation and exploitation are only a few of the possible symbolic and real connotations that this supposedly most private performance of human interaction might carry.

In this course, we will look at various representations of the sexual act in literature and other cultural artefacts with a view as to how the analysis of sex might help us gain an understanding of the contexts of the texts in question. We will start with some rather burly Middle English texts then stop by Shakespeare's sonnets before proceeding to the 'Metaphysical Poetry' of the 17th century, where our first main focus will lie. Further down the road, we will check if the Romantics were really all that romantic and if the Victorians were quite as Victorian as one would expect. As a contemporary text that concerns itself very much with the significance of the sexual encounter, we will finally read Ian McEwan's novella *On Chesil Beach*.

Prerequisites for certificate: will be specified

For further information, please contact: wolfgang.funk@engsem.uni-hannover.de

Bemerkung
BritF4

Literatur
Students must purchase the following:

McEwan, Ian. *On Chesil Beach*. Feel free to use either the Vintage edition or the one published by Reclam.

All other text will be made available in a reader or via StudIP.

Integrated English Practice
Integrated English Practice: Topics "Canadian Popular Culture"
Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2
Hunter, Kate
Fr, wöchentl., 10:00 - 12:00, 16.04.2010 - 17.07.2010, 1502 - 615 II 615
Kommentar
This module incorporates two courses dealing with various topics of relevance to students of Anglophone Studies. The language focus will mainly be on grammar, vocabulary and short texts, which are investigated through the medium of the topic.

*Studienleistungen: two written or oral tasks for all students*

*Prüfungsleistung*: a term paper of 2000 words in one of the SPTOP courses (students who started their studies in or after WS 2007/08) or two term papers of 1600 words, one in each SPTOP course (students who started their studies before WS 2007/08)

This course will examine the characteristics that distinguish Canadians from their neighbours to the south. We will focus on popular culture as it is affected by special legislation, multiculturalism policy, and the role of Quebec. The two Studienleistungen are a presentation and a report on the same topic; the Prüfungsleistung is an academic paper on a topic covered in the class.

*Please register for this class through the registration sheets on the department's website, and submit your registration by 7 April, 2010; 1 p.m. in the registration boxes on the 7th floor.*
Integrated English Practice: Topics "Controversial Art through the Ages"
Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2
Hamilton-Bick, Jeanne
Mo, wöchentl., 14:00 - 16:00, 12.04.2010 - 17.07.2010, 1502 - 613 II 613
Kommentar
This module incorporates two courses dealing with various topics of relevance to students of Anglophone Studies. The language focus will mainly be on grammar, vocabulary and short texts, which are investigated through the medium of the topic.

Studienleistungen: two written or oral tasks for all students

Prüfungsleistung: a term paper of 2000 words in one of the SPTOP courses (students who started their studies in or after WS 2007/08) or two term papers of 1600 words, one in each SPTOP course (students who started their studies before WS 2007/08)

Since modern times, the arts have been an essential part of forecasting, indicating and anticipating social change. Through document analyses, art criticism, and the practice of various communication skills, including debate, this course brings alive cultural and social history of certain artworks which have challenged norms and altered understanding of their times. Along with vocabulary-building and advanced grammar practice, students will do one presentation. The Prüfungsleistung is one art historical essay on a chosen work of art.

Please register for this class through the registration sheets on the department's website, and submit your registration by 7 April, 2010; 1 p.m. in the registration boxes on the 7th floor.

Integrated English Practice: Topics "Dealing with Dixie: The American South"
Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2
Jones, Jacob
Mo, wöchentl., 10:00 - 12:00, 12.04.2010 - 17.07.2010, 1502 - 609 II 609
Kommentar
This module incorporates two courses dealing with various topics of relevance to students of Anglophone Studies. The language focus will mainly be on grammar, vocabulary and short texts, which are investigated through the medium of the topic.

Studienleistungen: two written or oral tasks for all students

Prüfungsleistung: a term paper of 2000 words in one of the SPTOP courses (students who started their studies in or after WS 2007/08) or two term papers of 1600 words, one in each SPTOP course (students who started their studies before WS 2007/08)

In language, literature, history, politics and culture, the U.S. South has long been something of an "exception" within the already "exceptionalist" national narrative. Yet from the Civil War to the civil rights movement, W.E.B. Du Bois' *The Souls of Black Folk* (1903) to William Faulkner, *Gone With the Wind*, and beyond, the South has had (and continues to have) an outsized impact on the nation as a whole. In fact, it would not be too much to claim that you can't "get to" an understanding of the United States without going through the South.

Through a combination of short reading and writing exercises, as well as exposure to some of the often "unique" cultural materials of the region (architecture, food, history, et al), this class will help you understand and "deal" with Dixie as well.

The Studienleistung assignments for this class will consist of the aforementioned class exercises, as well as a combination (student choice) of either one 500-word topical essay and a fifteen-minute class presentation (on a separate topic), or two 500-word topical essays. The Prüfungsleistung is a 2,000-word research or response essay (other possibilities in other media [i.e. film or music] can be utilized as well).

Please register for this class through the registration sheets on the department's website, and submit your registration by 7 April, 2010; 1 p.m. in the registration boxes on the 7th floor.
Integrated English Practice: Topics "Food and Travel Writing"
Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2
Jones, Jacob
Mo, wöchentl., 12:00 - 14:00, 12.04.2010 - 17.07.2010, 1502 - 613 II 613
Kommentar
This module incorporates two courses dealing with various topics of relevance to students of Anglophone Studies. The language focus will mainly be on grammar, vocabulary and short texts, which are investigated through the medium of the topic.

Studienleistungen: two written or oral tasks for all students

Prüfungsleistung: a term paper of 2000 words in one of the SPTOP courses (students who started their studies in or after WS 2007/08) or two term papers of 1600 words, one in each SPTOP course (students who started their studies before WS 2007/08)

Whether the subject is hiking the Appalachian Trail (Bill Bryson's *A Walk in the Woods* [1998]), or cooking and tasting almost as many parts of a pig as there are cultures which eat them (Anthony Bourdain, *A Cook's Tour* [2001 book and Food Channel series]), at its best travel and food writing can be almost as (if not more) sensual, compelling, inspiring and delicious as the activity itself. In this writing-intensive course you will learn how it is done, and try your own hand at it as well.

The Studienleistung assignments for this class will consist of three short (150-300 word) writing submissions and two somewhat longer essays (ca 500 words), along with class participation. The Prüfungsleistung is either a 2,500-word essay on a food or travel topic of interest to the student, or two 1,000 to 1,500-word essays, one on a food topic, one travel-related (any of which can build on one of the Studienleistung assignments.)

Please register for this class through the registration sheets on the department's website, and submit your registration by 7 April, 2010; 1 p.m. in the registration boxes on the 7th floor.

Integrated English Practice: Topics "Rights and Representation: Gender and Identity"
Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2
Hamilton-Bick, Jeanne
Mi, wöchentl., 12:00 - 14:00, 14.04.2010 - 17.07.2010, 1502 - 615 II 615
Kommentar
This module incorporates two courses dealing with various topics of relevance to students of Anglophone Studies. The language focus will mainly be on grammar, vocabulary and short texts, which are investigated through the medium of the topic.

Studienleistungen: two written or oral tasks for all students

Prüfungsleistung: a term paper of 2000 words in one of the SPTOP courses (students who started their studies in or after WS 2007/08) or two term papers of 1600 words, one in each SPTOP course (students who started their studies before WS 2007/08)

This course presents students with 20th century societal and cultural controversies centering on gendered identities. We will look at forms of identity-based inequality through women's/feminist, LGBT, and men's movements, slavery and racism, and more recent discrimination cases. Course materials will include, among others, key social sciences and gender studies texts and legal case studies, with focus on rigorous communication and self-expression, as well as grammar and vocabulary strengthening. Students are required to do one presentation. The Prüfungsleistung is a written analysis of one important debate/case agreed upon by the student and instructor.

Please register for this class through the registration sheets on the department's website, and submit your registration by 7 April, 2010; 1 p.m. in the registration boxes on the 7th floor.

Contexts of English Use
This course deals with language and communication in professional contexts (organisations, trade fairs, public situations, etc). Forms of communication include applications, resumes and CVs, presentations and interviews, social conventions, official letters, emails, faxes, memos, minute taking, reports, notices, telephoning.

Studienleistungen: one written task (a CV and application) and one oral presentation

Please register for this class through the registration sheets on the department's website, and submit your registration by 7 April, 2010; 1 p.m. in the registration boxes on the 7th floor.
This course incorporates units dealing with various varieties of language use in English. These include, but are not limited to, Newspapers, Classroom English, Children's Literature, English in Australia. The focus is the use of language (vocabulary and grammar) as well as other features of each variety.

**Studienleistungen:** two written/oral tasks

**Prüfungsleistung:** a term paper of 2500 words (students who started their studies in or after WS 2007/08) or a term paper of 3500 words (students who started their studies before WS 2007/08)

This course offers students an insight into teaching in the foreign language classroom by focussing on necessary vocabulary and simulating a teaching situation. Students will design a lesson plan and carry it out (the two Studienleistungen), thus practising communication skills, classroom management, motivation and flexibility in the target language. The Prüfungsleistung is a reflection essay about this procedure.

Please register for this class through the registration sheets on the department’s website, and submit your registration by 7 April, 2010; 1 p.m. in the registration boxes on the 7th floor.

**Literatur**

Required text:

Faber, A & E Mazlish. 2003. How to talk so kids can learn at home and in school. London: Piccadilly. (the 1996 edition is also fine)
This module incorporates units dealing with various varieties of language use in English. These include, but are not limited to, Newspapers, Classroom English, Children's Literature, English in Australia. The focus is the use of language (vocabulary and grammar) as well as other features of each variety.

Studienleistungen: two written/oral tasks

Prüfungsleistung: a term paper of 2500 words (students who started their studies in or after WS 2007/08) or a term paper of 3500 words (students who started their studies before WS 2007/08)

Some of the best essayists in the Anglophone literary tradition were nature writers-Henry David Thoreau, Gerald Durrell and John McPhee come to mind-and over the next decades English will undoubtedly continue to serve as the indispensable language for both the professional and popular scientific and policy literature addressing global climate change and other environmental problems.

Thus, this class is designed not only to familiarize students with some of the "classics" in the nature and environmental writing genre(s), but also to learn and practice many of the writing techniques utilized by the professionals.

The Studienleistung assignments for this class will consist of three short (150-300 word) writing submissions and two somewhat longer essays (ca 500 words), along with class participation. The Prüfungsleistung is an essay (may require some research) on a nature or environmental topic of interest to the student (which can build on one of the Studienleistung assignments.)

Please register for this class through the registration sheets on the department’s website, and submit your registration by 7 April, 2010; 1 p.m. in the registration boxes on the 7th floor.
## Planung und Analyse von Englischunterricht
**Seminar, SWS: 2**
Vinals-Stein, Nicole

**Di, wöchentl., 16:00 - 18:00, 06.04.2010 - 17.07.2010, 1502 - 609 II 609**

**Kommentar**
Das Seminar ist obligatorisch für alle Lehramtsstudierenden. Im M.Ed. ist die Veranstaltung Teil des Moduls DidPA.


Please register via Stud.IP.

**Bemerkung**
DidPA

**Literatur**

## Advanced Methodology
**Content and Language Integrated Learning**
**Seminar, SWS: 2**
Kupetz, Rita

**Mi, wöchentl., 10:00 - 12:00, 07.04.2010 - 17.07.2010, 1502 - 615 II 615**

**Kommentar**
CLIL is said to be one of the most promising approaches to foreign language learning. We will study this grass-root movement initiated by teachers and discovered by researchers recently. We will watch recorded biology, geography, music and history lessons taught in English. Students will be encouraged to design materials or a unit for teaching a subject of their own choice using this approach.

For further information: rita.kupetz@engsem.uni-hannover.de

Please register via Stud.IP.

**Bemerkung**
DidA

**Literatur**
A reader will be provided via the copy shop Stork.
To Teach the Boundary. Enseñar la frontera: Hispanic Americans in the USA
Seminar, SWS: 2
Blell, Gabriele
Do, wöchentl., 14:00 - 16:00, 08.04.2010 - 17.07.2010, 1502 - 615 II 615
Kommentar
The USA shares a border with Mexico, and the high standard of living in the USA acts as a growing magnet to Mexican migrants. In 2000, for the first time in California, Spanish speakers outnumbered English speakers. Hispanics have added a distinct flavour to US culture and society. The aim of the seminar is to focus on this topic. Within the context of intercultural and multilingual language learning concepts we will review and analyze various Hispanic/Mexican-American short stories, novel extracts or poems and other artistic forms such as pictures (Balmy Alley murals in SF, US) or film sequences (Spanglish) and adopt them to various teaching scenarios. The texts will be discussed with reference to issues of immigration, transculturality, blendings (interlingual language) and hybridity.
For further information: gabriele.blell@engsem.uni-hannover.de
Please register via Stud.IP.

Literatur

Primary texts:

Secondary texts:
Young Adult Literature: Sammy and Juliana in Hollywood

Since Salinger’s *Catcher in the Rye* (1951) young adult literature has changed a lot. At the centre of the manifold themes in today's young adult fiction are questions of character, clashing cultures, social and religious values, gender identity, values in the light of new technology. The trope that all young adult literature has in common today is the search for identity, young people's hunger for identifiable markers to explore and define their ever-changing universe.

In addition to traditional readings and teaching practices of a range of young adult texts for Sek. I and II (learner- and reader-oriented approaches) we will explore the texts through a critical literacy framework to make teenagers understand how they are being constructed as adolescents in the texts they are reading. Benjamin Alire Sáenz’ novel *Sammy & Juliana in Hollywood.* (2005) has been chosen for the seminar and will be discussed in plenary and group sessions. It is planned to get in contact with the author of the novel who teaches at the University of Texas, El Paso.

For further information: gabriele.blell@engsem.uni-hannover.de

Please register via Stud.IP.

DidA

Primary Literature:


Recommended Literature:


Elliott, Joan B. & Dupuis, Mary M. (eds.). (2002). *Young Adult Literature in the Classroom: Reading it, Teaching it, Loving it.* Newark: Del.


Linguistic Survey
**English Sentences**

**Vorlesung, SWS: 2**

Schulze, Rainer

Di, wöchentl., 16:00 - 18:00, 06.04.2010 - 17.07.2010, 1502 - 003 II 003

**Kommentar**

The aim of this lecture is to present an overview of the grammar of English. Different grammatical concepts will be introduced, such as parts-of-speech or word classes, sentence elements or phrases, and clause types. These concepts are not fixed linguistic entities but are described differently in grammars of English. Several varying approaches to these concepts will be discussed, paying special attention to the literature mentioned below.

**Bemerkung**

LingF3 / FAL1, FAL 2

**Literatur**

Recommended background reading:


**Advanced Linguistics**

**National Varieties of English**

**Seminar, SWS: 2**

Altendorf, Ulrike

Fr, wöchentl., 10:00 - 12:00, 09.04.2010 - 17.07.2010, 1502 - 609 II 609

**Kommentar**

This course will take a closer look at English as a global language. It will explore a selection of different national varieties of English, in particular the two to-date most influential varieties British and American English as well as Canadian, New Zealand, Australian and Indian English. It will also look at the historical processes which have given rise to the spread of English world wide and at its current political and linguistic situation.

Please register for this class on StudIP, and check there for updates and additional information as the semester approaches.

**Bemerkung**

LingA1, LingA2 / FAL4
### The Student as Researcher - An Introduction to the Possibilities and Limitations of Language Corpora

**Seminar, SWS: 2**
Altendorf, Ulrike  
Do, wöchentl., 14:00 - 16:00, 08.04.2010 - 17.07.2010, 1502 - 703 II 703  
Do, wöchentl., 14:00 - 16:00, 22.04.2010 - 17.07.2010, 1502 - 815 CIP-Pool

**Kommentar**  
This course will ask to which extent a selection of well-known language "rules" tally with linguistic reality as represented in native-speaker and non-native-speaker corpora. It will introduce students to the concept of the 'language corpus' and the possibilities and limitations of this tool. We will review case studies based on corpus research and carry out our own research on the basis of the German component of the LONGDALE corpus that is currently being compiled.

Please register for this class on StudIP, and check there for updates and additional information as the semester approaches.

**Bemerkung**  
LingA1, LingA2 / FAL3

### Advanced British Studies

**Contemporary Aboriginal Writing**

**Seminar, SWS: 2**
Grünkemeier, Ellen  
Mi, wöchentl., 10:00 - 12:00, 07.04.2010 - 17.07.2010, 1502 - 613 II 613

**Kommentar**  
Australia has a rich and diverse body of creative writing. In this seminar students will be introduced to Aboriginal literature which has gained in prominence since the 1960s. Focusing on selected (and, at times, highly controversial) Aboriginal writers and texts, we will analyse poems, for example, by Oodgeroo Noonuccall/ Kath Walker as well as two novels, namely *Dr Wooreddy's Prescription of Enduring the Ending of the World* (1983) by Mudrooroo/Colin Johnson, which depicts the British colonisation of Tasmania from an Aboriginal perspective; and Sally Morgan's *My Place* (1987), a life story which has also been referred to as a 'Stolen Generation narrative'. In addition to practising close readings, we will relate the texts to their social, political and cultural contexts. Questions concerning identity and belonging, authenticity, history, language and literary traditions will feed into our discussions.

Prerequisites for certificate: will be specified

For further information: ellen.gruenkemeier@engsem.uni-hannover.de

**Bemerkung**  
BritA / AAS3, AAS5

**Literatur**  
A reader with additional material will be provided.

Students who wish to attend this course should get hold of the following novels:


Eighteenth-Century British Theatre
Seminar, SWS: 2
Krämer, Lucia
Do, wöchentlich, 14:00 - 16:00, 08.04.2010 - 17.07.2010, 1502 - 709 II 709
Mi, Einzel, 18:00 - 20:00, 12.05.2010 - 12.05.2010, 1502 - 703 II 703, Filmvorführungen
Di, Einzel, 18:00 - 20:00, 06.07.2010 - 06.07.2010, 1502 - 613 II 613, Filmvorführungen
Kommentar
'The Rise of the Novel' in the eighteenth century has often eclipsed the drama of the period in literary histories. Yet eighteenth-century British drama manifests an interesting variety of forms and themes, and the new genres of the period, such as the sentimental comedy and the domestic tragedy, confounded established expectations of the tragedy and comedy.

In this seminar we will engage with several dramatic texts from the eighteenth century illustrating the width and variety of the dramatic production of the time. Apart from the textual analysis of the works our main approach will be contextual, with an emphasis on the political and social factors shaping the theatre of the period. We will investigate the consequences of censorship and other political interventions on the theatre, as well as of the profound changes in Britain's social set-up and in the literary market. The role of the theatre as a social and literary institution will thus be the seminar's key focus.

Prerequisites for certificate: will be specified
For further information: lucia.kraemer@engsem.uni-hannover.de

Bemerkung
BritA / AAS2
Literatur
We will read the following texts:

All these plays and further texts that students will have to read in the course of the seminar will be made available in a reader, which will be available at the copy shop Stork in Körnerstraße from March 22, 2010.

Einführung in die Gender Studies
Seminar, SWS: 2
Funk, Wolfgang
Di, wöchentlich, 16:00 - 18:00, 06.04.2010 - 17.07.2010, 1502 - 615 II 615
Di, wöchentlich, 18:00 - 20:00, 06.04.2010 - 17.07.2010, 1502 - 615 II 615, Filmvorführungen
Kommentar

Die Unterrichtssprache im Kurs wird Deutsch sein; da aber zentrale Texte oft nur auf Englisch zugänglich sind, ist eine sichere Kenntnis dieser Sprache unabdinglich.

Voraussetzungen für den Scheinerwerb: werden zu Beginn des Kurses spezifiziert
Für weitere Informationen: wolfgang.funk@engsem.uni-hannover.de

Bemerkung
BritA / AAS3
Literatur
Alle Texte werden zu Beginn des Kurses in einem Reader/einer Readerin :-) zur Verfügung gestellt.
The term "sentimental" is a condescending one today. Yet in the eighteenth century, when the modern division into sensibility and sensitivity had not yet occurred, combining one's emotion and one's morality was seen as logical. As a consequence, showing "moral" emotions in the form of blushes, fainting, or tears was highly commended. An entire literary fashion developed and displayed sentimental heroes and heroines who braved the challenges of an often cruel world in sentimental fashions. These texts contributed much to the development of English fiction - to the degree that neither the psychological novel nor successful modern romances can be imagined without their influence.

The seminar will study four important examples of eighteenth-century sentimental fiction. It will look at their strategies of presenting "virtue", at their very different protagonists, but also at ideological issues, especially gender and class, that form the backdrop of their tales. Examples of contemporary philosophy will be used to understand the thinking behind the fictional tales.

Students should have read The Vicar of Wakefield before the start of the seminar.

Prerequisite for certificate: will be specified

For further information: rainer.emig@engsem.uni-hannover.de

Required Purchase:

Recommended Background Reading:
This course deals with language and communication in professional contexts (organisations, trade fairs, public situations, etc). Forms of communication include applications, resumes and CVs, presentations and interviews, social conventions, official letters, emails, faxes, memos, minute taking, reports, notices, telephoning.

**Studienleistungen:** one written task (a CV and application) and one oral presentation

Please register for this class through the registration sheets on the department's website, and submit your registration by 7 April, 2010; 1 p.m. in the registration boxes on the 7th floor.
**Contexts of English Language Use: Varieties of English "Classroom English"**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2
Gans (M. A.), Anne
Di, wöchentl., 12:00 - 14:00, 13.04.2010 - 17.07.2010, 1502 - 609 II 609

Kommentar

This course incorporates units dealing with various varieties of language use in English. These include, but are not limited to, Newspapers, Classroom English, Children's Literature, English in Australia. The focus is the use of language (vocabulary and grammar) as well as other features of each variety.

**Studienleistungen: two written/oral tasks**

**Prüfungsleistung:** a term paper of 2500 words (students who started their studies in or after WS 2007/08) or a term paper of 3500 words (students who started their studies before WS 2007/08)

This course offers students an insight into teaching in the foreign language classroom by focussing on necessary vocabulary and simulating a teaching situation. Students will design a lesson plan and carry it out (the two Studienleistungen), thus practising communication skills, classroom management, motivation and flexibility in the target language. The Prüfungsleistung is a reflection essay about this procedure.

Please register for this class through the registration sheets on the department's website, and submit your registration by 7 April, 2010; 1 p.m. in the registration boxes on the 7th floor.

**Literatur**

Required text:

Faber, A & E Mazlish. 2003. How to talk so kids can learn at home and in school. London: Piccadilly. (the 1996 edition is also fine)
### Contexts of English Language Use: Varieties of English "Nature and Environmental Writing"

**Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2**

**Jones, Jacob**

Mo, wöchentl., 14:00 - 16:00, 12.04.2010 - 17.07.2010, 1502 - 609 II 609

**Kommentar**

This module incorporates units dealing with various varieties of language use in English. These include, but are not limited to, Newspapers, Classroom English, Children’s Literature, English in Australia. The focus is the use of language (vocabulary and grammar) as well as other features of each variety.

**Studienleistungen:** two written/oral tasks

**Prüfungsleistung:** a term paper of 2500 words (students who started their studies in or after WS 2007/08) or a term paper of 3500 words (students who started their studies before WS 2007/08)

Some of the best essayists in the Anglophone literary tradition were nature writers—Henry David Thoreau, Gerald Durrell and John McPhee come to mind—and over the next decades English will undoubtedly continue to serve as the indispensable language for both the professional and popular scientific and policy literature addressing global climate change and other environmental problems.

Thus, this class is designed not only to familiarize students with some of the "classics" in the nature and environmental writing genre(s), but also to learn and practice many of the writing techniques utilized by the professionals.

The Studienleistungen assignments for this class will consist of three short (150-300 word) writing submissions and two somewhat longer essays (ca 500 words), along with class participation. The Prüfungsleistung is an essay (may require some research) on a nature or environmental topic of interest to the student (which can build on one of the Studienleistung assignments.)

Please register for this class through the registration sheets on the department’s website, and submit your registration by 7 April, 2010; 1 p.m. in the registration boxes on the 7th floor.

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### Integrated English Practice: Topics "Canadian Popular Culture"

**Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2**

**Hunter, Kate**

Fr, wöchentl., 10:00 - 12:00, 16.04.2010 - 17.07.2010, 1502 - 615 II 615

**Kommentar**

This module incorporates two courses dealing with various topics of relevance to students of Anglophone Studies. The language focus will mainly be on grammar, vocabulary and short texts, which are investigated through the medium of the topic.

**Studienleistungen:** two written or oral tasks for all students

**Prüfungsleistung:** a term paper of 2000 words in one of the SPTOP courses (students who started their studies in or after WS 2007/08) or two term papers of 1600 words, one in each SPTOP course (students who started their studies before WS 2007/08)

This course will examine the characteristics that distinguish Canadians from their neighbours to the south. We will focus on popular culture as it is affected by special legislation, multiculturalism policy, and the role of Quebec. The two Studienleistungen are a presentation and a report on the same topic; the Prüfungsleistung is an academic paper on a topic covered in the class.

Please register for this class through the registration sheets on the department’s website, and submit your registration by 7 April, 2010; 1 p.m. in the registration boxes on the 7th floor.
Integrated English Practice: Topics "Controversial Art through the Ages"
Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2
Hamilton-Bick, Jeanne
Mo, wöchentl., 14:00 - 16:00, 12.04.2010 - 17.07.2010, 1502 - 613 II 613
Kommentar
This module incorporates two courses dealing with various topics of relevance to students of Anglophone Studies. The language focus will mainly be on grammar, vocabulary and short texts, which are investigated through the medium of the topic.

Studienleistungen: two written or oral tasks for all students

Prüfungsleistung: a term paper of 2000 words in one of the SPTOP courses (students who started their studies in or after WS 2007/08) or two term papers of 1600 words, one in each SPTOP course (students who started their studies before WS 2007/08)

Since modern times, the arts have been an essential part of forecasting, indicating and anticipating social change. Through document analyses, art criticism, and the practice of various communication skills, including debate, this course brings alive cultural and social history of certain artworks which have challenged norms and altered understanding of their times. Along with vocabulary-building and advanced grammar practice, students will do one presentation. The Prüfungsleistung is one art historical essay on a chosen work of art.

Please register for this class through the registration sheets on the department's website, and submit your registration by 7 April, 2010; 1 p.m. in the registration boxes on the 7th floor.

Integrated English Practice: Topics "Dealing with Dixie: The American South"
Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2
Jones, Jacob
Mo, wöchentl., 10:00 - 12:00, 12.04.2010 - 17.07.2010, 1502 - 609 II 609
Kommentar
This module incorporates two courses dealing with various topics of relevance to students of Anglophone Studies. The language focus will mainly be on grammar, vocabulary and short texts, which are investigated through the medium of the topic.

Studienleistungen: two written or oral tasks for all students

Prüfungsleistung: a term paper of 2000 words in one of the SPTOP courses (students who started their studies in or after WS 2007/08) or two term papers of 1600 words, one in each SPTOP course (students who started their studies before WS 2007/08)

In language, literature, history, politics and culture, the U.S. South has long been something of an "exception" within the already "exceptionalist" national narrative. Yet from the Civil War to the civil rights movement, W.E.B. Du Bois' The Souls of Black Folk (1903) to William Faulkner, Gone With the Wind, and beyond, the South has had (and continues to have) an outsized impact on the nation as a whole. In fact, it would not be too much to claim that you can't "get to" an understanding of the United States without going through the South.

Through a combination of short reading and writing exercises, as well as exposure to some of the often "unique" cultural materials of the region (architecture, food, history, et al), this class will help you understand and "deal" with Dixie as well.

The Studienleistung assignments for this class will consist of the aforementioned class exercises, as well as a combination (student choice) of either one 500-word topical essay and a fifteen-minute class presentation (on a separate topic), or two 500-word topical essays. The Prüfungsleistung is a 2,000-word research or response essay (other possibilities in other media [i.e. film or music] can be utilized as well).

Please register for this class through the registration sheets on the department's website, and submit your registration by 7 April, 2010; 1 p.m. in the registration boxes on the 7th floor.
This module incorporates two courses dealing with various topics of relevance to students of Anglophone Studies. The language focus will mainly be on grammar, vocabulary and short texts, which are investigated through the medium of the topic.

**Studienleistungen: two written or oral tasks for all students**

**Prüfungsleistung:** a term paper of 2000 words in one of the SPTOP courses (students who started their studies in or after WS 2007/08) or two term papers of 1600 words, one in each SPTOP course (students who started their studies before WS 2007/08)

Whether the subject is hiking the Appalachian Trail (Bill Bryson’s *A Walk in the Woods* [1998]), or cooking and tasting almost as many parts of a pig as there are cultures which eat them (Anthony Bourdain, *A Cook’s Tour* [2001 book and Food Channel series]), at its best travel and food writing can be almost as (if not more) sensual, compelling, inspiring and delicious as the activity itself. In this writing-intensive course you will learn how it is done, and try your own hand at it as well.

The Studienleistung assignments for this class will consist of three short (150-300 word) writing submissions and two somewhat longer essays (ca 500 words), along with class participation. The Prüfungsleistung is either a 2,500-word essay on a food or travel topic of interest to the student, or two 1,000 to 1,500-word essays, one on a food topic, one travel-related (any of which can build on one of the Studienleistung assignments.)

Please register for this class through the registration sheets on the department’s website, and submit your registration by 7 April, 2010; 1 p.m. in the registration boxes on the 7th floor.

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This module incorporates two courses dealing with various topics of relevance to students of Anglophone Studies. The language focus will mainly be on grammar, vocabulary and short texts, which are investigated through the medium of the topic.

**Studienleistungen: two written or oral tasks for all students**

**Prüfungsleistung:** a term paper of 2000 words in one of the SPTOP courses (students who started their studies in or after WS 2007/08) or two term papers of 1600 words, one in each SPTOP course (students who started their studies before WS 2007/08)

This course presents students with 20th century societal and cultural controversies centering on gendered identities. We will look at forms of identity-based inequality through women’s/feminist, LGBT, and men’s movements, slavery and racism, and more recent discrimination cases. Course materials will include, among others, key social sciences and gender studies texts and legal case studies, with focus on rigorous communication and self-expression, as well as grammar and vocabulary strengthening. Students are required to do one presentation. The Prüfungsleistung is a written analysis of one important debate/case agreed upon by the student and instructor.

Please register for this class through the registration sheets on the department’s website, and submit your registration by 7 April, 2010; 1 p.m. in the registration boxes on the 7th floor.
**Writing in English: Expository Writing**
Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2
Jones, Jacob
Di, wöchentl., 12:00 - 14:00, 13.04.2010 - 17.07.2010, 1502 - 615 II 615
Di, wöchentl., 14:00 - 16:00, 13.04.2010 - 17.07.2010, 1502 - 613 II 613
Do, wöchentl., 10:00 - 12:00, 15.04.2010 - 17.07.2010, 1502 - 703 II 703
Do, wöchentl., 12:00 - 14:00, 15.04.2010 - 17.07.2010, 1502 - 703 II 703
Do, wöchentl., 14:00 - 16:00, 15.04.2010 - 17.07.2010, 1502 - 613 II 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.

**Studienleistungen:** two writing tasks in various genres of expository writing

**Prüfungsleistung:** in-class essay (120 minutes)

Please register for this class through the registration sheets on the department’s website, and submit your registration by 7 April, 2010; 1 p.m. in the registration boxes on the 7th floor.

**Writing in English: Textual Analysis and Production**
Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2
Gans (M. A.), Anne
Mo, wöchentl., 10:00 - 12:00, 12.04.2010 - 17.07.2010, 1502 - 703 II 703
Mo, wöchentl., 12:00 - 14:00, 12.04.2010 - 17.07.2010, 1502 - 703 II 703
Mo, wöchentl., 14:00 - 16:00, 12.04.2010 - 17.07.2010, 1502 - 615 II 615
Di, wöchentl., 10:00 - 12:00, 13.04.2010 - 17.07.2010, 1502 - 709 II 709
Di, wöchentl., 14:00 - 16:00, 13.04.2010 - 17.07.2010, 1502 - 609 II 609

Kommentar
This course examines language, grammar and style of some text types (e.g., news items, biographies, literary texts, advertising, etc). Students will analyse and translate existing texts as well as compose their own original texts.

**Studienleistungen:** one translation and one textual analysis

Please register for this class through the registration sheets on the department’s website, and submit your registration by 7 April, 2010; 1 p.m. in the registration boxes on the 7th floor.

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**Grundstudium / Basic Studies**

**Grund- und Hauptstudium (ab 3. Semester) / Mid-Level Studies**

**Hauptstudium / Advanced Studies**
Bestsellers, Blockbusters, and the Shaping of American Culture

Seminar, SWS: 2, Max. Teilnehmer: 25
Twelbeck, Kirsten
Do, wöchentl., 12:00 - 14:00, 08.04.2010 - 17.07.2010, 1502 - 609 II 609

Kommentar

What have Americans read in the past two hundred years and why? Which films have they celebrated, and what does this tell us about viewers’ changing values, desires, and fears? How have these successful books and films shaped America's identity? Is it true that they offer an escape from everyday life, as many critics have argued, or do they also intervene in dominant cultural discourses? Can we distinguish narrative patterns, styles, or themes that are particular to these cultural products? Is there anything "American" about them and, if so, how can we explain the fact that Dan Brown's novels or Star Wars have become successful on a global scale?

Starting with the late eighteenth century, this seminar investigates the changing role of bestsellers in American culture, and asks if there are continuities that link nineteenth-century bestselling novels with contemporary blockbuster films. By placing American novels like Uncle Tom's Cabin or Reading Lolita in Tehran in the context of their time, we will examine the connection between narrative theme and literary form. We will analyze how American popular culture fits into the broader context of the country's literature and culture without ignoring the global success story of American bestsellers and movies from Charlotte Temple to Jaws. We will analyze how technological progress, changing bookselling practices, and new audiences have turned books into bestsellers, and how these books have created and re-created their audience. Particular attention will be paid to nineteenth-century mass media such as journals and newspapers and to the twentieth-century marketing machine that includes Oprah and a variety of bestseller lists. We will also look into the themes and aesthetics that prevail in major blockbuster movies and ask about the role of stars and plots. What is the role of theme parks, toys, and games as parts of the merchandising machine that seeks to increase the sales of both tickets and books?

During the second half of the seminar, some extra sessions on Wednesdays, 2 p.m. will be dedicated to the viewing of major blockbuster movies from Gone With the Wind to Jaws and Independence Day (note: if you cannot attend those sessions you are asked to borrow these movies from our library).

Please register for this class on StudIP by March 31, 2010, and check there for updates and additional information as the semester approaches.

The number of participants for this class is limited to 25.

Prerequisites for certificate: will be specified

For further information: kirsten.twelbeck@engsem.uni-hannover.de

Bemerkung

AmerA / AAS3, AAS4

Literatur

Reading material will include nineteenth- and twentieth-century fiction, self-help manuals, and religious and spiritual reading; we will study books such as Uncle Tom's Cabin, excerpts from The DaVinci Code, at least one of the Seven Lectures to Young Men (1844), and parts of Chicken Soup for the Soul and The Purpose-Driven Life.
Contemporary Aboriginal Writing
Seminar, SWS: 2
Grünkemeier, Ellen
Mi, wöchentl., 10:00 - 12:00, 07.04.2010 - 17.07.2010, 1502 - 613 II 613
Kommentar
Australia has a rich and diverse body of creative writing. In this seminar students will be introduced to Aboriginal literature which has gained in prominence since the 1960s. Focusing on selected (and, at times, highly controversial) Aboriginal writers and texts, we will analyse poems, for example, by Oodgeroo Noonuccall/ Kath Walker as well as two novels, namely Dr Wooreddy's Prescription of Enduring the Ending of the World (1983) by Mudrooroo/Colin Johnson, which depicts the British colonisation of Tasmania from an Aboriginal perspective; and Sally Morgan's My Place (1987), a life story which has also been referred to as a 'Stolen Generation narrative'. In addition to practising close readings, we will relate the texts to their social, political and cultural contexts. Questions concerning identity and belonging, authenticity, history, language and literary traditions will feed into our discussions.

Prerequisites for certificate: will be specified
For further information: ellen.gruenkemeier@engsem.uni-hannover.de

Bemerkung
BritA / AAS3, AAS5
Literatur
A reader with additional material will be provided.
Students who wish to attend this course should get hold of the following novels:
Mudrooroo/Colin Johnson, Dr Wooreddy's Prescription of Enduring the Ending of the World (1983)
Sally Morgan, My Place (1987)

Content and Language Integrated Learning
Seminar, SWS: 2
Kupetz, Rita
Mi, wöchentl., 10:00 - 12:00, 07.04.2010 - 17.07.2010, 1502 - 615 II 615
Kommentar
CLIL is said to be one of the most promising approaches to foreign language learning. We will study this grass-root movement initiated by teachers and discovered by researchers recently. We will watch recorded biology, geography, music and history lessons taught in English. Students will be encouraged to design materials or a unit for teaching a subject of their own choice using this approach.

For further information: rita.kupetz@engsem.uni-hannover.de
Please register via Stud.IP.

Bemerkung
DidA
Literatur
A reader will be provided via the copy shop Stork.
**Eighteenth-Century British Theatre**

Seminar, SWS: 2  
Krämer, Lucia  
Do, wöchentl., 14:00 - 16:00, 08.04.2010 - 17.07.2010, 1502 - 709 II 709  
Mi, Einzel, 18:00 - 20:00, 12.05.2010 - 12.05.2010, 1502 - 703 II 703, Filmvorführungen  
Di, Einzel, 18:00 - 20:00, 06.07.2010 - 06.07.2010, 1502 - 613 II 613, Filmvorführungen

**Kommentar**

‘The Rise of the Novel’ in the eighteenth century has often eclipsed the drama of the period in literary histories. Yet eighteenth-century British drama manifests an interesting variety of forms and themes, and the new genres of the period, such as the sentimental comedy and the domestic tragedy, confounded established expectations of the tragedy and comedy.

In this seminar we will engage with several dramatic texts from the eighteenth century illustrating the width and variety of the dramatic production of the time. Apart from the textual analysis of the works our main approach will be contextual, with an emphasis on the political and social factors shaping the theatre of the period. We will investigate the consequences of censorship and other political interventions on the theatre, as well as of the profound changes in Britain's social set-up and in the literary market. The role of the theatre as a social and literary institution will thus be the seminar's key focus.

Prerequisites for certificate: will be specified

For further information: lucia.kraemer@engsem.uni-hannover.de

**Bemerkung**

BritA / AAS2

**Literatur**

We will read the following texts:

George Farquar, *The Recruiting Officer* (1706)  
Richard Steele, *The Conscious Lovers* (1722)  
John Gay, *The Beggar's Opera* (1728)  
Henry Fielding, *Tom Thumb* (1731)  
George Lillo, *The London Merchant* (1731)  
R.B. Sheridan, *The School of Scandal* (1777)

All these plays and further texts that students will have to read in the course of the seminar will be made available in a reader, which will be available at the copy shop Stork in Körnerstraße from March 22, 2010.

**Einführung in die Gender Studies**

Seminar, SWS: 2  
Funk, Wolfgang  
Di, wöchentl., 16:00 - 18:00, 06.04.2010 - 17.07.2010, 1502 - 615 II 615  
Di, wöchentl., 18:00 - 20:00, 06.04.2010 - 17.07.2010, 1502 - 615 II 615, Filmvorführungen

**Kommentar**


Die Unterrichtssprache im Kurs wird Deutsch sein; da aber zentrale Texte oft nur auf Englisch zugänglich sind, ist eine sichere Kenntnis dieser Sprache unabdinglich.

Voraussetzungen für den Scheinerwerb: werden zu Beginn des Kurses spezifiziert

Für weitere Informationen: wolfgang.funk@engsem.uni-hannover.de

**Bemerkung**

BritA / AAS3

**Literatur**

Alle Texte werden zu Beginn des Kurses in einem Reader/einer Readerin :-) zur Verfügung gestellt.
This seminar will offer new insights into how English speakers talk about their own and other's emotion.

Arguably, our emotions and how we talk about them are an essential part of what makes us all human. Even if animals may also have emotional experiences, humans can reasonably be regarded as the most emotional of all sentient beings. The study of human discourse about emotion therefore probes into one of the most fundamental human characteristics.

Some recurring issues in this seminar will include

- What is an emotion? How can emotions be defined? What is the structure of emotions?
- How can emotions be distinguished from each other? How can emotions be distinguished, measured, and described?
- Are emotions innate (biological) and universal, or acquired and culturally construed?
- Are there basic emotions and what are they? What is the relation between linguistic manifestations or resources and emotional experience?

This seminar will be an advanced contribution to the study of language and emotion, drawing on findings from cognitive linguistics, psychology and (linguistic) appraisal theory to model and interpret 'emotional language'.

LingA1, LingA2 / FAL 2

Texts that we will discuss in class will be made available in a reader at the beginning of the seminar. Further secondary literature will be made available on my reserve shelf in the library.

In this class we will be concerned with major trends and developments in Anglophone literary and cultural theory. We will approach the development of the field exemplarily by largely focusing on debates of cultural status and distinction, and on the role of literature in this context. We will investigate the dominant debates in the 20th and 21st century around representation (both in a literary/artistic and in a political sense), taking into account the positions of cultural studies, gender studies, postcolonial theory, and the New Historicism. Obviously, to take (and enjoy) this class you should not be averse to theory.

Please register for this class on StudIP by March 31, 2010, and check there for updates and additional information as the semester approaches.

The number of participants for this class is limited to 25.

Prerequisites for certificate: will be specified

For further information: ruth.mayer@engsem.uni-hannover.de

A reader with course material will be made available in the first session of the class.
National Varieties of English
Seminar, SWS: 2
Altendorf, Ulrike
Fr, wöchentl., 10:00 - 12:00, 09.04.2010 - 17.07.2010, 1502 - 609 II 609
Kommentar
This course will take a closer look at English as a global language. It will explore a selection of different national varieties of English, in particular the two to-date most influential varieties British and American English as well as Canadian, New Zealand, Australian and Indian English. It will also look at the historical processes which have given rise to the spread of English world wide and at its current political and linguistic situation.

Please register for this class on StudIP, and check there for updates and additional information as the semester approaches.

Bemerkung
LingA1, LingA2 / FAL4

Planung und Analyse von Englischunterricht
Seminar, SWS: 2
Vinals-Stein, Nicole
Di, wöchentl., 16:00 - 18:00, 06.04.2010 - 17.07.2010, 1502 - 609 II 609
Kommentar
Das Seminar ist obligatorisch für alle Lehramtsstudierenden. Im M.Ed. ist die Veranstaltung Teil des Moduls DidPA.

Es werden Aufzeichnungen von Unterricht analysiert und Unterrichtssequenzen geplant.

Please register via Stud.IP.

Bemerkung
DidPA

Literatur


The term "sentimental" is a condescending one today. Yet in the eighteenth century, when the modern division into sensibility and sensitivity had not yet occurred, combining one's emotion and one's morality was seen as logical. As a consequence, showing "moral" emotions in the form of blushes, fainting, or tears was highly commended. An entire literary fashion developed and displayed sentimental heroes and heroines who braved the challenges of an often cruel world in sentimental fashions. These texts contributed much to the development of English fiction - to the degree that neither the psychological novel nor successful modern romances can be imagined without their influence.

The seminar will study four important examples of eighteenth-century sentimental fiction. It will look at their strategies of presenting "virtue", at their very different protagonists, but also at ideological issues, especially gender and class, that form the backdrop of their tales. Examples of contemporary philosophy will be used to understand the thinking behind the fictional tales.

Students should have read The Vicar of Wakefield before the start of the seminar.

Prerequisite for certificate: will be specified

For further information: rainer.emig@engsem.uni-hannover.de

Required Purchase:

Recommended Background Reading:
### The Contemporary Novel – Trends and Developments

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

Mayer, Ruth  
Mo, wöchentl., 12:00 - 14:00, 12.04.2010 - 17.07.2010, 1502 - 609 II 609

**Kommentar**

Storytelling is back in style. Many of the bestselling novels which appeared in the United States during the last years indulge in complicated plot lines, explore grand themes in epic dimensions, and do not shy away from pathos. Questions of identity take centre stage in many of these texts, and often enough they revolve around concepts of race, ethnicity, nationality, and culture. But clearly, the contemporary novel does not return to older paradigms of ethnic storytelling - many of the long-standing constellations of the American ethnic novel are being revised, undermined, juggled around in these texts, and they are tightly conjoined with reflections on sexuality and gender identity, as we will see. In this class, we will have a look at programmatic and self-reflective writing by contemporary American authors such as Michael Chabon or Jonathan Franzen, and we will read and discuss several long novels which appeared within the last decade. The class will end with a one-day workshop and reading in which we will discuss contemporary trends in writing with two German fiction writers. Attendance of reading and workshop are mandatory for students taking this class.

**Warning:** This is a class for students who enjoy reading. If you think that long and complex books should be avoided, you'd better stay away.

Please register for this class on StudIP by March 31, 2010, and check there for updates and additional information as the semester approaches.

**Prerequisites for certificate:** will be specified

For further information: ruth.mayer@engsem.uni-hannover.de

**Bemerkung**

AmerA / AAS2, AAS6

**Literatur**

Please buy and read Jonathan Lethem's *The Fortress of Solitude* (2003, Vintage, ISBN 0375724885) and Michael Chabon's *The Yiddish Policemen's Union* (HarperCollins, 2007, ISBN 0007149832) (both are bulky books!) before the semester starts, and check StudIP during the Spring break for updated information and a list of titles that will be discussed in class and at the workshop.

A reader with additional course material will be made available at the beginning of the semester.

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### The Student as Researcher - An Introduction to the Possibilities and Limitations of Language Corpora

**Seminar, SWS: 2**

Altendorf, Ulrike  
Do, wöchentl., 14:00 - 16:00, 08.04.2010 - 17.07.2010, 1502 - 703 II 703  
Do, wöchentl., 14:00 - 16:00, 22.04.2010 - 17.07.2010, 1502 - 815 CIP-Pool

**Kommentar**

This course will ask to which extent a selection of well-known language "rules" tally with linguistic reality as represented in native-speaker and non-native-speaker corpora. It will introduce students to the concept of the 'language corpus' and the possibilities and limitations of this tool. We will review case studies based on corpus research and carry out our own research on the basis of the German component of the LONGDALE corpus that is currently being compiled.

Please register for this class on StudIP, and check there for updates and additional information as the semester approaches.

**Bemerkung**

LingA1, LingA2 / FAL3
The USA shares a border with Mexico, and the high standard of living in the USA acts as a growing magnet to Mexican migrants. In 2000, for the first time in California, Spanish speakers outnumbered English speakers. Hispanics have added a distinct flavour to US culture and society. The aim of the seminar is to focus on this topic. Within the context of intercultural and multilingual language learning concepts we will review and analyze various Hispanic/Mexican-American short stories, novel extracts or poems and other artistic forms such as pictures (Balmy Alley murals in SF, US) or film sequences (Spanglish) and adopt them to various teaching scenarios. The texts will be discussed with reference to issues of immigration, transculturality, blendings (interlingual language) and hybridity.

For further information: gabriele.blell@engsem.uni-hannover.de

Please register via Stud.IP.

Secondary texts:

Primary texts:
Since Salinger's *Catcher in the Rye* (1951) young adult literature has changed a lot. At the centre of the manifold themes in today's young adult fiction are questions of character, clashing cultures, social and religious values, gender identity, values in the light of new technology. The trope that all young adult literature has in common today is the search for identity, young people's hunger for identifiable markers to explore and define their ever-changing universe.

In addition to traditional readings and teaching practices of a range of young adult texts for Sek. I and II (learner- and reader-oriented approaches) we will explore the texts through a critical literacy framework to make teenagers understand how they are being constructed as adolescents in the texts they are reading. Benjamin Alire Sáenz’ novel *Sammy & Juliana in Hollywood*. (2005) has been chosen for the seminar and will be discussed in plenary and group sessions. It is planned to get in contact with the author of the novel who teaches at the University of Texas, El Paso.

For further information: gabriele.blell@engsem.uni-hannover.de

Please register via Stud.IP.

**DidA**

**Primary Literature:**


**Recommended Literature:**


Elliott, Joan B. & Dupuis, Mary M. (eds.). (2002). *Young Adult Literature in the Classroom: Reading it, Teaching it, Loving it*. Newark: Del.


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**Didaktische u. berufspraktische Seminare / Didactical and Practical Seminars**
Approaches, Skills and Knowledge in Language Teaching
Seminar, SWS: 2
Kupetz, Rita
Mo, wöchentl., 14:00 - 16:00, 12.04.2010 - 17.07.2010, 1502 - 703 II 703
Kommentar
We will deal with an overview of major approaches to foreign language teaching and analyse the potential of different methods, such as The Grammar-Translation Method, Total Physical Response, Suggestopedia or the Communicative Approach.

We will consider how the various approaches go about skill development and knowledge construction. Be prepared to design a mini-practice following one of these approaches.

For further information: rita.kupetz@engsem.uni-hannover.de

Please register via Stud.IP.

Bemerkung
DidF2

Literatur
Basic reading:

A reader will be provided via the copy shop Stork.
From analysing empirical data to organising a field trip

Seminar, SWS: 2
Fellmann, Gabriela
Mi, wöchentl., 16:00 - 18:00, 07.04.2010 - 17.07.2010, 1502 - 615 II 615
Mi, Einzel, 18:00 - 19:30, 12.05.2010 - 12.05.2010, 1502 - 615 II 615
Mi, Einzel, 18:00 - 19:30, 02.06.2010 - 02.06.2010, 1502 - 615 II 615
Kommentar

What do students learn in a one-week field trip to England? As we still do not know
enough about how to describe and how to structure intercultural learning processes,
empirical data can be helpful. In this seminar we will therefore briefly deal with
intercultural learning concepts and mainly work with empirical data from a field trip to
England and the design and the methodological basis of this field trip. The main aim is
to analyse and interpret the data (qualitative approach). The final step will be to develop
specific tasks for a future field trip to Hastings/ England in September 2010 so that
students can further develop their intercultural communicative competence.

Please register on StudIP for this seminar and check there for additional information
before the first meeting.

For further information: FellmannG@aol.com

Bemerkung

DidF2

Literatur

A reader as well as literature on the reserve shelf in the library will be provided at the
beginning of the semester.

Recommended Reading:

1. Intercultural encounters
J. Bennett. (Hrsg.), Basic Concepts of Intercultural Communication . Yarmouth, MN:
Intercultural Press. 1-34.
Auslandsaufenthalte in Schule und Studium. Bestandsaufnahme aus Forschung und
interkultureller Handlungs- und Kommunikationskompetenz im Rahmen eines
COMENIUS-Projektes. In: Gabriele Blell & Rita Kupetz. (Hrsg.), Fremdsprachenlernen

2. Empirical Research
Qualitative, and Mixed Methodologies . Oxford: OUP.
für die empirische Fachdidaktik . Baltmannsweiler: Schneider Verlag Hohengehren.
Lütge, Christiane, Kollenrott, Anne, Ziegenmeyer, Birgit & Fellmann, Gabriela. (Hrsg.)
Sozialforschung . Weinheim: Beltz, PVU.
Internal Differentiation of Learner Groups
Seminar, SWS: 2
Woltin, Alexander
Mo, wöchentl., 16:00 - 18:00, 12.04.2010 - 17.07.2010, 1502 - 615 II 615

Kommentar
The belief that learner groups learn in equal marching steps is outdated. Learning through instruction does not successfully function anymore and didactics as well as methodology focus now on constructivism. Today's students form a very heterogeneous learning community. Each student has his or her own learning biography and learns individually in terms of constructing knowledge, as learning is believed to be a subjective, individual process. From this it follows that teachers have to deal with different learning types (e.g. auditory, visual, communicative or motoric), rates, dispositions or even interests. How to effectively meet these heterogenic learner groups concerning promoting and demanding competency acquisition of students will be the focus of this seminar.

Thus, we will elaborate efficient strategies of internal differentiation when facilitating functional communicative competencies within beginning, intermediate and advanced learner groups. These developed strategies will be tested practically within our course setting (= mini practice). This is why a part of this seminar is going to be a bloc seminar.

Please register for this course at the email address given below before April 1, 2010.

For further information: alexwoltin@gmx.de

Bemerkung
DidF2

Literatur
A reader will be made available prior to the beginning of this course as well as literature recommendations. You can pick up your reader at the copy shop Storck.

Introduction to the Methodology of Teaching English
Seminar, SWS: 2
Kupetz, Rita
Mo, wöchentl., 12:00 - 14:00, 12.04.2010 - 17.07.2010, 1501 - 201 I 201
Mo, Einzel, 18:00 - 20:00, 05.07.2010 - 05.07.2010, 1507 - 002 VII 002 , Modulprüfung Didaktik

Kommentar
This introductory methodology course is obligatory for all prospective teachers and for all BA students who plan to complete an M Ed. We recommend that BA students take this class in their 3rd or 4th semester. Non-BA students need to take this class before their intermediate exam. We will deal with basic issues of teaching English as a foreign language, such as goals, content and methods; the role of the teacher and the learner in the modern foreign language classroom; skills and knowledge; teaching literature; intercultural learning.

For further information: Rita.Kupetz@engsem.uni-hannover.de

Please register via Stud.IP.

Bemerkung
DidF1

Literatur
Basic reading:

A reader will be provided via the copy shop Stork.
If teachers consider essential principles and adequate methods, pictorial art and music offer the advantage to enhance psychomental processes and activities in a foreign language. Recent research on connections between music and brain (language) development has sparked the interest of teachers. Children's communication and perception skills are enhanced by (early) music experiences, and even unconscious listening gives a foundation for conscious listening. In dealing with various aspects of music (phonemic (sound) awareness, songs, programme music, soundscapes, MVCs, sound poetry, cross-overs, CLIL etc.) the seminar participants get the chance to discover music as a means that engages the affective with cognitive (language) and psychomotor domains.

For further information: gabriele.blell@engsem.uni-hannover.de

Please register via Stud.IP.

Recommended Literature:
Planung und Analyse von Englischunterricht
Seminar, SWS: 2
Vinals-Stein, Nicole
Di, wöchentl., 16:00 - 18:00, 06.04.2010 - 17.07.2010, 1502 - 609 II 609
Kommentar
Das Seminar ist obligatorisch für alle Lehramtsstudierenden. Im M.Ed. ist die Veranstaltung Teil des Moduls DidPA.


Please register via Stud.IP.

Bemerkung

Literatur


Semesterbegleitendes Fachpraktikum M.Ed. LG
Fachpraktikum
Ruhm, Hannah
Kommentar
Semesterbegleitendes Fachpraktikum am Ratsgymnasium Peine (voraussichtlich jeweils Mi. oder Do.). Anmeldung per E-Mail bei Hannah Ruhm (hannah.ruhm@engsem.uni-hannover.de) bis zum 15.03.2010. Die Plätze werden in der Reihenfolge der Anmeldung vergeben.

Bemerkung

Teaching Practice as Foreign Language Assistant
Seminar, SWS: 2
Ruhm, Hannah
Sa, Einzel, 10:00 - 18:00, 19.06.2010 - 19.06.2010, 1502 - 615 II 615
Kommentar
This course gives a practical introduction to different teaching assistant programmes (PAD, Amity) and provides useful information about the tasks and responsibilities of Foreign Language Assistants. We are going to discuss educational systems (GB, USA, Canada and Australia), develop and discuss different activities and resources for teaching German as a foreign language and you will have the chance to meet and talk to former teaching assistants.

This course is obligatory for BA or M Ed. students planning to substitute the Fachpraktikum with the assistant year. The course will prepare for the 30 minute oral exam which will take place after your return. Please note: DidPA is obligatory for all MEd. students.

Please register for this course at the email address given below before May 30, 2010.

For further information: hannah.ruhm@engsem.uni-hannover.de

Bemerkung

DidPA
**Kolloquien /Colloquia**

**Doktorandenkolloquium American Studies**
Kolloquium, SWS: 2
Mayer, Ruth
Mi, Einzel, 18:00 - 20:00, 07.04.2010 - 07.04.2010, 1502 - 615 II 615
Mi, Einzel, 18:00 - 20:00, 28.04.2010 - 28.04.2010, 1502 - 613 II 613
Mi, Einzel, 18:00 - 20:00, 05.05.2010 - 05.05.2010, 1502 - 609 II 609
Mi, Einzel, 18:00 - 20:00, 19.05.2010 - 19.05.2010, 1502 - 609 II 609
Mi, Einzel, 18:00 - 20:00, 09.06.2010 - 09.06.2010, 1502 - 613 II 613
Mi, Einzel, 17:00 - 18:00, 30.06.2010 - 30.06.2010, 1502 - 613 II 613, Disputatio
Mi, Einzel, 18:00 - 20:00, 14.07.2010 - 14.07.2010, 1502 - 613 II 613

Kommentar
Dieses Kolloquium soll DoktorandInnen der American Studies die Möglichkeit geben, ihre Projekte im kleinen Kreis vorzustellen und zu diskutieren.

Bemerkung
Nach Absprache und auf persönliche Einladung.

**Doktorandenkolloquium Anglistik**
Kolloquium, SWS: 2
Emig, Rainer

Bemerkung
Nach Absprache und auf persönliche Einladung.

**Doktorandenkolloquium Didaktik**
Kolloquium, SWS: 2
Blell, Gabriele (verantwortlich) / Kupetz, Rita (begleitend)
Di, wöchentl., 18:00 - 20:00, 06.04.2010 - 17.07.2010, 1502 - 703 II 703

Kommentar
Teilnahme nach persönlicher Einladung. Termine nach Absprache.

**Examensseminare / Exam Seminars**

**Examensseminar Didaktik**
Seminar, SWS: 2
Kupetz, Rita
Di, wöchentl., 14:00 - 16:00, 06.04.2010 - 17.07.2010, 1502 - 709 II 709

Kommentar
Examenskandidatinnen für die Prüfung im Sommer 2010 bereiten sich im April und Mai mittels Prüfungsspiel oder Beratung zum Thesenpapier unmittelbar auf die mündliche Prüfung vor. Ab Juni werden Kandidatinnen folgender Semester aufgenommen.

Please register via Stud.IP.

**Examensseminar Didaktik**
Seminar, SWS: 2
Blell, Gabriele
Di, wöchentl., 16:00 - 18:00, 06.04.2010 - 17.07.2010, 1502 - 613 II 613

Kommentar
Examenskandidatinnen für die Prüfung im Sommer 2010 bereiten sich im April und Mai mittels Prüfungsspiel oder Beratung zum Thesenpapier unmittelbar auf die mündliche Prüfung vor. Ab Juni werden Kandidatinnen folgender Semester aufgenommen.

Please register via Stud.IP.

**Examensseminar "Key Ideas in Linguistics"**
Seminar, SWS: 2
Schulze, Rainer
Mo, wöchentl., 10:00 - 12:00, 12.04.2010 - 17.07.2010, 1502 - 709 II 709
**Examensseminar Literatur / Kultur**

Seminars, SWS: 2  
Emig, Rainer  
Do, wöchentl., 10:00 - 12:00, 08.04.2010 - 17.07.2010, 1507 - 002 VII 002

**Kommentar**  
Das auf die gesamte Vorlesungszeit angelegte Examenskolloquium richtet sich an alle Studierenden, die kurz vor ihrer Abschlussprüfung (BA, Staatsexamen, Magister) stehen und diese im Bereich der englischen und amerikanischen Literatur- und Kulturwissenschaft (insbesondere Anglistik und Neue Englischsprachige Literaturen) ablegen wollen.

Der Veranstaltungsplan umfasst (je nach Bedarf der TeilnehmerInnen) die zentralen Bereiche der Literaturwissenschaft wie Literaturtheorie, Literaturgeschichte, Textanalyse und Interpretation. Darüber hinaus werden wir die Abschlussklausuren (vorbereitende Recherche und Lektüre, Schreibtechniken), die mündlichen Abschlussprüfungen (Themenwahl in Literatur- und Kulturwissenschaft, Thesenpapier) und die schriftliche Abschlussarbeit (Themenwahl, Arbeitstechniken) besprechen. Es wird auch die Möglichkeit geben, Prüfungen zu simulieren.

Prerequisites: will be specified

For further information: rainer.emig@engsem.uni-hannover.de

**Literatur**

Lektürempfehlungen:


