

Englisches Seminar

Fächerübergreifender Bachelor Englisch

Foundations of Linguistics 1

Introduction to Linguistics I

Seminar, SWS: 2

Lohmann, Arne

Do, wöchentl., 10:00 - 12:00, 07.04.2011 - 16.07.2011, 1502 - 003 II 003

Kommentar "Language is mankind's greatest invention - except of course, that it was never invented."

This is how Guy Deutscher begins his best-seller *The Unfolding of Language*. Even though you might not have thought about language this way yet, it is possibly the characteristic that sets us apart most from the rest of the animal kingdom. And even though it might not have been invented, it shows all features of a fascinating invention. Language consists of hundreds of thousands of forms with even more functions, there are many different levels on which it can be described, it has an intricate structure and it allows for a bewildering complexity of expressing thoughts into sounds and back. This course is intended to convey some of this fascination by introducing students to the study of language on a scientific level.

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, etc. will be addressed in the following term (LingF2).

Please note that there is an enrolment procedure to follow in order to register for this course.

Prerequisites for SL certificate will be specified in class and/or Stud.IP

For further information please feel free to contact the instructor:

arne.lohmann@engsem.uni-hannover.de

Bemerkung LingF1

Introduction to Linguistics II

Seminar, SWS: 2

Shahrokny-Prehn, Arian

Mo, wöchentl., 08:00 - 10:00, 04.04.2011 - 16.07.2011, 1502 - 003 II 003

Kommentar The language we speak is an integral part of who we are. It gives away where we come from and at the same time shows where we want to belong. With it, we can express and even create identity and community. It connects us to the outside world and to each other. While we can observe its form and structure, we can also analyse the function it has.

This course is a sequel to **Introduction to Linguistics I** and will cover areas such as semantics and pragmatics, sociolinguistics, varieties of English, historical linguistics, first and second language acquisition, etc. Since many of the topics in the second part of the introduction require linguistic pre-knowledge, it is absolutely vital that students have participated in LingF1 before taking on LingF2.

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 note that there is an enrolment procedure to follow in order to register for this course.

Prerequisites: LingF1

Bemerkung LingF2

Introduction to Linguistics II

Seminar, SWS: 2

Gerckens (M. A.), Caroline

Di, wöchentl., 08:00 - 10:00, 05.04.2011 - 16.07.2011, 1502 - 003 II 003

Kommentar

The language we speak is an integral part of who we are. It gives away where we come from and at the same time shows where we want to belong. With it, we can express and even create identity and community. It connects us to the outside world and to each other. While we can observe its form and structure, we can also analyse the function it fulfils.

This course is a sequel to **Introduction to Linguistics I** and will cover areas such as semantics and pragmatics, sociolinguistics, varieties of English, historical linguistics, first and second language acquisition, etc. Since many of the topics in the second part of the introduction require linguistic pre-knowledge, it is absolutely vital that students have participated in LingF1 before taking on LingF2.

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 note that there is an enrolment procedure to follow in order to register for this course.

Prerequisites: LingF1

Bemerkung

LingF2

Foundations of Linguistics 2

Corpus Linguistics

Seminar, SWS: 2

Gerckens (M. A.), Caroline

Mi, wöchentl., 10:00 - 12:00, 06.04.2011 - 16.07.2011, 1502 - 613 II 613

Mi, Einzel, 10:00 - 12:00, 04.05.2011 - 04.05.2011, 1210 - C203 Computerraum

Mi, Einzel, 10:00 - 12:00, 25.05.2011 - 25.05.2011, 1210 - C203 Computerraum

Kommentar

This course provides a theoretical and practical introduction to the field of corpus linguistics. We will look at the origins of corpus linguistics and move on to current trends. We will also deal with some major electronic corpora and look at the variety of language-related activities in which corpus linguistics play an important role or can make valuable contributions. Special attention will be paid to links between corpus linguistics and foreign language teaching (FLT).

Some sessions will take place in the computer-labs to familiarise students with software tools like 'Wordsmith Tools'.

Students are asked to register for this course via StudIP.

!!! Class-size will be limited to 25 participants !!!

Prerequisites: *Foundations Linguistics 1* (Major), *LingF1* (Minor)

For further information: caroline.gerckens@engsem.uni-hannover.de

Bemerkung

LingF4

Investigating English Syntax

Seminar, SWS: 2

Shahrokny-Prehn, Arian

Do, wöchentl., 08:00 - 10:00, 07.04.2011 - 16.07.2011, 1502 - 703 II 703

Kommentar

For those still believing in the slot-and-filler model of language, syntax provides the rules that are used in order to put words into grammatically correct sentences. Up to a certain extent, we will also follow this approach since it still is the basis of language instruction. Accordingly, the course will start out with an overview of traditional syntactic analysis (e.g. word classes, sentence constituents) and will then go over to more recent approaches towards syntax and grammar. Here, we will concern ourselves with cognitive aspect of grammar, the lexico-grammatical interface, phraseology, and construction grammars. Actual language data drawn from corpora will play an important role in our studies and students will be encouraged to start their own research project over the course of the semester.

In order to ensure a productive learning atmosphere, the class size is limited to 30 people and students have to sign up for this course via studIP.

It is also absolutely mandatory for students to be present for the first session.

Prerequisites: *Foundations Linguistics 1* (Major), *LingF1* (Minor)

Prerequisites for certificates: *Studienleistungen* will be specified in class; *Prüfungsleistung* will be a final term paper.

Bemerkung

LingF4

Morphology

Seminar, SWS: 2

Lohmann, Arne

Do, wöchentl., 14:00 - 16:00, 07.04.2011 - 16.07.2011, 1502 - 306 II 306

Kommentar

Have you come across the words *laptop zombie* (English) or *Internetzapper* (German)? Both can be found at www.wordspy.com and www.wortwarte.de, respectively, webpages which keep track of new words, showing that language users creatively add to the lexicon of these two languages. The area of linguistics concerned with this process is termed word-formation, which is an important part of morphology. During this course we will deal with the most important word-formation processes, *compounding*, *derivation*, *clipping*, *blending* and *conversion* in order to get a better grasp of the strategies speakers employ to create new words.

Furthermore we will be concerned with more general issues of morphology relying on, but also expanding knowledge acquired in LingF1. Among these will be the distinction between derivation and inflection, but also the surprisingly difficult task to decide what a word is in the first place. Naturally we will address these topics using primarily English examples and thereby gain a better understanding of the structure of the English language.

Students are asked to register for this class via StudIP.

For further information please feel free to contact the instructor:
arne.lohmann@engsem.uni-hannover.de

Bemerkung

LingF4

Survey of English - Phonetics and Phonology

Vorlesung, SWS: 2

Altendorf, Ulrike

Mi, wöchentl., 08:00 - 10:00, 06.04.2011 - 16.07.2011, 1502 - 003 II 003

Mi, Einzel, 08:00 - 10:00, 29.06.2011 - 29.06.2011, 1507 - 002 VII 002 , Klausur

Kommentar This course will take a closer look at the phonetics and phonology of English. We will look at both segmental and supra-segmental features of the major reference accents of English, RP and General American. If appropriate, the theoretical angle will be contrastive, focussing on differences between German and English. In other cases, the approach will be diachronic, with a special emphasis on on-going trends, variationist, with a special emphasis on the correlation of pronunciation and social groups, theoretical, with a special focus on the problems of allophony, and practical, with a special focus on handling IPA transcription.

Bemerkung LingF3 / FAL1, FAL2

Advanced Linguistics

Cognition in Language Acquisition

Seminar, SWS: 2

Altendorf, Ulrike

Mi, wöchentl., 10:00 - 12:00, 06.04.2011 - 16.07.2011, 1502 - 306 II 306

Kommentar This course will explore the controversial role of cognition in language acquisition and learning. It will look at theoretical considerations and empirical research on the topic. There will be a particular focus on language immersion programmes, such as English and French immersion programmes in Canada.

Prerequisites: Foundations Linguistics 1 and 2 (Major), Foundations Linguistics (Minor)

Course size limited to 35 people

Please register for this class via Stud.IP between 1 and 15 March!

Bemerkung LingA1, LingA2 / FAL2, FAL7

Cognitive Sociolinguistics

Seminar, SWS: 2

Altendorf, Ulrike

Di, wöchentl., 14:00 - 16:00, 05.04.2011 - 16.07.2011, 1502 - 306 II 306

Kommentar This course will explore a very recent approach to sociolinguistics and language variation that aims at the "marriage" of cognitive linguistics and variational linguistics. It will look at classic texts from both branches and at recent texts suggesting different ways of combining them.

Prerequisites: Foundations Linguistics 1 and 2 (Major), Foundations Linguistics (Minor)

Course size limited to 35 people

Please register for this class via Stud.IP between 1 and 15 March!

Bemerkung LingA1, LingA2 / FAL4

Contrastive Linguistics

Seminar, SWS: 2

Nereo, Filippo

Fr, Einzel, 10:00 - 16:00, 01.04.2011 - 01.04.2011, 1502 - 703 II 703 , BLOCKSEMINAR (Mo, 28. März - Fr, 01. April: jeweils 10:00 - 16:00 Uhr)

Kommentar **!!! ACHTUNG: Dieses Seminar findet als BLOCKSEMINAR statt (Mo, 28.03. - Fr, 01.04.: jeweils von 10:00 - 16:00 Uhr) !!!**

This seminar will present a comprehensive and fine-grained analysis of the major contrasts between English and German with the aim of showing how far two closely related languages have moved apart and of providing new foundations for the study and the teaching of English from the perspective of German and the study of German from the perspective of English. This advanced seminar will be based on a thorough exploration of the relevant literature on the two languages and on language typology in general.

Prerequisite for certificate: regular attendance; active participation in class; reading assignment; *Studienleistung*: a 20-minute oral presentation in English (Anmoderation des jeweiligen Themas für die Sitzung), book review or annotated bibliography; *Prüfungsleistung*: a 5000-word essay in English.

For further information and to register for this course:
filippo.nereo@manchester.ac.uk

Languages in class: English and German

It is expected that participants have successfully completed the Studienleistung(en) of LingF4.

Bemerkung
LiteraturLingA1, LingA2 / FAL5.1, FAL5.2
Required text:

König, Ekkehard and Volker Gast. 2009. *Understanding English-German Contrasts*. 2nd ed. Berlin: Erich Schmidt Verlag.

A comprehensive reading list and a list of topics for presentation will be circulated to all students registered for the course nearer the time.

Variation in Linguistic Systems

Seminar, SWS: 2

Altendorf, Ulrike

Di, wöchentl., 16:00 - 18:00, 05.04.2011 - 16.07.2011, 1502 - 703 II 703

Kommentar This course will explore language variation focussing on language-internal rather than language-external constraints. It will discuss patterns of variation in different varieties of English at the phonetic-phonological, grammatical and lexical level, also including the effects of language contact and language change.

Prerequisites: *Foundations Linguistics 1* and *2* (Major), *Foundations Linguistics* (Minor)

Course size limited to 35 people

Please register for this class via Stud.IP between 1 and 15. March!

Bemerkung

LingA1/ LingA2 , FAL 4

Intermediate Literature and Culture

American Perspectives on Europe

Seminar, SWS: 2

Mayer, Ruth

Mi, wöchentl., 10:00 - 12:00, 06.04.2011 - 16.07.2011, 1502 - 609 II 609

Kommentar

This class examines various traditions of American literature created by American writers living or traveling in Europe. As we look at the work of Mark Twain, Edith Wharton, F. Scott Fitzgerald, Ernest Hemingway, James Baldwin, and others, we will investigate why they, along with numerous other Americans, came to Europe, how the continent shaped their literary sensitivities, and how their perspectives on Europe interrelate to form a transatlantic canon that begins with the founding of the nation and ranges to the present day.

Please register for this class on StudIP starting from March 1, 2011, 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 Henry James' *Daisy Miller* (Penguin Popular Classics, ISBN 978-0141441344) and Ernest Hemingway's *The Sun Also Rises* (Arrow, ISBN 978-0099908500).

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

British Pop Lyrics

Seminar, SWS: 2

Emig, Rainer

Do, wöchentl., 10:00 - 12:00, 07.04.2011 - 16.07.2011, 1502 - 709 II 709

Kommentar

After a brief introduction to the history of pop music in Britain, this course will analyse pop lyrics (many of which will be selected and introduced by the students themselves) in three distinct ways. A cultural glossary will be developed that facilitates an understanding of the texts and the issues that are raised in them. Reviews of pop records will be studied and then produced. Finally, an analysis of pop lyrics on the basis of the methods of literary and cultural analysis will be undertaken.

Students will have to be very active in this course. They will establish themes that help to group pop lyrics. They will then present selected pop lyrics. They will also write samples of cultural glossaries, reviews, and literary and cultural analyses for their *Studienleistung* throughout the course. A complete essay combining these three forms of analysis will be required for the *Prüfungsleistung*.

In order to enable the course to function, it will be offered to a maximum of 25 students.

You must register for this course on StudIP.

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

Bemerkung

BritF4

Literatur

Recommended background reading:

Britpop and the English Music Tradition by Andy Bennett and Jon Stratton (2010)

Englishness: Twentieth-Century Popular Culture and the Forming of English Identity by Simon Featherstone (2009)

PopMusicology: Perspektiven der Popmusikwissenschaft by Christian Bielefeldt, Udo Dahmen, and Rolf Grossmann (eds) (2008)

Contemporary British Poetry

Seminar, SWS: 2

Bennett, Peter

Di, wöchentl., 14:00 - 16:00, 05.04.2011 - 16.07.2011, 1502 - 703 II 703

Kommentar

The aim of this seminar is to develop confidence in working with modern poetry in general and in the specific context of British cultures over the last fifty years or so. We shall be working on many poems by many poets, some well-known, other less so. On the way, we shall debate the nature of poetry, asking what is and what is not poetry and discussing the criteria. This will lead to analysis of the marginal zone that lies between the literary text and the song lyric, namely performance poetry and the beat-based, non-melodic texts of British (British-Asian, British Caribbean, white British) dub, beat and hip-hop.

Prerequisites for attendance: none

Prerequisites for SL: regular attendance, presentation/performance

Prerequisites for PL: term paper

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

Bemerkung

BritF4

D.H. Lawrence: Selected Novels

Seminar, SWS: 2

Bennett, Peter

Fr, wöchentl., 10:00 - 12:00, 08.04.2011 - 16.07.2011, 1502 - 703 II 703

Kommentar

The writings of D.H. Lawrence were controversial in his lifetime. Although some writers and critics admired his work, he aroused indignation in several spheres for the way that he wrote about sexuality and emotional experience. He was reviled for being unpatriotic during World War I and for his representations of the British class system. Today his writings provoke mixed reactions, but for different reasons. He can be regarded as being both reactionary and progressive on gender relations and on the relationship between humans and nature. We shall address the contradictions in Lawrence's novels both at the intrinsically textual level and in the two distinct contexts of European Modernism and Britain in the 1910s.

Participants should come to the first meeting with their own copy of the Oxford World Classics edition of *Sons and Lovers*. We shall later read *The Rainbow* (1915) and *Women in Love* (1920).

Prerequisites for attendance: none

Prerequisites for SL: will be announced at the first meeting

Prerequisites for PL: term paper

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

Bemerkung

BritF4

Edwardian Realism: E. M. Forster

Seminar, SWS: 2

Gohrisch, Jana

Mi, wöchentl., 10:00 - 12:00, 06.04.2011 - 16.07.2011, 1502 - 709 II 709

Kommentar

E. M. Forster is one of the major writers of the 20th century whose novels have all been adapted for the screen. In *Howards End* (1910) and *A Passage to India* (1924) he takes the realist mode further by endowing it with a psychological dimension and a metaphorical style. His presentation of events from the perspectives of the fictional characters contributes to the changing perception of reality that culminates in the modernist fiction of Virginia Woolf and James Joyce.

Following their personal aspirations and desires, Forster's characters clash with stifling social conventions and a middle-class morality that still has strong Victorian overtones. We shall explore both the thematic and the aesthetic innovations of the two novels against the historical background of the early 20th century and look at the film adaptations at least cursorily. While *Howards End* contrasts sets of ideas, values and life styles within the middle classes, *A Passage to India* widens the scope by covering different cultures across the Empire as well.

Prerequisites for certificate: regular attendance, active participation in class, short oral presentation and term paper

For further information: jana.gohrisch@engsem.uni-hannover.de

Bemerkung

BritF4

Literatur

Texts:

E. M. Forster. *Howards End*. Ed. by Oliver Stallybrass. London: Penguin 1984.

E. M. Forster. *A Passage to India*. Ed. by Oliver Stallybrass. London: Penguin 1979.

These editions have been reprinted several times and are available via amazon.uk. Please read at least one of the novels prior to class.

Images of England in Contemporary Drama

Seminar, SWS: 2

Funk, Wolfgang

Do, Einzel, 14:00 - 18:00, 05.05.2011 - 05.05.2011, 1502 - 709 II 709 , Blockseminar

Do, Einzel, 14:00 - 18:00, 26.05.2011 - 26.05.2011, 1502 - 709 II 709 , Blockseminar

Do, Einzel, 14:00 - 18:00, 09.06.2011 - 09.06.2011, 1502 - 709 II 709 , Blockseminar

Kommentar

In this course, we will attempt to analyse how England (as distinct from Britain) presents itself on the contemporary stage. We will set the scene with a quick look back to the boom years of 'In-yer-face-theatre' (Aleks Sierz), a loose movement of young British playwrights who, through their trademark use of violence, nudity and explicit language, redefined the aesthetics of drama. Based on that, we will read five plays from the 'Noughties', which leave behind the formal and stylistic experimentations of the previous decade to turn to issues of political and individual significance. Topics range from the British involvement in the 'War on Terror' (David Hare's *The Vertical Hour* ; Simon Stephens' *Pornography*) to the conquest of national identity markers in the name of consumer capitalism (Jez Butterworth's *Jerusalem*) and immigration (Richard Bean's controversial *England People Very Nice* and rather more existential questions on the level of the individual as played out in Martin Crimp's *The City* and *The Country* .

Apart from the analyses of the plays, the course will offer an overview of the contemporary theatre scene in England.

Prerequisites for certificate: will be specified

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

Bemerkung

BritF4

Literatur

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

Simon Stephens. *Pornography* . London: Methuen, 2008. (This text **must** be read by the second session!)

Jez Butterworth. *Jerusalem* . London: Nick Hern, 2009.

A reader containing the remaining play-texts and background material will be provided.

Life Writing: Gendered Perspectives on the Art of American Auto/Biography

Seminar, SWS: 2

Künnemann (M. A.), Vanessa

Di, wöchentl., 12:00 - 14:00, 05.04.2011 - 16.07.2011, 1502 - 609 II 609

Kommentar

Traditionally composed by white men, written in factual, documentary style and telling 'official' stories of (professional) success, the genre of autobiography has been appropriated, modified, and sometimes even radicalized by women ever since the Enlightenment. There are certain critics who claim that autobiography is a truly American genre, a form of writing which - in the guise of a personal life story - negotiates and communicates 'American values' and national identity while it captivates its readers. Peeking into other people's lives, we, as readers, become virtual sleuths as we (pretend to) read these autobiographies also as historical, anthropological, and/or artistic accounts. Perhaps more contradictory than any other genre, autobiographies oscillate between fact and fiction, collective and individual memory, they are fascinating and vibrant precisely because they are personal *and* political, because they can trigger reader identification or may keep their audience at a bay. They are thus replete with tensions and can take on a diversity that is reminiscent of the many meanings of 'America' as such.

In this class we will look at the various ways in which (ethnic) female autobiographers have discussed, affirmed and/or revised American identity, politics and culture and thereby also transformed the genre. We will analyze how these traditionally marginalized voices in American literature and culture present to us with their own and subjective versions of their lives, often written against the light of larger history. Our analysis and discussion of these autobiographical accounts will evolve around the following questions: In what sense can autobiography as a literary genre provide a forum for addressing the socio-political as well as cultural obstacles that have long impeded the liberation and empowerment of women? What are the major characteristics of this genre? What narrative forms can the genre take? Where do we find continuities, similarities, and differences among these texts? Where exactly are differences between autobiographical writings of women and men, and do they matter at all? What was/is the political impact of these accounts? Are these texts visionary, naïve, provocative, and/or realistic?

To survey the rich tradition of American women's autobiography, we will read texts (mostly in the form of excerpts) ranging from the slave narrative (Harriet Jacobs) to writers, public personae, and politicians of various ethnic backgrounds of the 19th and 20th century (e.g., Jane Addams, Margaret Mead, Margaret Bourke-White, Jade Snow Wong, Maya Angelou, Leslie Marmon Silko, Hillary Clinton).

Please register for this class on StudIP starting from March 1, 2011, 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 SL certificate: will be specified

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

Bemerkung
Literatur

AmerF4

The texts will be made available in a reader at the beginning of the semester, but you are asked to purchase the following two autobiographies: Jade Snow Wong's *Fifth Chinese Daughter* (U of Washington P; ISBN: 978-0295968261) and Maya Angelou's *I Know Why the Caged Bird Sings* (Ballantine, ISBN: 978-0345514400).

Narratives of In-Betweenness

Seminar, SWS: 2

Wagle (M. A.), Jatin

Fr, wöchentl., 10:00 - 12:00, 08.04.2011 - 16.07.2011, 1502 - 609 II 609

Kommentar

Fiction by immigrant authors from the Indian Subcontinent to the United States - from Bharati Mukherjee in the 1970s to Jhumpa Lahiri in the 2000s - explores the complexity of the immigrant experience, its travails and its enriching diversity. This class will take up contemporary examples of such fiction and look at how they map out the actual and interior movements between India and America in a globalized context. We will read, among other texts, Kiran Desai's novel *The Inheritance of Loss*, Amitav Ghosh's *The Hungry Tide* and stories from Lahiri's collection *Unaccustomed Earth*. Besides, we will examine the variety of ways in which these texts deal with the themes of home and homelessness, cultural and linguistic estrangement and translation. For instance, whereas Lahiri addresses them frontally in her work, they are a subterranean presence in many of Ghosh's novels. And, Desai's depiction of the illegal migrant in her novel presents a rare contrast to the ubiquitous middle-class Indian immigrant. Thus, this class will discuss how these narratives, in which histories are entangled and languages appear to blend, interrogate the set binaries of a modernizing India and an urban, multicultural West.

For further information: jatinwagle@gmail.com

Bemerkung

AmerF4

Literatur

Students wishing to participate in this course are expected to buy copies of the following books, and of course, to read them:

Amitav Ghosh, *The Hungry Tide* (2005) (Harper Collins, ISBN 978-0007141784)

Jhumpa Lahiri, *Unaccustomed Earth* (2009) (Bloomsbury Publishing, ISBN 978-0747599791)

Kiran Desai, *The Inheritance of Loss* (2006) (Grove Press, ISBN 978-0802165053)

Furthermore, a reader with additional course material will be made available in the first session of the class.

Seduction in America: Themes and Ideas from the Enlightenment to Modernism

Seminar, SWS: 2

Mayer, Ruth

Mo, wöchentl., 10:00 - 12:00, 04.04.2011 - 16.07.2011, 1502 - 609 II 609

Fr, Einzel, 16:00 - 18:00, 01.07.2011 - 01.07.2011, 1502 - 615 II 615 , Filmvorführung

Fr, Einzel, 16:00 - 18:00, 08.07.2011 - 08.07.2011, 1502 - 615 II 615 , Filmvorführung

Kommentar

In this course we will investigate the significance of seduction as a theme and practice in American culture, from the early Republic to the twentieth century. We will be concerned with the moral and political discussions around the issue in the 18th century, we will read two novels of seduction (Susanna Rowson's *Charlotte Temple* (excerpts), Hannah Webster Foster's *The Coquette*), and then turn to nineteenth century texts which take up the theme in different guises and to different purposes. We will then address realist and modernist reconceptualizations of seduction in the writings of Stephen Crane or Theodore Dreiser (*Sister Carrie*). The class will end with a reflection of filmic melodrama and its re-fashioning of the subject in films such as *Letter from an Unknown Woman* (1948) or *The Graduate* (1967).

Please register for this class on StudIP starting from March 1, 2011, 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 Hannah Webster Foster's *The Coquette* (Oxford Paperbacks, ISBN 978-0195042399) and Theodore Dreiser's *Sister Carrie* (Oxford UP, ISBN 978-0199539086).

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

Survey of American Literatures and Cultures II

Vorlesung, SWS: 2

Twelbeck, Kirsten

Do, wöchentl., 12:00 - 14:00, 07.04.2011 - 09.06.2011, 1502 - 003 II 003

Do, wöchentl., 12:00 - 14:00, 23.06.2011 - 16.07.2011, 1502 - 003 II 003

Do, Einzel, 12:00 - 14:00, 21.07.2011 - 21.07.2011, 1502 - 003 II 003 , 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.

Prerequisites for SL certificate: will be specified.

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

Bemerkung

AmerF3

Literatur

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

For general reference (not only for this class) I recommend buying *Amerikanische Literaturgeschichte*, ed. Hubert Zapf (3rd edition, Stuttgart: Metzler, 2010) and *The Enduring Vision. A History of the American People* (concise edition, complete), ed. Boyer, Clark et al. (Boston: Houghton Mifflin, 2010). Both are standard textbooks.

Survey of British Literatures and Cultures II

Vorlesung, SWS: 2

Emig, Rainer

Fr, wöchentl., 12:00 - 14:00, 08.04.2011 - 16.07.2011, 1208 - A001 Kesselhaus

Kommentar

The aims of these two sets of 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; and to give insight into the development of the literatures of the British Isles in conjunction with their cultural history.

The two survey lectures will cover the beginnings of British cultures to roughly the 18th century and from the 18th century to the present. The lectures will not only provide historical and cultural facts, but will also question them from 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 last teaching week.

No need to register beforehand, but please sign up for the lectures on StudIP so that you can access the materials (PowerPoint files including reading lists and self-test questions as well as video recordings) for each session.

Prerequisite for certificate: will be specified

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

Bemerkung

BritF2, BritF3

Literatur

Recommended background material:

British Civilization: An Introduction by John Oakfield (6th edition, 2006)

Literature in Britain and Ireland: A History by Helge Nowak (2010)

Advanced Literature and Culture

Anti-Intellectualism in America

Seminar, SWS: 2

Twelbeck, Kirsten

Do, wöchentl., 10:00 - 12:00, 07.04.2011 - 16.07.2011, 1502 - 609 II 609

Kommentar

Major events in American history—from the Salem witchcraft trials to the celebration of the "common man" during the Jacksonian era, from the evangelical revivals in the nineteenth century to twentieth-century McCarthyism, from Hollywood to "Creationism" to the assumption that Barack Obama plays a part in a Muslim conspiracy—have contributed to the idea that the United States are a fundamentally anti-intellectual society. Europeans in particular have referred to the tradition of "American Unreason" (Susan Jacobi) to launch what has been termed "anti-Americanism," a criticism that has more often than not been badly informed about the actual complexity of American culture and of the role that the anti-intellectual tradition has played therein.

In this seminar we will look at American anti-intellectualism and discuss its social and political functions in historical context. Particular attention will be paid to the scholarly debate since World War II (e.g. Richard Hofstadter, *Anti-Intellectualism in American Life*, 1962 and, more recently, Susan Jacobi, *The Age of American Unreason*, 2008). Often overlooked by European critics, there is a decisively American tradition of public debate that has been part and parcel of the country's democratic legacy and a key to understanding American culture.

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

Bemerkung

AmerA / AAS2

Contemporary British Writing and Film on Slavery and Abolition

Seminar, SWS: 2

Gohrisch, Jana

Di, wöchentl., 16:00 - 18:00, 05.04.2011 - 16.07.2011, 1502 - 613 II 613

Kommentar

The course introduces students to a topic that has received special attention in Britain not only in the wake of the bicentenary in 2007 of the abolition of the slave trade but much earlier in the writing by authors of Caribbean descent living in Britain. To lay the foundations, we shall watch Michael Apted's film *Amazing Grace* (2007) and discuss its construction of William Wilberforce and the abolition movement in order to establish their functions for contemporary British memory culture, which we will then problematise by reading three novels: Caryl Phillips's *Cambridge* (1991), David Dabydeen's *A Harlot's Progress* (1999) and Andrea Levy's *The Long Song* (2010). Phillips's *Cambridge* is set in the Caribbean after the abolition of the slave trade. It employs postmodern elements to dramatize the construction of reality and the tension between fact and fiction. Dabydeen's novel takes its title from Hogarth's first "modern moral subject" (painted in 1731, engraved in 1732) and features a former black slave who sells his life story to abolitionists. With Levy's *Long Song* (2010) we shall examine the polyphonic representation of black female agency and empowerment in Jamaica before and after emancipation (in 1833) to bring out facets that Apted, Phillips and Dabydeen lack.

Please, read at least one of the texts prior to class and buy your own copies of the novels.

Prerequisites for certificate: regular attendance, active participation in class, short oral presentation and term paper

For further information: jana.gohrisch@engsem.uni-hannover.de

Bemerkung

BritA, AAS2, AAS3, AAS5

Literatur

Primary texts:

David Dabydeen. *A Harlot's Progress* (1999)

Andrea Levy. *The Long Song* (2010)

Caryl Phillips. *Cambridge* (1991)

Secondary texts:

Jana Gohrisch, Irmgard Maassen und Bernd-Peter Lange, Hg. "Slavery and the British". *Hard Times* Nr. 85 (2009)

James Walvin. *A Short History of Slavery*. London: Penguin 2007

Dover im Harz. Aspekte deutsch-britischer Kulturbeziehungen

Seminar, SWS: 2

Mo04.04.2011 - 16.07.2011

Sa, Einzel, 10:00 - 18:00, 02.07.2011 - 02.07.2011, 1502 - 403 Besprechungsraum Deutsches Seminar

Mi, Einzel, 10:00 - 18:00, 06.07.2011 - 06.07.2011, 1502 - 116 Ton- und Videostudio

Fr, Einzel, 14:00 - 18:00, 08.07.2011 - 08.07.2011, 1502 - 403 Besprechungsraum Deutsches Seminar

Mo, Einzel, 14:00 - 18:00, 11.07.2011 - 11.07.2011, 1502 - 109 II 109

Kommentar Ziel der Veranstaltung ist die exemplarische Untersuchung von Beispielen britisch-deutschen Kulturtransfers von der Romantik (Coleridge, Henry Crabb Robinson) bis zur unmittelbaren Nachkriegszeit (Stephen Spender). An Hand von vergleichsweise selten berücksichtigten Quellen werden Phänomene wechselseitiger Kulturbeziehungen unter verschiedenen zeitgeschichtlichen, motivischen und ideologischen Bedingungen erarbeitet und kritisch betrachtet.

Das Seminar wird als Kompaktveranstaltung angeboten.

Bemerkung Dozent: Prof. Dr. Rüdiger Görner (Queen Mary, University of London)

Teilnehmerzahl: 30, Anmeldung über Stud.IP.

Literatur Brinson, Charmian (u.a. Hrsg.): Keine Klage über England? Deutsche und österreichische Exilerfahrungen in Großbritannien 1933-1945 München 1998.
Morley, Edith (Hrsg.): Crabb Robinson in Germany 1800-1805: Extracts from his Correspondence. Oxford: Clarendon Press, 1929.
Müller-Schwefe, Gerhard: Deutsche erfahren England. Englandbilder der Deutschen im 19. Jahrhundert. Tübingen 2007.
Spender, Stephen: Deutschland in Ruinen. Berlin 2001.
Stockhort, Stefanie: Was leistet ein ‚cultural turn‘ in der komparatistischen Imagologie.
Henry Crabb Robinson als Vermittler deutscher Dichter- und Gelehrtenkultur nach England. In: arcadia 40 (2005) Heft 2, S. 354-374.

Einführung in die Gender Studies

Seminar, SWS: 2

Funk, Wolfgang

Do, wöchentl., 10:00 - 12:00, 07.04.2011 - 16.07.2011, 1502 - 703 II 703

Kommentar Dieser Kurs leistet eine theoretische Einführung in das Gebiet der Gender Studies, die im Verlauf des Semesters auch mit praktischen, soll heißen, lebensweltlichen Beispielen gefüllt werden soll. Im Einzelnen bedeutet dies, dass wir zentrale theoretische Texte lesen werden, die sich vom Feminismus über Lesbian-/Gay-Studies bis hin zu Postfeminismus und Queer Theories erstrecken. Diese Inhalte sollen von den SeminarteilnehmerInnen mit selbst gewählten Beispielen aus der zeitgenössischen Lebenswelt veranschaulicht und fundiert werden, wobei mögliche Untersuchungsgegenstände von der Werbung über Kinder- und Jugendbücher bis hin zu politischen Debatten reichen.

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, AAS4

Literatur **Zu erwerben ist folgendes Einführungswerk:**

Schöblier, Franziska. Einführung in die Gender Studies. Berlin: Akademie-Verlag, 2008.

Alle anderen Texte werden zu Beginn des Kurses in einem Reader/einer Readerin;) zur Verfügung gestellt.

Fashion

Seminar, SWS: 2

Mayer, Ruth

Mo, wöchentl., 12:00 - 14:00, 04.04.2011 - 16.07.2011, 1502 - 609 II 609

Fr, Einzel, 16:00 - 18:00, 27.05.2011 - 27.05.2011, 1502 - 615 II 615, Filmvorführung

Fr, Einzel, 16:00 - 18:00, 03.06.2011 - 03.06.2011, 1502 - 615 II 615, Filmvorführung

Kommentar

In this course we will investigate the phenomenon and the discourses of fashion both in view of fashion practices and the representation of fashion. We will look at the development of the twentieth century fashion industry and at the history of fashion design, we will be concerned with sociological theories of consumption, fashion, and self-fashioning, and with literary and filmic enactments of fashion (Theodore Dreiser's *Sister Carrie* (1900), Abraham Cahan's *The Rise of David Levinsky* (1917), Bret Easton Ellis' *Glamorama* (1998), and the films *Funny Face* (1957) or *Pret a Porter* (1994).

Please register for this class on StudIP starting from March 1, 2011, 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 / AAS3, AAs4

Literatur

Please purchase *Glamorama* (Picador, ISBN 78-0330447997).

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

Literary and Cultural Theory: Theories of Authorship

Seminar, SWS: 2

Mayer, Ruth

Di, wöchentl., 10:00 - 12:00, 05.04.2011 - 16.07.2011, 1502 - 609 II 609

Kommentar

In this course we will survey some of the major theoretical statements concerning the category of the author in literary and cultural studies. We will read and discuss twentieth-century classics by William K. Wimsatt and Monroe C. Beardsley (on the "intentional fallacy"), Wayne C. Booth (on the "implied author"), Roland Barthes (on the "death of the author"), Michel Foucault (on the "author-function"), Sandra M. Gilbert and Susan Gubar (on feminist authorship), and others. In a second step, we will relate these attempts at theorizing authorship to specific case studies from American literature. In so doing, we will investigate how theoretical definitions of authorship are reflected in - or betrayed by - the self-representation of actual authors within the literary works (or on the 'paratextual' margins of these works). In his manner, our case studies will concentrate on different historical modes of enacting authorship and literary authority.

Please register for this class on StudIP starting from March 1, 2011, 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 / AAS1.2

Literatur

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

Modernist Classics

Seminar, SWS: 2

Emig, Rainer

Do, wöchentl., 16:00 - 18:00, 07.04.2011 - 16.07.2011, 1502 - 703 II 703

Kommentar

The seminar title already addresses a paradoxical development: even though most modernist texts attempt to break with tradition, many have achieved canonical status as classics themselves. The course will address the background and ideas behind literary modernism and analyse in detail works by William Butler Yeats, T.S. Eliot, James Joyce, and Virginia Woolf. It will deal with modernist aesthetics as well as modernism's challenges to concepts such as subjectivity, reality, and meaning. It will also address the ideologies behind modernist writings, especially their attitude towards gender, class, race, cultural and national identity, and popular culture and the media.

In order to enable the course to function, it will be offered to a maximum of 25 students.

Students must register for this course on StudIP.

Prerequisite for certificate: will be specified

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

Bemerkung
Literatur

BritA, AAS2, AAS3, AAS4

Compulsory Purchase:

James Joyce, *A Portrait of the Artist as a Young Man*, first published 1916; recommended editions are by Penguin (2000) and Oxford World's Classics (2008)

Virginia Woolf, *Jacob's Room*, first published in 1922; recommended editions are by Vintage (2005) and Oxford World's Classics (2008)

Recommended background reading:

Modernisms: A Literary Guide by Peter Nicholls (2nd edition 2009)

Modernism in Poetry: Motivations, Structures and Limits by Rainer Emig (1995)

Neo-Victorianism: Adaptations of Victorian Literature and Culture

Seminar, SWS: 2

Grünkemeier, Ellen

Mi, wöchentl., 10:00 - 12:00, 06.04.2011 - 16.07.2011, 1502 - 703 II 703

Di, Einzel, 18:00 - 21:00, 24.05.2011 - 24.05.2011, 1502 - 615 II 615 , Filmvorführung

Kommentar

The Victorian age continues to fascinate contemporary writers, readers and viewers.

To explore the period's enduring appeal as well as the connections and discontinuities between the past and the present, we will engage in close readings of various neo-Victorian cultural artefacts, ranging from A.S. Byatt's award-winning novel *Possession* (1990) to films and popular comics. Looking at the texts as aesthetic constructs, we will analyse and discuss their postmodern practices and narrative devices as apparent, for example, in Alan Moore's and Kevin O'Neill's graphic novel *The League of Extraordinary Gentleman* (1999), which appropriates various Victorian literary characters and resurrects them as a powerful group of superheroes. To contextualise the texts, our discussions will also include the period's wider social, political and cultural concerns such as imperialism, industrialisation, class and gender issues.

Prerequisites for certificate: will be specified

For further information, please contact: ellen.gruenkemeier@engsem.~

Please note that Dr. Lucia Krämer offers a corresponding lecture on "Novels into Film and Beyond: An Introduction to Adaptation Studies" (Tuesday, 14-16) which will provide useful insights into the theory of adaptations. Students are more than welcome to attend both classes.

Bemerkung
Literatur

BritA, AAS2, AAS4

A reader with theoretical texts and context material will be provided.

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

Byatt, A.S., *Possession* (1990)

Moore, Alan and Kevin O'Neill, *The League of Extraordinary Gentleman* . Volume I (1999)

Advanced English Skills

SPCS

Communication Skills

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Jones, Jacob

Di, wöchentl., 10:00 - 12:00, 05.04.2011 - 16.07.2011, 1502 - 709 II 709

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 Wed 30 March, 1 pm, in the registration boxes on the 7th floor.

SPAWR

Academic Writing and Research

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Jones, Jacob

Do, wöchentl., 16:00 - 18:00, 07.04.2011 - 16.07.2011, 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 Wed 30 March, 1 pm, in the registration boxes on the 7th floor.

Writing in English*SPTAP***Text Analysis and Production**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Gans (M. A.), Anne

Mo, wöchentl., 10:00 - 12:00, 04.04.2011 - 16.07.2011, 1502 - 703 II 703

Mo, wöchentl., 12:00 - 14:00, 04.04.2011 - 16.07.2011, 1502 - 613 II 613

Di, wöchentl., 10:00 - 12:00, 05.04.2011 - 16.07.2011, 1502 - 615 II 615

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 text analysis

Please register for this class through the registration sheets on the department's website and submit your registration by Wed 30 March, 1 pm, in the registration boxes on the 7th floor.

It is expected that participants have successfully completed the Studienleistung(en) of SPAWR and SPCS.

Text Analysis and Production

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Jones, Jacob

Do, wöchentl., 14:00 - 16:00, 07.04.2011 - 16.07.2011, 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 text analysis

Please register for this class through the registration sheets on the department's website and submit your registration by Wed 30 March, 1 pm, in the registration boxes on the 7th floor.

It is expected that participants have successfully completed the Studienleistung(en) of SPAWR and SPCS.

SPEW

Expository Writing

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Jones, Jacob

Mo, wöchentl., 12:00 - 14:00, 04.04.2011 - 16.07.2011, 1502 - 703 II 703

Mo, wöchentl., 14:00 - 16:00, 04.04.2011 - 16.07.2011, 1502 - 703 II 703

Di, wöchentl., 12:00 - 14:00, 05.04.2011 - 16.07.2011, 1502 - 615 II 615

Di, wöchentl., 14:00 - 16:00, 05.04.2011 - 16.07.2011, 1502 - 609 II 609

Do, wöchentl., 12:00 - 14:00, 07.04.2011 - 16.07.2011, 1502 - 609 II 609

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 Wed 30 March, 1 pm, in the registration boxes on the 7th floor.

It is expected that participants have successfully completed the Studienleistung(en) of SPAWR and SPCS.

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

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Bennett, Peter

Do, wöchentl., 12:00 - 14:00, 07.04.2011 - 16.07.2011, 1502 - 703 II 703

Do, wöchentl., 14:00 - 16:00, 07.04.2011 - 16.07.2011, 1502 - 703 II 703

Fr, wöchentl., 12:00 - 14:00, 08.04.2011 - 16.07.2011, 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 (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 Wed 30 March, 1 pm, in the registration boxes on the 7th floor.

It is expected that participants have successfully completed the Studienleistung(en) of SPAWR and SPCS.

SPVE

Varieties of English "Children's Literature"

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Gans (M. A.), Anne

Di, wöchentl., 12:00 - 14:00, 05.04.2011 - 16.07.2011, 1502 - 703 II 703

Kommentar

This course introduces students to a wide range of children's literature from various Anglophone countries and uses them to teach language practice concepts (vocabulary extension, spelling, grammar, reading skills, etc). Students will compose their own texts and develop a language-based task using a piece of children's literature (the Studienleistungen). The Prüfungsleistung is a reflection essay about this procedure (2000 words). This course aims to be useful both for students who wish to be teachers (providing experience in planning a literature-based language task) as well as for students looking at careers outside schools (by investigating their own language skills more closely through the medium of children's literature).

Please register for this class through the registration sheets on the department's website and submit your registration by Wed 30 March, 1 pm, in the registration boxes on the 7th floor.

It is expected that participants have successfully completed the Studienleistung(en) of SPAWR and SPCS.

Varieties of English "Classroom English"

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Gans (M. A.), Anne

Do, wöchentl., 12:00 - 14:00, 07.04.2011 - 16.07.2011, 1502 - 615 II 615

Kommentar

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 Studienleistungen), thus practising communication skills, classroom management, motivation and flexibility in the target language. The Prüfungsleistung is a reflection essay about this procedure (2000 words).

Please register for this class through the registration sheets on the department's website and submit your registration by Wed 30 March, 1 pm, in the registration boxes on the 7th floor.

It is expected that participants have successfully completed the Studienleistung(en) of SPAWR and SPCS.

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) Please order it (e.g. on amazon) before the class begins.

Varieties of English "Gender and Culture Intersections"

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Hamilton-Bick, Jeanne

Fr, wöchentl., 12:00 - 14:00, 08.04.2011 - 16.07.2011, 1502 - 615 II 615

Kommentar

How does gender interact within cultures, and how do our cultural traditions and norms influence our identities, particularly gender? We will look at aspects of Anglo-American, German and European cultures, among others, and how different elements of society do or may influence gender (law, cultural traditions, immigration/emigration). The Studienleistungen will be a translated text and a presentation. Along with vocabulary-building and advanced grammar practice, students are expected to actively participate in class discussions.

The Prüfungsleistung is a 2000-word essay based on a topic covered in the seminar.

Please register for this class through the registration sheets on the department's website and submit your registration by Wed 30 March, 1 pm, in the registration boxes on the 7th floor.

It is expected that participants have successfully completed the Studienleistung(en) of SPAWR and SPCS.

Varieties of English "(North) American Art and Activism: Creating and Crippling Community"

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Hamilton-Bick, Jeanne

Do, wöchentl., 14:00 - 16:00, 07.04.2011 - 16.07.2011, 1502 - 613 II 613

Kommentar

This course will look at different areas of art and artistic movements in the U.S. and North America, with a focus on socio-political awareness. We will look at how the relationship between art, activism, and public awareness benefits communities on the continent, while also dividing them. The two Studienleistungen will be a translated text and a presentation.

Along with vocabulary-building and advanced grammar practice, students are expected to participate actively in class discussions.

The Prüfungsleistung is a 2000-word essay based on a topic covered in the seminar.

Please register for this class through the registration sheets on the department's website and submit your registration by Wed 30 March, 1 pm, in the registration boxes on the 7th floor.

It is expected that participants have successfully completed the Studienleistung(en) of SPAWR and SPCS.

Varieties of English "The America in American Studies: Post Civil War"

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Jones, Jacob

Mo, wöchentl., 10:00 - 12:00, 04.04.2011 - 16.07.2011, 1502 - 615 II 615

Kommentar

Here's your chance to fill in the gaps in your knowledge of U.S. history and politics, to challenge (or verify) your assumptions about the U.S.A., and at the same time practice your English-language writing and presentation/speaking skills. Utilizing period primary sources, music, film, art and a backbone of secondary readings (no more than five pages per week on average), students will explore the major transitions and continuities in U.S. history and culture from the Civil War to the present, including (among other topics): Reconstruction, Immigration, Industrialization, Empire, Progressivism, the 'Roaring 20s' and its conservative backlash, the Great Depression and the New Deal, World War II, the Cold War, the black Civil Rights and feminist movements, the 60s, the rightward turn in U.S. politics, 9/11 and the road ahead.

The Studienleistungen are one 500-word writing assignment and a 10-15 minute presentation/debate with attendant abstract, outline and source list (1-2 pages of text).

The Prüfungsleistung is a *Hausarbeit* essay of 1,500 words.

Please register for this class through the registration sheets on the department's website and submit your registration by Wed 30 March, 1 pm, in the registration boxes on the 7th floor.

It is expected that participants have successfully completed the Studienleistung(en) of SPAWR and SPCS.

Foundations Literature and Culture**Introduction to Literary Studies**

Seminar, SWS: 2

Gohrisch, Jana

Mi, wöchentl., 08:00 - 10:00, 06.04.2011 - 16.07.2011, 1502 - 613 II 613

Kommentar

This course is designed as a general introduction into English Literary Studies. It has two aims: firstly, to acquaint students with the theoretical models and methodological approaches to literature and, secondly, to enable students to develop analytical skills based on examples from English poetry, prose and drama. In addition to the textbook by Vera and Ansgar Nünning, we shall read essays by critics from a variety of methodological schools, Shakespeare's "Sonnet 73" and the first act of *Othello*, and short stories by Thomas Hardy and Virginia Woolf. Students will learn to make sense of a difficult theoretical text, to use secondary material in the interpretation of literature, to design a contention of their own and to prepare a term paper.

Prerequisites: none

Prerequisites for certificate: regular attendance, active participation in class, reading and written homework assignments, final exam

For further information: jana.gohrisch@engsem.uni-hannover.de

Bemerkung
Literatur

AmerBrit F1

Textbook:

Vera and Ansgar Nünning. *An Introduction to the Study of English and American Literature*. Translated from the German by Jane Dewhurst. Stuttgart: Klett 2004. ISBN 3-12-939619-5

Please buy Nünning's textbook. I shall provide a reader at the beginning of the semester containing the theoretical essays and the secondary material as well as the sonnet, the play and the short stories.

Survey of American Literatures and Cultures II

Vorlesung, SWS: 2

Twelbeck, Kirsten

Do, wöchentl., 12:00 - 14:00, 07.04.2011 - 09.06.2011, 1502 - 003 II 003

Do, wöchentl., 12:00 - 14:00, 23.06.2011 - 16.07.2011, 1502 - 003 II 003

Do, Einzel, 12:00 - 14:00, 21.07.2011 - 21.07.2011, 1502 - 003 II 003 , 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.

Prerequisites for SL certificate: will be specified.

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

Bemerkung

AmerF3

Literatur

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

For general reference (not only for this class) I recommend buying *Amerikanische Literaturgeschichte*, ed. Hubert Zapf (3rd edition, Stuttgart: Metzler, 2010) and *The Enduring Vision. A History of the American People* (concise edition, complete), ed. Boyer, Clark et al. (Boston: Houghton Mifflin, 2010). Both are standard textbooks.

Survey of British Literatures and Cultures II

Vorlesung, SWS: 2

Emig, Rainer

Fr, wöchentl., 12:00 - 14:00, 08.04.2011 - 16.07.2011, 1208 - A001 Kesselhaus

Kommentar

The aims of these two sets of 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; and to give insight into the development of the literatures of the British Isles in conjunction with their cultural history.

The two survey lectures will cover the beginnings of British cultures to roughly the 18th century and from the 18th century to the present. The lectures will not only provide historical and cultural facts, but will also question them from 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 last teaching week.

No need to register beforehand, but please sign up for the lectures on StudIP so that you can access the materials (PowerPoint files including reading lists and self-test questions as well as video recordings) for each session.

Prerequisite for certificate: will be specified

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

Bemerkung

BritF2, BritF3

Literatur

Recommended background material:

British Civilization: An Introduction by John Oakfield (6th edition, 2006)

Literature in Britain and Ireland: A History by Helge Nowak (2010)

Survey Literature and Culture

Survey of American Literatures and Cultures II

Vorlesung, SWS: 2

Twelbeck, Kirsten

Do, wöchentl., 12:00 - 14:00, 07.04.2011 - 09.06.2011, 1502 - 003 II 003

Do, wöchentl., 12:00 - 14:00, 23.06.2011 - 16.07.2011, 1502 - 003 II 003

Do, Einzel, 12:00 - 14:00, 21.07.2011 - 21.07.2011, 1502 - 003 II 003 , 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.

Prerequisites for SL certificate: will be specified.

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

Bemerkung

AmerF3

Literatur

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

For general reference (not only for this class) I recommend buying *Amerikanische Literaturgeschichte*, ed. Hubert Zapf (3rd edition, Stuttgart: Metzler, 2010) and *The Enduring Vision. A History of the American People* (concise edition, complete), ed. Boyer, Clark et al. (Boston: Houghton Mifflin, 2010). Both are standard textbooks.

Survey of British Literatures and Cultures II

Vorlesung, SWS: 2

Emig, Rainer

Fr, wöchentl., 12:00 - 14:00, 08.04.2011 - 16.07.2011, 1208 - A001 Kesselhaus

Kommentar

The aims of these two sets of 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; and to give insight into the development of the literatures of the British Isles in conjunction with their cultural history.

The two survey lectures will cover the beginnings of British cultures to roughly the 18th century and from the 18th century to the present. The lectures will not only provide historical and cultural facts, but will also question them from 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 last teaching week.

No need to register beforehand, but please sign up for the lectures on StudIP so that you can access the materials (PowerPoint files including reading lists and self-test questions as well as video recordings) for each session.

Prerequisite for certificate: will be specified

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

Bemerkung

BritF2, BritF3

Literatur

Recommended background material:

British Civilization: An Introduction by John Oakfield (6th edition, 2006)

Literature in Britain and Ireland: A History by Helge Nowak (2010)

Foundations Methodology of Teaching English as a Foreign Language

Introduction to the Methodology of Teaching English

Seminar, SWS: 2

Kupetz, Rita

Mo, wöchentl., 12:00 - 14:00, 04.04.2011 - 16.07.2011, 1502 - 615 II 615

Kommentar

This introductory methodology course is obligatory for all prospective teachers and for all BA students who plan to complete the M. Ed. We recommend that BA students take this class in their 3rd semester. 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.

Prerequisites for certificate: reading assignments, tests in the learning modules and a written exam (Prüfungsleistung)

Please register for this course via Stud.IP.

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

Bemerkung

DidF1

Literatur

A reader will be provided via the copy shop Stork.

Recommended literature:

Ur, Penny. (1991). *A Course in Language Teaching. Practice and Theory*. Cambridge: CUP.

Müller-Hartmann, Andreas and Marita Schocker von Ditzfurth. (2005). *Introduction to English Language Teaching*. Stuttgart: Klett.

Introduction to the Methodology of Teaching English

Seminar, SWS: 2

Becker, Carmen

Di, wöchentl., 10:00 - 12:00, 05.04.2011 - 16.07.2011, 1502 - 703 II 703

Kommentar

This introductory methodology course is mandatory 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.

This course aims at exploring and synthesizing insights from second language acquisition research studies. It aims at involving the participants in their professional development by encouraging the reflection of their own second language learning processes and discussing issues, problems, and possibilities in foreign language teaching methodology. Furthermore it aims at developing a basic framework for a professional intercultural communicative language teaching practice at secondary level, which can function as a methodological springboard for future teaching.

Some of the issues that will be raised are:

SLA and implications for the classroom
 Learner differences and implications for teaching procedures
 Teacher's and learner's roles and responsibilities
 The intercultural communicative classroom
 The process and the role of tasks in language teaching
 Teaching the language system and developing language skills
 Policies and curricular guidelines
 The role of self-assessment (portfolio assessment)

Certificate requirements: regular attendance, active participation, weekly journal (portfolio), written exam.

Please register for this course via Stud.IP.

Bemerkung

DidF1

Literatur

Recommended literature:

Müller-Hartmann, Andreas & Schocker-von Ditfurth, Marita. (2005). *Introduction to English Language Teaching*. Stuttgart: Klett.

Language Testing and Assessment

Seminar, SWS: 2

Fellmann, Gabriela

Mi, wöchentl., 16:00 - 18:00, 06.04.2011 - 16.07.2011, 1502 - 615 II 615

Kommentar

Tests and assessment are an integral part of foreign language learning and teaching. The seminar therefore provides an opportunity to explore a variety of key theoretical and practical issues involved in language testing and assessment. We will focus on test development, design and data analysis as well as their relation to test results and their effects on the learning process. The seminar will also offer a review of influential articles by authors such as e.g. Canale, Swain, Moss, Alderson and discusses their contribution to the field. Students should be enabled to identify and select test formats appropriate for different ages, competence levels, skills and purposes. We will also develop a language test for a class at my school focussing on competence-oriented testing according to the "Kerncurriculum", and evaluate the pupils' tests. Alternatives to testing will be thoroughly discussed.

Please register via Stud.IP for this seminar and check there for additional information before the first meeting.

Prerequisites for SL certificate will be specified in class.

For further information: FellmannG@aol.com

Bemerkung

DidF2

Literatur

A reader will be available at the copy shop Stork (Körnerstraße) at the beginning of the semester.

Recommended literature:

Bachman, Lyle F. (1995). *Fundamental Considerations in Language Testing*. Oxford: OUP.

Bachman, Lyle F. & Adrian S. Palmer. (1996). *Language Testing in Practice*. Oxford: OUP.

Cohen, Andrew. (1994). *Assessing Language Ability in the Classroom*. Boston: Heinle & Heinle.

Douglas, Dan. (2010). *Understanding Language Testing*. London: Hodder.

Fulcher, Glenn & Fred Davidson. (2007). *Language Testing and Assessment. An Advanced Resource Book*. Abingdon: Routledge.

Fulcher, Glen. (2010). *Practical Language Testing*. London: Hodder.

Grotjahn, Rüdiger. (2006). Prüfen - Testen - Bewerten. In: Udo O.H. Jung (Hrsg.), *Praktische Handreichung für Fremdsprachenlehrer*. 4., vollst. neu bearb. Auflage. Frankfurt/ Main: Lang. 221-230.

Hughes, Arthur. (2003). *Testing for Language Teachers*. 2nd edition. Cambridge: CUP.

Shohami, Elana. (2008). (ed.). *Encyclopedia of Language and Education*. Vol. 7: *Language Testing and Assessment*. New York: Springer.

Winter, Felix. (2004). *Leistungsbewertung: Eine neue Lernkultur braucht einen anderen Umgang mit Schülerleistungen*. 2. unveränd. Auflage. Baltmannsweiler: Schneider Verlag Hohengehren.

Portfolio

Seminar, SWS: 2

Kupetz, Rita

Mo, wöchentl., 14:00 - 16:00, 04.04.2011 - 16.07.2011, 1502 - 615 II 615

Kommentar

This seminar will deal with the use of a portfolio for language learning and teaching purposes and you will be encouraged to begin your own European Teacher's Portfolio. The three parts of the European Language Portfolio (Passport, Biography and Dossier) are evaluated and their implementation at school will be discussed. Furthermore, we will deal with portfolio (self-)assessment as a means of empowering learners to take responsibility for their own language development.

We will use Stud.IP and we prepared learning modules for you.

Prerequisites: DidF1

Prerequisites for certificate: reading assignments and tests in the learning modules.

Please register via Stud.IP.

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

Bemerkung

DidF2

Literatur

A reader will be provided via the copy shop Stork.

Visual Literacy in the EFL classroom

Seminar

Blell, Gabriele

Di, wöchentl., 14:00 - 16:00, 05.04.2011 - 16.07.2011, 1502 - 615 II 615

Kommentar

If teachers consider essential principles and adequate methods, pictures, pictograms, pictorial art, photos and film offer the advantage to enhance language activities in a foreign language as well. In dealing with various kinds of images the learners get the chance to train and improve their communicative, cultural and visual competences. The seminar will deal with the question how images and pictures can be used for (foreign) language learning and teaching purposes. A couple of seminars will be held in the Sprengel Museum Hannover.

Prerequisites: DidF1

Prerequisites for SL certificate will be specified in class.

Please register for this course via Stud.IP.

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

Bemerkung

DidF2

Literatur

Recommended literature:

_ Blell, Gabriele & Hellwig, Karlheinz. (1996). *Bildende Kunst und Musik im Fremdsprachenunterricht*. Frankfurt a.M.: Peter Lang.

Surkamp, Carola & Hecke, Carola. (2010). *Bilder im Fremdsprachenunterricht: Neue Ansätze, Kompetenzen und Methoden*. Tübingen: Narr.

Rymarczyk, Jutta. (2003). *MAFF: Kunst auf Englisch?* München: Langenscheidt-Longman.

Integrated English Practice*SPTOP*

Topics "Children's Literature"

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Gans (M. A.), Anne

Di, wöchentl., 12:00 - 14:00, 05.04.2011 - 16.07.2011, 1502 - 703 II 703

Kommentar

This course introduces students to a wide range of children's literature from various Anglophone countries and uses them to teach language practice concepts (vocabulary extension, spelling, grammar, reading skills, etc). Students will compose their own texts and develop a language-based task using a piece of children's literature (the Studienleistungen). The Prüfungsleistung is a reflection essay about this procedure (2000 words). This course aims to be useful both for students who wish to be teachers (providing experience in planning a literature-based language task) as well as for students looking at careers outside schools (by investigating their own language skills more closely through the medium of children's literature).

Please register for this class through the registration sheets on the department's website and submit your registration by Wed 30 March, 1 pm, in the registration boxes on the 7th floor.

It is expected that participants have successfully completed the Studienleistung(en) of SPAWR and SPCS.

Topics "Classroom English"

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Gans (M. A.), Anne

Do, wöchentl., 12:00 - 14:00, 07.04.2011 - 16.07.2011, 1502 - 615 II 615

Kommentar

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 Studienleistungen), thus practising communication skills, classroom management, motivation and flexibility in the target language. The Prüfungsleistung is a reflection essay about this procedure (2000 words).

Please register for this class through the registration sheets on the department's website and submit your registration by Wed 30 March, 1 pm, in the registration boxes on the 7th floor.

It is expected that participants have successfully completed the Studienleistung(en) of SPAWR and SPCS.

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) Please order it (e.g. on amazon) before the class begins.

Topics "Gender and Culture Intersections"

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Hamilton-Bick, Jeanne

Fr, wöchentl., 12:00 - 14:00, 08.04.2011 - 16.07.2011, 1502 - 615 II 615

Kommentar

How does gender interact within cultures, and how do our cultural traditions and norms influence our identities, particularly gender? We will look at aspects of Anglo-American, German and European cultures, among others, and how different elements of society do or may influence gender (law, cultural traditions, immigration/emigration). The Studienleistungen will be a translated text and a presentation. Along with vocabulary-building and advanced grammar practice, students are expected to actively participate in class discussions.

The Prüfungsleistung is a 2000-word essay based on a topic covered in the seminar.

Please register for this class through the registration sheets on the department's website and submit your registration by Wed 30 March, 1 pm, in the registration boxes on the 7th floor.

It is expected that participants have successfully completed the Studienleistung(en) of SPAWR and SPCS.

Topics "(North) American Art and Activism: Creating and Crippling Community"

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Hamilton-Bick, Jeanne

Do, wöchentl., 14:00 - 16:00, 07.04.2011 - 16.07.2011, 1502 - 613 II 613

Kommentar

This course will look at different areas of art and artistic movements in the U.S. and North America, with a focus on socio-political awareness. We will look at how the relationship between art, activism, and public awareness benefits communities on the continent, while also dividing them. The two Studienleistungen will be a translated text and a presentation.

Along with vocabulary-building and advanced grammar practice, students are expected to participate actively in class discussions.

The Prüfungsleistung is a 2000-word essay based on a topic covered in the seminar.

Please register for this class through the registration sheets on the department's website and submit your registration by Wed 30 March, 1 pm, in the registration boxes on the 7th floor.

It is expected that participants have successfully completed the Studienleistung(en) of SPAWR and SPCS.

Topics "The America in American Studies: Post Civil War"

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Jones, Jacob

Mo, wöchentl., 10:00 - 12:00, 04.04.2011 - 16.07.2011, 1502 - 615 II 615

Kommentar

Here's your chance to fill in the gaps in your knowledge of U.S. history and politics, to challenge (or verify) your assumptions about the U.S.A., and at the same time practice your English-language writing and presentation/speaking skills. Utilizing period primary sources, music, film, art and a backbone of secondary readings (no more than five pages per week on average), students will explore the major transitions and continuities in U.S. history and culture from the Civil War to the present, including (among other topics): Reconstruction, Immigration, Industrialization, Empire, Progressivism, the 'Roaring 20s' and its conservative backlash, the Great Depression and the New Deal, World War II, the Cold War, the black Civil Rights and feminist movements, the 60s, the rightward turn in U.S. politics, 9/11 and the road ahead.

The Studienleistungen are one 500-word writing assignment and a 10-15 minute presentation/debate with attendant abstract, outline and source list (1-2 pages of text).

The Prüfungsleistung is a *Hausarbeit* essay of 1,500 words.

Please register for this class through the registration sheets on the department's website and submit your registration by Wed 30 March, 1 pm, in the registration boxes on the 7th floor.

It is expected that participants have successfully completed the Studienleistung(en) of SPAWR and SPCS.

SPTOP1

SPTOP2

Bachelorarbeit

Examensseminar Literatur / Kultur

Seminar, SWS: 2

Gohrisch, Jana

Di, wöchentl., 14:00 - 16:00, 05.04.2011 - 16.07.2011, 1502 - 709 II 709

Kommentar

Das auf die gesamte Vorlesungszeit angelegte Examenskolloquium richtet sich an alle Studierenden, die kurz vor ihrer Abschlussprüfung (BA, MA Advanced Anglophone Studies, 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: intermediate exam

For further information: jana.gohrisch@engsem.uni-hannover.de

Literatur

Lektüreempfehlungen:

Franck, Norbert und Joachim Stary. *Die Technik des wissenschaftlichen Arbeitens. Eine praktische Anleitung*. 11. überarb. Aufl. Paderborn, München, Wien, Zürich: Schöningh 2003 (UTB).

Nünning, Vera und Ansgar. *An Introduction to the Study of English and American Literature*. Stuttgart: Ernst Klett Sprachen 2004.

Nünning, Ansgar, Hg. *Metzler-Lexikon Literatur- und Kulturtheorie: Ansätze - Personen - Grundbegriffe*. 3. erw. Aufl. Stuttgart, Weimar: J. B. Metzler 2004.

Poplawski, Paul, ed. *English Literature in Context*. Cambridge: Cambridge University Press 2008.

Seeber, Hans-Ulrich, Hg. *Englische Literaturgeschichte*. 4. erw. Aufl. Stuttgart, Weimar: J. B. Metzler 2004.

Bachelor Technical Education - Fach Englisch

Foundations Linguistics 1

Introduction to Linguistics I

Seminar, SWS: 2

Lohmann, Arne

Do, wöchentl., 10:00 - 12:00, 07.04.2011 - 16.07.2011, 1502 - 003 II 003

Kommentar

"Language is mankind's greatest invention - except of course, that it was never invented."

This is how Guy Deutscher begins his best-seller *The Unfolding of Language*. Even though you might not have thought about language this way yet, it is possibly the characteristic that sets us apart most from the rest of the animal kingdom. And even though it might not have been invented, it shows all features of a fascinating invention. Language consists of hundreds of thousands of forms with even more functions, there are many different levels on which it can be described, it has an intricate structure and it allows for a bewildering complexity of expressing thoughts into sounds and back. This course is intended to convey some of this fascination by introducing students to the study of language on a scientific level.

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, etc. will be addressed in the following term (LingF2).

Please note that there is an enrolment procedure to follow in order to register for this course.

Prerequisites for SL certificate will be specified in class and/or Stud.IP

For further information please feel free to contact the instructor:

arne.lohmann@engsem.uni-hannover.de

Bemerkung

LingF1

Introduction to Linguistics II

Seminar, SWS: 2

Shahrokny-Prehn, Arian

Mo, wöchentl., 08:00 - 10:00, 04.04.2011 - 16.07.2011, 1502 - 003 II 003

Kommentar

The language we speak is an integral part of who we are. It gives away where we come from and at the same time shows where we want to belong. With it, we can express and even create identity and community. It connects us to the outside world and to each other. While we can observe its form and structure, we can also analyse the function it has.

This course is a sequel to **Introduction to Linguistics I** and will cover areas such as semantics and pragmatics, sociolinguistics, varieties of English, historical linguistics, first and second language acquisition, etc. Since many of the topics in the second part of the introduction require linguistic pre-knowledge, it is absolutely vital that students have participated in LingF1 before taking on LingF2.

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 note that there is an enrolment procedure to follow in order to register for this course.

Prerequisites: LingF1

Bemerkung

LingF2

Introduction to Linguistics II

Seminar, SWS: 2

Gerckens (M. A.), Caroline

Di, wöchentl., 08:00 - 10:00, 05.04.2011 - 16.07.2011, 1502 - 003 II 003

Kommentar

The language we speak is an integral part of who we are. It gives away where we come from and at the same time shows where we want to belong. With it, we can express and even create identity and community. It connects us to the outside world and to each other. While we can observe its form and structure, we can also analyse the function it fulfils.

This course is a sequel to **Introduction to Linguistics I** and will cover areas such as semantics and pragmatics, sociolinguistics, varieties of English, historical linguistics, first and second language acquisition, etc. Since many of the topics in the second part of the introduction require linguistic pre-knowledge, it is absolutely vital that students have participated in LingF1 before taking on LingF2.

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 note that there is an enrolment procedure to follow in order to register for this course.

Prerequisites: LingF1

Bemerkung

LingF2

Foundations Linguistics 2

Corpus Linguistics

Seminar, SWS: 2

Gerckens (M. A.), Caroline

Mi, wöchentl., 10:00 - 12:00, 06.04.2011 - 16.07.2011, 1502 - 613 II 613

Mi, Einzel, 10:00 - 12:00, 04.05.2011 - 04.05.2011, 1210 - C203 Computerraum

Mi, Einzel, 10:00 - 12:00, 25.05.2011 - 25.05.2011, 1210 - C203 Computerraum

Kommentar

This course provides a theoretical and practical introduction to the field of corpus linguistics. We will look at the origins of corpus linguistics and move on to current trends. We will also deal with some major electronic corpora and look at the variety of language-related activities in which corpus linguistics play an important role or can make valuable contributions. Special attention will be paid to links between corpus linguistics and foreign language teaching (FLT).

Some sessions will take place in the computer-labs to familiarise students with software tools like 'Wordsmith Tools'.

Students are asked to register for this course via StudIP.

!!! Class-size will be limited to 25 participants !!!

Prerequisites: *Foundations Linguistics 1* (Major), *LingF1* (Minor)

For further information: caroline.gerckens@engsem.uni-hannover.de

Bemerkung

LingF4

Investigating English Syntax

Seminar, SWS: 2

Shahrokny-Prehn, Arian

Do, wöchentl., 08:00 - 10:00, 07.04.2011 - 16.07.2011, 1502 - 703 II 703

Kommentar

For those still believing in the slot-and-filler model of language, syntax provides the rules that are used in order to put words into grammatically correct sentences. Up to a certain extent, we will also follow this approach since it still is the basis of language instruction. Accordingly, the course will start out with an overview of traditional syntactic analysis (e.g. word classes, sentence constituents) and will then go over to more recent approaches towards syntax and grammar. Here, we will concern ourselves with cognitive aspect of grammar, the lexico-grammatical interface, phraseology, and construction grammars. Actual language data drawn from corpora will play an important role in our studies and students will be encouraged to start their own research project over the course of the semester.

In order to ensure a productive learning atmosphere, the class size is limited to 30 people and students have to sign up for this course via studIP.

It is also absolutely mandatory for students to be present for the first session.

Prerequisites: *Foundations Linguistics 1* (Major), *LingF1* (Minor)

Prerequisites for certificates: *Studienleistungen* will be specified in class;
Prüfungsleistung will be a final term paper.

Bemerkung

LingF4

Morphology

Seminar, SWS: 2

Lohmann, Arne

Do, wöchentl., 14:00 - 16:00, 07.04.2011 - 16.07.2011, 1502 - 306 II 306

Kommentar

Have you come across the words *laptop zombie* (English) or *Internetzapper* (German)? Both can be found at www.wordspy.com and www.wortwarte.de, respectively, webpages which keep track of new words, showing that language users creatively add to the lexicon of these two languages. The area of linguistics concerned with this process is termed word-formation, which is an important part of morphology. During this course we will deal with the most important word-formation processes, *compounding*, *derivation*, *clipping*, *blending* and *conversion* in order to get a better grasp of the strategies speakers employ to create new words.

Furthermore we will be concerned with more general issues of morphology relying on, but also expanding knowledge acquired in LingF1. Among these will be the distinction between derivation and inflection, but also the surprisingly difficult task to decide what a word is in the first place. Naturally we will address these topics using primarily English examples and thereby gain a better understanding of the structure of the English language.

Students are asked to register for this class via StudIP.

For further information please feel free to contact the instructor:
arne.lohmann@engsem.uni-hannover.de

Bemerkung

LingF4

Survey of English - Phonetics and Phonology

Vorlesung, SWS: 2

Altendorf, Ulrike

Mi, wöchentl., 08:00 - 10:00, 06.04.2011 - 16.07.2011, 1502 - 003 II 003

Mi, Einzel, 08:00 - 10:00, 29.06.2011 - 29.06.2011, 1507 - 002 VII 002 , Klausur

Kommentar

This course will take a closer look at the phonetics and phonology of English. We will look at both segmental and supra-segmental features of the major reference accents of English, RP and General American. If appropriate, the theoretical angle will be contrastive, focussing on differences between German and English. In other cases, the approach will be diachronic, with a special emphasis on on-going trends, variationist, with a special emphasis on the correlation of pronunciation and social groups, theoretical, with a special focus on the problems of allophony, and practical, with a special focus on handling IPA transcription.

Bemerkung

LingF3 / FAL1, FAL2

Advanced English Skills*SPCS***Communication Skills**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Jones, Jacob

Di, wöchentl., 10:00 - 12:00, 05.04.2011 - 16.07.2011, 1502 - 709 II 709

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 Wed 30 March, 1 pm, in the registration boxes on the 7th floor.

*SPAWR***Academic Writing and Research**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Jones, Jacob

Do, wöchentl., 16:00 - 18:00, 07.04.2011 - 16.07.2011, 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 Wed 30 March, 1 pm, in the registration boxes on the 7th floor.

Writing in English*SPTAP*

Text Analysis and Production

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Gans (M. A.), Anne

Mo, wöchentl., 10:00 - 12:00, 04.04.2011 - 16.07.2011, 1502 - 703 II 703

Mo, wöchentl., 12:00 - 14:00, 04.04.2011 - 16.07.2011, 1502 - 613 II 613

Di, wöchentl., 10:00 - 12:00, 05.04.2011 - 16.07.2011, 1502 - 615 II 615

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 text analysis

Please register for this class through the registration sheets on the department's website and submit your registration by Wed 30 March, 1 pm, in the registration boxes on the 7th floor.

It is expected that participants have successfully completed the Studienleistung(en) of SPAWR and SPCS.

Text Analysis and Production

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Jones, Jacob

Do, wöchentl., 14:00 - 16:00, 07.04.2011 - 16.07.2011, 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 text analysis

Please register for this class through the registration sheets on the department's website and submit your registration by Wed 30 March, 1 pm, in the registration boxes on the 7th floor.

It is expected that participants have successfully completed the Studienleistung(en) of SPAWR and SPCS.

SPEW

Expository Writing

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Jones, Jacob

Mo, wöchentl., 12:00 - 14:00, 04.04.2011 - 16.07.2011, 1502 - 703 II 703

Mo, wöchentl., 14:00 - 16:00, 04.04.2011 - 16.07.2011, 1502 - 703 II 703

Di, wöchentl., 12:00 - 14:00, 05.04.2011 - 16.07.2011, 1502 - 615 II 615

Di, wöchentl., 14:00 - 16:00, 05.04.2011 - 16.07.2011, 1502 - 609 II 609

Do, wöchentl., 12:00 - 14:00, 07.04.2011 - 16.07.2011, 1502 - 609 II 609

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 Wed 30 March, 1 pm, in the registration boxes on the 7th floor.

It is expected that participants have successfully completed the Studienleistung(en) of SPAWR and SPCS.

Intergrated English Practice**Topics "Children's Literature"**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Gans (M. A.), Anne

Di, wöchentl., 12:00 - 14:00, 05.04.2011 - 16.07.2011, 1502 - 703 II 703

Kommentar

This course introduces students to a wide range of children's literature from various Anglophone countries and uses them to teach language practice concepts (vocabulary extension, spelling, grammar, reading skills, etc). Students will compose their own texts and develop a language-based task using a piece of children's literature (the Studienleistungen). The Prüfungsleistung is a reflection essay about this procedure (2000 words). This course aims to be useful both for students who wish to be teachers (providing experience in planning a literature-based language task) as well as for students looking at careers outside schools (by investigating their own language skills more closely through the medium of children's literature).

Please register for this class through the registration sheets on the department's website and submit your registration by Wed 30 March, 1 pm, in the registration boxes on the 7th floor.

It is expected that participants have successfully completed the Studienleistung(en) of SPAWR and SPCS.

Topics "Classroom English"

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Gans (M. A.), Anne

Do, wöchentl., 12:00 - 14:00, 07.04.2011 - 16.07.2011, 1502 - 615 II 615

Kommentar

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 Studienleistungen), thus practising communication skills, classroom management, motivation and flexibility in the target language. The Prüfungsleistung is a reflection essay about this procedure (2000 words).

Please register for this class through the registration sheets on the department's website and submit your registration by Wed 30 March, 1 pm, in the registration boxes on the 7th floor.

It is expected that participants have successfully completed the Studienleistung(en) of SPAWR and SPCS.

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) Please order it (e.g. on amazon) before the class begins.

Topics "Gender and Culture Intersections"

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Hamilton-Bick, Jeanne

Fr, wöchentl., 12:00 - 14:00, 08.04.2011 - 16.07.2011, 1502 - 615 II 615

Kommentar

How does gender interact within cultures, and how do our cultural traditions and norms influence our identities, particularly gender? We will look at aspects of Anglo-American, German and European cultures, among others, and how different elements of society do or may influence gender (law, cultural traditions, immigration/emigration). The Studienleistungen will be a translated text and a presentation. Along with vocabulary-building and advanced grammar practice, students are expected to actively participate in class discussions.

The Prüfungsleistung is a 2000-word essay based on a topic covered in the seminar.

Please register for this class through the registration sheets on the department's website and submit your registration by Wed 30 March, 1 pm, in the registration boxes on the 7th floor.

It is expected that participants have successfully completed the Studienleistung(en) of SPAWR and SPCS.

Topics "(North) American Art and Activism: Creating and Crippling Community"

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Hamilton-Bick, Jeanne

Do, wöchentl., 14:00 - 16:00, 07.04.2011 - 16.07.2011, 1502 - 613 II 613

Kommentar

This course will look at different areas of art and artistic movements in the U.S. and North America, with a focus on socio-political awareness. We will look at how the relationship between art, activism, and public awareness benefits communities on the continent, while also dividing them. The two Studienleistungen will be a translated text and a presentation.

Along with vocabulary-building and advanced grammar practice, students are expected to participate actively in class discussions.

The Prüfungsleistung is a 2000-word essay based on a topic covered in the seminar.

Please register for this class through the registration sheets on the department's website and submit your registration by Wed 30 March, 1 pm, in the registration boxes on the 7th floor.

It is expected that participants have successfully completed the Studienleistung(en) of SPAWR and SPCS.

Topics "The America in American Studies: Post Civil War"

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Jones, Jacob

Mo, wöchentl., 10:00 - 12:00, 04.04.2011 - 16.07.2011, 1502 - 615 II 615

Kommentar

Here's your chance to fill in the gaps in your knowledge of U.S. history and politics, to challenge (or verify) your assumptions about the U.S.A., and at the same time practice your English-language writing and presentation/speaking skills. Utilizing period primary sources, music, film, art and a backbone of secondary readings (no more than five pages per week on average), students will explore the major transitions and continuities in U.S. history and culture from the Civil War to the present, including (among other topics): Reconstruction, Immigration, Industrialization, Empire, Progressivism, the 'Roaring 20s' and its conservative backlash, the Great Depression and the New Deal, World War II, the Cold War, the black Civil Rights and feminist movements, the 60s, the rightward turn in U.S. politics, 9/11 and the road ahead.

The Studienleistungen are one 500-word writing assignment and a 10-15 minute presentation/debate with attendant abstract, outline and source list (1-2 pages of text).

The Prüfungsleistung is a *Hausarbeit* essay of 1,500 words.

Please register for this class through the registration sheets on the department's website and submit your registration by Wed 30 March, 1 pm, in the registration boxes on the 7th floor.

It is expected that participants have successfully completed the Studienleistung(en) of SPAWR and SPCS.

SPTOP1

SPTOP2

Foundations Methodology of Teaching English as a Foreign Language

Introduction to the Methodology of Teaching English

Seminar, SWS: 2

Kupetz, Rita

Mo, wöchentl., 12:00 - 14:00, 04.04.2011 - 16.07.2011, 1502 - 615 II 615

Kommentar

This introductory methodology course is obligatory for all prospective teachers and for all BA students who plan to complete the M. Ed. We recommend that BA students take this class in their 3rd semester. 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.

Prerequisites for certificate: reading assignments, tests in the learning modules and a written exam (Prüfungsleistung)

Please register for this course via Stud.IP.

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

Bemerkung

DidF1

Literatur

A reader will be provided via the copy shop Stork.

Recommended literature:

Ur, Penny. (1991). *A Course in Language Teaching. Practice and Theory*. Cambridge: CUP.

Müller-Hartmann, Andreas and Marita Schocker von Ditzfurth. (2005). *Introduction to English Language Teaching*. Stuttgart: Klett.

Introduction to the Methodology of Teaching English

Seminar, SWS: 2

Becker, Carmen

Di, wöchentl., 10:00 - 12:00, 05.04.2011 - 16.07.2011, 1502 - 703 II 703

Kommentar

This introductory methodology course is mandatory 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.

This course aims at exploring and synthesizing insights from second language acquisition research studies. It aims at involving the participants in their professional development by encouraging the reflection of their own second language learning processes and discussing issues, problems, and possibilities in foreign language teaching methodology. Furthermore it aims at developing a basic framework for a professional intercultural communicative language teaching practice at secondary level, which can function as a methodological springboard for future teaching.

Some of the issues that will be raised are:

SLA and implications for the classroom
Learner differences and implications for teaching procedures
Teacher's and learner's roles and responsibilities
The intercultural communicative classroom
The process and the role of tasks in language teaching
Teaching the language system and developing language skills
Policies and curricular guidelines
The role of self-assessment (portfolio assessment)

Certificate requirements: regular attendance, active participation, weekly journal (portfolio), written exam.

Please register for this course via Stud.IP.

Bemerkung

DidF1

Literatur

Recommended literature:

Müller-Hartmann, Andreas & Schocker-von Ditfurth, Marita. (2005). *Introduction to English Language Teaching*. Stuttgart: Klett.

Language Testing and Assessment

Seminar, SWS: 2

Fellmann, Gabriela

Mi, wöchentl., 16:00 - 18:00, 06.04.2011 - 16.07.2011, 1502 - 615 II 615

Kommentar

Tests and assessment are an integral part of foreign language learning and teaching. The seminar therefore provides an opportunity to explore a variety of key theoretical and practical issues involved in language testing and assessment. We will focus on test development, design and data analysis as well as their relation to test results and their effects on the learning process. The seminar will also offer a review of influential articles by authors such as e.g. Canale, Swain, Moss, Alderson and discusses their contribution to the field. Students should be enabled to identify and select test formats appropriate for different ages, competence levels, skills and purposes. We will also develop a language test for a class at my school focussing on competence-oriented testing according to the "Kerncurriculum", and evaluate the pupils' tests. Alternatives to testing will be thoroughly discussed.

Please register via Stud.IP for this seminar and check there for additional information before the first meeting.

Prerequisites for SL certificate will be specified in class.

For further information: FellmannG@aol.com

Bemerkung

DidF2

Literatur

A reader will be available at the copy shop Stork (Körnerstraße) at the beginning of the semester.

Recommended literature:

Bachman, Lyle F. (1995). *Fundamental Considerations in Language Testing*. Oxford: OUP.

Bachman, Lyle F. & Adrian S. Palmer. (1996). *Language Testing in Practice*. Oxford: OUP.

Cohen, Andrew. (1994). *Assessing Language Ability in the Classroom*. Boston: Heinle & Heinle.

Douglas, Dan. (2010). *Understanding Language Testing*. London: Hodder.

Fulcher, Glenn & Fred Davidson. (2007). *Language Testing and Assessment. An Advanced Resource Book*. Abingdon: Routledge.

Fulcher, Glen. (2010). *Practical Language Testing*. London: Hodder.

Grotjahn, Rüdiger. (2006). Prüfen - Testen - Bewerten. In: Udo O.H. Jung (Hrsg.), *Praktische Handreichung für Fremdsprachenlehrer*. 4., vollst. neu bearb. Auflage. Frankfurt/ Main: Lang. 221-230.

Hughes, Arthur. (2003). *Testing for Language Teachers*. 2nd edition. Cambridge: CUP.

Shohami, Elana. (2008). (ed.). *Encyclopedia of Language and Education*. Vol. 7: *Language Testing and Assessment*. New York: Springer.

Winter, Felix. (2004). *Leistungsbewertung: Eine neue Lernkultur braucht einen anderen Umgang mit Schülerleistungen*. 2. unveränd. Auflage. Baltmannsweiler: Schneider Verlag Hohengehren.

Portfolio

Seminar, SWS: 2

Kupetz, Rita

Mo, wöchentl., 14:00 - 16:00, 04.04.2011 - 16.07.2011, 1502 - 615 II 615

Kommentar

This seminar will deal with the use of a portfolio for language learning and teaching purposes and you will be encouraged to begin your own European Teacher's Portfolio. The three parts of the European Language Portfolio (Passport, Biography and Dossier) are evaluated and their implementation at school will be discussed. Furthermore, we will deal with portfolio (self-)assessment as a means of empowering learners to take responsibility for their own language development.

We will use Stud.IP and we prepared learning modules for you.

Prerequisites: DidF1

Prerequisites for certificate: reading assignments and tests in the learning modules.

Please register via Stud.IP.

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

Bemerkung

DidF2

Literatur

A reader will be provided via the copy shop Stork.

Visual Literacy in the EFL classroom

Seminar

Blell, Gabriele

Di, wöchentl., 14:00 - 16:00, 05.04.2011 - 16.07.2011, 1502 - 615 II 615

Kommentar

If teachers consider essential principles and adequate methods, pictures, pictograms, pictorial art, photos and film offer the advantage to enhance language activities in a foreign language as well. In dealing with various kinds of images the learners get the chance to train and improve their communicative, cultural and visual competences. The seminar will deal with the question how images and pictures can be used for (foreign) language learning and teaching purposes. A couple of seminars will be held in the Sprengel Museum Hannover.

Prerequisites: DidF1

Prerequisites for SL certificate will be specified in class.

Please register for this course via Stud.IP.

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

Bemerkung

DidF2

Literatur

Recommended literature:

_ Blell, Gabriele & Hellwig, Karlheinz. (1996). *Bildende Kunst und Musik im Fremdsprachenunterricht*. Frankfurt a.M.: Peter Lang.

Surkamp, Carola & Hecke, Carola. (2010). *Bilder im Fremdsprachenunterricht: Neue Ansätze, Kompetenzen und Methoden*. Tübingen: Narr.

Rymarczyk, Jutta. (2003). *MAFF: Kunst auf Englisch?* München: Langenscheidt-Longman.

Foundations Literature and Culture

Introduction to Literary Studies

Seminar, SWS: 2

Gohrisch, Jana

Mi, wöchentl., 08:00 - 10:00, 06.04.2011 - 16.07.2011, 1502 - 613 II 613

Kommentar

This course is designed as a general introduction into English Literary Studies. It has two aims: firstly, to acquaint students with the theoretical models and methodological approaches to literature and, secondly, to enable students to develop analytical skills based on examples from English poetry, prose and drama. In addition to the textbook by Vera and Ansgar Nünning, we shall read essays by critics from a variety of methodological schools, Shakespeare's "Sonnet 73" and the first act of *Othello*, and short stories by Thomas Hardy and Virginia Woolf. Students will learn to make sense of a difficult theoretical text, to use secondary material in the interpretation of literature, to design a contention of their own and to prepare a term paper.

Prerequisites: none

Prerequisites for certificate: regular attendance, active participation in class, reading and written homework assignments, final exam

For further information: jana.gohrisch@engsem.uni-hannover.de

Bemerkung
Literatur

AmerBrit F1

Textbook:

Vera and Ansgar Nünning. *An Introduction to the Study of English and American Literature*. Translated from the German by Jane Dewhurst. Stuttgart: Klett 2004. ISBN 3-12-939619-5

Please buy Nünning's textbook. I shall provide a reader at the beginning of the semester containing the theoretical essays and the secondary material as well as the sonnet, the play and the short stories.

Survey of American Literatures and Cultures II

Vorlesung, SWS: 2

Twelbeck, Kirsten

Do, wöchentl., 12:00 - 14:00, 07.04.2011 - 09.06.2011, 1502 - 003 II 003

Do, wöchentl., 12:00 - 14:00, 23.06.2011 - 16.07.2011, 1502 - 003 II 003

Do, Einzel, 12:00 - 14:00, 21.07.2011 - 21.07.2011, 1502 - 003 II 003, 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.

Prerequisites for SL certificate: will be specified.

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

Bemerkung
Literatur

AmerF3

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

For general reference (not only for this class) I recommend buying *Amerikanische Literaturgeschichte*, ed. Hubert Zapf (3rd edition, Stuttgart: Metzler, 2010) and *The Enduring Vision. A History of the American People* (concise edition, complete), ed. Boyer, Clark et al. (Boston: Houghton Mifflin, 2010). Both are standard textbooks.

Survey of British Literatures and Cultures II

Vorlesung, SWS: 2

Emig, Rainer

Fr, wöchentl., 12:00 - 14:00, 08.04.2011 - 16.07.2011, 1208 - A001 Kesselhaus

Kommentar

The aims of these two sets of 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; and to give insight into the development of the literatures of the British Isles in conjunction with their cultural history.

The two survey lectures will cover the beginnings of British cultures to roughly the 18th century and from the 18th century to the present. The lectures will not only provide historical and cultural facts, but will also question them from 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 last teaching week.

No need to register beforehand, but please sign up for the lectures on StudIP so that you can access the materials (PowerPoint files including reading lists and self-test questions as well as video recordings) for each session.

Prerequisite for certificate: will be specified

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

Bemerkung

BritF2, BritF3

Literatur

Recommended background material:

British Civilization: An Introduction by John Oakfield (6th edition, 2006)

Literature in Britain and Ireland: A History by Helge Nowak (2010)

Schlüsselkompetenzen

Für weitere Veranstaltungen siehe das Angebot des Zentrums für Schlüsselkompetenzen.

Communication Competencies in Non-Academic Contexts

Seminar, SWS: 2

Hamilton-Bick, Jeanne

Do, wöchentl., 12:00 - 14:00, 07.04.2011 - 16.07.2011, 1502 - 613 II 613

Kommentar

The main focus in this course will be on oral communication skills, but some time will be spent on written skills also. A variety of topics will be discussed. Students are required to participate actively each week and complete all oral or written tasks set by the instructor.

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

Prerequisites for certificate: regular, active participation and completion of all tasks

Prerequisites for participation: none

Registration for this class is not required, but possible via the registration sheets on the department's website. Please submit your registration by Wed 30 March, 1 pm, in the registration boxes on the 7th floor.

English Theatre Workshop

Sonstige, SWS: 4

Bennett, Peter

Mi, wöchentl., 14:00 - 18:00, 06.04.2011 - 16.07.2011, 1501 - -119 K119

Kommentar

The aim, as usual, will be to perform an English-language play in the final week of the teaching period. The chosen play will be announced no later than the first meeting, possibly beforehand, by posters in the English Department. All students who are interested are warmly invited to the first meeting, which will begin at 14.00 punctually. Come and find out what is happening. Nobody will be asked to commit themselves in the first two weeks. No experience necessary.

To find out more, navigate to "Theatre Group" from the homepage of the English department.

Full participation in the workshop project will entitle students to two certificates for the *Schlüsselkompetenzen*, category A and category B.

Prerequisites: curiosity, goodwill, enthusiasm

Masterstudiengang an berufsbildenden Schulen -Fach Englisch

Advanced Linguistics

Cognition in Language Acquisition

Seminar, SWS: 2

Altendorf, Ulrike

Mi, wöchentl., 10:00 - 12:00, 06.04.2011 - 16.07.2011, 1502 - 306 II 306

Kommentar

This course will explore the controversial role of cognition in language acquisition and learning. It will look at theoretical considerations and empirical research on the topic. There will be a particular focus on language immersion programmes, such as English and French immersion programmes in Canada.

Prerequisites: Foundations Linguistics 1 and 2 (Major), Foundations Linguistics (Minor)

Course size limited to 35 people

Please register for this class via Stud.IP between 1 and 15 March!

Bemerkung

LingA1, LingA2 / FAL2, FAL7

Cognitive Sociolinguistics

Seminar, SWS: 2

Altendorf, Ulrike

Di, wöchentl., 14:00 - 16:00, 05.04.2011 - 16.07.2011, 1502 - 306 II 306

Kommentar

This course will explore a very recent approach to sociolinguistics and language variation that aims at the "marriage" of cognitive linguistics and variational linguistics. It will look at classic texts from both branches and at recent texts suggesting different ways of combining them.

Prerequisites: Foundations Linguistics 1 and 2 (Major), Foundations Linguistics (Minor)

Course size limited to 35 people

Please register for this class via Stud.IP between 1 and 15 March!

Bemerkung

LingA1, LingA2 / FAL4

Contrastive Linguistics

Seminar, SWS: 2

Nereo, Filippo

Fr, Einzel, 10:00 - 16:00, 01.04.2011 - 01.04.2011, 1502 - 703 II 703 , BLOCKSEMINAR (Mo, 28. März - Fr, 01. April: jeweils 10:00 - 16:00 Uhr)

Kommentar **!!! ACHTUNG: Dieses Seminar findet als BLOCKSEMINAR statt (Mo, 28.03. - Fr, 01.04.: jeweils von 10:00 - 16:00 Uhr) !!!**

This seminar will present a comprehensive and fine-grained analysis of the major contrasts between English and German with the aim of showing how far two closely related languages have moved apart and of providing new foundations for the study and the teaching of English from the perspective of German and the study of German from the perspective of English. This advanced seminar will be based on a thorough exploration of the relevant literature on the two languages and on language typology in general.

Prerequisite for certificate: regular attendance; active participation in class; reading assignment; *Studienleistung*: a 20-minute oral presentation in English (Anmoderation des jeweiligen Themas für die Sitzung), book review or annotated bibliography; *Prüfungsleistung*: a 5000-word essay in English.

For further information and to register for this course:
filippo.nereo@manchester.ac.uk

Languages in class: English and German

It is expected that participants have successfully completed the Studienleistung(en) of LingF4.

Bemerkung
LiteraturLingA1, LingA2 / FAL5.1, FAL5.2
Required text:

König, Ekkehard and Volker Gast. 2009. *Understanding English-German Contrasts*. 2nd ed. Berlin: Erich Schmidt Verlag.

A comprehensive reading list and a list of topics for presentation will be circulated to all students registered for the course nearer the time.

Variation in Linguistic Systems

Seminar, SWS: 2

Altendorf, Ulrike

Di, wöchentl., 16:00 - 18:00, 05.04.2011 - 16.07.2011, 1502 - 703 II 703

Kommentar This course will explore language variation focussing on language-internal rather than language-external constraints. It will discuss patterns of variation in different varieties of English at the phonetic-phonological, grammatical and lexical level, also including the effects of language contact and language change.

Prerequisites: *Foundations Linguistics 1* and *2* (Major), *Foundations Linguistics* (Minor)

Course size limited to 35 people

Please register for this class via Stud.IP between 1 and 15. March!

Bemerkung

LingA1/ LingA2 , FAL 4

Contexts of English Language Use

SPEP

English for Professional Use

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Bennett, Peter

Do, wöchentl., 12:00 - 14:00, 07.04.2011 - 16.07.2011, 1502 - 703 II 703

Do, wöchentl., 14:00 - 16:00, 07.04.2011 - 16.07.2011, 1502 - 703 II 703

Fr, wöchentl., 12:00 - 14:00, 08.04.2011 - 16.07.2011, 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 (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 Wed 30 March, 1 pm, in the registration boxes on the 7th floor.

It is expected that participants have successfully completed the Studienleistung(en) of SPAWR and SPCS.

SPVE**Varieties of English "Children's Literature"**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Gans (M. A.), Anne

Di, wöchentl., 12:00 - 14:00, 05.04.2011 - 16.07.2011, 1502 - 703 II 703

Kommentar

This course introduces students to a wide range of children's literature from various Anglophone countries and uses them to teach language practice concepts (vocabulary extension, spelling, grammar, reading skills, etc). Students will compose their own texts and develop a language-based task using a piece of children's literature (the Studienleistungen). The Prüfungsleistung is a reflection essay about this procedure (2000 words). This course aims to be useful both for students who wish to be teachers (providing experience in planning a literature-based language task) as well as for students looking at careers outside schools (by investigating their own language skills more closely through the medium of children's literature).

Please register for this class through the registration sheets on the department's website and submit your registration by Wed 30 March, 1 pm, in the registration boxes on the 7th floor.

It is expected that participants have successfully completed the Studienleistung(en) of SPAWR and SPCS.

Varieties of English "Classroom English"

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Gans (M. A.), Anne

Do, wöchentl., 12:00 - 14:00, 07.04.2011 - 16.07.2011, 1502 - 615 II 615

Kommentar

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 Studienleistungen), thus practising communication skills, classroom management, motivation and flexibility in the target language. The Prüfungsleistung is a reflection essay about this procedure (2000 words).

Please register for this class through the registration sheets on the department's website and submit your registration by Wed 30 March, 1 pm, in the registration boxes on the 7th floor.

It is expected that participants have successfully completed the Studienleistung(en) of SPAWR and SPCS.

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) Please order it (e.g. on amazon) before the class begins.

Varieties of English "Gender and Culture Intersections"

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Hamilton-Bick, Jeanne

Fr, wöchentl., 12:00 - 14:00, 08.04.2011 - 16.07.2011, 1502 - 615 II 615

Kommentar

How does gender interact within cultures, and how do our cultural traditions and norms influence our identities, particularly gender? We will look at aspects of Anglo-American, German and European cultures, among others, and how different elements of society do or may influence gender (law, cultural traditions, immigration/emigration). The Studienleistungen will be a translated text and a presentation. Along with vocabulary-building and advanced grammar practice, students are expected to actively participate in class discussions.

The Prüfungsleistung is a 2000-word essay based on a topic covered in the seminar.

Please register for this class through the registration sheets on the department's website and submit your registration by Wed 30 March, 1 pm, in the registration boxes on the 7th floor.

It is expected that participants have successfully completed the Studienleistung(en) of SPAWR and SPCS.

Varieties of English "(North) American Art and Activism: Creating and Crippling Community"

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Hamilton-Bick, Jeanne

Do, wöchentl., 14:00 - 16:00, 07.04.2011 - 16.07.2011, 1502 - 613 II 613

Kommentar

This course will look at different areas of art and artistic movements in the U.S. and North America, with a focus on socio-political awareness. We will look at how the relationship between art, activism, and public awareness benefits communities on the continent, while also dividing them. The two Studienleistungen will be a translated text and a presentation.

Along with vocabulary-building and advanced grammar practice, students are expected to participate actively in class discussions.

The Prüfungsleistung is a 2000-word essay based on a topic covered in the seminar.

Please register for this class through the registration sheets on the department's website and submit your registration by Wed 30 March, 1 pm, in the registration boxes on the 7th floor.

It is expected that participants have successfully completed the Studienleistung(en) of SPAWR and SPCS.

Varieties of English "The America in American Studies: Post Civil War"

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Jones, Jacob

Mo, wöchentl., 10:00 - 12:00, 04.04.2011 - 16.07.2011, 1502 - 615 II 615

Kommentar

Here's your chance to fill in the gaps in your knowledge of U.S. history and politics, to challenge (or verify) your assumptions about the U.S.A., and at the same time practice your English-language writing and presentation/speaking skills. Utilizing period primary sources, music, film, art and a backbone of secondary readings (no more than five pages per week on average), students will explore the major transitions and continuities in U.S. history and culture from the Civil War to the present, including (among other topics): Reconstruction, Immigration, Industrialization, Empire, Progressivism, the 'Roaring 20s' and its conservative backlash, the Great Depression and the New Deal, World War II, the Cold War, the black Civil Rights and feminist movements, the 60s, the rightward turn in U.S. politics, 9/11 and the road ahead.

The Studienleistungen are one 500-word writing assignment and a 10-15 minute presentation/debate with attendant abstract, outline and source list (1-2 pages of text).

The Prüfungsleistung is a *Hausarbeit* essay of 1,500 words.

Please register for this class through the registration sheets on the department's website and submit your registration by Wed 30 March, 1 pm, in the registration boxes on the 7th floor.

It is expected that participants have successfully completed the Studienleistung(en) of SPAWR and SPCS.

Advanced Methodology of Teaching English as FL

Multiliteracies - A new pedagogical approach to literacy teaching and learning

Seminar, SWS: 2

Kupetz, Rita

Mi, wöchentl., 10:00 - 12:00, 06.04.2011 - 16.07.2011, 1502 - 615 II 615

Kommentar

Multimodal means of communication challenge our perception of literacy, which is definitely not limited to reading and writing printed texts. Furthermore, we need a pedagogy which can cover a new balance of agency between teachers and learners, where teachers design learning environments and learners design their own knowledge. You will be encouraged to survey pupils' literacy practices and explore the potential for (foreign) language learning.

Prerequisites: DidF1/2

M.Ed Studienleistungen: oral contribution and survey on learners' literacy practices

Please register via Stud.IP.

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

Bemerkung

DidA, FAL6

Literatur

A reader will be provided via the copy shop Stork.

Recommended literature:

Annah Healy. (Hrsg.) (2008). *Multiliteracies and Diversity in Education. New Pedagogies for Expanding Landscapes*. Oxford: OUP.

Planung und Analyse von Englischunterricht

Seminar, SWS: 2

Blell, Gabriele

Do, wöchentl., 14:00 - 16:00, 07.04.2011 - 16.07.2011, 1502 - 615 II 615

Kommentar

Dieses Seminar ist obligatorisch für alle Lehramtsstudierenden. Für die noch traditionellen Studiengänge (Staatsexamen) ist es praktikumsvorbereitend, wenn Sie das Fachpraktikum im Fach Englisch absolvieren, es ist praktikumersetzend, wenn Sie das Praktikum in einem anderen Fach absolvieren.

Im M. Ed. ist die Veranstaltung Teil des Moduls *Fachpraktikum Englisch*. Es werden Aufzeichnungen und Unterricht analysiert und Unterrichtssequenzen geplant. Die Veranstaltung ist stufen- und schulartenübergreifend angelegt. Die KursteilnehmerInnen erarbeiten Planungsentwürfe für ihre jeweilige Schulart.

Voraussetzungen: DidF1/F2, ASP

Voraussetzungen für Scheinerwerb: ‚Studienleistung‘: Schriftliche Ausarbeitung einer Analyse und eines Unterrichtsentwurfs oder Planung & Durchführung eigenen Unterrichts

Anmeldung über Stud.IP

Weitere Informationen: gabriele.blell@engsem.uni-hannover.de

Bemerkung

DidPA, FAL7

Literatur

Bausch, Karl-Richard, Christ, Herbert & Krumm, Hans-Jürgen. (Hrsg.) (1995). *Handbuch Fremdsprachenunterricht*. Tübingen: Francke (2. Auflage).

Hallet, Wolfgang & Nünning, Ansgar. (2007). *Neue Ansätze und Konzepte der Literatur- und Kulturdidaktik*. Trier: wvt.

Küster, Lutz. (2003). *Plurale Bildung im Fremdsprachenunterricht*. Frankfurt a.M.: Peter Lang.

Meyer, Hilbert. (1987). *Unterrichtsmethoden*. 2 Bände. Frankfurt a.M.: Cornelsen/ Scriptor.

Mindt, Dieter. (1995). *Unterrichtsplanung Englisch für die Sekundarstufe I*. (Neubearbeitung). Stuttgart: Klett.

Müller-Hartmann, Andreas & Schocker-von Dittfurth, Marita. (Hrsg.) (2005). *Aufgabenorientierung im Fremdsprachenunterricht. Festschrift für Michael K. Legutke*. Tübingen: gnv.

Zydatißen, Wolfgang. (2005). *Bildungsstandards und Kompetenzniveaus im Englischunterricht. Konzepte, Empirie, Kritik und Konsequenzen*. Frankfurt a.M.: Peter Lang.

Planung und Analyse von Englischunterricht

Seminar, SWS: 2

Vinals-Stein, Nicole

Di, wöchentl., 16:00 - 18:00, 05.04.2011 - 16.07.2011, 1502 - 609 II 609

Kommentar

Dieses Seminar ist obligatorisch für alle Lehramtsstudierenden und dient der Vorbereitung auf das Fachpraktikum. Es werden Aufzeichnungen von Unterricht analysiert und Unterrichtssequenzen geplant.

Die Veranstaltung ist stufen- und schulartübergreifend angelegt. Die KursteilnehmerInnen erarbeiten Planungsentwürfe für ihre jeweilige Schulart.

Voraussetzungen: ASP; Did F1 und DidF2

Anmeldung über Stud.IP.

Bemerkung

DidPA, FAL7

Literatur

Bach, Gerhard & Johannes-Peter Timm (Hrsg.): *Englischunterricht. Grundlagen und Methoden einer handlungsorientierten Unterrichtspraxis*. Tübingen: Francke 1989.

Heuer, Helmut & Friederike Klippel: *Englischmethodik. Problemfelder, Unterrichtswirklichkeit und Handlungsempfehlungen*. Berlin: Cornelsen 1993.

Meyer, Hilbert: *Unterrichtsmethoden*, 2 Bände, Berlin: Cornelsen Scriptor 2001.

Mindt, Dieter: *Unterrichtsplanung Englisch für die Sekundarstufe I* (Neubearbeitung). Stuttgart: Klett 1995.

Schaefer, Klaus: *So schaffen Sie den Englischunterricht*. Münster: Aschendorff 1992.

Timm, Johannes-Peter. (Hrsg.): *Englisch lernen und lehren. Didaktik des Englischunterrichts*. Berlin: Cornelsen 1998.

Ziegésar, Detlev von & Margaret von: *Einführung von Grammatik im Englischunterricht: Materialien und Modelle*. München: Oldenbourg 2001.

Teaching Film: Crash and Babel

Seminar, SWS: 2

Blell, Gabriele

Do, wöchentl., 10:00 - 12:00, 07.04.2011 - 16.07.2011, 1502 - 615 II 615

Kommentar

Students enjoy watching movies and TV for a variety of reasons. For one, they get exposure to authentic language in a non-threatening setting. Secondly, movies and video provide common ground to students of any cultural background. From the teaching perspective, film as a text-genre has been fully accepted for the EFL classroom in Lower Saxony since 2003. The course is designed to help you to teach two episodic films: *Crash* (2004) and *Babel* (2006). Some of the objectives of the course will be: critically analyze and understand the purpose for the use of basic film/video techniques and methods for teaching them to students, as well as intertextual connections between media (e.g. film & novel). understand and apply different critical approaches to studying film (e.g. semiotic, postcolonial, cultural studies) and teach them in a task-based learning context develop 'reading/viewing' skills through a range of classroom activities that demonstrate how audience interaction works to create meaning in film.

A film-screening for the films discussed in the classroom will be organized.

Please register via Stud.IP.

Prerequisites: DidF1/F2

Prerequisites for SL certificate will be specified in class.

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

Bemerkung

DidA

Literatur

Recommended Literature:

Blell, Gabriele & Lütge, Christiane. (2004). Sehen, Hören, Verstehen und Handeln: Filme im Fremdsprachenunterricht. *PRAXIS Fremdsprachenunterricht* 6. 402-405. 430.

Blell, Gabriele & Lütge, Christiane. (2008). Filmbildung im Fremdsprachenunterricht. Neue Lernziele, Begründungen und Methoden. In: Claus Gnutzmann, Frank G. Königs & Ekkehard Zöfgen (Hrsg.), *Fremdsprachenlehren und -lernen* 37, 124-140.

Leizke-Ungerer, Eva. (2009). *Film im Fremdsprachenunterricht. Literarische Stoffe, interkulturelle Ziele, mediale Wirkung*. Stuttgart: Ibidem.

Mikos, Lothar. (2003). *Film- und Fernsehanalyse*. Konstanz: UVK Verlagsgesellschaft mbH.

The New London Group. (2000). "A Pedagogy of Multiliteracies." In: Cope, Bill & Kalantzis, Mary (eds.). *Multiliteracies*. London & NY: Routledge. 9-37.

Themenheft Teaching Film: *PRAXIS Fremdsprachenunterricht* 6/2004

Theorien und Konzepte des bilingualen Unterrichts aus zwei fachdidaktischen Perspektiven (am Beispiel von Geschichtsunterricht zu Themen des "langen 19. Jahrhunderts")

Seminar, SWS: 2

Barricelli, Michele (Prüfer/-in) / Blell, Gabriele

Di, wöchentl., 16:00 - 18:00, 05.04.2011 - 16.07.2011, 1502 - 003 II 003

Kommentar

Geschichte gehört in Deutschland zu den häufigsten Sachfächern im Bilingualen Unterricht. Das Attribut „bilingual“ impliziert einerseits, dass die Schulsprache Deutsch in diesem Unterricht durchaus ihren Platz hat, also zumindest streckenweise in zwei Sprachen gelernt wird. Es fixiert andererseits das Ziel einer funktionalen Zwei- bzw. partiellen Mehrsprachigkeit. Es wird damit in diesem Unterricht keine originäre Beherrschung der Fremdsprache im Sinne muttersprachlicher Kompetenz angestrebt, sondern vielmehr eine segmental-funktionale Fremdsprachenkompetenz. Zusätzlich soll sich für das Sachfach ein „Mehrwert“ ergeben, der im Falle der Geschichte etwa in einem systematischen Perspektivenwechsel, der tieferen Einsicht in die narrative Verfasstheit des historischen Erkennens oder dem verstärkten interkulturellen Lernen (Fremdverstehen) bestehen kann. Am Beispiel von historischen Gegenständen des „langen“ 19. Jahrhunderts sollen im Seminar die wesentlichen Konstellationen für den bilingualen Sachfachunterricht Geschichte-Englisch in deutschen Schulklassen bearbeitet werden:

- a) zu einem amerikanisch/britischen Thema (also „fremde“ Geschichte mit englischsprachigen Originalquellen),
- b) zu einem deutschen Thema (also eigene Geschichte mit z. T. muttersprachlichen, englisch übersetzten Quellen),
- c) zum Thema der Französischen Revolution (also doppelte Alterität: fremde Geschichte, fremdsprachliche Quellen, die in eine andere Fremdsprache übersetzt wurden) sowie
- d) 1. Weltkrieg als Exempel einer multiperspektivischen, multilingualen Betrachtung.

Bei der fachlichen, fachdidaktischen und (fremd-)sprachlichen Analyse ausgewählter Darstellungen, Quellentexte, Bildmedien und Schulmaterialien sollen im Seminar immer auch Fragen der unterrichtsdidaktischen Umsetzung eine Rolle spielen (Textauswahl, Übungs- und Aufgabengestaltung, Methodenauswahl, Methoden sprachlicher Stützung, Glossar, etc.) .

Bemerkung

Seminarsprache: Deutsch und Englisch!

Literatur

DidA

Barricelli, Michele & Ulrich Schmieder. (2007). Über Nutzen und Nachteil des bilingualen Sachfachunterrichts. Fremdsprachen- und Geschichtsdidaktik im Dialog. In: Daniela Caspari u.a. (Hrsg.): *Bilingualer Unterricht macht Schule. Beiträge aus der Praxisforschung* . Frankfurt a.M.: Lang. 205-220.

Blell, Gabriele & Füllberg-Stolberg, Katja. (2005). " *The Amistad Revolt*": Ein fächerübergreifendes Seminar zum bilingualen Geschichtsunterricht" . In: Blell, Gabriele & Kupetz, Rita (Hrsg.). *Bilingualer Sachfachunterricht und Lehrerbildung für den bilingualen Unterricht: Forschung und Praxisberichte*. Frankfurt a.M.: Lang. 111-130.

Christ, Herbert. (2000). „Zweimal hinschauen - Geschichte bilingual lernen.“ In: Lothar Bredella & Franz-Joseph Meißner et al. (Hrsg.), *Wie ist Fremdverstehen lehr- und lernbar?* Tübingen: Narr. 43-83.

Hasberg, Wolfgang (2004). Bilingualer Geschichtsunterricht und historisches Lernen. Möglichkeiten und Grenzen. *Internationale Schulbuchforschung* . Heft 2/2004, 26. 119-139.

Theis, Rolf et al. (2009). *Geschichte und Geschehen. Bilingual 19th century* . Stuttgart/Leipzig: Klett.

Weeke, Annegret et al. (2006). *Invitation to History* . Berlin: Cornelsen.

American Perspectives on Europe

Seminar, SWS: 2

Mayer, Ruth

Mi, wöchentl., 10:00 - 12:00, 06.04.2011 - 16.07.2011, 1502 - 609 II 609

Kommentar

This class examines various traditions of American literature created by American writers living or traveling in Europe. As we look at the work of Mark Twain, Edith Wharton, F. Scott Fitzgerald, Ernest Hemingway, James Baldwin, and others, we will investigate why they, along with numerous other Americans, came to Europe, how the continent shaped their literary sensitivities, and how their perspectives on Europe interrelate to form a transatlantic canon that begins with the founding of the nation and ranges to the present day.

Please register for this class on StudIP starting from March 1, 2011, 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 Henry James' *Daisy Miller* (Penguin Popular Classics, ISBN 978-0141441344) and Ernest Hemingway's *The Sun Also Rises* (Arrow, ISBN 978-0099908500).

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

British Pop Lyrics

Seminar, SWS: 2

Emig, Rainer

Do, wöchentl., 10:00 - 12:00, 07.04.2011 - 16.07.2011, 1502 - 709 II 709

Kommentar

After a brief introduction to the history of pop music in Britain, this course will analyse pop lyrics (many of which will be selected and introduced by the students themselves) in three distinct ways. A cultural glossary will be developed that facilitates an understanding of the texts and the issues that are raised in them. Reviews of pop records will be studied and then produced. Finally, an analysis of pop lyrics on the basis of the methods of literary and cultural analysis will be undertaken.

Students will have to be very active in this course. They will establish themes that help to group pop lyrics. They will then present selected pop lyrics. They will also write samples of cultural glossaries, reviews, and literary and cultural analyses for their *Studienleistung* throughout the course. A complete essay combining these three forms of analysis will be required for the *Prüfungsleistung*.

In order to enable the course to function, it will be offered to a maximum of 25 students.

You must register for this course on StudIP.

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

Bemerkung

BritF4

Literatur

Recommended background reading:

Britpop and the English Music Tradition by Andy Bennett and Jon Stratton (2010)

Englishness: Twentieth-Century Popular Culture and the Forming of English Identity by Simon Featherstone (2009)

PopMusicology: Perspektiven der Popmusikwissenschaft by Christian Bielefeldt, Udo Dahmen, and Rolf Grossmann (eds) (2008)

Contemporary British Poetry

Seminar, SWS: 2

Bennett, Peter

Di, wöchentl., 14:00 - 16:00, 05.04.2011 - 16.07.2011, 1502 - 703 II 703

Kommentar

The aim of this seminar is to develop confidence in working with modern poetry in general and in the specific context of British cultures over the last fifty years or so. We shall be working on many poems by many poets, some well-known, other less so. On the way, we shall debate the nature of poetry, asking what is and what is not poetry and discussing the criteria. This will lead to analysis of the marginal zone that lies between the literary text and the song lyric, namely performance poetry and the beat-based, non-melodic texts of British (British-Asian, British Caribbean, white British) dub, beat and hip-hop.

Prerequisites for attendance: none

Prerequisites for SL: regular attendance, presentation/performance

Prerequisites for PL: term paper

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

Bemerkung

BritF4

D.H. Lawrence: Selected Novels

Seminar, SWS: 2

Bennett, Peter

Fr, wöchentl., 10:00 - 12:00, 08.04.2011 - 16.07.2011, 1502 - 703 II 703

Kommentar

The writings of D.H. Lawrence were controversial in his lifetime. Although some writers and critics admired his work, he aroused indignation in several spheres for the way that he wrote about sexuality and emotional experience. He was reviled for being unpatriotic during World War I and for his representations of the British class system. Today his writings provoke mixed reactions, but for different reasons. He can be regarded as being both reactionary and progressive on gender relations and on the relationship between humans and nature. We shall address the contradictions in Lawrence's novels both at the intrinsically textual level and in the two distinct contexts of European Modernism and Britain in the 1910s.

Participants should come to the first meeting with their own copy of the Oxford World Classics edition of *Sons and Lovers*. We shall later read *The Rainbow* (1915) and *Women in Love* (1920).

Prerequisites for attendance: none

Prerequisites for SL: will be announced at the first meeting

Prerequisites for PL: term paper

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

Bemerkung

BritF4

Edwardian Realism: E. M. Forster

Seminar, SWS: 2

Gohrisch, Jana

Mi, wöchentl., 10:00 - 12:00, 06.04.2011 - 16.07.2011, 1502 - 709 II 709

Kommentar

E. M. Forster is one of the major writers of the 20th century whose novels have all been adapted for the screen. In *Howards End* (1910) and *A Passage to India* (1924) he takes the realist mode further by endowing it with a psychological dimension and a metaphorical style. His presentation of events from the perspectives of the fictional characters contributes to the changing perception of reality that culminates in the modernist fiction of Virginia Woolf and James Joyce.

Following their personal aspirations and desires, Forster's characters clash with stifling social conventions and a middle-class morality that still has strong Victorian overtones. We shall explore both the thematic and the aesthetic innovations of the two novels against the historical background of the early 20th century and look at the film adaptations at least cursorily. While *Howards End* contrasts sets of ideas, values and life styles within the middle classes, *A Passage to India* widens the scope by covering different cultures across the Empire as well.

Prerequisites for certificate: regular attendance, active participation in class, short oral presentation and term paper

For further information: jana.gohrisch@engsem.uni-hannover.de

Bemerkung

BritF4

Literatur

Texts:

E. M. Forster. *Howards End*. Ed. by Oliver Stallybrass. London: Penguin 1984.

E. M. Forster. *A Passage to India*. Ed. by Oliver Stallybrass. London: Penguin 1979.

These editions have been reprinted several times and are available via amazon.uk. Please read at least one of the novels prior to class.

Images of England in Contemporary Drama

Seminar, SWS: 2

Funk, Wolfgang

Do, Einzel, 14:00 - 18:00, 05.05.2011 - 05.05.2011, 1502 - 709 II 709 , Blockseminar

Do, Einzel, 14:00 - 18:00, 26.05.2011 - 26.05.2011, 1502 - 709 II 709 , Blockseminar

Do, Einzel, 14:00 - 18:00, 09.06.2011 - 09.06.2011, 1502 - 709 II 709 , Blockseminar

Kommentar

In this course, we will attempt to analyse how England (as distinct from Britain) presents itself on the contemporary stage. We will set the scene with a quick look back to the boom years of 'In-yer-face-theatre' (Aleks Sierz), a loose movement of young British playwrights who, through their trademark use of violence, nudity and explicit language, redefined the aesthetics of drama. Based on that, we will read five plays from the 'Noughties', which leave behind the formal and stylistic experimentations of the previous decade to turn to issues of political and individual significance. Topics range from the British involvement in the 'War on Terror' (David Hare's *The Vertical Hour* ; Simon Stephens' *Pornography*) to the conquest of national identity markers in the name of consumer capitalism (Jez Butterworth's *Jerusalem*) and immigration (Richard Bean's controversial *England People Very Nice* and rather more existential questions on the level of the individual as played out in Martin Crimp's *The City* and *The Country* .

Apart from the analyses of the plays, the course will offer an overview of the contemporary theatre scene in England.

Prerequisites for certificate: will be specified

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

Bemerkung

BritF4

Literatur

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

Simon Stephens. *Pornography* . London: Methuen, 2008. (This text **must** be read by the second session!)

Jez Butterworth. *Jerusalem* . London: Nick Hern, 2009.

A reader containing the remaining play-texts and background material will be provided.

Life Writing: Gendered Perspectives on the Art of American Auto/Biography

Seminar, SWS: 2

Künnemann (M. A.), Vanessa

Di, wöchentl., 12:00 - 14:00, 05.04.2011 - 16.07.2011, 1502 - 609 II 609

Kommentar

Traditionally composed by white men, written in factual, documentary style and telling 'official' stories of (professional) success, the genre of autobiography has been appropriated, modified, and sometimes even radicalized by women ever since the Enlightenment. There are certain critics who claim that autobiography is a truly American genre, a form of writing which - in the guise of a personal life story - negotiates and communicates 'American values' and national identity while it captivates its readers. Peeking into other people's lives, we, as readers, become virtual sleuths as we (pretend to) read these autobiographies also as historical, anthropological, and/or artistic accounts. Perhaps more contradictory than any other genre, autobiographies oscillate between fact and fiction, collective and individual memory, they are fascinating and vibrant precisely because they are personal *and* political, because they can trigger reader identification or may keep their audience at a bay. They are thus replete with tensions and can take on a diversity that is reminiscent of the many meanings of 'America' as such.

In this class we will look at the various ways in which (ethnic) female autobiographers have discussed, affirmed and/or revised American identity, politics and culture and thereby also transformed the genre. We will analyze how these traditionally marginalized voices in American literature and culture present to us with their own and subjective versions of their lives, often written against the light of larger history. Our analysis and discussion of these autobiographical accounts will evolve around the following questions: In what sense can autobiography as a literary genre provide a forum for addressing the socio-political as well as cultural obstacles that have long impeded the liberation and empowerment of women? What are the major characteristics of this genre? What narrative forms can the genre take? Where do we find continuities, similarities, and differences among these texts? Where exactly are differences between autobiographical writings of women and men, and do they matter at all? What was/is the political impact of these accounts? Are these texts visionary, naïve, provocative, and/or realistic?

To survey the rich tradition of American women's autobiography, we will read texts (mostly in the form of excerpts) ranging from the slave narrative (Harriet Jacobs) to writers, public personae, and politicians of various ethnic backgrounds of the 19th and 20th century (e.g., Jane Addams, Margaret Mead, Margaret Bourke-White, Jade Snow Wong, Maya Angelou, Leslie Marmon Silko, Hillary Clinton).

Please register for this class on StudIP starting from March 1, 2011, 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 SL certificate: will be specified

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

Bemerkung
Literatur

AmerF4

The texts will be made available in a reader at the beginning of the semester, but you are asked to purchase the following two autobiographies: Jade Snow Wong's *Fifth Chinese Daughter* (U of Washington P; ISBN: 978-0295968261) and Maya Angelou's *I Know Why the Caged Bird Sings* (Ballantine, ISBN: 978-0345514400).

Narratives of In-Betweenness

Seminar, SWS: 2

Wagle (M. A.), Jatin

Fr, wöchentl., 10:00 - 12:00, 08.04.2011 - 16.07.2011, 1502 - 609 II 609

Kommentar

Fiction by immigrant authors from the Indian Subcontinent to the United States - from Bharati Mukherjee in the 1970s to Jhumpa Lahiri in the 2000s - explores the complexity of the immigrant experience, its travails and its enriching diversity. This class will take up contemporary examples of such fiction and look at how they map out the actual and interior movements between India and America in a globalized context. We will read, among other texts, Kiran Desai's novel *The Inheritance of Loss*, Amitav Ghosh's *The Hungry Tide* and stories from Lahiri's collection *Unaccustomed Earth*. Besides, we will examine the variety of ways in which these texts deal with the themes of home and homelessness, cultural and linguistic estrangement and translation. For instance, whereas Lahiri addresses them frontally in her work, they are a subterranean presence in many of Ghosh's novels. And, Desai's depiction of the illegal migrant in her novel presents a rare contrast to the ubiquitous middle-class Indian immigrant. Thus, this class will discuss how these narratives, in which histories are entangled and languages appear to blend, interrogate the set binaries of a modernizing India and an urban, multicultural West.

For further information: jatinwagle@gmail.com

Bemerkung

AmerF4

Literatur

Students wishing to participate in this course are expected to buy copies of the following books, and of course, to read them:

Amitav Ghosh, *The Hungry Tide* (2005) (Harper Collins, ISBN 978-0007141784)

Jhumpa Lahiri, *Unaccustomed Earth* (2009) (Bloomsbury Publishing, ISBN 978-0747599791)

Kiran Desai, *The Inheritance of Loss* (2006) (Grove Press, ISBN 978-0802165053)

Furthermore, a reader with additional course material will be made available in the first session of the class.

Seduction in America: Themes and Ideas from the Enlightenment to Modernism

Seminar, SWS: 2

Mayer, Ruth

Mo, wöchentl., 10:00 - 12:00, 04.04.2011 - 16.07.2011, 1502 - 609 II 609

Fr, Einzel, 16:00 - 18:00, 01.07.2011 - 01.07.2011, 1502 - 615 II 615 , Filmvorführung

Fr, Einzel, 16:00 - 18:00, 08.07.2011 - 08.07.2011, 1502 - 615 II 615 , Filmvorführung

Kommentar

In this course we will investigate the significance of seduction as a theme and practice in American culture, from the early Republic to the twentieth century. We will be concerned with the moral and political discussions around the issue in the 18th century, we will read two novels of seduction (Susanna Rowson's *Charlotte Temple* (excerpts), Hannah Webster Foster's *The Coquette*), and then turn to nineteenth century texts which take up the theme in different guises and to different purposes. We will then address realist and modernist reconceptualizations of seduction in the writings of Stephen Crane or Theodore Dreiser (*Sister Carrie*). The class will end with a reflection of filmic melodrama and its re-fashioning of the subject in films such as *Letter from an Unknown Woman* (1948) or *The Graduate* (1967).

Please register for this class on StudIP starting from March 1, 2011, 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 Hannah Webster Foster's *The Coquette* (Oxford Paperbacks, ISBN 978-0195042399) and Theodore Dreiser's *Sister Carrie* (Oxford UP, ISBN 978-0199539086).

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

Survey of American Literatures and Cultures II

Vorlesung, SWS: 2

Twelbeck, Kirsten

Do, wöchentl., 12:00 - 14:00, 07.04.2011 - 09.06.2011, 1502 - 003 II 003

Do, wöchentl., 12:00 - 14:00, 23.06.2011 - 16.07.2011, 1502 - 003 II 003

Do, Einzel, 12:00 - 14:00, 21.07.2011 - 21.07.2011, 1502 - 003 II 003 , 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.

Prerequisites for SL certificate: will be specified.

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

Bemerkung

AmerF3

Literatur

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

For general reference (not only for this class) I recommend buying *Amerikanische Literaturgeschichte*, ed. Hubert Zapf (3rd edition, Stuttgart: Metzler, 2010) and *The Enduring Vision. A History of the American People* (concise edition, complete), ed. Boyer, Clark et al. (Boston: Houghton Mifflin, 2010). Both are standard textbooks.

Survey of British Literatures and Cultures II

Vorlesung, SWS: 2

Emig, Rainer

Fr, wöchentl., 12:00 - 14:00, 08.04.2011 - 16.07.2011, 1208 - A001 Kesselhaus

Kommentar

The aims of these two sets of 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; and to give insight into the development of the literatures of the British Isles in conjunction with their cultural history.

The two survey lectures will cover the beginnings of British cultures to roughly the 18th century and from the 18th century to the present. The lectures will not only provide historical and cultural facts, but will also question them from 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 last teaching week.

No need to register beforehand, but please sign up for the lectures on StudIP so that you can access the materials (PowerPoint files including reading lists and self-test questions as well as video recordings) for each session.

Prerequisite for certificate: will be specified

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

Bemerkung

BritF2, BritF3

Literatur

Recommended background material:

British Civilization: An Introduction by John Oakfield (6th edition, 2006)

Literature in Britain and Ireland: A History by Helge Nowak (2010)

Masterarbeit**Examenskolloquium Didaktik**

Kolloquium, SWS: 2

Kupetz, Rita

Di, wöchentl., 14:00 - 16:00, 05.04.2011 - 16.07.2011, 1502 - 613 II 613

Kommentar

Examenskandidaten/innen für die Prüfung im Sommer 2011 bereiten sich im April und Mai mittels Prüfungssimulation oder Beratung zum Thesenpapier unmittelbar auf die mündliche Prüfung vor. Ab Juni werden Kandidatinnen folgender Semester aufgenommen. Darüber hinaus werden Abschlussarbeiten und -prüfungen, die in der Didaktik des Englischen geschrieben werden, konzeptionell beraten.

Für weitere Informationen: rita.kupetz@engsem.uni-hannover.de

Masterstudiengang Funktionale und Angewandte Linguistik / MA Functional and Applied Linguistics**Grammatikalische Beschreibung/ Grammatical Description (FAL 1)**

Survey of English - Phonetics and Phonology

Vorlesung, SWS: 2

Altendorf, Ulrike

Mi, wöchentl., 08:00 - 10:00, 06.04.2011 - 16.07.2011, 1502 - 003 II 003

Mi, Einzel, 08:00 - 10:00, 29.06.2011 - 29.06.2011, 1507 - 002 VII 002 , Klausur

Kommentar This course will take a closer look at the phonetics and phonology of English. We will look at both segmental and supra-segmental features of the major reference accents of English, RP and General American. If appropriate, the theoretical angle will be contrastive, focussing on differences between German and English. In other cases, the approach will be diachronic, with a special emphasis on on-going trends, variationist, with a special emphasis on the correlation of pronunciation and social groups, theoretical, with a special focus on the problems of allophony, and practical, with a special focus on handling IPA transcription.

Bemerkung LingF3 / FAL1, FAL2

Theorien und Methoden der Linguistik / Linguistic Theory and Methodology (FAL 2)

Cognition in Language Acquisition

Seminar, SWS: 2

Altendorf, Ulrike

Mi, wöchentl., 10:00 - 12:00, 06.04.2011 - 16.07.2011, 1502 - 306 II 306

Kommentar This course will explore the controversial role of cognition in language acquisition and learning. It will look at theoretical considerations and empirical research on the topic. There will be a particular focus on language immersion programmes, such as English and French immersion programmes in Canada.

Prerequisites: Foundations Linguistics 1 and 2 (Major), Foundations Linguistics (Minor)

Course size limited to 35 people

Please register for this class via Stud.IP between 1 and 15 March!

Bemerkung LingA1, LingA2 / FAL2, FAL7

Survey of English - Phonetics and Phonology

Vorlesung, SWS: 2

Altendorf, Ulrike

Mi, wöchentl., 08:00 - 10:00, 06.04.2011 - 16.07.2011, 1502 - 003 II 003

Mi, Einzel, 08:00 - 10:00, 29.06.2011 - 29.06.2011, 1507 - 002 VII 002 , Klausur

Kommentar This course will take a closer look at the phonetics and phonology of English. We will look at both segmental and supra-segmental features of the major reference accents of English, RP and General American. If appropriate, the theoretical angle will be contrastive, focussing on differences between German and English. In other cases, the approach will be diachronic, with a special emphasis on on-going trends, variationist, with a special emphasis on the correlation of pronunciation and social groups, theoretical, with a special focus on the problems of allophony, and practical, with a special focus on handling IPA transcription.

Bemerkung LingF3 / FAL1, FAL2

Medienkommunikation / Media and Communication (FAL 3)

Fremdsprachenkenntnisse / Foreign Language Skills (SK 1)

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

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

Cognitive Sociolinguistics

Seminar, SWS: 2

Altendorf, Ulrike

Di, wöchentl., 14:00 - 16:00, 05.04.2011 - 16.07.2011, 1502 - 306 II 306

Kommentar

This course will explore a very recent approach to sociolinguistics and language variation that aims at the "marriage" of cognitive linguistics and variational linguistics. It will look at classic texts from both branches and at recent texts suggesting different ways of combining them.

Prerequisites: Foundations Linguistics 1 and 2 (Major), Foundations Linguistics (Minor)

Course size limited to 35 people

Please register for this class via Stud.IP between 1 and 15 March!

Bemerkung

LingA1, LingA2 / FAL4

Variation in Linguistic Systems

Seminar, SWS: 2

Altendorf, Ulrike

Di, wöchentl., 16:00 - 18:00, 05.04.2011 - 16.07.2011, 1502 - 703 II 703

Kommentar

This course will explore language variation focussing on language-internal rather than language-external constraints. It will discuss patterns of variation in different varieties of English at the phonetic-phonological, grammatical and lexical level, also including the effects of language contact and language change.

Prerequisites: *Foundations Linguistics 1* and *2* (Major), *Foundations Linguistics* (Minor)

Course size limited to 35 people

Please register for this class via Stud.IP between 1 and 15. March!

Bemerkung

LingA1/ LingA2 , FAL 4

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

Contrastive Linguistics

Seminar, SWS: 2

Nereo, Filippo

Fr, Einzel, 10:00 - 16:00, 01.04.2011 - 01.04.2011, 1502 - 703 II 703 , BLOCKSEMINAR (Mo, 28. März - Fr, 01. April: jeweils 10:00 - 16:00 Uhr)

Kommentar **!!! ACHTUNG: Dieses Seminar findet als BLOCKSEMINAR statt (Mo, 28.03. - Fr, 01.04.: jeweils von 10:00 - 16:00 Uhr) !!!**

This seminar will present a comprehensive and fine-grained analysis of the major contrasts between English and German with the aim of showing how far two closely related languages have moved apart and of providing new foundations for the study and the teaching of English from the perspective of German and the study of German from the perspective of English. This advanced seminar will be based on a thorough exploration of the relevant literature on the two languages and on language typology in general.

Prerequisite for certificate: regular attendance; active participation in class; reading assignment; *Studienleistung*: a 20-minute oral presentation in English (Anmoderation des jeweiligen Themas für die Sitzung), book review or annotated bibliography; *Prüfungsleistung*: a 5000-word essay in English.

For further information and to register for this course:
filippo.nereo@manchester.ac.uk

Languages in class: English and German

It is expected that participants have successfully completed the *Studienleistung(en)* of LingF4.

Bemerkung
Literatur

LingA1, LingA2 / FAL5.1, FAL5.2
Required text:

König, Ekkehard and Volker Gast. 2009. *Understanding English-German Contrasts*. 2nd ed. Berlin: Erich Schmidt Verlag.

A comprehensive reading list and a list of topics for presentation will be circulated to all students registered for the course nearer the time.

Mehrsprachigkeit und Multiliteralität / Multilingualism and Multiliteracies (FAL 6)

Multiliteracies - A new pedagogical approach to literacy teaching and learning

Seminar, SWS: 2

Kupetz, Rita

Mi, wöchentl., 10:00 - 12:00, 06.04.2011 - 16.07.2011, 1502 - 615 II 615

Kommentar

Multimodal means of communication challenge our perception of literacy, which is definitely not limited to reading and writing printed texts. Furthermore, we need a pedagogy which can cover a new balance of agency between teachers and learners, where teachers design learning environments and learners design their own knowledge. You will be encouraged to survey pupils' literacy practices and explore the potential for (foreign) language learning.

Prerequisites: DidF1/2

M.Ed Studienleistungen: oral contribution and survey on learners' literacy practices

Please register via Stud.IP.

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

Bemerkung
Literatur

DidA, FAL6

A reader will be provided via the copy shop Stork.

Recommended literature:

Annah Healy. (Hrsg.) (2008). *Multiliteracies and Diversity in Education. New Pedagogies for Expanding Landscapes*. Oxford: OUP.

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

Cognition in Language Acquisition

Seminar, SWS: 2

Altendorf, Ulrike

Mi, wöchentl., 10:00 - 12:00, 06.04.2011 - 16.07.2011, 1502 - 306 II 306

Kommentar This course will explore the controversial role of cognition in language acquisition and learning. It will look at theoretical considerations and empirical research on the topic. There will be a particular focus on language immersion programmes, such as English and French immersion programmes in Canada.

Prerequisites: Foundations Linguistics 1 and 2 (Major), Foundations Linguistics (Minor)

Course size limited to 35 people

Please register for this class via Stud.IP between 1 and 15 March!

Bemerkung LingA1, LingA2 / FAL2, FAL7

Planung und Analyse von Englischunterricht

Seminar, SWS: 2

Blell, Gabriele

Do, wöchentl., 14:00 - 16:00, 07.04.2011 - 16.07.2011, 1502 - 615 II 615

Kommentar Dieses Seminar ist obligatorisch für alle Lehramtsstudierenden. Für die noch traditionellen Studiengänge (Staatsexamen) ist es praktikumsvorbereitend, wenn Sie das Fachpraktikum im Fach Englisch absolvieren, es ist praktikumersetzend, wenn Sie das Praktikum in einem anderen Fach absolvieren.

Im M. Ed. ist die Veranstaltung Teil des Moduls *Fachpraktikum Englisch*. Es werden Aufzeichnungen und Unterricht analysiert und Unterrichtssequenzen geplant. Die Veranstaltung ist stufen- und schulartenübergreifend angelegt. Die KursteilnehmerInnen erarbeiten Planungsentwürfe für ihre jeweilige Schulart.

Voraussetzungen: DidF1/F2, ASP

Voraussetzungen für Scheinerwerb: ‚Studienleistung‘: Schriftliche Ausarbeitung einer Analyse und eines Unterrichtsentwurfs oder Planung & Durchführung eigenen Unterrichts

Anmeldung über Stud.IP

Weitere Informationen: gabriele.blell@engsem.uni-hannover.de

Bemerkung DidPA, FAL7

Literatur Bausch, Karl-Richard, Christ, Herbert & Krumm, Hans-Jürgen. (Hrsg.) (1995). *Handbuch Fremdsprachenunterricht*. Tübingen: Francke (2. Auflage).

Hallet, Wolfgang & Nünning, Ansgar. (2007). *Neue Ansätze und Konzepte der Literatur- und Kulturdidaktik*. Trier: wvt.

Küster, Lutz. (2003). *Plurale Bildung im Fremdsprachenunterricht*. Frankfurt a.M.: Peter Lang.

Meyer, Hilbert. (1987). *Unterrichtsmethoden*. 2 Bände. Frankfurt a.M.: Cornelsen/ Scriptor.

Mindt, Dieter. (1995). *Unterrichtsplanung Englisch für die Sekundarstufe I*. (Neubearbeitung). Stuttgart: Klett.

Müller-Hartmann, Andreas & Schocker-von Dittfurth, Marita. (Hrsg.) (2005). *Aufgabenorientierung im Fremdsprachenunterricht. Festschrift für Michael K. Legutke*. Tübingen: gnv.

Zydati, Wolfgang. (2005). *Bildungsstandards und Kompetenzniveaus im Englischunterricht. Konzepte, Empirie, Kritik und Konsequenzen*. Frankfurt a.M.: Peter Lang.

Planung und Analyse von Englischunterricht

Seminar, SWS: 2

Vinals-Stein, Nicole

Di, wöchentl., 16:00 - 18:00, 05.04.2011 - 16.07.2011, 1502 - 609 II 609

Kommentar

Dieses Seminar ist obligatorisch für alle Lehramtsstudierenden und dient der Vorbereitung auf das Fachpraktikum. Es werden Aufzeichnungen von Unterricht analysiert und Unterrichtssequenzen geplant.

Die Veranstaltung ist stufen- und schulartübergreifend angelegt. Die KursteilnehmerInnen erarbeiten Planungsentwürfe für ihre jeweilige Schulart.

Voraussetzungen: ASP; Did F1 und DidF2

Anmeldung über Stud.IP.

Bemerkung

DidPA, FAL7

Literatur

Bach, Gerhard & Johannes-Peter Timm (Hrsg.): *Englischunterricht. Grundlagen und Methoden einer handlungsorientierten Unterrichtspraxis*. Tübingen: Francke 1989.

Heuer, Helmut & Friederike Klippel: *Englischmethodik. Problemfelder, Unterrichtswirklichkeit und Handlungsempfehlungen*. Berlin: Cornelsen 1993.

Meyer, Hilbert: *Unterrichtsmethoden*, 2 Bände, Berlin: Cornelsen Scriptor 2001.

Mindt, Dieter: *Unterrichtsplanung Englisch für die Sekundarstufe I* (Neubearbeitung). Stuttgart: Klett 1995.

Schaefer, Klaus: *So schaffen Sie den Englischunterricht*. Münster: Aschendorff 1992.

Timm, Johannes-Peter. (Hrsg.): *Englisch lernen und lehren. Didaktik des Englischunterrichts*. Berlin: Cornelsen 1998.

Ziegésar, Detlev von & Margaret von: *Einführung von Grammatik im Englischunterricht: Materialien und Modelle*. München: Oldenbourg 2001.

Masterarbeit / M. A. Thesis**Masterstudiengang Advanced Anglophone Studies****Theory and Method (AAS1)**

Literary and Cultural Theory: Theories of Authorship

Seminar, SWS: 2

Mayer, Ruth

Di, wöchentl., 10:00 - 12:00, 05.04.2011 - 16.07.2011, 1502 - 609 II 609

Kommentar

In this course we will survey some of the major theoretical statements concerning the category of the author in literary and cultural studies. We will read and discuss twentieth-century classics by William K. Wimsatt and Monroe C. Beardsley (on the "intentional fallacy"), Wayne C. Booth (on the "implied author"), Roland Barthes (on the "death of the author"), Michel Foucault (on the "author-function"), Sandra M. Gilbert and Susan Gubar (on feminist authorship), and others. In a second step, we will relate these attempts at theorizing authorship to specific case studies from American literature. In so doing, we will investigate how theoretical definitions of authorship are reflected in - or betrayed by - the self-representation of actual authors within the literary works (or on the 'paratextual margins of these works). In his manner, our case studies will concentrate on different historical modes of enacting authorship and literary authority.

Please register for this class on StudIP starting from March 1, 2011, 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 / AAS1.2

Literatur

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

Epochs and Phenomena in Anglophone Literatures and Cultures (AAS2)

Anti-Intellectualism in America

Seminar, SWS: 2

Twelbeck, Kirsten

Do, wöchentl., 10:00 - 12:00, 07.04.2011 - 16.07.2011, 1502 - 609 II 609

Kommentar

Major events in American history-from the Salem witchcraft trials to the celebration of the "common man" during the Jacksonian era, from the evangelical revivals in the nineteenth century to twentieth-century McCarthyism, from Hollywood to "Creationism" to the assumption that Barack Obama plays a part in a Muslim conspiracy-have contributed to the idea that the United States are a fundamentally anti-intellectual society. Europeans in particular have referred to the tradition of "American Unreason" (Susan Jacobi) to launch what has been termed "anti-Americanism," a criticism that has more often than not been badly informed about the actual complexity of American culture and of the role that the anti-intellectual tradition has played therein.

In this seminar we will look at American anti-intellectualism and discuss its social and political functions in historical context. Particular attention will be paid to the scholarly debate since World War II (e.g. Richard Hofstadter, *Anti-Intellectualism in American Life*, 1962 and, more recently, Susan Jacobi, *The Age of American Unreason*, 2008). Often overlooked by European critics, there is a decisively American tradition of public debate that has been part and parcel of the country's democratic legacy and a key to understanding American culture.

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

Bemerkung

AmerA / AAS2

Contemporary British Writing and Film on Slavery and Abolition

Seminar, SWS: 2

Gohrisch, Jana

Di, wöchentl., 16:00 - 18:00, 05.04.2011 - 16.07.2011, 1502 - 613 II 613

Kommentar

The course introduces students to a topic that has received special attention in Britain not only in the wake of the bicentenary in 2007 of the abolition of the slave trade but much earlier in the writing by authors of Caribbean descent living in Britain. To lay the foundations, we shall watch Michael Apted's film *Amazing Grace* (2007) and discuss its construction of William Wilberforce and the abolition movement in order to establish their functions for contemporary British memory culture, which we will then problematise by reading three novels: Caryl Phillips's *Cambridge* (1991), David Dabydeen's *A Harlot's Progress* (1999) and Andrea Levy's *The Long Song* (2010). Phillips's *Cambridge* is set in the Caribbean after the abolition of the slave trade. It employs postmodern elements to dramatize the construction of reality and the tension between fact and fiction. Dabydeen's novel takes its title from Hogarth's first "modern moral subject" (painted in 1731, engraved in 1732) and features a former black slave who sells his life story to abolitionists. With Levy's *Long Song* (2010) we shall examine the polyphonic representation of black female agency and empowerment in Jamaica before and after emancipation (in 1833) to bring out facets that Apted, Phillips and Dabydeen lack.

Please, read at least one of the texts prior to class and buy your own copies of the novels.

Prerequisites for certificate: regular attendance, active participation in class, short oral presentation and term paper

For further information: jana.gohrisch@engsem.uni-hannover.de

Bemerkung

BritA, AAS2, AAS3, AAS5

Literatur

Primary texts:

David Dabydeen. *A Harlot's Progress* (1999)

Andrea Levy. *The Long Song* (2010)

Caryl Phillips. *Cambridge* (1991)

Secondary texts:

Jana Gohrisch, Irmgard Maassen und Bernd-Peter Lange, Hg. "Slavery and the British". *Hard Times* Nr. 85 (2009)

James Walvin. *A Short History of Slavery*. London: Penguin 2007

Modernist Classics

Seminar, SWS: 2

Emig, Rainer

Do, wöchentl., 16:00 - 18:00, 07.04.2011 - 16.07.2011, 1502 - 703 II 703

Kommentar

The seminar title already addresses a paradoxical development: even though most modernist texts attempt to break with tradition, many have achieved canonical status as classics themselves. The course will address the background and ideas behind literary modernism and analyse in detail works by William Butler Yeats, T.S. Eliot, James Joyce, and Virginia Woolf. It will deal with modernist aesthetics as well as modernism's challenges to concepts such as subjectivity, reality, and meaning. It will also address the ideologies behind modernist writings, especially their attitude towards gender, class, race, cultural and national identity, and popular culture and the media.

In order to enable the course to function, it will be offered to a maximum of 25 students.

Students must register for this course on StudIP.

Prerequisite for certificate: will be specified

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

Bemerkung
Literatur

BritA, AAS2, AAS3, AAS4

Compulsory Purchase:

James Joyce, *A Portrait of the Artist as a Young Man*, first published 1916; recommended editions are by Penguin (2000) and Oxford World's Classics (2008)

Virginia Woolf, *Jacob's Room*, first published in 1922; recommended editions are by Vintage (2005) and Oxford World's Classics (2008)

Recommended background reading:

Modernisms: A Literary Guide by Peter Nicholls (2nd edition 2009)

Modernism in Poetry: Motivations, Structures and Limits by Rainer Emig (1995)

Neo-Victorianism: Adaptations of Victorian Literature and Culture

Seminar, SWS: 2

Grünkemeier, Ellen

Mi, wöchentl., 10:00 - 12:00, 06.04.2011 - 16.07.2011, 1502 - 703 II 703

Di, Einzel, 18:00 - 21:00, 24.05.2011 - 24.05.2011, 1502 - 615 II 615 , Filmvorführung

Kommentar

The Victorian age continues to fascinate contemporary writers, readers and viewers.

To explore the period's enduring appeal as well as the connections and discontinuities between the past and the present, we will engage in close readings of various neo-Victorian cultural artefacts, ranging from A.S. Byatt's award-winning novel *Possession* (1990) to films and popular comics. Looking at the texts as aesthetic constructs, we will analyse and discuss their postmodern practices and narrative devices as apparent, for example, in Alan Moore's and Kevin O'Neill's graphic novel *The League of Extraordinary Gentleman* (1999), which appropriates various Victorian literary characters and resurrects them as a powerful group of superheroes. To contextualise the texts, our discussions will also include the period's wider social, political and cultural concerns such as imperialism, industrialisation, class and gender issues.

Prerequisites for certificate: will be specified

For further information, please contact: ellen.gruenkemeier@engsem.~

Please note that Dr. Lucia Krämer offers a corresponding lecture on "Novels into Film and Beyond: An Introduction to Adaptation Studies" (Tuesday, 14-16) which will provide useful insights into the theory of adaptations. Students are more than welcome to attend both classes.

Bemerkung
Literatur

BritA, AAS2, AAS4

A reader with theoretical texts and context material will be provided.

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

Byatt, A.S., *Possession* (1990)

Moore, Alan and Kevin O'Neill, *The League of Extraordinary Gentleman* . Volume I (1999)

Independent Studies (AAS6)

Independent Studies: Postcolonialism

Seminar, SWS: 2

Grünkemeier, Ellen

Di, wöchentl., 14:00 - 16:00, 05.04.2011 - 16.07.2011, 1502 - 103 II 103

Kommentar

This course is designed as a project class for advanced students who would like an insight into the organisation of international and interdisciplinary conferences. It is organised in the context of the next annual conference of the Association for the Study of the New English Literatures (ASNEL), to be held in Hanover in June 2011 with the title theme 'Postcolonial Studies across the Disciplines'. The aims of the seminar are twofold: firstly, we will engage critically with Postcolonial Studies, with its key concerns, its recent methodological and theoretical trends, and its implementation in school curricula and university programmes; secondly, we will look at and actively participate in the various processes of organising such an event and compiling the programme.

The class is targeted in particular at students of the master programmes *Advanced Anglophone Studies* and *Atlantic Studies in History and Culture* but also at advanced students with a special interest in Postcolonial Studies.

For further information, see www.gnel.de and www.gnel2011.uni-hannover.de , or contact: ellen.gruenkemeier@engsem.~

Bemerkung

AAS6, Forschungslernmodul

Literatur

Recommended Reading:

Döring, Tobias. *Postcolonial Literatures in English* . Stuttgart: Klett, 2008.

MA-Thesis (AAS7)

Examensseminar Literatur / Kultur

Seminar, SWS: 2

Gohrisch, Jana

Di, wöchentl., 14:00 - 16:00, 05.04.2011 - 16.07.2011, 1502 - 709 II 709

Kommentar

Das auf die gesamte Vorlesungszeit angelegte Examenskolloquium richtet sich an alle Studierenden, die kurz vor ihrer Abschlussprüfung (BA, MA Advanced Anglophone Studies, 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: intermediate exam

For further information: jana.gohrisch@engsem.uni-hannover.de

Literatur

Lektüreempfehlungen:

Franck, Norbert und Joachim Stary. *Die Technik des wissenschaftlichen Arbeitens. Eine praktische Anleitung*. 11. überarb. Aufl. Paderborn, München, Wien, Zürich: Schöningh 2003 (UTB).

Nünning, Vera und Ansgar. *An Introduction to the Study of English and American Literature*. Stuttgart: Ernst Klett Sprachen 2004.

Nünning, Ansgar, Hg. *Metzler-Lexikon Literatur- und Kulturtheorie: Ansätze - Personen - Grundbegriffe*. 3. erw. Aufl. Stuttgart, Weimar: J. B. Metzler 2004.

Poplawski, Paul, ed. *English Literature in Context*. Cambridge: Cambridge University Press 2008.

Seeber, Hans-Ulrich, Hg. *Englische Literaturgeschichte*. 4. erw. Aufl. Stuttgart, Weimar: J. B. Metzler 2004.

Professional Skills (AAS8)

Professional Skills

Seminar, SWS: 2

Künnemann (M. A.), Vanessa

Mo, wöchentl., 14:00 - 16:00, 04.04.2011 - 16.07.2011, 1502 - 613 II 613

Kommentar

Das Seminar zu "Professional Skills" richtet sich an Studierende der Masterstudiengänge "Advanced Anglophone Studies", "Atlantic Studies" und "Religion im kulturellen Kontext". Es stellt die Pilotveranstaltung zu einer systematischen, integrativen Verankerung des Bereichs "Schlüsselkompetenzen" in diesen Masterstudiengängen dar und soll eng ausgerichtet sein auf die Bedürfnisse und Karriereplanungen der Studierenden.

So wollen wir zunächst gemeinsam erarbeiten, welche Kompetenzen genau "Professional Skills" in den Geistes- und Sozialwissenschaften ausmachen, wo und wie diese Kompetenzen optimal vermittelt werden sollten und in Form einer Bestandsaufnahme schließlich eruieren, wie wir den Seminarplan im Hinblick auf Berufsziele, persönliche Interessen, Fragestellungen etc. der KursteilnehmerInnen konkretisieren können. Im Verlauf der Semesters werden wir uns u. a. folgenden thematischen Schwerpunkten widmen, die allesamt wesentliche Eckpfeiler in den Geistes- und Sozialwissenschaften und in der Nachwuchsförderung sind: Stipendien, Förderungsmöglichkeiten durch Stiftungen, Modi und Konventionen der Förderantragsstellung (sowohl für mögliche Dissertationsprojekte als auch für Anträge im Bereich Kulturmanagement); Publikationsprozesse ("Welcher Verlag ist für welche Art von Publikation relevant? Wie trete ich in Kontakt? Wie verfasse ich Proposals/Abstracts usw.?"); eigene Vortragsmöglichkeiten ("Wie kann ich an einer Tagung teilnehmen/ auf "Calls for Papers" reagieren/diesbezüglich an Informationen gelangen? Wie trage ich vor? Wie setze ich Medien ein?"); außerakademische Berufsfelder (etwa durch Vernetzung mit AbsolventInnen der Studiengänge/beteiligten Fächer).

Die Jahrestagung der 'Gesellschaft für die neuen englischsprachigen Literaturen', die das für alle beteiligten Studiengänge relevante Thema "Postcolonial Studies across the Disciplines" zum Gegenstand hat und vom 02. bis zum 04.06.11 am Englischen Seminar stattfindet, soll für unsere Zwecke genutzt werden, um im Seminar erarbeitete Inhalte (zum Schwerpunkt "Vorträge"; interkulturelle, interdisziplinäre Kommunikation) in der Praxis zu erproben bzw. zu evaluieren.

Bitte registrieren Sie sich für diesen Kurs bis zum 20.03. bei StudIP.

Studienleistungen zum Erwerb von Leistungspunkten werden zu Beginn der Veranstaltung bekanntgegeben.

Für weitere Informationen: v.kuennemann@engsem.uni-hannover.de

Bemerkung

AAS8

Electives (AAS9)

Research and Internship (AAS10)

Concepts of Race, Class, and Gender (AAS3)

Contemporary British Writing and Film on Slavery and Abolition

Seminar, SWS: 2

Gohrisch, Jana

Di, wöchentl., 16:00 - 18:00, 05.04.2011 - 16.07.2011, 1502 - 613 II 613

Kommentar

The course introduces students to a topic that has received special attention in Britain not only in the wake of the bicentenary in 2007 of the abolition of the slave trade but much earlier in the writing by authors of Caribbean descent living in Britain. To lay the foundations, we shall watch Michael Apted's film *Amazing Grace* (2007) and discuss its construction of William Wilberforce and the abolition movement in order to establish their functions for contemporary British memory culture, which we will then problematise by reading three novels: Caryl Phillips's *Cambridge* (1991), David Dabydeen's *A Harlot's Progress* (1999) and Andrea Levy's *The Long Song* (2010). Phillips's *Cambridge* is set in the Caribbean after the abolition of the slave trade. It employs postmodern elements to dramatize the construction of reality and the tension between fact and fiction. Dabydeen's novel takes its title from Hogarth's first "modern moral subject" (painted in 1731, engraved in 1732) and features a former black slave who sells his life story to abolitionists. With Levy's *Long Song* (2010) we shall examine the polyphonic representation of black female agency and empowerment in Jamaica before and after emancipation (in 1833) to bring out facets that Apted, Phillips and Dabydeen lack.

Please, read at least one of the texts prior to class and buy your own copies of the novels.

Prerequisites for certificate: regular attendance, active participation in class, short oral presentation and term paper

For further information: jana.gohrisch@engsem.uni-hannover.de

Bemerkung

BritA, AAS2, AAS3, AAS5

Literatur

Primary texts:

David Dabydeen. *A Harlot's Progress* (1999)

Andrea Levy. *The Long Song* (2010)

Caryl Phillips. *Cambridge* (1991)

Secondary texts:

Jana Gohrisch, Irmgard Maassen und Bernd-Peter Lange, Hg. "Slavery and the British". *Hard Times* Nr. 85 (2009)

James Walvin. *A Short History of Slavery*. London: Penguin 2007

Einführung in die Gender Studies

Seminar, SWS: 2

Funk, Wolfgang

Do, wöchentl., 10:00 - 12:00, 07.04.2011 - 16.07.2011, 1502 - 703 II 703

Kommentar

Dieser Kurs leistet eine theoretische Einführung in das Gebiet der Gender Studies, die im Verlauf des Semesters auch mit praktischen, soll heißen, lebensweltlichen Beispielen gefüllt werden soll. Im Einzelnen bedeutet dies, dass wir zentrale theoretische Texte lesen werden, die sich vom Feminismus über Lesbian-/Gay-Studies bis hin zu Postfeminismus und Queer Theories erstrecken. Diese Inhalte sollen von den SeminarteilnehmerInnen mit selbst gewählten Beispielen aus der zeitgenössischen Lebenswelt veranschaulicht und fundiert werden, wobei mögliche Untersuchungsgegenstände von der Werbung über Kinder- und Jugendbücher bis hin zu politischen Debatten reichen.

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, AAS4

Literatur

Zu erwerben ist folgendes Einführungswerk:

Schößler, Franziska. Einführung in die Gender Studies. Berlin: Akademie-Verlag, 2008.

Alle anderen Texte werden zu Beginn des Kurses in einem Reader/einer Readerin;) zur Verfügung gestellt.

Fashion

Seminar, SWS: 2

Mayer, Ruth

Mo, wöchentl., 12:00 - 14:00, 04.04.2011 - 16.07.2011, 1502 - 609 II 609

Fr, Einzel, 16:00 - 18:00, 27.05.2011 - 27.05.2011, 1502 - 615 II 615 , Filmvorführung

Fr, Einzel, 16:00 - 18:00, 03.06.2011 - 03.06.2011, 1502 - 615 II 615 , Filmvorführung

Kommentar

In this course we will investigate the phenomenon and the discourses of fashion both in view of fashion practices and the representation of fashion. We will look at the development of the twentieth century fashion industry and at the history of fashion design, we will be concerned with sociological theories of consumption, fashion, and self-fashioning, and with literary and filmic enactments of fashion (Theodore Dreiser's *Sister Carrie* (1900), Abraham Cahan's *The Rise of David Levinsky* (1917), Bret Easton Ellis' *Glamorama* (1998), and the films *Funny Face* (1957) or *Pret a Porter* (1994).

Please register for this class on StudIP starting from March 1, 2011, 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 / AAS3, AAs4

Literatur

Please purchase *Glamorama* (Picador, ISBN 78-0330447997).

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

Modernist Classics

Seminar, SWS: 2

Emig, Rainer

Do, wöchentl., 16:00 - 18:00, 07.04.2011 - 16.07.2011, 1502 - 703 II 703

Kommentar

The seminar title already addresses a paradoxical development: even though most modernist texts attempt to break with tradition, many have achieved canonical status as classics themselves. The course will address the background and ideas behind literary modernism and analyse in detail works by William Butler Yeats, T.S. Eliot, James Joyce, and Virginia Woolf. It will deal with modernist aesthetics as well as modernism's challenges to concepts such as subjectivity, reality, and meaning. It will also address the ideologies behind modernist writings, especially their attitude towards gender, class, race, cultural and national identity, and popular culture and the media.

In order to enable the course to function, it will be offered to a maximum of 25 students.

Students must register for this course on StudIP.

Prerequisite for certificate: will be specified

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

Bemerkung
Literatur

BritA, AAS2, AAS3, AAS4

Compulsory Purchase:

James Joyce, *A Portrait of the Artist as a Young Man*, first published 1916; recommended editions are by Penguin (2000) and Oxford World's Classics (2008)

Virginia Woolf, *Jacob's Room*, first published in 1922; recommended editions are by Vintage (2005) and Oxford World's Classics (2008)

Recommended background reading:

Modernisms: A Literary Guide by Peter Nicholls (2nd edition 2009)

Modernism in Poetry: Motivations, Structures and Limits by Rainer Emig (1995)

Media, Cultural Communication and Popular Culture (AAS4)

Einführung in die Gender Studies

Seminar, SWS: 2

Funk, Wolfgang

Do, wöchentl., 10:00 - 12:00, 07.04.2011 - 16.07.2011, 1502 - 703 II 703

Kommentar

Dieser Kurs leistet eine theoretische Einführung in das Gebiet der Gender Studies, die im Verlauf des Semesters auch mit praktischen, soll heißen, lebensweltlichen Beispielen gefüllt werden soll. Im Einzelnen bedeutet dies, dass wir zentrale theoretische Texte lesen werden, die sich vom Feminismus über Lesbian-/Gay-Studies bis hin zu Postfeminismus und Queer Theories erstrecken. Diese Inhalte sollen von den SeminarteilnehmerInnen mit selbst gewählten Beispielen aus der zeitgenössischen Lebenswelt veranschaulicht und fundiert werden, wobei mögliche Untersuchungsgegenstände von der Werbung über Kinder- und Jugendbücher bis hin zu politischen Debatten reichen.

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, AAS4

Literatur

Zu erwerben ist folgendes Einführungswerk:

Schößler, Franziska. Einführung in die Gender Studies. Berlin: Akademie-Verlag, 2008.

Alle anderen Texte werden zu Beginn des Kurses in einem Reader/einer Readerin;) zur Verfügung gestellt.

Fashion

Seminar, SWS: 2

Mayer, Ruth

Mo, wöchentl., 12:00 - 14:00, 04.04.2011 - 16.07.2011, 1502 - 609 II 609

Fr, Einzel, 16:00 - 18:00, 27.05.2011 - 27.05.2011, 1502 - 615 II 615 , Filmvorführung

Fr, Einzel, 16:00 - 18:00, 03.06.2011 - 03.06.2011, 1502 - 615 II 615 , Filmvorführung

Kommentar

In this course we will investigate the phenomenon and the discourses of fashion both in view of fashion practices and the representation of fashion. We will look at the development of the twentieth century fashion industry and at the history of fashion design, we will be concerned with sociological theories of consumption, fashion, and self-fashioning, and with literary and filmic enactments of fashion (Theodore Dreiser's *Sister Carrie* (1900), Abraham Cahan's *The Rise of David Levinsky* (1917), Bret Easton Ellis' *Glamorama* (1998), and the films *Funny Face* (1957) or *Pret a Porter* (1994).

Please register for this class on StudIP starting from March 1, 2011, 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 / AAS3, AAs4

Literatur

Please purchase *Glamorama* (Picador, ISBN 78-0330447997).

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

Modernist Classics

Seminar, SWS: 2

Emig, Rainer

Do, wöchentl., 16:00 - 18:00, 07.04.2011 - 16.07.2011, 1502 - 703 II 703

Kommentar

The seminar title already addresses a paradoxical development: even though most modernist texts attempt to break with tradition, many have achieved canonical status as classics themselves. The course will address the background and ideas behind literary modernism and analyse in detail works by William Butler Yeats, T.S. Eliot, James Joyce, and Virginia Woolf. It will deal with modernist aesthetics as well as modernism's challenges to concepts such as subjectivity, reality, and meaning. It will also address the ideologies behind modernist writings, especially their attitude towards gender, class, race, cultural and national identity, and popular culture and the media.

In order to enable the course to function, it will be offered to a maximum of 25 students.

Students must register for this course on StudIP.

Prerequisite for certificate: will be specified

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

Bemerkung
Literatur

BritA, AAS2, AAS3, AAS4

Compulsory Purchase:

James Joyce, *A Portrait of the Artist as a Young Man*, first published 1916; recommended editions are by Penguin (2000) and Oxford World's Classics (2008)

Virginia Woolf, *Jacob's Room*, first published in 1922; recommended editions are by Vintage (2005) and Oxford World's Classics (2008)

Recommended background reading:

Modernisms: A Literary Guide by Peter Nicholls (2nd edition 2009)

Modernism in Poetry: Motivations, Structures and Limits by Rainer Emig (1995)

Neo-Victorianism: Adaptations of Victorian Literature and Culture

Seminar, SWS: 2

Grünkemeier, Ellen

Mi, wöchentl., 10:00 - 12:00, 06.04.2011 - 16.07.2011, 1502 - 703 II 703

Di, Einzel, 18:00 - 21:00, 24.05.2011 - 24.05.2011, 1502 - 615 II 615 , Filmvorführung

Kommentar

The Victorian age continues to fascinate contemporary writers, readers and viewers. To explore the period's enduring appeal as well as the connections and discontinuities between the past and the present, we will engage in close readings of various neo-Victorian cultural artefacts, ranging from A.S. Byatt's award-winning novel *Possession* (1990) to films and popular comics. Looking at the texts as aesthetic constructs, we will analyse and discuss their postmodern practices and narrative devices as apparent, for example, in Alan Moore's and Kevin O'Neill's graphic novel *The League of Extraordinary Gentleman* (1999), which appropriates various Victorian literary characters and resurrects them as a powerful group of superheroes. To contextualise the texts, our discussions will also include the period's wider social, political and cultural concerns such as imperialism, industrialisation, class and gender issues.

Prerequisites for certificate: will be specified

For further information, please contact: ellen.gruenkemeier@engsem.~

Please note that Dr. Lucia Krämer offers a corresponding lecture on "Novels into Film and Beyond: An Introduction to Adaptation Studies" (Tuesday, 14-16) which will provide useful insights into the theory of adaptations. Students are more than welcome to attend both classes.

Bemerkung
Literatur

BritA, AAS2, AAS4

A reader with theoretical texts and context material will be provided.

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

Byatt, A.S., *Possession* (1990)

Moore, Alan and Kevin O'Neill, *The League of Extraordinary Gentleman* . Volume I (1999)

New English Literatures and Cultures (AAS5)

Contemporary British Writing and Film on Slavery and Abolition

Seminar, SWS: 2

Gohrisch, Jana

Di, wöchentl., 16:00 - 18:00, 05.04.2011 - 16.07.2011, 1502 - 613 II 613

Kommentar

The course introduces students to a topic that has received special attention in Britain not only in the wake of the bicentenary in 2007 of the abolition of the slave trade but much earlier in the writing by authors of Caribbean descent living in Britain. To lay the foundations, we shall watch Michael Apted's film *Amazing Grace* (2007) and discuss its construction of William Wilberforce and the abolition movement in order to establish their functions for contemporary British memory culture, which we will then problematise by reading three novels: Caryl Phillips's *Cambridge* (1991), David Dabydeen's *A Harlot's Progress* (1999) and Andrea Levy's *The Long Song* (2010). Phillips's *Cambridge* is set in the Caribbean after the abolition of the slave trade. It employs postmodern elements to dramatize the construction of reality and the tension between fact and fiction. Dabydeen's novel takes its title from Hogarth's first "modern moral subject" (painted in 1731, engraved in 1732) and features a former black slave who sells his life story to abolitionists. With Levy's *Long Song* (2010) we shall examine the polyphonic representation of black female agency and empowerment in Jamaica before and after emancipation (in 1833) to bring out facets that Apted, Phillips and Dabydeen lack.

Please, read at least one of the texts prior to class and buy your own copies of the novels.

Prerequisites for certificate: regular attendance, active participation in class, short oral presentation and term paper

For further information: jana.gohrisch@engsem.uni-hannover.de

Bemerkung

BritA, AAS2, AAS3, AAS5

Literatur

Primary texts:

David Dabydeen. *A Harlot's Progress* (1999)

Andrea Levy. *The Long Song* (2010)

Caryl Phillips. *Cambridge* (1991)

Secondary texts:

Jana Gohrisch, Irmgard Maassen und Bernd-Peter Lange, Hg. "Slavery and the British". *Hard Times* Nr. 85 (2009)

James Walvin. *A Short History of Slavery*. London: Penguin 2007

Masterstudiengang Lehramt Gymnasium - Fach Englisch

Fachpraktikum Englisch

Fachpraktikum für das Lehramt an Gymnasien / M.Ed.

Praktikum

Vinals-Stein, Nicole

Kommentar

5 Wochen am Gymnasium im September 2011.

Anmeldung bis zum 30.04.2011 bei Nicole Vinals-Stein (nicole.vinals-stein@engsem.uni-hannover.de).

Die Plätze werden in der Reihenfolge der Anmeldung vergeben.

Planung und Analyse von Englischunterricht

Seminar, SWS: 2

Blell, Gabriele

Do, wöchentl., 14:00 - 16:00, 07.04.2011 - 16.07.2011, 1502 - 615 II 615

Kommentar

Dieses Seminar ist obligatorisch für alle Lehramtsstudierenden. Für die noch traditionellen Studiengänge (Staatsexamen) ist es praktikumsvorbereitend, wenn Sie das Fachpraktikum im Fach Englisch absolvieren, es ist praktikumersetzend, wenn Sie das Praktikum in einem anderen Fach absolvieren.

Im M. Ed. ist die Veranstaltung Teil des Moduls *Fachpraktikum Englisch*. Es werden Aufzeichnungen und Unterricht analysiert und Unterrichtssequenzen geplant. Die Veranstaltung ist stufen- und schulartenübergreifend angelegt. Die KursteilnehmerInnen erarbeiten Planungsentwürfe für ihre jeweilige Schulart.

Voraussetzungen: DidF1/F2, ASP

Voraussetzungen für Scheinerwerb: ‚Studienleistung‘: Schriftliche Ausarbeitung einer Analyse und eines Unterrichtsentwurfs oder Planung & Durchführung eigenen Unterrichts

Anmeldung über Stud.IP

Weitere Informationen: gabriele.blell@engsem.uni-hannover.de

Bemerkung

DidPA, FAL7

Literatur

Bausch, Karl-Richard, Christ, Herbert & Krumm, Hans-Jürgen. (Hrsg.) (1995). *Handbuch Fremdsprachenunterricht*. Tübingen: Francke (2. Auflage).

Hallet, Wolfgang & Nünning, Ansgar. (2007). *Neue Ansätze und Konzepte der Literatur- und Kulturdidaktik*. Trier: wvt.

Küster, Lutz. (2003). *Plurale Bildung im Fremdsprachenunterricht*. Frankfurt a.M.: Peter Lang.

Meyer, Hilbert. (1987). *Unterrichtsmethoden*. 2 Bände. Frankfurt a.M.: Cornelsen/ Scriptor.

Mindt, Dieter. (1995). *Unterrichtsplanung Englisch für die Sekundarstufe I*. (Neubearbeitung). Stuttgart: Klett.

Müller-Hartmann, Andreas & Schocker-von Dittfurth, Marita. (Hrsg.) (2005). *Aufgabenorientierung im Fremdsprachenunterricht. Festschrift für Michael K. Legutke*. Tübingen: gnv.

Zydatißen, Wolfgang. (2005). *Bildungsstandards und Kompetenzniveaus im Englischunterricht. Konzepte, Empirie, Kritik und Konsequenzen*. Frankfurt a.M.: Peter Lang.

Planung und Analyse von Englischunterricht

Seminar, SWS: 2

Vinals-Stein, Nicole

Di, wöchentl., 16:00 - 18:00, 05.04.2011 - 16.07.2011, 1502 - 609 II 609

Kommentar

Dieses Seminar ist obligatorisch für alle Lehramtsstudierenden und dient der Vorbereitung auf das Fachpraktikum. Es werden Aufzeichnungen von Unterricht analysiert und Unterrichtssequenzen geplant.

Die Veranstaltung ist stufen- und schulartübergreifend angelegt. Die KursteilnehmerInnen erarbeiten Planungsentwürfe für ihre jeweilige Schulart.

Voraussetzungen: ASP; Did F1 und DidF2

Anmeldung über Stud.IP.

Bemerkung

DidPA, FAL7

Literatur

Bach, Gerhard & Johannes-Peter Timm (Hrsg.): *Englischunterricht. Grundlagen und Methoden einer handlungsorientierten Unterrichtspraxis*. Tübingen: Francke 1989.

Heuer, Helmut & Friederike Klippel: *Englischmethodik. Problemfelder, Unterrichtswirklichkeit und Handlungsempfehlungen*. Berlin: Cornelsen 1993.

Meyer, Hilbert: *Unterrichtsmethoden*, 2 Bände, Berlin: Cornelsen Scriptor 2001.

Mindt, Dieter: *Unterrichtsplanung Englisch für die Sekundarstufe I* (Neubearbeitung). Stuttgart: Klett 1995.

Schaefer, Klaus: *So schaffen Sie den Englischunterricht*. Münster: Aschendorff 1992.

Timm, Johannes-Peter. (Hrsg.): *Englisch lernen und lehren. Didaktik des Englischunterrichts*. Berlin: Cornelsen 1998.

Ziegésar, Detlev von & Margaret von: *Einführung von Grammatik im Englischunterricht: Materialien und Modelle*. München: Oldenbourg 2001.

Teaching Practice as Foreign Language Assistant

Seminar, SWS: 2

Tschann, Verena

Sa, Einzel, 10:00 - 18:00, 25.06.2011 - 25.06.2011, 1502 - 613 II 613

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 compare different educational systems (GB, USA, Ireland, Canada and Australia), develop and discuss 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 M.Ed. students.

Please register for this class via email before June 15, 2011 (v_tschann@hotmail.com).

Advanced Methodology

Multiliteracies - A new pedagogical approach to literacy teaching and learning

Seminar, SWS: 2

Kupetz, Rita

Mi, wöchentl., 10:00 - 12:00, 06.04.2011 - 16.07.2011, 1502 - 615 II 615

Kommentar

Multimodal means of communication challenge our perception of literacy, which is definitely not limited to reading and writing printed texts. Furthermore, we need a pedagogy which can cover a new balance of agency between teachers and learners, where teachers design learning environments and learners design their own knowledge. You will be encouraged to survey pupils' literacy practices and explore the potential for (foreign) language learning.

Prerequisites: DidF1/2

M.Ed Studienleistungen: oral contribution and survey on learners' literacy practices

Please register via Stud.IP.

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

Bemerkung

DidA, FAL6

Literatur

A reader will be provided via the copy shop Stork.

Recommended literature:

Annah Healy. (Hrsg.) (2008). *Multiliteracies and Diversity in Education. New Pedagogies for Expanding Landscapes*. Oxford: OUP.

Teaching Film: Crash and Babel

Seminar, SWS: 2

Blell, Gabriele

Do, wöchentl., 10:00 - 12:00, 07.04.2011 - 16.07.2011, 1502 - 615 II 615

Kommentar

Students enjoy watching movies and TV for a variety of reasons. For one, they get exposure to authentic language in a non-threatening setting. Secondly, movies and video provide common ground to students of any cultural background. From the teaching perspective, film as a text-genre has been fully accepted for the EFL classroom in Lower Saxony since 2003. The course is designed to help you to teach two episodic films: *Crash* (2004) and *Babel* (2006). Some of the objectives of the course will be: critically analyze and understand the purpose for the use of basic film/video techniques and methods for teaching them to students, as well as intertextual connections between media (e.g. film & novel). understand and apply different critical approaches to studying film (e.g. semiotic, postcolonial, cultural studies) and teach them in a task-based learning context develop 'reading/viewing' skills through a range of classroom activities that demonstrate how audience interaction works to create meaning in film.

A film-screening for the films discussed in the classroom will be organized.

Please register via Stud.IP.

Prerequisites: DidF1/F2

Prerequisites for SL certificate will be specified in class.

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

Bemerkung

DidA

Literatur

Recommended Literature:

Blell, Gabriele & Lütge, Christiane. (2004). Sehen, Hören, Verstehen und Handeln: Filme im Fremdsprachenunterricht. *PRAXIS Fremdsprachenunterricht* 6. 402-405. 430.

Blell, Gabriele & Lütge, Christiane. (2008). Filmbildung im Fremdsprachenunterricht. Neue Lernziele, Begründungen und Methoden. In: Claus Gnutzmann, Frank G. Königs & Ekkehard Zöfgen (Hrsg.), *Fremdsprachenlehren und -lernen* 37, 124-140.

Leizke-Ungerer, Eva. (2009). *Film im Fremdsprachenunterricht. Literarische Stoffe, interkulturelle Ziele, mediale Wirkung*. Stuttgart: Ibidem.

Mikos, Lothar. (2003). *Film- und Fernsehanalyse*. Konstanz: UVK Verlagsgesellschaft mbH.

The New London Group. (2000). "A Pedagogy of Multiliteracies." In: Cope, Bill & Kalantzis, Mary (eds.). *Multiliteracies*. London & NY: Routledge. 9-37.

Themenheft Teaching Film: *PRAXIS Fremdsprachenunterricht* 6/2004

Theorien und Konzepte des bilingualen Unterrichts aus zwei fachdidaktischen Perspektiven (am Beispiel von Geschichtsunterricht zu Themen des "langen 19. Jahrhunderts")

Seminar, SWS: 2

Barricelli, Michele (Prüfer/-in) / Blell, Gabriele

Di, wöchentl., 16:00 - 18:00, 05.04.2011 - 16.07.2011, 1502 - 003 II 003

Kommentar

Geschichte gehört in Deutschland zu den häufigsten Sachfächern im Bilingualen Unterricht. Das Attribut „bilingual“ impliziert einerseits, dass die Schulsprache Deutsch in diesem Unterricht durchaus ihren Platz hat, also zumindest streckenweise in zwei Sprachen gelernt wird. Es fixiert andererseits das Ziel einer funktionalen Zwei- bzw. partiellen Mehrsprachigkeit. Es wird damit in diesem Unterricht keine originäre Beherrschung der Fremdsprache im Sinne muttersprachlicher Kompetenz angestrebt, sondern vielmehr eine segmental-funktionale Fremdsprachenkompetenz. Zusätzlich soll sich für das Sachfach ein „Mehrwert“ ergeben, der im Falle der Geschichte etwa in einem systematischen Perspektivenwechsel, der tieferen Einsicht in die narrative Verfasstheit des historischen Erkennens oder dem verstärkten interkulturellen Lernen (Fremdverstehen) bestehen kann. Am Beispiel von historischen Gegenständen des „langen“ 19. Jahrhunderts sollen im Seminar die wesentlichen Konstellationen für den bilingualen Sachfachunterricht Geschichte-Englisch in deutschen Schulklassen bearbeitet werden:

- a) zu einem amerikanisch/britischen Thema (also „fremde“ Geschichte mit englischsprachigen Originalquellen),
- b) zu einem deutschen Thema (also eigene Geschichte mit z. T. muttersprachlichen, englisch übersetzten Quellen),
- c) zum Thema der Französischen Revolution (also doppelte Alterität: fremde Geschichte, fremdsprachliche Quellen, die in eine andere Fremdsprache übersetzt wurden) sowie
- d) 1. Weltkrieg als Exempel einer multiperspektivischen, multilingualen Betrachtung.

Bei der fachlichen, fachdidaktischen und (fremd-)sprachlichen Analyse ausgewählter Darstellungen, Quellentexte, Bildmedien und Schulmaterialien sollen im Seminar immer auch Fragen der unterrichtsdidaktischen Umsetzung eine Rolle spielen (Textauswahl, Übungs- und Aufgabengestaltung, Methodenauswahl, Methoden sprachlicher Stützung, Glossar, etc.) .

Bemerkung

Seminarsprache: Deutsch und Englisch!

Literatur

DidA

Barricelli, Michele & Ulrich Schmieder. (2007). Über Nutzen und Nachteil des bilingualen Sachfachunterrichts. Fremdsprachen- und Geschichtsdidaktik im Dialog. In: Daniela Caspari u.a. (Hrsg.): *Bilingualer Unterricht macht Schule. Beiträge aus der Praxisforschung* . Frankfurt a.M.: Lang. 205-220.

Blell, Gabriele & Füllberg-Stolberg, Katja. (2005). " *The Amistad Revolt*": Ein fächerübergreifendes Seminar zum bilingualen Geschichtsunterricht" . In: Blell, Gabriele & Kupetz, Rita (Hrsg.). *Bilingualer Sachfachunterricht und Lehrerbildung für den bilingualen Unterricht: Forschung und Praxisberichte*. Frankfurt a.M.: Lang. 111-130.

Christ, Herbert. (2000). „Zweimal hinschauen - Geschichte bilingual lernen.“ In: Lothar Bredella & Franz-Joseph Meißner et al. (Hrsg.), *Wie ist Fremdverstehen lehr- und lernbar?* Tübingen: Narr. 43-83.

Hasberg, Wolfgang (2004). Bilingualer Geschichtsunterricht und historisches Lernen. Möglichkeiten und Grenzen. *Internationale Schulbuchforschung* . Heft 2/2004, 26. 119-139.

Theis, Rolf et al. (2009). *Geschichte und Geschehen. Bilingual 19th century* . Stuttgart/Leipzig: Klett.

Weeke, Annegret et al. (2006). *Invitation to History* . Berlin: Cornelsen.

Advanced Studies

Anti-Intellectualism in America

Seminar, SWS: 2

Twelbeck, Kirsten

Do, wöchentl., 10:00 - 12:00, 07.04.2011 - 16.07.2011, 1502 - 609 II 609

Kommentar

Major events in American history-from the Salem witchcraft trials to the celebration of the "common man" during the Jacksonian era, from the evangelical revivals in the nineteenth century to twentieth-century McCarthyism, from Hollywood to "Creationism" to the assumption that Barack Obama plays a part in a Muslim conspiracy-have contributed to the idea that the United States are a fundamentally anti-intellectual society. Europeans in particular have referred to the tradition of "American Unreason" (Susan Jacobi) to launch what has been termed "anti-Americanism," a criticism that has more often than not been badly informed about the actual complexity of American culture and of the role that the anti-intellectual tradition has played therein.

In this seminar we will look at American anti-intellectualism and discuss its social and political functions in historical context. Particular attention will be paid to the scholarly debate since World War II (e.g. Richard Hofstadter, *Anti-Intellectualism in American Life*, 1962 and, more recently, Susan Jacobi, *The Age of American Unreason*, 2008). Often overlooked by European critics, there is a decisively American tradition of public debate that has been part and parcel of the country's democratic legacy and a key to understanding American culture.

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

Bemerkung

AmerA / AAS2

Cognition in Language Acquisition

Seminar, SWS: 2

Altendorf, Ulrike

Mi, wöchentl., 10:00 - 12:00, 06.04.2011 - 16.07.2011, 1502 - 306 II 306

Kommentar

This course will explore the controversial role of cognition in language acquisition and learning. It will look at theoretical considerations and empirical research on the topic. There will be a particular focus on language immersion programmes, such as English and French immersion programmes in Canada.

Prerequisites: Foundations Linguistics 1 and 2 (Major), Foundations Linguistics (Minor)

Course size limited to 35 people

Please register for this class via Stud.IP between 1 and 15 March!

Bemerkung

LingA1, LingA2 / FAL2, FAL7

Cognitive Sociolinguistics

Seminar, SWS: 2

Altendorf, Ulrike

Di, wöchentl., 14:00 - 16:00, 05.04.2011 - 16.07.2011, 1502 - 306 II 306

Kommentar

This course will explore a very recent approach to sociolinguistics and language variation that aims at the "marriage" of cognitive linguistics and variational linguistics. It will look at classic texts from both branches and at recent texts suggesting different ways of combining them.

Prerequisites: Foundations Linguistics 1 and 2 (Major), Foundations Linguistics (Minor)

Course size limited to 35 people

Please register for this class via Stud.IP between 1 and 15 March!

Bemerkung

LingA1, LingA2 / FAL4

Contemporary British Writing and Film on Slavery and Abolition

Seminar, SWS: 2

Gohrisch, Jana

Di, wöchentl., 16:00 - 18:00, 05.04.2011 - 16.07.2011, 1502 - 613 II 613

Kommentar

The course introduces students to a topic that has received special attention in Britain not only in the wake of the bicentenary in 2007 of the abolition of the slave trade but much earlier in the writing by authors of Caribbean descent living in Britain. To lay the foundations, we shall watch Michael Apted's film *Amazing Grace* (2007) and discuss its construction of William Wilberforce and the abolition movement in order to establish their functions for contemporary British memory culture, which we will then problematise by reading three novels: Caryl Phillips's *Cambridge* (1991), David Dabydeen's *A Harlot's Progress* (1999) and Andrea Levy's *The Long Song* (2010). Phillips's *Cambridge* is set in the Caribbean after the abolition of the slave trade. It employs postmodern elements to dramatize the construction of reality and the tension between fact and fiction. Dabydeen's novel takes its title from Hogarth's first "modern moral subject" (painted in 1731, engraved in 1732) and features a former black slave who sells his life story to abolitionists. With Levy's *Long Song* (2010) we shall examine the polyphonic representation of black female agency and empowerment in Jamaica before and after emancipation (in 1833) to bring out facets that Apted, Phillips and Dabydeen lack.

Please, read at least one of the texts prior to class and buy your own copies of the novels.

Prerequisites for certificate: regular attendance, active participation in class, short oral presentation and term paper

For further information: jana.gohrisch@engsem.uni-hannover.de

Bemerkung

BritA, AAS2, AAS3, AAS5

Literatur

Primary texts:

David Dabydeen. *A Harlot's Progress* (1999)

Andrea Levy. *The Long Song* (2010)

Caryl Phillips. *Cambridge* (1991)

Secondary texts:

Jana Gohrisch, Irmgard Maassen und Bernd-Peter Lange, Hg. "Slavery and the British". *Hard Times* Nr. 85 (2009)

James Walvin. *A Short History of Slavery*. London: Penguin 2007

Contrastive Linguistics

Seminar, SWS: 2

Nereo, Filippo

Fr, Einzel, 10:00 - 16:00, 01.04.2011 - 01.04.2011, 1502 - 703 II 703 , BLOCKSEMINAR (Mo, 28. März - Fr, 01. April: jeweils 10:00 - 16:00 Uhr)

Kommentar **!!! ACHTUNG: Dieses Seminar findet als BLOCKSEMINAR statt (Mo, 28.03. - Fr, 01.04.: jeweils von 10:00 - 16:00 Uhr) !!!**

This seminar will present a comprehensive and fine-grained analysis of the major contrasts between English and German with the aim of showing how far two closely related languages have moved apart and of providing new foundations for the study and the teaching of English from the perspective of German and the study of German from the perspective of English. This advanced seminar will be based on a thorough exploration of the relevant literature on the two languages and on language typology in general.

Prerequisite for certificate: regular attendance; active participation in class; reading assignment; *Studienleistung*: a 20-minute oral presentation in English (Anmoderation des jeweiligen Themas für die Sitzung), book review or annotated bibliography; *Prüfungsleistung*: a 5000-word essay in English.

For further information and to register for this course:
filippo.nereo@manchester.ac.uk

Languages in class: English and German

It is expected that participants have successfully completed the *Studienleistung(en)* of LingF4.

Bemerkung
LiteraturLingA1, LingA2 / FAL5.1, FAL5.2
Required text:

König, Ekkehard and Volker Gast. 2009. *Understanding English-German Contrasts*. 2nd ed. Berlin: Erich Schmidt Verlag.

A comprehensive reading list and a list of topics for presentation will be circulated to all students registered for the course nearer the time.

Fashion

Seminar, SWS: 2

Mayer, Ruth

Mo, wöchentl., 12:00 - 14:00, 04.04.2011 - 16.07.2011, 1502 - 609 II 609

Fr, Einzel, 16:00 - 18:00, 27.05.2011 - 27.05.2011, 1502 - 615 II 615 , Filmvorführung

Fr, Einzel, 16:00 - 18:00, 03.06.2011 - 03.06.2011, 1502 - 615 II 615 , Filmvorführung

Kommentar

In this course we will investigate the phenomenon and the discourses of fashion both in view of fashion practices and the representation of fashion. We will look at the development of the twentieth century fashion industry and at the history of fashion design, we will be concerned with sociological theories of consumption, fashion, and self-fashioning, and with literary and filmic enactments of fashion (Theodore Dreiser's *Sister Carrie* (1900), Abraham Cahan's *The Rise of David Levinsky* (1917), Bret Easton Ellis' *Glamorama* (1998), and the films *Funny Face* (1957) or *Pret a Porter* (1994).

Please register for this class on StudIP starting from March 1, 2011, 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
Literatur

AmerA / AAS3, AAs4

Please purchase *Glamorama* (Picador, ISBN 78-0330447997).

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

Literary and Cultural Theory: Theories of Authorship

Seminar, SWS: 2

Mayer, Ruth

Di, wöchentl., 10:00 - 12:00, 05.04.2011 - 16.07.2011, 1502 - 609 II 609

Kommentar

In this course we will survey some of the major theoretical statements concerning the category of the author in literary and cultural studies. We will read and discuss twentieth-century classics by William K. Wimsatt and Monroe C. Beardsley (on the "intentional fallacy"), Wayne C. Booth (on the "implied author"), Roland Barthes (on the "death of the author"), Michel Foucault (on the "author-function"), Sandra M. Gilbert and Susan Gubar (on feminist authorship), and others. In a second step, we will relate these attempts at theorizing authorship to specific case studies from American literature. In so doing, we will investigate how theoretical definitions of authorship are reflected in - or betrayed by - the self-representation of actual authors within the literary works (or on the 'paratextual' margins of these works). In his manner, our case studies will concentrate on different historical modes of enacting authorship and literary authority.

Please register for this class on StudIP starting from March 1, 2011, 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 / AAS1.2

Literatur

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

Neo-Victorianism: Adaptations of Victorian Literature and Culture

Seminar, SWS: 2

Grünkemeier, Ellen

Mi, wöchentl., 10:00 - 12:00, 06.04.2011 - 16.07.2011, 1502 - 703 II 703

Di, Einzel, 18:00 - 21:00, 24.05.2011 - 24.05.2011, 1502 - 615 II 615 , Filmvorführung

Kommentar

The Victorian age continues to fascinate contemporary writers, readers and viewers. To explore the period's enduring appeal as well as the connections and discontinuities between the past and the present, we will engage in close readings of various neo-Victorian cultural artefacts, ranging from A.S. Byatt's award-winning novel *Possession* (1990) to films and popular comics. Looking at the texts as aesthetic constructs, we will analyse and discuss their postmodern practices and narrative devices as apparent, for example, in Alan Moore's and Kevin O'Neill's graphic novel *The League of Extraordinary Gentleman* (1999), which appropriates various Victorian literary characters and resurrects them as a powerful group of superheroes. To contextualise the texts, our discussions will also include the period's wider social, political and cultural concerns such as imperialism, industrialisation, class and gender issues.

Prerequisites for certificate: will be specified

For further information, please contact: ellen.gruenkemeier@engsem.~

Please note that Dr. Lucia Krämer offers a corresponding lecture on "Novels into Film and Beyond: An Introduction to Adaptation Studies" (Tuesday, 14-16) which will provide useful insights into the theory of adaptations. Students are more than welcome to attend both classes.

Bemerkung

BritA, AAS2, AAS4

Literatur

A reader with theoretical texts and context material will be provided.

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

Byatt, A.S., *Possession* (1990)

Moore, Alan and Kevin O'Neill, *The League of Extraordinary Gentleman* . Volume I (1999)

Variation in Linguistic Systems

Seminar, SWS: 2

Altendorf, Ulrike

Di, wöchentl., 16:00 - 18:00, 05.04.2011 - 16.07.2011, 1502 - 703 II 703

Kommentar This course will explore language variation focussing on language-internal rather than language-external constraints. It will discuss patterns of variation in different varieties of English at the phonetic-phonological, grammatical and lexical level, also including the effects of language contact and language change.

Prerequisites: *Foundations Linguistics 1* and *2* (Major), *Foundations Linguistics* (Minor)

Course size limited to 35 people

Please register for this class via Stud.IP between 1 and 15. March!

Bemerkung LingA1/ LingA2 , FAL 4

Linguistic Survey**Survey of English - Phonetics and Phonology**

Vorlesung, SWS: 2

Altendorf, Ulrike

Mi, wöchentl., 08:00 - 10:00, 06.04.2011 - 16.07.2011, 1502 - 003 II 003

Mi, Einzel, 08:00 - 10:00, 29.06.2011 - 29.06.2011, 1507 - 002 VII 002 , Klausur

Kommentar This course will take a closer look at the phonetics and phonology of English. We will look at both segmental and supra-segmental features of the major reference accents of English, RP and General American. If appropriate, the theoretical angle will be contrastive, focussing on differences between German and English. In other cases, the approach will be diachronic, with a special emphasis on on-going trends, variationist, with a special emphasis on the correlation of pronunciation and social groups, theoretical, with a special focus on the problems of allophony, and practical, with a special focus on handling IPA transcription.

Bemerkung LingF3 / FAL1, FAL2

Advanced Linguistics**Cognition in Language Acquisition**

Seminar, SWS: 2

Altendorf, Ulrike

Mi, wöchentl., 10:00 - 12:00, 06.04.2011 - 16.07.2011, 1502 - 306 II 306

Kommentar This course will explore the controversial role of cognition in language acquisition and learning. It will look at theoretical considerations and empirical research on the topic. There will be a particular focus on language immersion programmes, such as English and French immersion programmes in Canada.

Prerequisites: *Foundations Linguistics 1* and *2* (Major), *Foundations Linguistics* (Minor)

Course size limited to 35 people

Please register for this class via Stud.IP between 1 and 15 March!

Bemerkung LingA1, LingA2 / FAL2, FAL7

Cognitive Sociolinguistics

Seminar, SWS: 2

Altendorf, Ulrike

Di, wöchentl., 14:00 - 16:00, 05.04.2011 - 16.07.2011, 1502 - 306 II 306

Kommentar

This course will explore a very recent approach to sociolinguistics and language variation that aims at the "marriage" of cognitive linguistics and variational linguistics. It will look at classic texts from both branches and at recent texts suggesting different ways of combining them.

Prerequisites: Foundations Linguistics 1 and 2 (Major), Foundations Linguistics (Minor)

Course size limited to 35 people

Please register for this class via Stud.IP between 1 and 15 March!

Bemerkung

LingA1, LingA2 / FAL4

Contrastive Linguistics

Seminar, SWS: 2

Nereo, Filippo

Fr, Einzel, 10:00 - 16:00, 01.04.2011 - 01.04.2011, 1502 - 703 II 703 , BLOCKSEMINAR (Mo, 28. März - Fr, 01. April: jeweils 10:00 - 16:00 Uhr)

Kommentar

!!! ACHTUNG: Dieses Seminar findet als BLOCKSEMINAR statt (Mo, 28.03. - Fr, 01.04.: jeweils von 10:00 - 16:00 Uhr) !!!

This seminar will present a comprehensive and fine-grained analysis of the major contrasts between English and German with the aim of showing how far two closely related languages have moved apart and of providing new foundations for the study and the teaching of English from the perspective of German and the study of German from the perspective of English. This advanced seminar will be based on a thorough exploration of the relevant literature on the two languages and on language typology in general.

Prerequisite for certificate: regular attendance; active participation in class; reading assignment; *Studienleistung*: a 20-minute oral presentation in English (Anmoderation des jeweiligen Themas für die Sitzung), book review or annotated bibliography; *Prüfungsleistung*: a 5000-word essay in English.

For further information and to register for this course:

filippo.nereo@manchester.ac.uk

Languages in class: English and German

It is expected that participants have successfully completed the *Studienleistung(en)* of LingF4.

Bemerkung

LingA1, LingA2 / FAL5.1, FAL5.2

Literatur

Required text:

König, Ekkehard and Volker Gast. 2009. *Understanding English-German Contrasts*. 2nd ed. Berlin: Erich Schmidt Verlag.

A comprehensive reading list and a list of topics for presentation will be circulated to all students registered for the course nearer the time.

Variation in Linguistic Systems

Seminar, SWS: 2

Altendorf, Ulrike

Di, wöchentl., 16:00 - 18:00, 05.04.2011 - 16.07.2011, 1502 - 703 II 703

Kommentar

This course will explore language variation focussing on language-internal rather than language-external constraints. It will discuss patterns of variation in different varieties of English at the phonetic-phonological, grammatical and lexical level, also including the effects of language contact and language change.

Prerequisites: *Foundations Linguistics 1* and *2* (Major), *Foundations Linguistics* (Minor)

Course size limited to 35 people

Please register for this class via Stud.IP between 1 and 15. March!

Bemerkung

LingA1/ LingA2 , FAL 4

Advanced Literature and Culture**Anti-Intellectualism in America**

Seminar, SWS: 2

Twelbeck, Kirsten

Do, wöchentl., 10:00 - 12:00, 07.04.2011 - 16.07.2011, 1502 - 609 II 609

Kommentar

Major events in American history-from the Salem witchcraft trials to the celebration of the "common man" during the Jacksonian era, from the evangelical revivals in the nineteenth century to twentieth-century McCarthyism, from Hollywood to "Creationism" to the assumption that Barack Obama plays a part in a Muslim conspiracy-have contributed to the idea that the United States are a fundamentally anti-intellectual society. Europeans in particular have referred to the tradition of "American Unreason" (Susan Jacobi) to launch what has been termed "anti-Americanism," a criticism that has more often than not been badly informed about the actual complexity of American culture and of the role that the anti-intellectual tradition has played therein.

In this seminar we will look at American anti-intellectualism and discuss its social and political functions in historical context. Particular attention will be paid to the scholarly debate since World War II (e.g. Richard Hofstadter, *Anti-Intellectualism in American Life*, 1962 and, more recently, Susan Jacobi, *The Age of American Unreason*, 2008). Often overlooked by European critics, there is a decisively American tradition of public debate that has been part and parcel of the country's democratic legacy and a key to understanding American culture.

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

Bemerkung

AmerA / AAS2

Contemporary British Writing and Film on Slavery and Abolition

Seminar, SWS: 2

Gohrisch, Jana

Di, wöchentl., 16:00 - 18:00, 05.04.2011 - 16.07.2011, 1502 - 613 II 613

Kommentar

The course introduces students to a topic that has received special attention in Britain not only in the wake of the bicentenary in 2007 of the abolition of the slave trade but much earlier in the writing by authors of Caribbean descent living in Britain. To lay the foundations, we shall watch Michael Apted's film *Amazing Grace* (2007) and discuss its construction of William Wilberforce and the abolition movement in order to establish their functions for contemporary British memory culture, which we will then problematise by reading three novels: Caryl Phillips's *Cambridge* (1991), David Dabydeen's *A Harlot's Progress* (1999) and Andrea Levy's *The Long Song* (2010). Phillips's *Cambridge* is set in the Caribbean after the abolition of the slave trade. It employs postmodern elements to dramatize the construction of reality and the tension between fact and fiction. Dabydeen's novel takes its title from Hogarth's first "modern moral subject" (painted in 1731, engraved in 1732) and features a former black slave who sells his life story to abolitionists. With Levy's *Long Song* (2010) we shall examine the polyphonic representation of black female agency and empowerment in Jamaica before and after emancipation (in 1833) to bring out facets that Apted, Phillips and Dabydeen lack.

Please, read at least one of the texts prior to class and buy your own copies of the novels.

Prerequisites for certificate: regular attendance, active participation in class, short oral presentation and term paper

For further information: jana.gohrisch@engsem.uni-hannover.de

Bemerkung

BritA, AAS2, AAS3, AAS5

Literatur

Primary texts:

David Dabydeen. *A Harlot's Progress* (1999)

Andrea Levy. *The Long Song* (2010)

Caryl Phillips. *Cambridge* (1991)

Secondary texts:

Jana Gohrisch, Irmgard Maassen und Bernd-Peter Lange, Hg. "Slavery and the British". *Hard Times* Nr. 85 (2009)

James Walvin. *A Short History of Slavery*. London: Penguin 2007

Dover im Harz. Aspekte deutsch-britischer Kulturbeziehungen

Seminar, SWS: 2

Mo04.04.2011 - 16.07.2011

Sa, Einzel, 10:00 - 18:00, 02.07.2011 - 02.07.2011, 1502 - 403 Besprechungsraum Deutsches Seminar

Mi, Einzel, 10:00 - 18:00, 06.07.2011 - 06.07.2011, 1502 - 116 Ton- und Videostudio

Fr, Einzel, 14:00 - 18:00, 08.07.2011 - 08.07.2011, 1502 - 403 Besprechungsraum Deutsches Seminar

Mo, Einzel, 14:00 - 18:00, 11.07.2011 - 11.07.2011, 1502 - 109 II 109

Kommentar Ziel der Veranstaltung ist die exemplarische Untersuchung von Beispielen britisch-deutschen Kulturtransfers von der Romantik (Coleridge, Henry Crabb Robinson) bis zur unmittelbaren Nachkriegszeit (Stephen Spender). An Hand von vergleichsweise selten berücksichtigten Quellen werden Phänomene wechselseitiger Kulturbeziehungen unter verschiedenen zeitgeschichtlichen, motivischen und ideologischen Bedingungen erarbeitet und kritisch betrachtet.

Das Seminar wird als Kompaktveranstaltung angeboten.

Bemerkung Dozent: Prof. Dr. Rüdiger Görner (Queen Mary, University of London)

Teilnehmerzahl: 30, Anmeldung über Stud.IP.

Literatur Brinson, Charmian (u.a. Hrsg.): Keine Klage über England? Deutsche und österreichische Exilerfahrungen in Großbritannien 1933-1945 München 1998.
Morley, Edith (Hrsg.): Crabb Robinson in Germany 1800-1805: Extracts from his Correspondence. Oxford: Clarendon Press, 1929.
Müller-Schwefe, Gerhard: Deutsche erfahren England. Englandbilder der Deutschen im 19. Jahrhundert. Tübingen 2007.
Spender, Stephen: Deutschland in Ruinen. Berlin 2001.
Stockhort, Stefanie: Was leistet ein ‚cultural turn‘ in der komparatistischen Imagologie.
Henry Crabb Robinson als Vermittler deutscher Dichter- und Gelehrtenkultur nach England. In: arcadia 40 (2005) Heft 2, S. 354-374.

Einführung in die Gender Studies

Seminar, SWS: 2

Funk, Wolfgang

Do, wöchentl., 10:00 - 12:00, 07.04.2011 - 16.07.2011, 1502 - 703 II 703

Kommentar Dieser Kurs leistet eine theoretische Einführung in das Gebiet der Gender Studies, die im Verlauf des Semesters auch mit praktischen, soll heißen, lebensweltlichen Beispielen gefüllt werden soll. Im Einzelnen bedeutet dies, dass wir zentrale theoretische Texte lesen werden, die sich vom Feminismus über Lesbian-/Gay-Studies bis hin zu Postfeminismus und Queer Theories erstrecken. Diese Inhalte sollen von den SeminarteilnehmerInnen mit selbst gewählten Beispielen aus der zeitgenössischen Lebenswelt veranschaulicht und fundiert werden, wobei mögliche Untersuchungsgegenstände von der Werbung über Kinder- und Jugendbücher bis hin zu politischen Debatten reichen.

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, AAS4

Literatur **Zu erwerben ist folgendes Einführungswerk:**

Schöblier, Franziska. Einführung in die Gender Studies. Berlin: Akademie-Verlag, 2008.

Alle anderen Texte werden zu Beginn des Kurses in einem Reader/einer Readerin;) zur Verfügung gestellt.

Fashion

Seminar, SWS: 2

Mayer, Ruth

Mo, wöchentl., 12:00 - 14:00, 04.04.2011 - 16.07.2011, 1502 - 609 II 609

Fr, Einzel, 16:00 - 18:00, 27.05.2011 - 27.05.2011, 1502 - 615 II 615, Filmvorführung

Fr, Einzel, 16:00 - 18:00, 03.06.2011 - 03.06.2011, 1502 - 615 II 615, Filmvorführung

Kommentar

In this course we will investigate the phenomenon and the discourses of fashion both in view of fashion practices and the representation of fashion. We will look at the development of the twentieth century fashion industry and at the history of fashion design, we will be concerned with sociological theories of consumption, fashion, and self-fashioning, and with literary and filmic enactments of fashion (Theodore Dreiser's *Sister Carrie* (1900), Abraham Cahan's *The Rise of David Levinsky* (1917), Bret Easton Ellis' *Glamorama* (1998), and the films *Funny Face* (1957) or *Pret a Porter* (1994).

Please register for this class on StudIP starting from March 1, 2011, 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 / AAS3, AAs4

Literatur

Please purchase *Glamorama* (Picador, ISBN 78-0330447997).

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

Literary and Cultural Theory: Theories of Authorship

Seminar, SWS: 2

Mayer, Ruth

Di, wöchentl., 10:00 - 12:00, 05.04.2011 - 16.07.2011, 1502 - 609 II 609

Kommentar

In this course we will survey some of the major theoretical statements concerning the category of the author in literary and cultural studies. We will read and discuss twentieth-century classics by William K. Wimsatt and Monroe C. Beardsley (on the "intentional fallacy"), Wayne C. Booth (on the "implied author"), Roland Barthes (on the "death of the author"), Michel Foucault (on the "author-function"), Sandra M. Gilbert and Susan Gubar (on feminist authorship), and others. In a second step, we will relate these attempts at theorizing authorship to specific case studies from American literature. In so doing, we will investigate how theoretical definitions of authorship are reflected in - or betrayed by - the self-representation of actual authors within the literary works (or on the 'paratextual' margins of these works). In his manner, our case studies will concentrate on different historical modes of enacting authorship and literary authority.

Please register for this class on StudIP starting from March 1, 2011, 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 / AAS1.2

Literatur

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

Modernist Classics

Seminar, SWS: 2

Emig, Rainer

Do, wöchentl., 16:00 - 18:00, 07.04.2011 - 16.07.2011, 1502 - 703 II 703

Kommentar

The seminar title already addresses a paradoxical development: even though most modernist texts attempt to break with tradition, many have achieved canonical status as classics themselves. The course will address the background and ideas behind literary modernism and analyse in detail works by William Butler Yeats, T.S. Eliot, James Joyce, and Virginia Woolf. It will deal with modernist aesthetics as well as modernism's challenges to concepts such as subjectivity, reality, and meaning. It will also address the ideologies behind modernist writings, especially their attitude towards gender, class, race, cultural and national identity, and popular culture and the media.

In order to enable the course to function, it will be offered to a maximum of 25 students.

Students must register for this course on StudIP.

Prerequisite for certificate: will be specified

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

Bemerkung
Literatur

BritA, AAS2, AAS3, AAS4

Compulsory Purchase:

James Joyce, *A Portrait of the Artist as a Young Man*, first published 1916; recommended editions are by Penguin (2000) and Oxford World's Classics (2008)

Virginia Woolf, *Jacob's Room*, first published in 1922; recommended editions are by Vintage (2005) and Oxford World's Classics (2008)

Recommended background reading:

Modernisms: A Literary Guide by Peter Nicholls (2nd edition 2009)

Modernism in Poetry: Motivations, Structures and Limits by Rainer Emig (1995)

Neo-Victorianism: Adaptations of Victorian Literature and Culture

Seminar, SWS: 2

Grünkemeier, Ellen

Mi, wöchentl., 10:00 - 12:00, 06.04.2011 - 16.07.2011, 1502 - 703 II 703

Di, Einzel, 18:00 - 21:00, 24.05.2011 - 24.05.2011, 1502 - 615 II 615 , Filmvorführung

Kommentar

The Victorian age continues to fascinate contemporary writers, readers and viewers. To explore the period's enduring appeal as well as the connections and discontinuities between the past and the present, we will engage in close readings of various neo-Victorian cultural artefacts, ranging from A.S. Byatt's award-winning novel *Possession* (1990) to films and popular comics. Looking at the texts as aesthetic constructs, we will analyse and discuss their postmodern practices and narrative devices as apparent, for example, in Alan Moore's and Kevin O'Neill's graphic novel *The League of Extraordinary Gentleman* (1999), which appropriates various Victorian literary characters and resurrects them as a powerful group of superheroes. To contextualise the texts, our discussions will also include the period's wider social, political and cultural concerns such as imperialism, industrialisation, class and gender issues.

Prerequisites for certificate: will be specified

For further information, please contact: ellen.gruenkemeier@engsem.~

Please note that Dr. Lucia Krämer offers a corresponding lecture on "Novels into Film and Beyond: An Introduction to Adaptation Studies" (Tuesday, 14-16) which will provide useful insights into the theory of adaptations. Students are more than welcome to attend both classes.

Bemerkung
Literatur

BritA, AAS2, AAS4

A reader with theoretical texts and context material will be provided.

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

Byatt, A.S., *Possession* (1990)

Moore, Alan and Kevin O'Neill, *The League of Extraordinary Gentleman* . Volume I (1999)

Integrated English Practice

SPTOP

Topics "Children's Literature"

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Gans (M. A.), Anne

Di, wöchentl., 12:00 - 14:00, 05.04.2011 - 16.07.2011, 1502 - 703 II 703

Kommentar

This course introduces students to a wide range of children's literature from various Anglophone countries and uses them to teach language practice concepts (vocabulary extension, spelling, grammar, reading skills, etc). Students will compose their own texts and develop a language-based task using a piece of children's literature (the Studienleistungen). The Prüfungsleistung is a reflection essay about this procedure (2000 words). This course aims to be useful both for students who wish to be teachers (providing experience in planning a literature-based language task) as well as for students looking at careers outside schools (by investigating their own language skills more closely through the medium of children's literature).

Please register for this class through the registration sheets on the department's website and submit your registration by Wed 30 March, 1 pm, in the registration boxes on the 7th floor.

It is expected that participants have successfully completed the Studienleistung(en) of SPAWR and SPCS.

Topics "Classroom English"

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Gans (M. A.), Anne

Do, wöchentl., 12:00 - 14:00, 07.04.2011 - 16.07.2011, 1502 - 615 II 615

Kommentar

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 Studienleistungen), thus practising communication skills, classroom management, motivation and flexibility in the target language. The Prüfungsleistung is a reflection essay about this procedure (2000 words).

Please register for this class through the registration sheets on the department's website and submit your registration by Wed 30 March, 1 pm, in the registration boxes on the 7th floor.

It is expected that participants have successfully completed the Studienleistung(en) of SPAWR and SPCS.

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) Please order it (e.g. on amazon) before the class begins.

Topics "Gender and Culture Intersections"

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Hamilton-Bick, Jeanne

Fr, wöchentl., 12:00 - 14:00, 08.04.2011 - 16.07.2011, 1502 - 615 II 615

Kommentar

How does gender interact within cultures, and how do our cultural traditions and norms influence our identities, particularly gender? We will look at aspects of Anglo-American, German and European cultures, among others, and how different elements of society do or may influence gender (law, cultural traditions, immigration/emigration). The Studienleistungen will be a translated text and a presentation. Along with vocabulary-building and advanced grammar practice, students are expected to actively participate in class discussions.

The Prüfungsleistung is a 2000-word essay based on a topic covered in the seminar.

Please register for this class through the registration sheets on the department's website and submit your registration by Wed 30 March, 1 pm, in the registration boxes on the 7th floor.

It is expected that participants have successfully completed the Studienleistung(en) of SPAWR and SPCS.

Topics "(North) American Art and Activism: Creating and Crippling Community"

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Hamilton-Bick, Jeanne

Do, wöchentl., 14:00 - 16:00, 07.04.2011 - 16.07.2011, 1502 - 613 II 613

Kommentar

This course will look at different areas of art and artistic movements in the U.S. and North America, with a focus on socio-political awareness. We will look at how the relationship between art, activism, and public awareness benefits communities on the continent, while also dividing them. The two Studienleistungen will be a translated text and a presentation.

Along with vocabulary-building and advanced grammar practice, students are expected to participate actively in class discussions.

The Prüfungsleistung is a 2000-word essay based on a topic covered in the seminar.

Please register for this class through the registration sheets on the department's website and submit your registration by Wed 30 March, 1 pm, in the registration boxes on the 7th floor.

It is expected that participants have successfully completed the Studienleistung(en) of SPAWR and SPCS.

Topics "The America in American Studies: Post Civil War"

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Jones, Jacob

Mo, wöchentl., 10:00 - 12:00, 04.04.2011 - 16.07.2011, 1502 - 615 II 615

Kommentar

Here's your chance to fill in the gaps in your knowledge of U.S. history and politics, to challenge (or verify) your assumptions about the U.S.A., and at the same time practice your English-language writing and presentation/speaking skills. Utilizing period primary sources, music, film, art and a backbone of secondary readings (no more than five pages per week on average), students will explore the major transitions and continuities in U.S. history and culture from the Civil War to the present, including (among other topics): Reconstruction, Immigration, Industrialization, Empire, Progressivism, the 'Roaring 20s' and its conservative backlash, the Great Depression and the New Deal, World War II, the Cold War, the black Civil Rights and feminist movements, the 60s, the rightward turn in U.S. politics, 9/11 and the road ahead.

The Studienleistungen are one 500-word writing assignment and a 10-15 minute presentation/debate with attendant abstract, outline and source list (1-2 pages of text).

The Prüfungsleistung is a *Hausarbeit* essay of 1,500 words.

Please register for this class through the registration sheets on the department's website and submit your registration by Wed 30 March, 1 pm, in the registration boxes on the 7th floor.

It is expected that participants have successfully completed the Studienleistung(en) of SPAWR and SPCS.

Contexts of English Use

SPEP

English for Professional Use

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Bennett, Peter

Do, wöchentl., 12:00 - 14:00, 07.04.2011 - 16.07.2011, 1502 - 703 II 703

Do, wöchentl., 14:00 - 16:00, 07.04.2011 - 16.07.2011, 1502 - 703 II 703

Fr, wöchentl., 12:00 - 14:00, 08.04.2011 - 16.07.2011, 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 (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 Wed 30 March, 1 pm, in the registration boxes on the 7th floor.

It is expected that participants have successfully completed the Studienleistung(en) of SPAWR and SPCS.

SPVE**Varieties of English "Children's Literature"**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Gans (M. A.), Anne

Di, wöchentl., 12:00 - 14:00, 05.04.2011 - 16.07.2011, 1502 - 703 II 703

Kommentar

This course introduces students to a wide range of children's literature from various Anglophone countries and uses them to teach language practice concepts (vocabulary extension, spelling, grammar, reading skills, etc). Students will compose their own texts and develop a language-based task using a piece of children's literature (the Studienleistungen). The Prüfungsleistung is a reflection essay about this procedure (2000 words). This course aims to be useful both for students who wish to be teachers (providing experience in planning a literature-based language task) as well as for students looking at careers outside schools (by investigating their own language skills more closely through the medium of children's literature).

Please register for this class through the registration sheets on the department's website and submit your registration by Wed 30 March, 1 pm, in the registration boxes on the 7th floor.

It is expected that participants have successfully completed the Studienleistung(en) of SPAWR and SPCS.

Varieties of English "Classroom English"

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Gans (M. A.), Anne

Do, wöchentl., 12:00 - 14:00, 07.04.2011 - 16.07.2011, 1502 - 615 II 615

Kommentar

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 Studienleistungen), thus practising communication skills, classroom management, motivation and flexibility in the target language. The Prüfungsleistung is a reflection essay about this procedure (2000 words).

Please register for this class through the registration sheets on the department's website and submit your registration by Wed 30 March, 1 pm, in the registration boxes on the 7th floor.

It is expected that participants have successfully completed the Studienleistung(en) of SPAWR and SPCS.

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) Please order it (e.g. on amazon) before the class begins.

Varieties of English "Gender and Culture Intersections"

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Hamilton-Bick, Jeanne

Fr, wöchentl., 12:00 - 14:00, 08.04.2011 - 16.07.2011, 1502 - 615 II 615

Kommentar

How does gender interact within cultures, and how do our cultural traditions and norms influence our identities, particularly gender? We will look at aspects of Anglo-American, German and European cultures, among others, and how different elements of society do or may influence gender (law, cultural traditions, immigration/emigration). The Studienleistungen will be a translated text and a presentation. Along with vocabulary-building and advanced grammar practice, students are expected to actively participate in class discussions.

The Prüfungsleistung is a 2000-word essay based on a topic covered in the seminar.

Please register for this class through the registration sheets on the department's website and submit your registration by Wed 30 March, 1 pm, in the registration boxes on the 7th floor.

It is expected that participants have successfully completed the Studienleistung(en) of SPAWR and SPCS.

Varieties of English "(North) American Art and Activism: Creating and Crippling Community"

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Hamilton-Bick, Jeanne

Do, wöchentl., 14:00 - 16:00, 07.04.2011 - 16.07.2011, 1502 - 613 II 613

Kommentar

This course will look at different areas of art and artistic movements in the U.S. and North America, with a focus on socio-political awareness. We will look at how the relationship between art, activism, and public awareness benefits communities on the continent, while also dividing them. The two Studienleistungen will be a translated text and a presentation.

Along with vocabulary-building and advanced grammar practice, students are expected to participate actively in class discussions.

The Prüfungsleistung is a 2000-word essay based on a topic covered in the seminar.

Please register for this class through the registration sheets on the department's website and submit your registration by Wed 30 March, 1 pm, in the registration boxes on the 7th floor.

It is expected that participants have successfully completed the Studienleistung(en) of SPAWR and SPCS.

Varieties of English "The America in American Studies: Post Civil War"

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Jones, Jacob

Mo, wöchentl., 10:00 - 12:00, 04.04.2011 - 16.07.2011, 1502 - 615 II 615

Kommentar

Here's your chance to fill in the gaps in your knowledge of U.S. history and politics, to challenge (or verify) your assumptions about the U.S.A., and at the same time practice your English-language writing and presentation/speaking skills. Utilizing period primary sources, music, film, art and a backbone of secondary readings (no more than five pages per week on average), students will explore the major transitions and continuities in U.S. history and culture from the Civil War to the present, including (among other topics): Reconstruction, Immigration, Industrialization, Empire, Progressivism, the 'Roaring 20s' and its conservative backlash, the Great Depression and the New Deal, World War II, the Cold War, the black Civil Rights and feminist movements, the 60s, the rightward turn in U.S. politics, 9/11 and the road ahead.

The Studienleistungen are one 500-word writing assignment and a 10-15 minute presentation/debate with attendant abstract, outline and source list (1-2 pages of text).

The Prüfungsleistung is a *Hausarbeit* essay of 1,500 words.

Please register for this class through the registration sheets on the department's website and submit your registration by Wed 30 March, 1 pm, in the registration boxes on the 7th floor.

It is expected that participants have successfully completed the Studienleistung(en) of SPAWR and SPCS.

Masterarbeit / Master Thesis

Examenskolloquium Didaktik

Kolloquium, SWS: 2

Kupetz, Rita

Di, wöchentl., 14:00 - 16:00, 05.04.2011 - 16.07.2011, 1502 - 613 II 613

Kommentar

Examenskandidaten/innen für die Prüfung im Sommer 2011 bereiten sich im April und Mai mittels Prüfungssimulation oder Beratung zum Thesenpapier unmittelbar auf die mündliche Prüfung vor. Ab Juni werden Kandidatinnen folgender Semester aufgenommen. Darüber hinaus werden Abschlussarbeiten und -prüfungen, die in der Didaktik des Englischen geschrieben werden, konzeptionell beraten.

Für weitere Informationen: rita.kupetz@engsem.uni-hannover.de

Pädagogisches Handeln in der Schule (EW 1)

Pädagogische Kontexte (EW 2)

Psychologie in Erziehung und Unterricht

Ergänzungsstudiengang Lehramt an Gymnasien - Fach Englisch

Foundations Linguistics

Corpus Linguistics

Seminar, SWS: 2

Gerckens (M. A.), Caroline

Mi, wöchentl., 10:00 - 12:00, 06.04.2011 - 16.07.2011, 1502 - 613 II 613

Mi, Einzel, 10:00 - 12:00, 04.05.2011 - 04.05.2011, 1210 - C203 Computerraum

Mi, Einzel, 10:00 - 12:00, 25.05.2011 - 25.05.2011, 1210 - C203 Computerraum

Kommentar

This course provides a theoretical and practical introduction to the field of corpus linguistics. We will look at the origins of corpus linguistics and move on to current trends. We will also deal with some major electronic corpora and look at the variety of language-related activities in which corpus linguistics play an important role or can make valuable contributions. Special attention will be paid to links between corpus linguistics and foreign language teaching (FLT).

Some sessions will take place in the computer-labs to familiarise students with software tools like 'Wordsmith Tools'.

Students are asked to register for this course via StudIP.

!!! Class-size will be limited to 25 participants !!!

Prerequisites: *Foundations Linguistics 1* (Major), *LingF1* (Minor)

For further information: caroline.gerckens@engsem.uni-hannover.de

Bemerkung

LingF4

Introduction to Linguistics I

Seminar, SWS: 2

Lohmann, Arne

Do, wöchentl., 10:00 - 12:00, 07.04.2011 - 16.07.2011, 1502 - 003 II 003

Kommentar

"Language is mankind's greatest invention - except of course, that it was never invented."

This is how Guy Deutscher begins his best-seller *The Unfolding of Language*. Even though you might not have thought about language this way yet, it is possibly the characteristic that sets us apart most from the rest of the animal kingdom. And even though it might not have been invented, it shows all features of a fascinating invention. Language consists of hundreds of thousands of forms with even more functions, there are many different levels on which it can be described, it has an intricate structure and it allows for a bewildering complexity of expressing thoughts into sounds and back. This course is intended to convey some of this fascination by introducing students to the study of language on a scientific level.

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, etc. will be addressed in the following term (LingF2).

Please note that there is an enrolment procedure to follow in order to register for this course.

Prerequisites for SL certificate will be specified in class and/or Stud.IP

For further information please feel free to contact the instructor:

arne.lohmann@engsem.uni-hannover.de

Bemerkung

LingF1

Introduction to Linguistics II

Seminar, SWS: 2

Shahrokny-Prehn, Arian

Mo, wöchentl., 08:00 - 10:00, 04.04.2011 - 16.07.2011, 1502 - 003 II 003

Kommentar

The language we speak is an integral part of who we are. It gives away where we come from and at the same time shows where we want to belong. With it, we can express and even create identity and community. It connects us to the outside world and to each other. While we can observe its form and structure, we can also analyse the function it has.

This course is a sequel to **Introduction to Linguistics I** and will cover areas such as semantics and pragmatics, sociolinguistics, varieties of English, historical linguistics, first and second language acquisition, etc. Since many of the topics in the second part of the introduction require linguistic pre-knowledge, it is absolutely vital that students have participated in LingF1 before taking on LingF2.

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 note that there is an enrolment procedure to follow in order to register for this course.

Prerequisites: LingF1

Bemerkung

LingF2

Introduction to Linguistics II

Seminar, SWS: 2

Gerckens (M. A.), Caroline

Di, wöchentl., 08:00 - 10:00, 05.04.2011 - 16.07.2011, 1502 - 003 II 003

Kommentar

The language we speak is an integral part of who we are. It gives away where we come from and at the same time shows where we want to belong. With it, we can express and even create identity and community. It connects us to the outside world and to each other. While we can observe its form and structure, we can also analyse the function it fulfils.

This course is a sequel to **Introduction to Linguistics I** and will cover areas such as semantics and pragmatics, sociolinguistics, varieties of English, historical linguistics, first and second language acquisition, etc. Since many of the topics in the second part of the introduction require linguistic pre-knowledge, it is absolutely vital that students have participated in LingF1 before taking on LingF2.

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 note that there is an enrolment procedure to follow in order to register for this course.

Prerequisites: LingF1

Bemerkung

LingF2

Investigating English Syntax

Seminar, SWS: 2

Shahrokny-Prehn, Arian

Do, wöchentl., 08:00 - 10:00, 07.04.2011 - 16.07.2011, 1502 - 703 II 703

Kommentar

For those still believing in the slot-and-filler model of language, syntax provides the rules that are used in order to put words into grammatically correct sentences. Up to a certain extent, we will also follow this approach since it still is the basis of language instruction. Accordingly, the course will start out with an overview of traditional syntactic analysis (e.g. word classes, sentence constituents) and will then go over to more recent approaches towards syntax and grammar. Here, we will concern ourselves with cognitive aspect of grammar, the lexico-grammatical interface, phraseology, and construction grammars. Actual language data drawn from corpora will play an important role in our studies and students will be encouraged to start their own research project over the course of the semester.

In order to ensure a productive learning atmosphere, the class size is limited to 30 people and students have to sign up for this course via studIP.

It is also absolutely mandatory for students to be present for the first session.

Prerequisites: *Foundations Linguistics 1* (Major), *LingF1* (Minor)

Prerequisites for certificates: *Studienleistungen* will be specified in class; *Prüfungsleistung* will be a final term paper.

Bemerkung

LingF4

Morphology

Seminar, SWS: 2

Lohmann, Arne

Do, wöchentl., 14:00 - 16:00, 07.04.2011 - 16.07.2011, 1502 - 306 II 306

Kommentar

Have you come across the words *laptop zombie* (English) or *Internetzapper* (German)? Both can be found at www.wordspy.com and www.wortwarte.de, respectively, webpages which keep track of new words, showing that language users creatively add to the lexicon of these two languages. The area of linguistics concerned with this process is termed word-formation, which is an important part of morphology. During this course we will deal with the most important word-formation processes, *compounding*, *derivation*, *clipping*, *blending* and *conversion* in order to get a better grasp of the strategies speakers employ to create new words.

Furthermore we will be concerned with more general issues of morphology relying on, but also expanding knowledge acquired in LingF1. Among these will be the distinction between derivation and inflection, but also the surprisingly difficult task to decide what a word is in the first place. Naturally we will address these topics using primarily English examples and thereby gain a better understanding of the structure of the English language.

Students are asked to register for this class via StudIP.

For further information please feel free to contact the instructor:
arne.lohmann@engsem.uni-hannover.de

Bemerkung LingF4

Survey of English - Phonetics and Phonology

Vorlesung, SWS: 2

Altendorf, Ulrike

Mi, wöchentl., 08:00 - 10:00, 06.04.2011 - 16.07.2011, 1502 - 003 II 003

Mi, Einzel, 08:00 - 10:00, 29.06.2011 - 29.06.2011, 1507 - 002 VII 002, Klausur

Kommentar

This course will take a closer look at the phonetics and phonology of English. We will look at both segmental and supra-segmental features of the major reference accents of English, RP and General American. If appropriate, the theoretical angle will be contrastive, focussing on differences between German and English. In other cases, the approach will be diachronic, with a special emphasis on on-going trends, variationist, with a special emphasis on the correlation of pronunciation and social groups, theoretical, with a special focus on the problems of allophony, and practical, with a special focus on handling IPA transcription.

Bemerkung LingF3 / FAL1, FAL2

Advanced English Skills

SPAWR

Academic Writing and Research

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Jones, Jacob

Do, wöchentl., 16:00 - 18:00, 07.04.2011 - 16.07.2011, 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 Wed 30 March, 1 pm, in the registration boxes on the 7th floor.

SPCS

Communication Skills

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Jones, Jacob

Di, wöchentl., 10:00 - 12:00, 05.04.2011 - 16.07.2011, 1502 - 709 II 709

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 Wed 30 March, 1 pm, in the registration boxes on the 7th floor.

Writing in English

SPEW

Expository Writing

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Jones, Jacob

Mo, wöchentl., 12:00 - 14:00, 04.04.2011 - 16.07.2011, 1502 - 703 II 703

Mo, wöchentl., 14:00 - 16:00, 04.04.2011 - 16.07.2011, 1502 - 703 II 703

Di, wöchentl., 12:00 - 14:00, 05.04.2011 - 16.07.2011, 1502 - 615 II 615

Di, wöchentl., 14:00 - 16:00, 05.04.2011 - 16.07.2011, 1502 - 609 II 609

Do, wöchentl., 12:00 - 14:00, 07.04.2011 - 16.07.2011, 1502 - 609 II 609

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 Wed 30 March, 1 pm, in the registration boxes on the 7th floor.

It is expected that participants have successfully completed the Studienleistung(en) of SPAWR and SPCS.

SPTAP**Text Analysis and Production**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Gans (M. A.), Anne

Mo, wöchentl., 10:00 - 12:00, 04.04.2011 - 16.07.2011, 1502 - 703 II 703

Mo, wöchentl., 12:00 - 14:00, 04.04.2011 - 16.07.2011, 1502 - 613 II 613

Di, wöchentl., 10:00 - 12:00, 05.04.2011 - 16.07.2011, 1502 - 615 II 615

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 text analysis

Please register for this class through the registration sheets on the department's website and submit your registration by Wed 30 March, 1 pm, in the registration boxes on the 7th floor.

It is expected that participants have successfully completed the Studienleistung(en) of SPAWR and SPCS.

Text Analysis and Production

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Jones, Jacob

Do, wöchentl., 14:00 - 16:00, 07.04.2011 - 16.07.2011, 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 text analysis

Please register for this class through the registration sheets on the department's website and submit your registration by Wed 30 March, 1 pm, in the registration boxes on the 7th floor.

It is expected that participants have successfully completed the Studienleistung(en) of SPAWR and SPCS.

Foundations Methodology of Teaching English as a Foreign Language

Introduction to the Methodology of Teaching English

Seminar, SWS: 2

Kupetz, Rita

Mo, wöchentl., 12:00 - 14:00, 04.04.2011 - 16.07.2011, 1502 - 615 II 615

Kommentar

This introductory methodology course is obligatory for all prospective teachers and for all BA students who plan to complete the M. Ed. We recommend that BA students take this class in their 3rd semester. 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.

Prerequisites for certificate: reading assignments, tests in the learning modules and a written exam (Prüfungsleistung)

Please register for this course via Stud.IP.

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

Bemerkung

DidF1

Literatur

A reader will be provided via the copy shop Stork.

Recommended literature:

Ur, Penny. (1991). *A Course in Language Teaching. Practice and Theory*. Cambridge: CUP.

Müller-Hartmann, Andreas and Marita Schocker von Ditfurth. (2005). *Introduction to English Language Teaching*. Stuttgart: Klett.

Introduction to the Methodology of Teaching English

Seminar, SWS: 2

Becker, Carmen

Di, wöchentl., 10:00 - 12:00, 05.04.2011 - 16.07.2011, 1502 - 703 II 703

Kommentar

This introductory methodology course is mandatory 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.

This course aims at exploring and synthesizing insights from second language acquisition research studies. It aims at involving the participants in their professional development by encouraging the reflection of their own second language learning processes and discussing issues, problems, and possibilities in foreign language teaching methodology. Furthermore it aims at developing a basic framework for a professional intercultural communicative language teaching practice at secondary level, which can function as a methodological springboard for future teaching.

Some of the issues that will be raised are:

SLA and implications for the classroom
 Learner differences and implications for teaching procedures
 Teacher's and learner's roles and responsibilities
 The intercultural communicative classroom
 The process and the role of tasks in language teaching
 Teaching the language system and developing language skills
 Policies and curricular guidelines
 The role of self-assessment (portfolio assessment)

Certificate requirements: regular attendance, active participation, weekly journal (portfolio), written exam.

Please register for this course via Stud.IP.

Bemerkung

DidF1

Literatur

Recommended literature:

Müller-Hartmann, Andreas & Schocker-von Ditfurth, Marita. (2005). *Introduction to English Language Teaching*. Stuttgart: Klett.

Language Testing and Assessment

Seminar, SWS: 2

Fellmann, Gabriela

Mi, wöchentl., 16:00 - 18:00, 06.04.2011 - 16.07.2011, 1502 - 615 II 615

Kommentar

Tests and assessment are an integral part of foreign language learning and teaching. The seminar therefore provides an opportunity to explore a variety of key theoretical and practical issues involved in language testing and assessment. We will focus on test development, design and data analysis as well as their relation to test results and their effects on the learning process. The seminar will also offer a review of influential articles by authors such as e.g. Canale, Swain, Moss, Alderson and discusses their contribution to the field. Students should be enabled to identify and select test formats appropriate for different ages, competence levels, skills and purposes. We will also develop a language test for a class at my school focussing on competence-oriented testing according to the "Kerncurriculum", and evaluate the pupils' tests. Alternatives to testing will be thoroughly discussed.

Please register via Stud.IP for this seminar and check there for additional information before the first meeting.

Prerequisites for SL certificate will be specified in class.

For further information: FellmannG@aol.com

Bemerkung

DidF2

Literatur

A reader will be available at the copy shop Stork (Körnerstraße) at the beginning of the semester.

Recommended literature:

Bachman, Lyle F. (1995). *Fundamental Considerations in Language Testing*. Oxford: OUP.

Bachman, Lyle F. & Adrian S. Palmer. (1996). *Language Testing in Practice*. Oxford: OUP.

Cohen, Andrew. (1994). *Assessing Language Ability in the Classroom*. Boston: Heinle & Heinle.

Douglas, Dan. (2010). *Understanding Language Testing*. London: Hodder.

Fulcher, Glenn & Fred Davidson. (2007). *Language Testing and Assessment. An Advanced Resource Book*. Abingdon: Routledge.

Fulcher, Glen. (2010). *Practical Language Testing*. London: Hodder.

Grotjahn, Rüdiger. (2006). Prüfen - Testen - Bewerten. In: Udo O.H. Jung (Hrsg.), *Praktische Handreichung für Fremdsprachenlehrer*. 4., vollst. neu bearb. Auflage. Frankfurt/ Main: Lang. 221-230.

Hughes, Arthur. (2003). *Testing for Language Teachers*. 2nd edition. Cambridge: CUP.

Shohami, Elana. (2008). (ed.). *Encyclopedia of Language and Education*. Vol. 7: *Language Testing and Assessment*. New York: Springer.

Winter, Felix. (2004). *Leistungsbewertung: Eine neue Lernkultur braucht einen anderen Umgang mit Schülerleistungen*. 2. unveränd. Auflage. Baltmannsweiler: Schneider Verlag Hohengehren.

Portfolio

Seminar, SWS: 2

Kupetz, Rita

Mo, wöchentl., 14:00 - 16:00, 04.04.2011 - 16.07.2011, 1502 - 615 II 615

Kommentar

This seminar will deal with the use of a portfolio for language learning and teaching purposes and you will be encouraged to begin your own European Teacher's Portfolio. The three parts of the European Language Portfolio (Passport, Biography and Dossier) are evaluated and their implementation at school will be discussed. Furthermore, we will deal with portfolio (self-)assessment as a means of empowering learners to take responsibility for their own language development.

We will use Stud.IP and we prepared learning modules for you.

Prerequisites: DidF1

Prerequisites for certificate: reading assignments and tests in the learning modules.

Please register via Stud.IP.

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

Bemerkung

DidF2

Literatur

A reader will be provided via the copy shop Stork.

Visual Literacy in the EFL classroom

Seminar

Blell, Gabriele

Di, wöchentl., 14:00 - 16:00, 05.04.2011 - 16.07.2011, 1502 - 615 II 615

Kommentar

If teachers consider essential principles and adequate methods, pictures, pictograms, pictorial art, photos and film offer the advantage to enhance language activities in a foreign language as well. In dealing with various kinds of images the learners get the chance to train and improve their communicative, cultural and visual competences. The seminar will deal with the question how images and pictures can be used for (foreign) language learning and teaching purposes. A couple of seminars will be held in the Sprengel Museum Hannover.

Prerequisites: DidF1

Prerequisites for SL certificate will be specified in class.

Please register for this course via Stud.IP.

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

Bemerkung

DidF2

Literatur

Recommended literature:

_ Blell, Gabriele & Hellwig, Karlheinz. (1996). *Bildende Kunst und Musik im Fremdsprachenunterricht*. Frankfurt a.M.: Peter Lang.

Surkamp, Carola & Hecke, Carola. (2010). *Bilder im Fremdsprachenunterricht: Neue Ansätze, Kompetenzen und Methoden*. Tübingen: Narr.

Rymarczyk, Jutta. (2003). *MAFF: Kunst auf Englisch?* München: Langenscheidt-Longman.

Planung und Analyse von Englischunterricht

Planung und Analyse von Englischunterricht

Seminar, SWS: 2

Blell, Gabriele

Do, wöchentl., 14:00 - 16:00, 07.04.2011 - 16.07.2011, 1502 - 615 II 615

Kommentar

Dieses Seminar ist obligatorisch für alle Lehramtsstudierenden. Für die noch traditionellen Studiengänge (Staatsexamen) ist es praktikumsvorbereitend, wenn Sie das Fachpraktikum im Fach Englisch absolvieren, es ist praktikumersetzend, wenn Sie das Praktikum in einem anderen Fach absolvieren.

Im M. Ed. ist die Veranstaltung Teil des Moduls *Fachpraktikum Englisch*. Es werden Aufzeichnungen und Unterricht analysiert und Unterrichtssequenzen geplant. Die Veranstaltung ist stufen- und schulartenübergreifend angelegt. Die KursteilnehmerInnen erarbeiten Planungsentwürfe für ihre jeweilige Schulart.

Voraussetzungen: DidF1/F2, ASP

Voraussetzungen für Scheinerwerb: ‚Studienleistung‘: Schriftliche Ausarbeitung einer Analyse und eines Unterrichtsentwurfs oder Planung & Durchführung eigenen Unterrichts

Anmeldung über Stud.IP

Weitere Informationen: gabriele.blell@engsem.uni-hannover.de

Bemerkung

DidPA, FAL7

Literatur

Bausch, Karl-Richard, Christ, Herbert & Krumm, Hans-Jürgen. (Hrsg.) (1995). *Handbuch Fremdsprachenunterricht*. Tübingen: Francke (2. Auflage).

Hallet, Wolfgang & Nünning, Ansgar. (2007). *Neue Ansätze und Konzepte der Literatur- und Kulturdidaktik*. Trier: wvt.

Küster, Lutz. (2003). *Plurale Bildung im Fremdsprachenunterricht*. Frankfurt a.M.: Peter Lang.

Meyer, Hilbert. (1987). *Unterrichtsmethoden*. 2 Bände. Frankfurt a.M.: Cornelsen/ Scriptor.

Mindt, Dieter. (1995). *Unterrichtsplanung Englisch für die Sekundarstufe I*. (Neubearbeitung). Stuttgart: Klett.

Müller-Hartmann, Andreas & Schocker-von Dittfurth, Marita. (Hrsg.) (2005). *Aufgabenorientierung im Fremdsprachenunterricht. Festschrift für Michael K. Legutke*. Tübingen: gnv.

Zydatißen, Wolfgang. (2005). *Bildungsstandards und Kompetenzniveaus im Englischunterricht. Konzepte, Empirie, Kritik und Konsequenzen*. Frankfurt a.M.: Peter Lang.

Planung und Analyse von Englischunterricht

Seminar, SWS: 2

Vinals-Stein, Nicole

Di, wöchentl., 16:00 - 18:00, 05.04.2011 - 16.07.2011, 1502 - 609 II 609

Kommentar

Dieses Seminar ist obligatorisch für alle Lehramtsstudierenden und dient der Vorbereitung auf das Fachpraktikum. Es werden Aufzeichnungen von Unterricht analysiert und Unterrichtssequenzen geplant.

Die Veranstaltung ist stufen- und schulartübergreifend angelegt. Die KursteilnehmerInnen erarbeiten Planungsentwürfe für ihre jeweilige Schulart.

Voraussetzungen: ASP; Did F1 und DidF2

Anmeldung über Stud.IP.

Bemerkung

DidPA, FAL7

Literatur

Bach, Gerhard & Johannes-Peter Timm (Hrsg.): *Englischunterricht. Grundlagen und Methoden einer handlungsorientierten Unterrichtspraxis*. Tübingen: Francke 1989.

Heuer, Helmut & Friederike Klippel: *Englischmethodik. Problemfelder, Unterrichtswirklichkeit und Handlungsempfehlungen*. Berlin: Cornelsen 1993.

Meyer, Hilbert: *Unterrichtsmethoden*, 2 Bände, Berlin: Cornelsen Scriptor 2001.

Mindt, Dieter: *Unterrichtsplanung Englisch für die Sekundarstufe I* (Neubearbeitung). Stuttgart: Klett 1995.

Schaefer, Klaus: *So schaffen Sie den Englischunterricht*. Münster: Aschendorff 1992.

Timm, Johannes-Peter. (Hrsg.): *Englisch lernen und lehren. Didaktik des Englischunterrichts*. Berlin: Cornelsen 1998.

Ziegésar, Detlev von & Margaret von: *Einführung von Grammatik im Englischunterricht: Materialien und Modelle*. München: Oldenbourg 2001.

Advanced Methodology**Multiliteracies - A new pedagogical approach to literacy teaching and learning**

Seminar, SWS: 2

Kupetz, Rita

Mi, wöchentl., 10:00 - 12:00, 06.04.2011 - 16.07.2011, 1502 - 615 II 615

Kommentar

Multimodal means of communication challenge our perception of literacy, which is definitely not limited to reading and writing printed texts. Furthermore, we need a pedagogy which can cover a new balance of agency between teachers and learners, where teachers design learning environments and learners design their own knowledge. You will be encouraged to survey pupils' literacy practices and explore the potential for (foreign) language learning.

Prerequisites: DidF1/2

M.Ed Studienleistungen: oral contribution and survey on learners' literacy practices

Please register via Stud.IP.

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

Bemerkung

DidA, FAL6

Literatur

A reader will be provided via the copy shop Stork.

Recommended literature:

Annah Healy. (Hrsg.) (2008). *Multiliteracies and Diversity in Education. New Pedagogies for Expanding Landscapes*. Oxford: OUP.

Teaching Film: Crash and Babel

Seminar, SWS: 2

Blell, Gabriele

Do, wöchentl., 10:00 - 12:00, 07.04.2011 - 16.07.2011, 1502 - 615 II 615

Kommentar

Students enjoy watching movies and TV for a variety of reasons. For one, they get exposure to authentic language in a non-threatening setting. Secondly, movies and video provide common ground to students of any cultural background. From the teaching perspective, film as a text-genre has been fully accepted for the EFL classroom in Lower Saxony since 2003. The course is designed to help you to teach two episodic films: *Crash* (2004) and *Babel* (2006). Some of the objectives of the course will be: critically analyze and understand the purpose for the use of basic film/video techniques and methods for teaching them to students, as well as intertextual connections between media (e.g. film & novel). understand and apply different critical approaches to studying film (e.g. semiotic, postcolonial, cultural studies) and teach them in a task-based learning context develop 'reading/viewing' skills through a range of classroom activities that demonstrate how audience interaction works to create meaning in film.

A film-screening for the films discussed in the classroom will be organized.

Please register via Stud.IP.

Prerequisites: DidF1/F2

Prerequisites for SL certificate will be specified in class.

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

Bemerkung

DidA

Literatur

Recommended Literature:

Blell, Gabriele & Lütge, Christiane. (2004). Sehen, Hören, Verstehen und Handeln: Filme im Fremdsprachenunterricht. *PRAXIS Fremdsprachenunterricht* 6. 402-405. 430.

Blell, Gabriele & Lütge, Christiane. (2008). Filmbildung im Fremdsprachenunterricht. Neue Lernziele, Begründungen und Methoden. In: Claus Gnutzmann, Frank G. Königs & Ekkehard Zöfgen (Hrsg.), *Fremdsprachenlehren und -lernen* 37, 124-140.

Leizke-Ungerer, Eva. (2009). *Film im Fremdsprachenunterricht. Literarische Stoffe, interkulturelle Ziele, mediale Wirkung*. Stuttgart: Ibidem.

Mikos, Lothar. (2003). *Film- und Fernsehanalyse*. Konstanz: UVK Verlagsgesellschaft mbH.

The New London Group. (2000). "A Pedagogy of Multiliteracies." In: Cope, Bill & Kalantzis, Mary (eds.). *Multiliteracies*. London & NY: Routledge. 9-37.

Themenheft Teaching Film: *PRAXIS Fremdsprachenunterricht* 6/2004

Theorien und Konzepte des bilingualen Unterrichts aus zwei fachdidaktischen Perspektiven (am Beispiel von Geschichtsunterricht zu Themen des "langen 19. Jahrhunderts")

Seminar, SWS: 2

Barricelli, Michele (Prüfer/-in) / Blell, Gabriele

Di, wöchentl., 16:00 - 18:00, 05.04.2011 - 16.07.2011, 1502 - 003 II 003

Kommentar

Geschichte gehört in Deutschland zu den häufigsten Sachfächern im Bilingualen Unterricht. Das Attribut „bilingual“ impliziert einerseits, dass die Schulsprache Deutsch in diesem Unterricht durchaus ihren Platz hat, also zumindest streckenweise in zwei Sprachen gelernt wird. Es fixiert andererseits das Ziel einer funktionalen Zwei- bzw. partiellen Mehrsprachigkeit. Es wird damit in diesem Unterricht keine originäre Beherrschung der Fremdsprache im Sinne muttersprachlicher Kompetenz angestrebt, sondern vielmehr eine segmental-funktionale Fremdsprachenkompetenz. Zusätzlich soll sich für das Sachfach ein „Mehrwert“ ergeben, der im Falle der Geschichte etwa in einem systematischen Perspektivenwechsel, der tieferen Einsicht in die narrative Verfasstheit des historischen Erkennens oder dem verstärkten interkulturellen Lernen (Fremdverstehen) bestehen kann. Am Beispiel von historischen Gegenständen des „langen“ 19. Jahrhunderts sollen im Seminar die wesentlichen Konstellationen für den bilingualen Sachfachunterricht Geschichte-Englisch in deutschen Schulklassen bearbeitet werden:

- a) zu einem amerikanisch/britischen Thema (also „fremde“ Geschichte mit englischsprachigen Originalquellen),
- b) zu einem deutschen Thema (also eigene Geschichte mit z. T. muttersprachlichen, englisch übersetzten Quellen),
- c) zum Thema der Französischen Revolution (also doppelte Alterität: fremde Geschichte, fremdsprachliche Quellen, die in eine andere Fremdsprache übersetzt wurden) sowie
- d) 1. Weltkrieg als Exempel einer multiperspektivischen, multilingualen Betrachtung.

Bei der fachlichen, fachdidaktischen und (fremd-)sprachlichen Analyse ausgewählter Darstellungen, Quellentexte, Bildmedien und Schulmaterialien sollen im Seminar immer auch Fragen der unterrichtsdidaktischen Umsetzung eine Rolle spielen (Textauswahl, Übungs- und Aufgabengestaltung, Methodenauswahl, Methoden sprachlicher Stützung, Glossar, etc.) .

Bemerkung

Seminarsprache: Deutsch und Englisch!

Literatur

DidA

Barricelli, Michele & Ulrich Schmieder. (2007). Über Nutzen und Nachteil des bilingualen Sachfachunterrichts. Fremdsprachen- und Geschichtsdidaktik im Dialog. In: Daniela Caspari u.a. (Hrsg.): *Bilingualer Unterricht macht Schule. Beiträge aus der Praxisforschung* . Frankfurt a.M.: Lang. 205-220.

Blell, Gabriele & Füllberg-Stolberg, Katja. (2005). " *The Amistad Revolt*": Ein fächerübergreifendes Seminar zum bilingualen Geschichtsunterricht" . In: Blell, Gabriele & Kupetz, Rita (Hrsg.). *Bilingualer Sachfachunterricht und Lehrerbildung für den bilingualen Unterricht: Forschung und Praxisberichte*. Frankfurt a.M.: Lang. 111-130.

Christ, Herbert. (2000). „Zweimal hinschauen - Geschichte bilingual lernen.“ In: Lothar Bredella & Franz-Joseph Meißner et al. (Hrsg.), *Wie ist Fremdverstehen lehr- und lernbar?* Tübingen: Narr. 43-83.

Hasberg, Wolfgang (2004). Bilingualer Geschichtsunterricht und historisches Lernen. Möglichkeiten und Grenzen. *Internationale Schulbuchforschung* . Heft 2/2004, 26. 119-139.

Theis, Rolf et al. (2009). *Geschichte und Geschehen. Bilingual 19th century* . Stuttgart/Leipzig: Klett.

Weeke, Annegret et al. (2006). *Invitation to History* . Berlin: Cornelsen.

Advanced Linguistics

Cognition in Language Acquisition

Seminar, SWS: 2

Altendorf, Ulrike

Mi, wöchentl., 10:00 - 12:00, 06.04.2011 - 16.07.2011, 1502 - 306 II 306

Kommentar

This course will explore the controversial role of cognition in language acquisition and learning. It will look at theoretical considerations and empirical research on the topic. There will be a particular focus on language immersion programmes, such as English and French immersion programmes in Canada.

Prerequisites: Foundations Linguistics 1 and 2 (Major), Foundations Linguistics (Minor)

Course size limited to 35 people

Please register for this class via Stud.IP between 1 and 15 March!

Bemerkung

LingA1, LingA2 / FAL2, FAL7

Cognitive Sociolinguistics

Seminar, SWS: 2

Altendorf, Ulrike

Di, wöchentl., 14:00 - 16:00, 05.04.2011 - 16.07.2011, 1502 - 306 II 306

Kommentar

This course will explore a very recent approach to sociolinguistics and language variation that aims at the "marriage" of cognitive linguistics and variational linguistics. It will look at classic texts from both branches and at recent texts suggesting different ways of combining them.

Prerequisites: Foundations Linguistics 1 and 2 (Major), Foundations Linguistics (Minor)

Course size limited to 35 people

Please register for this class via Stud.IP between 1 and 15 March!

Bemerkung

LingA1, LingA2 / FAL4

Contrastive Linguistics

Seminar, SWS: 2

Nereo, Filippo

Fr, Einzel, 10:00 - 16:00, 01.04.2011 - 01.04.2011, 1502 - 703 II 703 , BLOCKSEMINAR (Mo, 28. März - Fr, 01. April: jeweils 10:00 - 16:00 Uhr)

Kommentar **!!! ACHTUNG: Dieses Seminar findet als BLOCKSEMINAR statt (Mo, 28.03. - Fr, 01.04.: jeweils von 10:00 - 16:00 Uhr) !!!**

This seminar will present a comprehensive and fine-grained analysis of the major contrasts between English and German with the aim of showing how far two closely related languages have moved apart and of providing new foundations for the study and the teaching of English from the perspective of German and the study of German from the perspective of English. This advanced seminar will be based on a thorough exploration of the relevant literature on the two languages and on language typology in general.

Prerequisite for certificate: regular attendance; active participation in class; reading assignment; *Studienleistung*: a 20-minute oral presentation in English (Anmoderation des jeweiligen Themas für die Sitzung), book review or annotated bibliography; *Prüfungsleistung*: a 5000-word essay in English.

**For further information and to register for this course:
filippo.nereo@manchester.ac.uk**

Languages in class: English and German

It is expected that participants have successfully completed the *Studienleistung(en)* of LingF4.

Bemerkung

LingA1, LingA2 / FAL5.1, FAL5.2

Literatur

Required text:

König, Ekkehard and Volker Gast. 2009. *Understanding English-German Contrasts*. 2nd ed. Berlin: Erich Schmidt Verlag.

A comprehensive reading list and a list of topics for presentation will be circulated to all students registered for the course nearer the time.

Variation in Linguistic Systems

Seminar, SWS: 2

Altendorf, Ulrike

Di, wöchentl., 16:00 - 18:00, 05.04.2011 - 16.07.2011, 1502 - 703 II 703

Kommentar

This course will explore language variation focussing on language-internal rather than language-external constraints. It will discuss patterns of variation in different varieties of English at the phonetic-phonological, grammatical and lexical level, also including the effects of language contact and language change.

Prerequisites: *Foundations Linguistics 1* and *2* (Major), *Foundations Linguistics* (Minor)

Course size limited to 35 people

Please register for this class via Stud.IP between 1 and 15. March!

Bemerkung

LingA1/ LingA2 , FAL 4

Foundations British Studies 1**Advanced Literature and Culture**

Anti-Intellectualism in America

Seminar, SWS: 2

Twelbeck, Kirsten

Do, wöchentl., 10:00 - 12:00, 07.04.2011 - 16.07.2011, 1502 - 609 II 609

Kommentar

Major events in American history-from the Salem witchcraft trials to the celebration of the "common man" during the Jacksonian era, from the evangelical revivals in the nineteenth century to twentieth-century McCarthyism, from Hollywood to "Creationism" to the assumption that Barack Obama plays a part in a Muslim conspiracy-have contributed to the idea that the United States are a fundamentally anti-intellectual society. Europeans in particular have referred to the tradition of "American Unreason" (Susan Jacobi) to launch what has been termed "anti-Americanism," a criticism that has more often than not been badly informed about the actual complexity of American culture and of the role that the anti-intellectual tradition has played therein.

In this seminar we will look at American anti-intellectualism and discuss its social and political functions in historical context. Particular attention will be paid to the scholarly debate since World War II (e.g. Richard Hofstadter, *Anti-Intellectualism in American Life*, 1962 and, more recently, Susan Jacobi, *The Age of American Unreason*, 2008). Often overlooked by European critics, there is a decisively American tradition of public debate that has been part and parcel of the country's democratic legacy and a key to understanding American culture.

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

Bemerkung

AmerA / AAS2

Contemporary British Writing and Film on Slavery and Abolition

Seminar, SWS: 2

Gohrisch, Jana

Di, wöchentl., 16:00 - 18:00, 05.04.2011 - 16.07.2011, 1502 - 613 II 613

Kommentar

The course introduces students to a topic that has received special attention in Britain not only in the wake of the bicentenary in 2007 of the abolition of the slave trade but much earlier in the writing by authors of Caribbean descent living in Britain. To lay the foundations, we shall watch Michael Apted's film *Amazing Grace* (2007) and discuss its construction of William Wilberforce and the abolition movement in order to establish their functions for contemporary British memory culture, which we will then problematise by reading three novels: Caryl Phillips's *Cambridge* (1991), David Dabydeen's *A Harlot's Progress* (1999) and Andrea Levy's *The Long Song* (2010). Phillips's *Cambridge* is set in the Caribbean after the abolition of the slave trade. It employs postmodern elements to dramatize the construction of reality and the tension between fact and fiction. Dabydeen's novel takes its title from Hogarth's first "modern moral subject" (painted in 1731, engraved in 1732) and features a former black slave who sells his life story to abolitionists. With Levy's *Long Song* (2010) we shall examine the polyphonic representation of black female agency and empowerment in Jamaica before and after emancipation (in 1833) to bring out facets that Apted, Phillips and Dabydeen lack.

Please, read at least one of the texts prior to class and buy your own copies of the novels.

Prerequisites for certificate: regular attendance, active participation in class, short oral presentation and term paper

For further information: jana.gohrisch@engsem.uni-hannover.de

Bemerkung

BritA, AAS2, AAS3, AAS5

Literatur

Primary texts:

David Dabydeen. *A Harlot's Progress* (1999)

Andrea Levy. *The Long Song* (2010)

Caryl Phillips. *Cambridge* (1991)

Secondary texts:

Jana Gohrisch, Irmgard Maassen und Bernd-Peter Lange, Hg. "Slavery and the British". *Hard Times* Nr. 85 (2009)

James Walvin. *A Short History of Slavery*. London: Penguin 2007

Einführung in die Gender Studies

Seminar, SWS: 2

Funk, Wolfgang

Do, wöchentl., 10:00 - 12:00, 07.04.2011 - 16.07.2011, 1502 - 703 II 703

Kommentar

Dieser Kurs leistet eine theoretische Einführung in das Gebiet der Gender Studies, die im Verlauf des Semesters auch mit praktischen, soll heißen, lebensweltlichen Beispielen gefüllt werden soll. Im Einzelnen bedeutet dies, dass wir zentrale theoretische Texte lesen werden, die sich vom Feminismus über Lesbian-/Gay-Studies bis hin zu Postfeminismus und Queer Theories erstrecken. Diese Inhalte sollen von den SeminarteilnehmerInnen mit selbst gewählten Beispielen aus der zeitgenössischen Lebenswelt veranschaulicht und fundiert werden, wobei mögliche Untersuchungsgegenstände von der Werbung über Kinder- und Jugendbücher bis hin zu politischen Debatten reichen.

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, AAS4

Literatur

Zu erwerben ist folgendes Einführungswerk:

Schößler, Franziska. Einführung in die Gender Studies. Berlin: Akademie-Verlag, 2008.

Alle anderen Texte werden zu Beginn des Kurses in einem Reader/einer Readerin;) zur Verfügung gestellt.

Fashion

Seminar, SWS: 2

Mayer, Ruth

Mo, wöchentl., 12:00 - 14:00, 04.04.2011 - 16.07.2011, 1502 - 609 II 609

Fr, Einzel, 16:00 - 18:00, 27.05.2011 - 27.05.2011, 1502 - 615 II 615 , Filmvorführung

Fr, Einzel, 16:00 - 18:00, 03.06.2011 - 03.06.2011, 1502 - 615 II 615 , Filmvorführung

Kommentar

In this course we will investigate the phenomenon and the discourses of fashion both in view of fashion practices and the representation of fashion. We will look at the development of the twentieth century fashion industry and at the history of fashion design, we will be concerned with sociological theories of consumption, fashion, and self-fashioning, and with literary and filmic enactments of fashion (Theodore Dreiser's *Sister Carrie* (1900), Abraham Cahan's *The Rise of David Levinsky* (1917), Bret Easton Ellis' *Glamorama* (1998), and the films *Funny Face* (1957) or *Pret a Porter* (1994).

Please register for this class on StudIP starting from March 1, 2011, 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 / AAS3, AAs4

Literatur

Please purchase *Glamorama* (Picador, ISBN 78-0330447997).

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

Literary and Cultural Theory: Theories of Authorship

Seminar, SWS: 2

Mayer, Ruth

Di, wöchentl., 10:00 - 12:00, 05.04.2011 - 16.07.2011, 1502 - 609 II 609

Kommentar

In this course we will survey some of the major theoretical statements concerning the category of the author in literary and cultural studies. We will read and discuss twentieth-century classics by William K. Wimsatt and Monroe C. Beardsley (on the "intentional fallacy"), Wayne C. Booth (on the "implied author"), Roland Barthes (on the "death of the author"), Michel Foucault (on the "author-function"), Sandra M. Gilbert and Susan Gubar (on feminist authorship), and others. In a second step, we will relate these attempts at theorizing authorship to specific case studies from American literature. In so doing, we will investigate how theoretical definitions of authorship are reflected in - or betrayed by - the self-representation of actual authors within the literary works (or on the 'paratextual' margins of these works). In his manner, our case studies will concentrate on different historical modes of enacting authorship and literary authority.

Please register for this class on StudIP starting from March 1, 2011, 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 / AAS1.2

Literatur

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

Modernist Classics

Seminar, SWS: 2

Emig, Rainer

Do, wöchentl., 16:00 - 18:00, 07.04.2011 - 16.07.2011, 1502 - 703 II 703

Kommentar

The seminar title already addresses a paradoxical development: even though most modernist texts attempt to break with tradition, many have achieved canonical status as classics themselves. The course will address the background and ideas behind literary modernism and analyse in detail works by William Butler Yeats, T.S. Eliot, James Joyce, and Virginia Woolf. It will deal with modernist aesthetics as well as modernism's challenges to concepts such as subjectivity, reality, and meaning. It will also address the ideologies behind modernist writings, especially their attitude towards gender, class, race, cultural and national identity, and popular culture and the media.

In order to enable the course to function, it will be offered to a maximum of 25 students.

Students must register for this course on StudIP.

Prerequisite for certificate: will be specified

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

Bemerkung

BritA, AAS2, AAS3, AAS4

Literatur

Compulsory Purchase:

James Joyce, *A Portrait of the Artist as a Young Man*, first published 1916; recommended editions are by Penguin (2000) and Oxford World's Classics (2008)

Virginia Woolf, *Jacob's Room*, first published in 1922; recommended editions are by Vintage (2005) and Oxford World's Classics (2008)

Recommended background reading:

Modernisms: A Literary Guide by Peter Nicholls (2nd edition 2009)

Modernism in Poetry: Motivations, Structures and Limits by Rainer Emig (1995)

Neo-Victorianism: Adaptations of Victorian Literature and Culture

Seminar, SWS: 2

Grünkemeier, Ellen

Mi, wöchentl., 10:00 - 12:00, 06.04.2011 - 16.07.2011, 1502 - 703 II 703

Di, Einzel, 18:00 - 21:00, 24.05.2011 - 24.05.2011, 1502 - 615 II 615 , Filmvorführung

Kommentar

The Victorian age continues to fascinate contemporary writers, readers and viewers.

To explore the period's enduring appeal as well as the connections and discontinuities between the past and the present, we will engage in close readings of various neo-Victorian cultural artefacts, ranging from A.S. Byatt's award-winning novel *Possession* (1990) to films and popular comics. Looking at the texts as aesthetic constructs, we will analyse and discuss their postmodern practices and narrative devices as apparent, for example, in Alan Moore's and Kevin O'Neill's graphic novel *The League of Extraordinary Gentleman* (1999), which appropriates various Victorian literary characters and resurrects them as a powerful group of superheroes. To contextualise the texts, our discussions will also include the period's wider social, political and cultural concerns such as imperialism, industrialisation, class and gender issues.

Prerequisites for certificate: will be specified

For further information, please contact: ellen.gruenkemeier@engsem.~

Please note that Dr. Lucia Krämer offers a corresponding lecture on "Novels into Film and Beyond: An Introduction to Adaptation Studies" (Tuesday, 14-16) which will provide useful insights into the theory of adaptations. Students are more than welcome to attend both classes.

Bemerkung
Literatur

BritA, AAS2, AAS4

A reader with theoretical texts and context material will be provided.

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

Byatt, A.S., *Possession* (1990)

Moore, Alan and Kevin O'Neill, *The League of Extraordinary Gentleman* . Volume I (1999)

Foundations British Studies 2

Integrated English Practice

SPTOP

Topics "Children's Literature"

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Gans (M. A.), Anne

Di, wöchentl., 12:00 - 14:00, 05.04.2011 - 16.07.2011, 1502 - 703 II 703

Kommentar

This course introduces students to a wide range of children's literature from various Anglophone countries and uses them to teach language practice concepts (vocabulary extension, spelling, grammar, reading skills, etc). Students will compose their own texts and develop a language-based task using a piece of children's literature (the Studienleistungen). The Prüfungsleistung is a reflection essay about this procedure (2000 words). This course aims to be useful both for students who wish to be teachers (providing experience in planning a literature-based language task) as well as for students looking at careers outside schools (by investigating their own language skills more closely through the medium of children's literature).

Please register for this class through the registration sheets on the department's website and submit your registration by Wed 30 March, 1 pm, in the registration boxes on the 7th floor.

It is expected that participants have successfully completed the Studienleistung(en) of SPAWR and SPCS.

Topics "Classroom English"

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Gans (M. A.), Anne

Do, wöchentl., 12:00 - 14:00, 07.04.2011 - 16.07.2011, 1502 - 615 II 615

Kommentar

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 Studienleistungen), thus practising communication skills, classroom management, motivation and flexibility in the target language. The Prüfungsleistung is a reflection essay about this procedure (2000 words).

Please register for this class through the registration sheets on the department's website and submit your registration by Wed 30 March, 1 pm, in the registration boxes on the 7th floor.

It is expected that participants have successfully completed the Studienleistung(en) of SPAWR and SPCS.

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) Please order it (e.g. on amazon) before the class begins.

Topics "Gender and Culture Intersections"

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Hamilton-Bick, Jeanne

Fr, wöchentl., 12:00 - 14:00, 08.04.2011 - 16.07.2011, 1502 - 615 II 615

Kommentar

How does gender interact within cultures, and how do our cultural traditions and norms influence our identities, particularly gender? We will look at aspects of Anglo-American, German and European cultures, among others, and how different elements of society do or may influence gender (law, cultural traditions, immigration/emigration). The Studienleistungen will be a translated text and a presentation. Along with vocabulary-building and advanced grammar practice, students are expected to actively participate in class discussions.

The Prüfungsleistung is a 2000-word essay based on a topic covered in the seminar.

Please register for this class through the registration sheets on the department's website and submit your registration by Wed 30 March, 1 pm, in the registration boxes on the 7th floor.

It is expected that participants have successfully completed the Studienleistung(en) of SPAWR and SPCS.

Topics "(North) American Art and Activism: Creating and Crippling Community"

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Hamilton-Bick, Jeanne

Do, wöchentl., 14:00 - 16:00, 07.04.2011 - 16.07.2011, 1502 - 613 II 613

Kommentar

This course will look at different areas of art and artistic movements in the U.S. and North America, with a focus on socio-political awareness. We will look at how the relationship between art, activism, and public awareness benefits communities on the continent, while also dividing them. The two Studienleistungen will be a translated text and a presentation.

Along with vocabulary-building and advanced grammar practice, students are expected to participate actively in class discussions.

The Prüfungsleistung is a 2000-word essay based on a topic covered in the seminar.

Please register for this class through the registration sheets on the department's website and submit your registration by Wed 30 March, 1 pm, in the registration boxes on the 7th floor.

It is expected that participants have successfully completed the Studienleistung(en) of SPAWR and SPCS.

Topics "The America in American Studies: Post Civil War"

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Jones, Jacob

Mo, wöchentl., 10:00 - 12:00, 04.04.2011 - 16.07.2011, 1502 - 615 II 615

Kommentar

Here's your chance to fill in the gaps in your knowledge of U.S. history and politics, to challenge (or verify) your assumptions about the U.S.A., and at the same time practice your English-language writing and presentation/speaking skills. Utilizing period primary sources, music, film, art and a backbone of secondary readings (no more than five pages per week on average), students will explore the major transitions and continuities in U.S. history and culture from the Civil War to the present, including (among other topics): Reconstruction, Immigration, Industrialization, Empire, Progressivism, the 'Roaring 20s' and its conservative backlash, the Great Depression and the New Deal, World War II, the Cold War, the black Civil Rights and feminist movements, the 60s, the rightward turn in U.S. politics, 9/11 and the road ahead.

The Studienleistungen are one 500-word writing assignment and a 10-15 minute presentation/debate with attendant abstract, outline and source list (1-2 pages of text).

The Prüfungsleistung is a *Hausarbeit* essay of 1,500 words.

Please register for this class through the registration sheets on the department's website and submit your registration by Wed 30 March, 1 pm, in the registration boxes on the 7th floor.

It is expected that participants have successfully completed the Studienleistung(en) of SPAWR and SPCS.

Contexts of English Use*SPEP***English for Professional Use**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Bennett, Peter

Do, wöchentl., 12:00 - 14:00, 07.04.2011 - 16.07.2011, 1502 - 703 II 703

Do, wöchentl., 14:00 - 16:00, 07.04.2011 - 16.07.2011, 1502 - 703 II 703

Fr, wöchentl., 12:00 - 14:00, 08.04.2011 - 16.07.2011, 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 (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 Wed 30 March, 1 pm, in the registration boxes on the 7th floor.

It is expected that participants have successfully completed the Studienleistung(en) of SPAWR and SPCS.

SPVE

Varieties of English "Children's Literature"

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Gans (M. A.), Anne

Di, wöchentl., 12:00 - 14:00, 05.04.2011 - 16.07.2011, 1502 - 703 II 703

Kommentar

This course introduces students to a wide range of children's literature from various Anglophone countries and uses them to teach language practice concepts (vocabulary extension, spelling, grammar, reading skills, etc). Students will compose their own texts and develop a language-based task using a piece of children's literature (the Studienleistungen). The Prüfungsleistung is a reflection essay about this procedure (2000 words). This course aims to be useful both for students who wish to be teachers (providing experience in planning a literature-based language task) as well as for students looking at careers outside schools (by investigating their own language skills more closely through the medium of children's literature).

Please register for this class through the registration sheets on the department's website and submit your registration by Wed 30 March, 1 pm, in the registration boxes on the 7th floor.

It is expected that participants have successfully completed the Studienleistung(en) of SPAWR and SPCS.

Varieties of English "Classroom English"

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Gans (M. A.), Anne

Do, wöchentl., 12:00 - 14:00, 07.04.2011 - 16.07.2011, 1502 - 615 II 615

Kommentar

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 Studienleistungen), thus practising communication skills, classroom management, motivation and flexibility in the target language. The Prüfungsleistung is a reflection essay about this procedure (2000 words).

Please register for this class through the registration sheets on the department's website and submit your registration by Wed 30 March, 1 pm, in the registration boxes on the 7th floor.

It is expected that participants have successfully completed the Studienleistung(en) of SPAWR and SPCS.

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) Please order it (e.g. on amazon) before the class begins.

Varieties of English "Gender and Culture Intersections"

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Hamilton-Bick, Jeanne

Fr, wöchentl., 12:00 - 14:00, 08.04.2011 - 16.07.2011, 1502 - 615 II 615

Kommentar

How does gender interact within cultures, and how do our cultural traditions and norms influence our identities, particularly gender? We will look at aspects of Anglo-American, German and European cultures, among others, and how different elements of society do or may influence gender (law, cultural traditions, immigration/emigration). The Studienleistungen will be a translated text and a presentation. Along with vocabulary-building and advanced grammar practice, students are expected to actively participate in class discussions.

The Prüfungsleistung is a 2000-word essay based on a topic covered in the seminar.

Please register for this class through the registration sheets on the department's website and submit your registration by Wed 30 March, 1 pm, in the registration boxes on the 7th floor.

It is expected that participants have successfully completed the Studienleistung(en) of SPAWR and SPCS.

Varieties of English "(North) American Art and Activism: Creating and Crippling Community"

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Hamilton-Bick, Jeanne

Do, wöchentl., 14:00 - 16:00, 07.04.2011 - 16.07.2011, 1502 - 613 II 613

Kommentar

This course will look at different areas of art and artistic movements in the U.S. and North America, with a focus on socio-political awareness. We will look at how the relationship between art, activism, and public awareness benefits communities on the continent, while also dividing them. The two Studienleistungen will be a translated text and a presentation.

Along with vocabulary-building and advanced grammar practice, students are expected to participate actively in class discussions.

The Prüfungsleistung is a 2000-word essay based on a topic covered in the seminar.

Please register for this class through the registration sheets on the department's website and submit your registration by Wed 30 March, 1 pm, in the registration boxes on the 7th floor.

It is expected that participants have successfully completed the Studienleistung(en) of SPAWR and SPCS.

Varieties of English "The America in American Studies: Post Civil War"

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Jones, Jacob

Mo, wöchentl., 10:00 - 12:00, 04.04.2011 - 16.07.2011, 1502 - 615 II 615

Kommentar

Here's your chance to fill in the gaps in your knowledge of U.S. history and politics, to challenge (or verify) your assumptions about the U.S.A., and at the same time practice your English-language writing and presentation/speaking skills. Utilizing period primary sources, music, film, art and a backbone of secondary readings (no more than five pages per week on average), students will explore the major transitions and continuities in U.S. history and culture from the Civil War to the present, including (among other topics): Reconstruction, Immigration, Industrialization, Empire, Progressivism, the 'Roaring 20s' and its conservative backlash, the Great Depression and the New Deal, World War II, the Cold War, the black Civil Rights and feminist movements, the 60s, the rightward turn in U.S. politics, 9/11 and the road ahead.

The Studienleistungen are one 500-word writing assignment and a 10-15 minute presentation/debate with attendant abstract, outline and source list (1-2 pages of text).

The Prüfungsleistung is a *Hausarbeit* essay of 1,500 words.

Please register for this class through the registration sheets on the department's website and submit your registration by Wed 30 March, 1 pm, in the registration boxes on the 7th floor.

It is expected that participants have successfully completed the Studienleistung(en) of SPAWR and SPCS.

Foundations Literature and Culture

Introduction to Literary Studies

Seminar, SWS: 2

Gohrisch, Jana

Mi, wöchentl., 08:00 - 10:00, 06.04.2011 - 16.07.2011, 1502 - 613 II 613

Kommentar

This course is designed as a general introduction into English Literary Studies. It has two aims: firstly, to acquaint students with the theoretical models and methodological approaches to literature and, secondly, to enable students to develop analytical skills based on examples from English poetry, prose and drama. In addition to the textbook by Vera and Ansgar Nünning, we shall read essays by critics from a variety of methodological schools, Shakespeare's "Sonnet 73" and the first act of *Othello*, and short stories by Thomas Hardy and Virginia Woolf. Students will learn to make sense of a difficult theoretical text, to use secondary material in the interpretation of literature, to design a contention of their own and to prepare a term paper.

Prerequisites: none

Prerequisites for certificate: regular attendance, active participation in class, reading and written homework assignments, final exam

For further information: jana.gohrisch@engsem.uni-hannover.de

Bemerkung
Literatur

AmerBrit F1

Textbook:

Vera and Ansgar Nünning. *An Introduction to the Study of English and American Literature*. Translated from the German by Jane Dewhurst. Stuttgart: Klett 2004. ISBN 3-12-939619-5

Please buy Nünning's textbook. I shall provide a reader at the beginning of the semester containing the theoretical essays and the secondary material as well as the sonnet, the play and the short stories.

Survey of American Literatures and Cultures II

Vorlesung, SWS: 2

Twelbeck, Kirsten

Do, wöchentl., 12:00 - 14:00, 07.04.2011 - 09.06.2011, 1502 - 003 II 003

Do, wöchentl., 12:00 - 14:00, 23.06.2011 - 16.07.2011, 1502 - 003 II 003

Do, Einzel, 12:00 - 14:00, 21.07.2011 - 21.07.2011, 1502 - 003 II 003 , 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.

Prerequisites for SL certificate: will be specified.

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

Bemerkung

AmerF3

Literatur

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

For general reference (not only for this class) I recommend buying *Amerikanische Literaturgeschichte*, ed. Hubert Zapf (3rd edition, Stuttgart: Metzler, 2010) and *The Enduring Vision. A History of the American People* (concise edition, complete), ed. Boyer, Clark et al. (Boston: Houghton Mifflin, 2010). Both are standard textbooks.

Survey of British Literatures and Cultures II

Vorlesung, SWS: 2

Emig, Rainer

Fr, wöchentl., 12:00 - 14:00, 08.04.2011 - 16.07.2011, 1208 - A001 Kesselhaus

Kommentar

The aims of these two sets of 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; and to give insight into the development of the literatures of the British Isles in conjunction with their cultural history.

The two survey lectures will cover the beginnings of British cultures to roughly the 18th century and from the 18th century to the present. The lectures will not only provide historical and cultural facts, but will also question them from 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 last teaching week.

No need to register beforehand, but please sign up for the lectures on StudIP so that you can access the materials (PowerPoint files including reading lists and self-test questions as well as video recordings) for each session.

Prerequisite for certificate: will be specified

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

Bemerkung

BritF2, BritF3

Literatur

Recommended background material:

British Civilization: An Introduction by John Oakfield (6th edition, 2006)

Literature in Britain and Ireland: A History by Helge Nowak (2010)

Intermediate Literature and Culture

American Perspectives on Europe

Seminar, SWS: 2

Mayer, Ruth

Mi, wöchentl., 10:00 - 12:00, 06.04.2011 - 16.07.2011, 1502 - 609 II 609

Kommentar

This class examines various traditions of American literature created by American writers living or traveling in Europe. As we look at the work of Mark Twain, Edith Wharton, F. Scott Fitzgerald, Ernest Hemingway, James Baldwin, and others, we will investigate why they, along with numerous other Americans, came to Europe, how the continent shaped their literary sensitivities, and how their perspectives on Europe interrelate to form a transatlantic canon that begins with the founding of the nation and ranges to the present day.

Please register for this class on StudIP starting from March 1, 2011, 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 Henry James' *Daisy Miller* (Penguin Popular Classics, ISBN 978-0141441344) and Ernest Hemingway's *The Sun Also Rises* (Arrow, ISBN 978-0099908500).

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

British Pop Lyrics

Seminar, SWS: 2

Emig, Rainer

Do, wöchentl., 10:00 - 12:00, 07.04.2011 - 16.07.2011, 1502 - 709 II 709

Kommentar

After a brief introduction to the history of pop music in Britain, this course will analyse pop lyrics (many of which will be selected and introduced by the students themselves) in three distinct ways. A cultural glossary will be developed that facilitates an understanding of the texts and the issues that are raised in them. Reviews of pop records will be studied and then produced. Finally, an analysis of pop lyrics on the basis of the methods of literary and cultural analysis will be undertaken.

Students will have to be very active in this course. They will establish themes that help to group pop lyrics. They will then present selected pop lyrics. They will also write samples of cultural glossaries, reviews, and literary and cultural analyses for their *Studienleistung* throughout the course. A complete essay combining these three forms of analysis will be required for the *Prüfungsleistung*.

In order to enable the course to function, it will be offered to a maximum of 25 students.

You must register for this course on StudIP.

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

Bemerkung

BritF4

Literatur

Recommended background reading:

Britpop and the English Music Tradition by Andy Bennett and Jon Stratton (2010)

Englishness: Twentieth-Century Popular Culture and the Forming of English Identity by Simon Featherstone (2009)

PopMusicology: Perspektiven der Popmusikwissenschaft by Christian Bielefeldt, Udo Dahmen, and Rolf Grossmann (eds) (2008)

Contemporary British Poetry

Seminar, SWS: 2

Bennett, Peter

Di, wöchentl., 14:00 - 16:00, 05.04.2011 - 16.07.2011, 1502 - 703 II 703

Kommentar

The aim of this seminar is to develop confidence in working with modern poetry in general and in the specific context of British cultures over the last fifty years or so. We shall be working on many poems by many poets, some well-known, other less so. On the way, we shall debate the nature of poetry, asking what is and what is not poetry and discussing the criteria. This will lead to analysis of the marginal zone that lies between the literary text and the song lyric, namely performance poetry and the beat-based, non-melodic texts of British (British-Asian, British Caribbean, white British) dub, beat and hip-hop.

Prerequisites for attendance: none

Prerequisites for SL: regular attendance, presentation/performance

Prerequisites for PL: term paper

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

Bemerkung

BritF4

D.H. Lawrence: Selected Novels

Seminar, SWS: 2

Bennett, Peter

Fr, wöchentl., 10:00 - 12:00, 08.04.2011 - 16.07.2011, 1502 - 703 II 703

Kommentar

The writings of D.H. Lawrence were controversial in his lifetime. Although some writers and critics admired his work, he aroused indignation in several spheres for the way that he wrote about sexuality and emotional experience. He was reviled for being unpatriotic during World War I and for his representations of the British class system. Today his writings provoke mixed reactions, but for different reasons. He can be regarded as being both reactionary and progressive on gender relations and on the relationship between humans and nature. We shall address the contradictions in Lawrence's novels both at the intrinsically textual level and in the two distinct contexts of European Modernism and Britain in the 1910s.

Participants should come to the first meeting with their own copy of the Oxford World Classics edition of *Sons and Lovers*. We shall later read *The Rainbow* (1915) and *Women in Love* (1920).

Prerequisites for attendance: none

Prerequisites for SL: will be announced at the first meeting

Prerequisites for PL: term paper

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

Bemerkung

BritF4

Edwardian Realism: E. M. Forster

Seminar, SWS: 2

Gohrisch, Jana

Mi, wöchentl., 10:00 - 12:00, 06.04.2011 - 16.07.2011, 1502 - 709 II 709

Kommentar

E. M. Forster is one of the major writers of the 20th century whose novels have all been adapted for the screen. In *Howards End* (1910) and *A Passage to India* (1924) he takes the realist mode further by endowing it with a psychological dimension and a metaphorical style. His presentation of events from the perspectives of the fictional characters contributes to the changing perception of reality that culminates in the modernist fiction of Virginia Woolf and James Joyce.

Following their personal aspirations and desires, Forster's characters clash with stifling social conventions and a middle-class morality that still has strong Victorian overtones. We shall explore both the thematic and the aesthetic innovations of the two novels against the historical background of the early 20th century and look at the film adaptations at least cursorily. While *Howards End* contrasts sets of ideas, values and life styles within the middle classes, *A Passage to India* widens the scope by covering different cultures across the Empire as well.

Prerequisites for certificate: regular attendance, active participation in class, short oral presentation and term paper

For further information: jana.gohrisch@engsem.uni-hannover.de

Bemerkung

BritF4

Literatur

Texts:

E. M. Forster. *Howards End*. Ed. by Oliver Stallybrass. London: Penguin 1984.

E. M. Forster. *A Passage to India*. Ed. by Oliver Stallybrass. London: Penguin 1979.

These editions have been reprinted several times and are available via amazon.uk. Please read at least one of the novels prior to class.

Images of England in Contemporary Drama

Seminar, SWS: 2

Funk, Wolfgang

Do, Einzel, 14:00 - 18:00, 05.05.2011 - 05.05.2011, 1502 - 709 II 709 , Blockseminar

Do, Einzel, 14:00 - 18:00, 26.05.2011 - 26.05.2011, 1502 - 709 II 709 , Blockseminar

Do, Einzel, 14:00 - 18:00, 09.06.2011 - 09.06.2011, 1502 - 709 II 709 , Blockseminar

Kommentar

In this course, we will attempt to analyse how England (as distinct from Britain) presents itself on the contemporary stage. We will set the scene with a quick look back to the boom years of 'In-yer-face-theatre' (Aleks Sierz), a loose movement of young British playwrights who, through their trademark use of violence, nudity and explicit language, redefined the aesthetics of drama. Based on that, we will read five plays from the 'Noughties', which leave behind the formal and stylistic experimentations of the previous decade to turn to issues of political and individual significance. Topics range from the British involvement in the 'War on Terror' (David Hare's *The Vertical Hour* ; Simon Stephens' *Pornography*) to the conquest of national identity markers in the name of consumer capitalism (Jez Butterworth's *Jerusalem*) and immigration (Richard Bean's controversial *England People Very Nice* and rather more existential questions on the level of the individual as played out in Martin Crimp's *The City* and *The Country* .

Apart from the analyses of the plays, the course will offer an overview of the contemporary theatre scene in England.

Prerequisites for certificate: will be specified

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

Bemerkung

BritF4

Literatur

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

Simon Stephens. *Pornography* . London: Methuen, 2008. (This text **must** be read by the second session!)

Jez Butterworth. *Jerusalem* . London: Nick Hern, 2009.

A reader containing the remaining play-texts and background material will be provided.

Life Writing: Gendered Perspectives on the Art of American Auto/Biography

Seminar, SWS: 2

Künnemann (M. A.), Vanessa

Di, wöchentl., 12:00 - 14:00, 05.04.2011 - 16.07.2011, 1502 - 609 II 609

Kommentar

Traditionally composed by white men, written in factual, documentary style and telling 'official' stories of (professional) success, the genre of autobiography has been appropriated, modified, and sometimes even radicalized by women ever since the Enlightenment. There are certain critics who claim that autobiography is a truly American genre, a form of writing which - in the guise of a personal life story - negotiates and communicates 'American values' and national identity while it captivates its readers. Peeking into other people's lives, we, as readers, become virtual sleuths as we (pretend to) read these autobiographies also as historical, anthropological, and/or artistic accounts. Perhaps more contradictory than any other genre, autobiographies oscillate between fact and fiction, collective and individual memory, they are fascinating and vibrant precisely because they are personal *and* political, because they can trigger reader identification or may keep their audience at a bay. They are thus replete with tensions and can take on a diversity that is reminiscent of the many meanings of 'America' as such.

In this class we will look at the various ways in which (ethnic) female autobiographers have discussed, affirmed and/or revised American identity, politics and culture and thereby also transformed the genre. We will analyze how these traditionally marginalized voices in American literature and culture present to us with their own and subjective versions of their lives, often written against the light of larger history. Our analysis and discussion of these autobiographical accounts will evolve around the following questions: In what sense can autobiography as a literary genre provide a forum for addressing the socio-political as well as cultural obstacles that have long impeded the liberation and empowerment of women? What are the major characteristics of this genre? What narrative forms can the genre take? Where do we find continuities, similarities, and differences among these texts? Where exactly are differences between autobiographical writings of women and men, and do they matter at all? What was/is the political impact of these accounts? Are these texts visionary, naïve, provocative, and/or realistic?

To survey the rich tradition of American women's autobiography, we will read texts (mostly in the form of excerpts) ranging from the slave narrative (Harriet Jacobs) to writers, public personae, and politicians of various ethnic backgrounds of the 19th and 20th century (e.g., Jane Addams, Margaret Mead, Margaret Bourke-White, Jade Snow Wong, Maya Angelou, Leslie Marmon Silko, Hillary Clinton).

Please register for this class on StudIP starting from March 1, 2011, 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 SL certificate: will be specified

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

Bemerkung
Literatur

AmerF4

The texts will be made available in a reader at the beginning of the semester, but you are asked to purchase the following two autobiographies: Jade Snow Wong's *Fifth Chinese Daughter* (U of Washington P; ISBN: 978-0295968261) and Maya Angelou's *I Know Why the Caged Bird Sings* (Ballantine, ISBN: 978-0345514400).

Narratives of In-Betweenness

Seminar, SWS: 2

Wagle (M. A.), Jatin

Fr, wöchentl., 10:00 - 12:00, 08.04.2011 - 16.07.2011, 1502 - 609 II 609

Kommentar

Fiction by immigrant authors from the Indian Subcontinent to the United States - from Bharati Mukherjee in the 1970s to Jhumpa Lahiri in the 2000s - explores the complexity of the immigrant experience, its travails and its enriching diversity. This class will take up contemporary examples of such fiction and look at how they map out the actual and interior movements between India and America in a globalized context. We will read, among other texts, Kiran Desai's novel *The Inheritance of Loss*, Amitav Ghosh's *The Hungry Tide* and stories from Lahiri's collection *Unaccustomed Earth*. Besides, we will examine the variety of ways in which these texts deal with the themes of home and homelessness, cultural and linguistic estrangement and translation. For instance, whereas Lahiri addresses them frontally in her work, they are a subterranean presence in many of Ghosh's novels. And, Desai's depiction of the illegal migrant in her novel presents a rare contrast to the ubiquitous middle-class Indian immigrant. Thus, this class will discuss how these narratives, in which histories are entangled and languages appear to blend, interrogate the set binaries of a modernizing India and an urban, multicultural West.

For further information: jatinwagle@gmail.com

Bemerkung

AmerF4

Literatur

Students wishing to participate in this course are expected to buy copies of the following books, and of course, to read them:

Amitav Ghosh, *The Hungry Tide* (2005) (Harper Collins, ISBN 978-0007141784)

Jhumpa Lahiri, *Unaccustomed Earth* (2009) (Bloomsbury Publishing, ISBN 978-0747599791)

Kiran Desai, *The Inheritance of Loss* (2006) (Grove Press, ISBN 978-0802165053)

Furthermore, a reader with additional course material will be made available in the first session of the class.

Seduction in America: Themes and Ideas from the Enlightenment to Modernism

Seminar, SWS: 2

Mayer, Ruth

Mo, wöchentl., 10:00 - 12:00, 04.04.2011 - 16.07.2011, 1502 - 609 II 609

Fr, Einzel, 16:00 - 18:00, 01.07.2011 - 01.07.2011, 1502 - 615 II 615 , Filmvorführung

Fr, Einzel, 16:00 - 18:00, 08.07.2011 - 08.07.2011, 1502 - 615 II 615 , Filmvorführung

Kommentar

In this course we will investigate the significance of seduction as a theme and practice in American culture, from the early Republic to the twentieth century. We will be concerned with the moral and political discussions around the issue in the 18th century, we will read two novels of seduction (Susanna Rowson's *Charlotte Temple* (excerpts), Hannah Webster Foster's *The Coquette*), and then turn to nineteenth century texts which take up the theme in different guises and to different purposes. We will then address realist and modernist reconceptualizations of seduction in the writings of Stephen Crane or Theodore Dreiser (*Sister Carrie*). The class will end with a reflection of filmic melodrama and its re-fashioning of the subject in films such as *Letter from an Unknown Woman* (1948) or *The Graduate* (1967).

Please register for this class on StudIP starting from March 1, 2011, 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 Hannah Webster Foster's *The Coquette* (Oxford Paperbacks, ISBN 978-0195042399) and Theodore Dreiser's *Sister Carrie* (Oxford UP, ISBN 978-0199539086).

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

Survey of American Literatures and Cultures II

Vorlesung, SWS: 2

Twelbeck, Kirsten

Do, wöchentl., 12:00 - 14:00, 07.04.2011 - 09.06.2011, 1502 - 003 II 003

Do, wöchentl., 12:00 - 14:00, 23.06.2011 - 16.07.2011, 1502 - 003 II 003

Do, Einzel, 12:00 - 14:00, 21.07.2011 - 21.07.2011, 1502 - 003 II 003 , 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.

Prerequisites for SL certificate: will be specified.

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

Bemerkung

AmerF3

Literatur

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

For general reference (not only for this class) I recommend buying *Amerikanische Literaturgeschichte*, ed. Hubert Zapf (3rd edition, Stuttgart: Metzler, 2010) and *The Enduring Vision. A History of the American People* (concise edition, complete), ed. Boyer, Clark et al. (Boston: Houghton Mifflin, 2010). Both are standard textbooks.

Survey of British Literatures and Cultures II

Vorlesung, SWS: 2

Emig, Rainer

Fr, wöchentl., 12:00 - 14:00, 08.04.2011 - 16.07.2011, 1208 - A001 Kesselhaus

Kommentar

The aims of these two sets of 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; and to give insight into the development of the literatures of the British Isles in conjunction with their cultural history.

The two survey lectures will cover the beginnings of British cultures to roughly the 18th century and from the 18th century to the present. The lectures will not only provide historical and cultural facts, but will also question them from 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 last teaching week.

No need to register beforehand, but please sign up for the lectures on StudIP so that you can access the materials (PowerPoint files including reading lists and self-test questions as well as video recordings) for each session.

Prerequisite for certificate: will be specified

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

Bemerkung

BritF2, BritF3

Literatur

Recommended background material:

British Civilization: An Introduction by John Oakfield (6th edition, 2006)

Literature in Britain and Ireland: A History by Helge Nowak (2010)

Magister / Staatsexamensstudiengänge**Sprachpraxis****Academic Writing and Research**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Jones, Jacob

Do, wöchentl., 16:00 - 18:00, 07.04.2011 - 16.07.2011, 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 Wed 30 March, 1 pm, in the registration boxes on the 7th floor.

Communication Skills

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Jones, Jacob

Di, wöchentl., 10:00 - 12:00, 05.04.2011 - 16.07.2011, 1502 - 709 II 709

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 Wed 30 March, 1 pm, in the registration boxes on the 7th floor.

English for Professional Use

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Bennett, Peter

Do, wöchentl., 12:00 - 14:00, 07.04.2011 - 16.07.2011, 1502 - 703 II 703

Do, wöchentl., 14:00 - 16:00, 07.04.2011 - 16.07.2011, 1502 - 703 II 703

Fr, wöchentl., 12:00 - 14:00, 08.04.2011 - 16.07.2011, 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 (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 Wed 30 March, 1 pm, in the registration boxes on the 7th floor.

It is expected that participants have successfully completed the Studienleistung(en) of SPAWR and SPCS.

Expository Writing

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Jones, Jacob

Mo, wöchentl., 12:00 - 14:00, 04.04.2011 - 16.07.2011, 1502 - 703 II 703

Mo, wöchentl., 14:00 - 16:00, 04.04.2011 - 16.07.2011, 1502 - 703 II 703

Di, wöchentl., 12:00 - 14:00, 05.04.2011 - 16.07.2011, 1502 - 615 II 615

Di, wöchentl., 14:00 - 16:00, 05.04.2011 - 16.07.2011, 1502 - 609 II 609

Do, wöchentl., 12:00 - 14:00, 07.04.2011 - 16.07.2011, 1502 - 609 II 609

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 Wed 30 March, 1 pm, in the registration boxes on the 7th floor.

It is expected that participants have successfully completed the Studienleistung(en) of SPAWR and SPCS.

Text Analysis and Production

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Gans (M. A.), Anne

Mo, wöchentl., 10:00 - 12:00, 04.04.2011 - 16.07.2011, 1502 - 703 II 703

Mo, wöchentl., 12:00 - 14:00, 04.04.2011 - 16.07.2011, 1502 - 613 II 613

Di, wöchentl., 10:00 - 12:00, 05.04.2011 - 16.07.2011, 1502 - 615 II 615

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 text analysis

Please register for this class through the registration sheets on the department's website and submit your registration by Wed 30 March, 1 pm, in the registration boxes on the 7th floor.

It is expected that participants have successfully completed the Studienleistung(en) of SPAWR and SPCS.

Text Analysis and Production

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Jones, Jacob

Do, wöchentl., 14:00 - 16:00, 07.04.2011 - 16.07.2011, 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 text analysis

Please register for this class through the registration sheets on the department's website and submit your registration by Wed 30 March, 1 pm, in the registration boxes on the 7th floor.

It is expected that participants have successfully completed the Studienleistung(en) of SPAWR and SPCS.

Topics "Children's Literature"

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Gans (M. A.), Anne

Di, wöchentl., 12:00 - 14:00, 05.04.2011 - 16.07.2011, 1502 - 703 II 703

Kommentar This course introduces students to a wide range of children's literature from various Anglophone countries and uses them to teach language practice concepts (vocabulary extension, spelling, grammar, reading skills, etc). Students will compose their own texts and develop a language-based task using a piece of children's literature (the Studienleistungen). The Prüfungsleistung is a reflection essay about this procedure (2000 words). This course aims to be useful both for students who wish to be teachers (providing experience in planning a literature-based language task) as well as for students looking at careers outside schools (by investigating their own language skills more closely through the medium of children's literature).

Please register for this class through the registration sheets on the department's website and submit your registration by Wed 30 March, 1 pm, in the registration boxes on the 7th floor.

It is expected that participants have successfully completed the Studienleistung(en) of SPAWR and SPCS.

Topics "Classroom English"

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Gans (M. A.), Anne

Do, wöchentl., 12:00 - 14:00, 07.04.2011 - 16.07.2011, 1502 - 615 II 615

Kommentar

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 Studienleistungen), thus practising communication skills, classroom management, motivation and flexibility in the target language. The Prüfungsleistung is a reflection essay about this procedure (2000 words).

Please register for this class through the registration sheets on the department's website and submit your registration by Wed 30 March, 1 pm, in the registration boxes on the 7th floor.

It is expected that participants have successfully completed the Studienleistung(en) of SPAWR and SPCS.

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) Please order it (e.g. on amazon) before the class begins.

Topics "Gender and Culture Intersections"

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Hamilton-Bick, Jeanne

Fr, wöchentl., 12:00 - 14:00, 08.04.2011 - 16.07.2011, 1502 - 615 II 615

Kommentar

How does gender interact within cultures, and how do our cultural traditions and norms influence our identities, particularly gender? We will look at aspects of Anglo-American, German and European cultures, among others, and how different elements of society do or may influence gender (law, cultural traditions, immigration/emigration). The Studienleistungen will be a translated text and a presentation. Along with vocabulary-building and advanced grammar practice, students are expected to actively participate in class discussions.

The Prüfungsleistung is a 2000-word essay based on a topic covered in the seminar.

Please register for this class through the registration sheets on the department's website and submit your registration by Wed 30 March, 1 pm, in the registration boxes on the 7th floor.

It is expected that participants have successfully completed the Studienleistung(en) of SPAWR and SPCS.

Topics "(North) American Art and Activism: Creating and Crippling Community"

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Hamilton-Bick, Jeanne

Do, wöchentl., 14:00 - 16:00, 07.04.2011 - 16.07.2011, 1502 - 613 II 613

Kommentar

This course will look at different areas of art and artistic movements in the U.S. and North America, with a focus on socio-political awareness. We will look at how the relationship between art, activism, and public awareness benefits communities on the continent, while also dividing them. The two Studienleistungen will be a translated text and a presentation.

Along with vocabulary-building and advanced grammar practice, students are expected to participate actively in class discussions.

The Prüfungsleistung is a 2000-word essay based on a topic covered in the seminar.

Please register for this class through the registration sheets on the department's website and submit your registration by Wed 30 March, 1 pm, in the registration boxes on the 7th floor.

It is expected that participants have successfully completed the Studienleistung(en) of SPAWR and SPCS.

Topics "The America in American Studies: Post Civil War"

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Jones, Jacob

Mo, wöchentl., 10:00 - 12:00, 04.04.2011 - 16.07.2011, 1502 - 615 II 615

Kommentar

Here's your chance to fill in the gaps in your knowledge of U.S. history and politics, to challenge (or verify) your assumptions about the U.S.A., and at the same time practice your English-language writing and presentation/speaking skills. Utilizing period primary sources, music, film, art and a backbone of secondary readings (no more than five pages per week on average), students will explore the major transitions and continuities in U.S. history and culture from the Civil War to the present, including (among other topics): Reconstruction, Immigration, Industrialization, Empire, Progressivism, the 'Roaring 20s' and its conservative backlash, the Great Depression and the New Deal, World War II, the Cold War, the black Civil Rights and feminist movements, the 60s, the rightward turn in U.S. politics, 9/11 and the road ahead.

The Studienleistungen are one 500-word writing assignment and a 10-15 minute presentation/debate with attendant abstract, outline and source list (1-2 pages of text).

The Prüfungsleistung is a *Hausarbeit* essay of 1,500 words.

Please register for this class through the registration sheets on the department's website and submit your registration by Wed 30 March, 1 pm, in the registration boxes on the 7th floor.

It is expected that participants have successfully completed the Studienleistung(en) of SPAWR and SPCS.

Varieties of English "Children's Literature"

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Gans (M. A.), Anne

Di, wöchentl., 12:00 - 14:00, 05.04.2011 - 16.07.2011, 1502 - 703 II 703

Kommentar

This course introduces students to a wide range of children's literature from various Anglophone countries and uses them to teach language practice concepts (vocabulary extension, spelling, grammar, reading skills, etc). Students will compose their own texts and develop a language-based task using a piece of children's literature (the Studienleistungen). The Prüfungsleistung is a reflection essay about this procedure (2000 words). This course aims to be useful both for students who wish to be teachers (providing experience in planning a literature-based language task) as well as for students looking at careers outside schools (by investigating their own language skills more closely through the medium of children's literature).

Please register for this class through the registration sheets on the department's website and submit your registration by Wed 30 March, 1 pm, in the registration boxes on the 7th floor.

It is expected that participants have successfully completed the Studienleistung(en) of SPAWR and SPCS.

Varieties of English "Classroom English"

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Gans (M. A.), Anne

Do, wöchentl., 12:00 - 14:00, 07.04.2011 - 16.07.2011, 1502 - 615 II 615

Kommentar

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 Studienleistungen), thus practising communication skills, classroom management, motivation and flexibility in the target language. The Prüfungsleistung is a reflection essay about this procedure (2000 words).

Please register for this class through the registration sheets on the department's website and submit your registration by Wed 30 March, 1 pm, in the registration boxes on the 7th floor.

It is expected that participants have successfully completed the Studienleistung(en) of SPAWR and SPCS.

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) Please order it (e.g. on amazon) before the class begins.

Varieties of English "Gender and Culture Intersections"

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Hamilton-Bick, Jeanne

Fr, wöchentl., 12:00 - 14:00, 08.04.2011 - 16.07.2011, 1502 - 615 II 615

Kommentar

How does gender interact within cultures, and how do our cultural traditions and norms influence our identities, particularly gender? We will look at aspects of Anglo-American, German and European cultures, among others, and how different elements of society do or may influence gender (law, cultural traditions, immigration/emigration). The Studienleistungen will be a translated text and a presentation. Along with vocabulary-building and advanced grammar practice, students are expected to actively participate in class discussions.

The Prüfungsleistung is a 2000-word essay based on a topic covered in the seminar.

Please register for this class through the registration sheets on the department's website and submit your registration by Wed 30 March, 1 pm, in the registration boxes on the 7th floor.

It is expected that participants have successfully completed the Studienleistung(en) of SPAWR and SPCS.

Varieties of English "(North) American Art and Activism: Creating and Crippling Community"

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Hamilton-Bick, Jeanne

Do, wöchentl., 14:00 - 16:00, 07.04.2011 - 16.07.2011, 1502 - 613 II 613

Kommentar

This course will look at different areas of art and artistic movements in the U.S. and North America, with a focus on socio-political awareness. We will look at how the relationship between art, activism, and public awareness benefits communities on the continent, while also dividing them. The two Studienleistungen will be a translated text and a presentation.

Along with vocabulary-building and advanced grammar practice, students are expected to participate actively in class discussions.

The Prüfungsleistung is a 2000-word essay based on a topic covered in the seminar.

Please register for this class through the registration sheets on the department's website and submit your registration by Wed 30 March, 1 pm, in the registration boxes on the 7th floor.

It is expected that participants have successfully completed the Studienleistung(en) of SPAWR and SPCS.

Varieties of English "The America in American Studies: Post Civil War"

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Jones, Jacob

Mo, wöchentl., 10:00 - 12:00, 04.04.2011 - 16.07.2011, 1502 - 615 II 615

Kommentar

Here's your chance to fill in the gaps in your knowledge of U.S. history and politics, to challenge (or verify) your assumptions about the U.S.A., and at the same time practice your English-language writing and presentation/speaking skills. Utilizing period primary sources, music, film, art and a backbone of secondary readings (no more than five pages per week on average), students will explore the major transitions and continuities in U.S. history and culture from the Civil War to the present, including (among other topics): Reconstruction, Immigration, Industrialization, Empire, Progressivism, the 'Roaring 20s' and its conservative backlash, the Great Depression and the New Deal, World War II, the Cold War, the black Civil Rights and feminist movements, the 60s, the rightward turn in U.S. politics, 9/11 and the road ahead.

The Studienleistungen are one 500-word writing assignment and a 10-15 minute presentation/debate with attendant abstract, outline and source list (1-2 pages of text).

The Prüfungsleistung is a *Hausarbeit* essay of 1,500 words.

Please register for this class through the registration sheets on the department's website and submit your registration by Wed 30 March, 1 pm, in the registration boxes on the 7th floor.

It is expected that participants have successfully completed the Studienleistung(en) of SPAWR and SPCS.

Grundstudium / Basic Studies

Grund- und Hauptstudium (ab 3. Semester) / Mid-Level Studies

Hauptstudium / Advanced Studies

Anti-Intellectualism in America

Seminar, SWS: 2

Twelbeck, Kirsten

Do, wöchentl., 10:00 - 12:00, 07.04.2011 - 16.07.2011, 1502 - 609 II 609

Kommentar

Major events in American history—from the Salem witchcraft trials to the celebration of the "common man" during the Jacksonian era, from the evangelical revivals in the nineteenth century to twentieth-century McCarthyism, from Hollywood to "Creationism" to the assumption that Barack Obama plays a part in a Muslim conspiracy—have contributed to the idea that the United States are a fundamentally anti-intellectual society. Europeans in particular have referred to the tradition of "American Unreason" (Susan Jacobi) to launch what has been termed "anti-Americanism," a criticism that has more often than not been badly informed about the actual complexity of American culture and of the role that the anti-intellectual tradition has played therein.

In this seminar we will look at American anti-intellectualism and discuss its social and political functions in historical context. Particular attention will be paid to the scholarly debate since World War II (e.g. Richard Hofstadter, *Anti-Intellectualism in American Life*, 1962 and, more recently, Susan Jacobi, *The Age of American Unreason*, 2008). Often overlooked by European critics, there is a decisively American tradition of public debate that has been part and parcel of the country's democratic legacy and a key to understanding American culture.

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

Bemerkung

AmerA / AAS2

Cognition in Language Acquisition

Seminar, SWS: 2

Altendorf, Ulrike

Mi, wöchentl., 10:00 - 12:00, 06.04.2011 - 16.07.2011, 1502 - 306 II 306

Kommentar

This course will explore the controversial role of cognition in language acquisition and learning. It will look at theoretical considerations and empirical research on the topic. There will be a particular focus on language immersion programmes, such as English and French immersion programmes in Canada.

Prerequisites: Foundations Linguistics 1 and 2 (Major), Foundations Linguistics (Minor)

Course size limited to 35 people

Please register for this class via Stud.IP between 1 and 15 March!

Bemerkung

LingA1, LingA2 / FAL2, FAL7

Cognitive Sociolinguistics

Seminar, SWS: 2

Altendorf, Ulrike

Di, wöchentl., 14:00 - 16:00, 05.04.2011 - 16.07.2011, 1502 - 306 II 306

Kommentar

This course will explore a very recent approach to sociolinguistics and language variation that aims at the "marriage" of cognitive linguistics and variational linguistics. It will look at classic texts from both branches and at recent texts suggesting different ways of combining them.

Prerequisites: Foundations Linguistics 1 and 2 (Major), Foundations Linguistics (Minor)

Course size limited to 35 people

Please register for this class via Stud.IP between 1 and 15 March!

Bemerkung

LingA1, LingA2 / FAL4

Contemporary British Writing and Film on Slavery and Abolition

Seminar, SWS: 2

Gohrisch, Jana

Di, wöchentl., 16:00 - 18:00, 05.04.2011 - 16.07.2011, 1502 - 613 II 613

Kommentar

The course introduces students to a topic that has received special attention in Britain not only in the wake of the bicentenary in 2007 of the abolition of the slave trade but much earlier in the writing by authors of Caribbean descent living in Britain. To lay the foundations, we shall watch Michael Apted's film *Amazing Grace* (2007) and discuss its construction of William Wilberforce and the abolition movement in order to establish their functions for contemporary British memory culture, which we will then problematise by reading three novels: Caryl Phillips's *Cambridge* (1991), David Dabydeen's *A Harlot's Progress* (1999) and Andrea Levy's *The Long Song* (2010). Phillips's *Cambridge* is set in the Caribbean after the abolition of the slave trade. It employs postmodern elements to dramatize the construction of reality and the tension between fact and fiction. Dabydeen's novel takes its title from Hogarth's first "modern moral subject" (painted in 1731, engraved in 1732) and features a former black slave who sells his life story to abolitionists. With Levy's *Long Song* (2010) we shall examine the polyphonic representation of black female agency and empowerment in Jamaica before and after emancipation (in 1833) to bring out facets that Apted, Phillips and Dabydeen lack.

Please, read at least one of the texts prior to class and buy your own copies of the novels.

Prerequisites for certificate: regular attendance, active participation in class, short oral presentation and term paper

For further information: jana.gohrisch@engsem.uni-hannover.de

Bemerkung

BritA, AAS2, AAS3, AAS5

Literatur

Primary texts:

David Dabydeen. *A Harlot's Progress* (1999)

Andrea Levy. *The Long Song* (2010)

Caryl Phillips. *Cambridge* (1991)

Secondary texts:

Jana Gohrisch, Irmgard Maassen und Bernd-Peter Lange, Hg. "Slavery and the British". *Hard Times* Nr. 85 (2009)

James Walvin. *A Short History of Slavery*. London: Penguin 2007

Contrastive Linguistics

Seminar, SWS: 2

Nereo, Filippo

Fr, Einzel, 10:00 - 16:00, 01.04.2011 - 01.04.2011, 1502 - 703 II 703 , BLOCKSEMINAR (Mo, 28. März - Fr, 01. April: jeweils 10:00 - 16:00 Uhr)

Kommentar **!!! ACHTUNG: Dieses Seminar findet als BLOCKSEMINAR statt (Mo, 28.03. - Fr, 01.04.: jeweils von 10:00 - 16:00 Uhr) !!!**

This seminar will present a comprehensive and fine-grained analysis of the major contrasts between English and German with the aim of showing how far two closely related languages have moved apart and of providing new foundations for the study and the teaching of English from the perspective of German and the study of German from the perspective of English. This advanced seminar will be based on a thorough exploration of the relevant literature on the two languages and on language typology in general.

Prerequisite for certificate: regular attendance; active participation in class; reading assignment; *Studienleistung*: a 20-minute oral presentation in English (Anmoderation des jeweiligen Themas für die Sitzung), book review or annotated bibliography; *Prüfungsleistung*: a 5000-word essay in English.

For further information and to register for this course:
filippo.nereo@manchester.ac.uk

Languages in class: English and German

It is expected that participants have successfully completed the *Studienleistung(en)* of LingF4.

Bemerkung
LiteraturLingA1, LingA2 / FAL5.1, FAL5.2
Required text:

König, Ekkehard and Volker Gast. 2009. *Understanding English-German Contrasts*. 2nd ed. Berlin: Erich Schmidt Verlag.

A comprehensive reading list and a list of topics for presentation will be circulated to all students registered for the course nearer the time.

Fashion

Seminar, SWS: 2

Mayer, Ruth

Mo, wöchentl., 12:00 - 14:00, 04.04.2011 - 16.07.2011, 1502 - 609 II 609

Fr, Einzel, 16:00 - 18:00, 27.05.2011 - 27.05.2011, 1502 - 615 II 615 , Filmvorführung

Fr, Einzel, 16:00 - 18:00, 03.06.2011 - 03.06.2011, 1502 - 615 II 615 , Filmvorführung

Kommentar

In this course we will investigate the phenomenon and the discourses of fashion both in view of fashion practices and the representation of fashion. We will look at the development of the twentieth century fashion industry and at the history of fashion design, we will be concerned with sociological theories of consumption, fashion, and self-fashioning, and with literary and filmic enactments of fashion (Theodore Dreiser's *Sister Carrie* (1900), Abraham Cahan's *The Rise of David Levinsky* (1917), Bret Easton Ellis' *Glamorama* (1998), and the films *Funny Face* (1957) or *Pret a Porter* (1994).

Please register for this class on StudIP starting from March 1, 2011, 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
Literatur

AmerA / AAS3, AAs4

Please purchase *Glamorama* (Picador, ISBN 78-0330447997).

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

Literary and Cultural Theory: Theories of Authorship

Seminar, SWS: 2

Mayer, Ruth

Di, wöchentl., 10:00 - 12:00, 05.04.2011 - 16.07.2011, 1502 - 609 II 609

Kommentar

In this course we will survey some of the major theoretical statements concerning the category of the author in literary and cultural studies. We will read and discuss twentieth-century classics by William K. Wimsatt and Monroe C. Beardsley (on the "intentional fallacy"), Wayne C. Booth (on the "implied author"), Roland Barthes (on the "death of the author"), Michel Foucault (on the "author-function"), Sandra M. Gilbert and Susan Gubar (on feminist authorship), and others. In a second step, we will relate these attempts at theorizing authorship to specific case studies from American literature. In so doing, we will investigate how theoretical definitions of authorship are reflected in - or betrayed by - the self-representation of actual authors within the literary works (or on the 'paratextual' margins of these works). In his manner, our case studies will concentrate on different historical modes of enacting authorship and literary authority.

Please register for this class on StudIP starting from March 1, 2011, 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 / AAS1.2

Literatur

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

Modernist Classics

Seminar, SWS: 2

Emig, Rainer

Do, wöchentl., 16:00 - 18:00, 07.04.2011 - 16.07.2011, 1502 - 703 II 703

Kommentar

The seminar title already addresses a paradoxical development: even though most modernist texts attempt to break with tradition, many have achieved canonical status as classics themselves. The course will address the background and ideas behind literary modernism and analyse in detail works by William Butler Yeats, T.S. Eliot, James Joyce, and Virginia Woolf. It will deal with modernist aesthetics as well as modernism's challenges to concepts such as subjectivity, reality, and meaning. It will also address the ideologies behind modernist writings, especially their attitude towards gender, class, race, cultural and national identity, and popular culture and the media.

In order to enable the course to function, it will be offered to a maximum of 25 students.

Students must register for this course on StudIP.

Prerequisite for certificate: will be specified

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

Bemerkung

BritA, AAS2, AAS3, AAS4

Literatur

Compulsory Purchase:

James Joyce, *A Portrait of the Artist as a Young Man*, first published 1916; recommended editions are by Penguin (2000) and Oxford World's Classics (2008)

Virginia Woolf, *Jacob's Room*, first published in 1922; recommended editions are by Vintage (2005) and Oxford World's Classics (2008)

Recommended background reading:

Modernisms: A Literary Guide by Peter Nicholls (2nd edition 2009)

Modernism in Poetry: Motivations, Structures and Limits by Rainer Emig (1995)

Multiliteracies - A new pedagogical approach to literacy teaching and learning

Seminar, SWS: 2

Kupetz, Rita

Mi, wöchentl., 10:00 - 12:00, 06.04.2011 - 16.07.2011, 1502 - 615 II 615

Kommentar

Multimodal means of communication challenge our perception of literacy, which is definitely not limited to reading and writing printed texts. Furthermore, we need a pedagogy which can cover a new balance of agency between teachers and learners, where teachers design learning environments and learners design their own knowledge. You will be encouraged to survey pupils' literacy practices and explore the potential for (foreign) language learning.

Prerequisites: DidF1/2

M.Ed Studienleistungen: oral contribution and survey on learners' literacy practices

Please register via Stud.IP.

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

Bemerkung

DidA, FAL6

Literatur

A reader will be provided via the copy shop Stork.

Recommended literature:

Annah Healy. (Hrsg.) (2008). *Multiliteracies and Diversity in Education. New Pedagogies for Expanding Landscapes*. Oxford: OUP.

Neo-Victorianism: Adaptations of Victorian Literature and Culture

Seminar, SWS: 2

Grünkemeier, Ellen

Mi, wöchentl., 10:00 - 12:00, 06.04.2011 - 16.07.2011, 1502 - 703 II 703

Di, Einzel, 18:00 - 21:00, 24.05.2011 - 24.05.2011, 1502 - 615 II 615, Filmvorführung

Kommentar

The Victorian age continues to fascinate contemporary writers, readers and viewers. To explore the period's enduring appeal as well as the connections and discontinuities between the past and the present, we will engage in close readings of various neo-Victorian cultural artefacts, ranging from A.S. Byatt's award-winning novel *Possession* (1990) to films and popular comics. Looking at the texts as aesthetic constructs, we will analyse and discuss their postmodern practices and narrative devices as apparent, for example, in Alan Moore's and Kevin O'Neill's graphic novel *The League of Extraordinary Gentleman* (1999), which appropriates various Victorian literary characters and resurrects them as a powerful group of superheroes. To contextualise the texts, our discussions will also include the period's wider social, political and cultural concerns such as imperialism, industrialisation, class and gender issues.

Prerequisites for certificate: will be specified

For further information, please contact: ellen.gruenkemeier@engsem.~

Please note that Dr. Lucia Krämer offers a corresponding lecture on "Novels into Film and Beyond: An Introduction to Adaptation Studies" (Tuesday, 14-16) which will provide useful insights into the theory of adaptations. Students are more than welcome to attend both classes.

Bemerkung

BritA, AAS2, AAS4

Literatur

A reader with theoretical texts and context material will be provided.

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

Byatt, A.S., *Possession* (1990)Moore, Alan and Kevin O'Neill, *The League of Extraordinary Gentleman*. Volume I (1999)

Planung und Analyse von Englischunterricht

Seminar, SWS: 2

Blell, Gabriele

Do, wöchentl., 14:00 - 16:00, 07.04.2011 - 16.07.2011, 1502 - 615 II 615

Kommentar

Dieses Seminar ist obligatorisch für alle Lehramtsstudierenden. Für die noch traditionellen Studiengänge (Staatsexamen) ist es praktikumsvorbereitend, wenn Sie das Fachpraktikum im Fach Englisch absolvieren, es ist praktikumersetzend, wenn Sie das Praktikum in einem anderen Fach absolvieren.

Im M. Ed. ist die Veranstaltung Teil des Moduls *Fachpraktikum Englisch*. Es werden Aufzeichnungen und Unterricht analysiert und Unterrichtssequenzen geplant. Die Veranstaltung ist stufen- und schulartenübergreifend angelegt. Die KursteilnehmerInnen erarbeiten Planungsentwürfe für ihre jeweilige Schulart.

Voraussetzungen: DidF1/F2, ASP

Voraussetzungen für Scheinerwerb: ‚Studienleistung‘: Schriftliche Ausarbeitung einer Analyse und eines Unterrichtsentwurfs oder Planung & Durchführung eigenen Unterrichts

Anmeldung über Stud.IP

Weitere Informationen: gabriele.blell@engsem.uni-hannover.de

Bemerkung

DidPA, FAL7

Literatur

Bausch, Karl-Richard, Christ, Herbert & Krumm, Hans-Jürgen. (Hrsg.) (1995). *Handbuch Fremdsprachenunterricht*. Tübingen: Francke (2. Auflage).

Hallet, Wolfgang & Nünning, Ansgar. (2007). *Neue Ansätze und Konzepte der Literatur- und Kulturdidaktik*. Trier: wvt.

Küster, Lutz. (2003). *Plurale Bildung im Fremdsprachenunterricht*. Frankfurt a.M.: Peter Lang.

Meyer, Hilbert. (1987). *Unterrichtsmethoden*. 2 Bände. Frankfurt a.M.: Cornelsen/ Scriptor.

Mindt, Dieter. (1995). *Unterrichtsplanung Englisch für die Sekundarstufe I*. (Neubearbeitung). Stuttgart: Klett.

Müller-Hartmann, Andreas & Schocker-von Dittfurth, Marita. (Hrsg.) (2005). *Aufgabenorientierung im Fremdsprachenunterricht. Festschrift für Michael K. Legutke*. Tübingen: gnv.

Zydatißen, Wolfgang. (2005). *Bildungsstandards und Kompetenzniveaus im Englischunterricht. Konzepte, Empirie, Kritik und Konsequenzen*. Frankfurt a.M.: Peter Lang.

Planung und Analyse von Englischunterricht

Seminar, SWS: 2

Vinals-Stein, Nicole

Di, wöchentl., 16:00 - 18:00, 05.04.2011 - 16.07.2011, 1502 - 609 II 609

Kommentar

Dieses Seminar ist obligatorisch für alle Lehramtsstudierenden und dient der Vorbereitung auf das Fachpraktikum. Es werden Aufzeichnungen von Unterricht analysiert und Unterrichtssequenzen geplant.

Die Veranstaltung ist stufen- und schulartübergreifend angelegt. Die KursteilnehmerInnen erarbeiten Planungsentwürfe für ihre jeweilige Schulart.

Voraussetzungen: ASP; Did F1 und DidF2

Anmeldung über Stud.IP.

Bemerkung

DidPA, FAL7

Literatur

Bach, Gerhard & Johannes-Peter Timm (Hrsg.): *Englischunterricht. Grundlagen und Methoden einer handlungsorientierten Unterrichtspraxis*. Tübingen: Francke 1989.

Heuer, Helmut & Friederike Klippel: *Englischmethodik. Problemfelder, Unterrichtswirklichkeit und Handlungsempfehlungen*. Berlin: Cornelsen 1993.

Meyer, Hilbert: *Unterrichtsmethoden*, 2 Bände, Berlin: Cornelsen Scriptor 2001.

Mindt, Dieter: *Unterrichtsplanung Englisch für die Sekundarstufe I* (Neubearbeitung). Stuttgart: Klett 1995.

Schaefer, Klaus: *So schaffen Sie den Englischunterricht*. Münster: Aschendorff 1992.

Timm, Johannes-Peter. (Hrsg.): *Englisch lernen und lehren. Didaktik des Englischunterrichts*. Berlin: Cornelsen 1998.

Ziegésar, Detlev von & Margaret von: *Einführung von Grammatik im Englischunterricht: Materialien und Modelle*. München: Oldenbourg 2001.

Variation in Linguistic Systems

Seminar, SWS: 2

Altendorf, Ulrike

Di, wöchentl., 16:00 - 18:00, 05.04.2011 - 16.07.2011, 1502 - 703 II 703

Kommentar

This course will explore language variation focussing on language-internal rather than language-external constraints. It will discuss patterns of variation in different varieties of English at the phonetic-phonological, grammatical and lexical level, also including the effects of language contact and language change.

Prerequisites: *Foundations Linguistics 1* and *2* (Major), *Foundations Linguistics* (Minor)

Course size limited to 35 people

Please register for this class via Stud.IP between 1 and 15. March!

Bemerkung

LingA1/ LingA2 , FAL 4

Didaktische u. berufspraktische Seminare / Didactical and Practical Seminars**Fachpraktikum für das Lehramt an Gymnasien / M.Ed.**

Praktikum

Vinals-Stein, Nicole

Kommentar

5 Wochen am Gymnasium im September 2011.

Anmeldung bis zum 30.04.2011 bei Nicole Vinals-Stein (nicole.vinals-stein@engsem.uni-hannover.de).

Die Plätze werden in der Reihenfolge der Anmeldung vergeben.

Introduction to the Methodology of Teaching English

Seminar, SWS: 2

Kupetz, Rita

Mo, wöchentl., 12:00 - 14:00, 04.04.2011 - 16.07.2011, 1502 - 615 II 615

Kommentar

This introductory methodology course is obligatory for all prospective teachers and for all BA students who plan to complete the M. Ed. We recommend that BA students take this class in their 3rd semester. 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.

Prerequisites for certificate: reading assignments, tests in the learning modules and a written exam (Prüfungsleistung)

Please register for this course via Stud.IP.

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

Bemerkung

DidF1

Literatur

A reader will be provided via the copy shop Stork.

Recommended literature:

Ur, Penny. (1991). *A Course in Language Teaching. Practice and Theory*. Cambridge: CUP.

Müller-Hartmann, Andreas and Marita Schocker von Ditzfurth. (2005). *Introduction to English Language Teaching*. Stuttgart: Klett.

Introduction to the Methodology of Teaching English

Seminar, SWS: 2

Becker, Carmen

Di, wöchentl., 10:00 - 12:00, 05.04.2011 - 16.07.2011, 1502 - 703 II 703

Kommentar

This introductory methodology course is mandatory 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.

This course aims at exploring and synthesizing insights from second language acquisition research studies. It aims at involving the participants in their professional development by encouraging the reflection of their own second language learning processes and discussing issues, problems, and possibilities in foreign language teaching methodology. Furthermore it aims at developing a basic framework for a professional intercultural communicative language teaching practice at secondary level, which can function as a methodological springboard for future teaching.

Some of the issues that will be raised are:

SLA and implications for the classroom
 Learner differences and implications for teaching procedures
 Teacher's and learner's roles and responsibilities
 The intercultural communicative classroom
 The process and the role of tasks in language teaching
 Teaching the language system and developing language skills
 Policies and curricular guidelines
 The role of self-assessment (portfolio assessment)

Certificate requirements: regular attendance, active participation, weekly journal (portfolio), written exam.

Please register for this course via Stud.IP.

Bemerkung

DidF1

Literatur

Recommended literature:

Müller-Hartmann, Andreas & Schocker-von Ditfurth, Marita. (2005). *Introduction to English Language Teaching*. Stuttgart: Klett.

Language Testing and Assessment

Seminar, SWS: 2

Fellmann, Gabriela

Mi, wöchentl., 16:00 - 18:00, 06.04.2011 - 16.07.2011, 1502 - 615 II 615

Kommentar

Tests and assessment are an integral part of foreign language learning and teaching. The seminar therefore provides an opportunity to explore a variety of key theoretical and practical issues involved in language testing and assessment. We will focus on test development, design and data analysis as well as their relation to test results and their effects on the learning process. The seminar will also offer a review of influential articles by authors such as e.g. Canale, Swain, Moss, Alderson and discusses their contribution to the field. Students should be enabled to identify and select test formats appropriate for different ages, competence levels, skills and purposes. We will also develop a language test for a class at my school focussing on competence-oriented testing according to the "Kerncurriculum", and evaluate the pupils' tests. Alternatives to testing will be thoroughly discussed.

Please register via Stud.IP for this seminar and check there for additional information before the first meeting.

Prerequisites for SL certificate will be specified in class.

For further information: FellmannG@aol.com

Bemerkung

DidF2

Literatur

A reader will be available at the copy shop Stork (Körnerstraße) at the beginning of the semester.

Recommended literature:

Bachman, Lyle F. (1995). *Fundamental Considerations in Language Testing*. Oxford: OUP.

Bachman, Lyle F. & Adrian S. Palmer. (1996). *Language Testing in Practice*. Oxford: OUP.

Cohen, Andrew. (1994). *Assessing Language Ability in the Classroom*. Boston: Heinle & Heinle.

Douglas, Dan. (2010). *Understanding Language Testing*. London: Hodder.

Fulcher, Glenn & Fred Davidson. (2007). *Language Testing and Assessment. An Advanced Resource Book*. Abingdon: Routledge.

Fulcher, Glen. (2010). *Practical Language Testing*. London: Hodder.

Grotjahn, Rüdiger. (2006). Prüfen - Testen - Bewerten. In: Udo O.H. Jung (Hrsg.), *Praktische Handreichung für Fremdsprachenlehrer*. 4., vollst. neu bearb. Auflage. Frankfurt/ Main: Lang. 221-230.

Hughes, Arthur. (2003). *Testing for Language Teachers*. 2nd edition. Cambridge: CUP.

Shohami, Elana. (2008). (ed.). *Encyclopedia of Language and Education*. Vol. 7: *Language Testing and Assessment*. New York: Springer.

Winter, Felix. (2004). *Leistungsbewertung: Eine neue Lernkultur braucht einen anderen Umgang mit Schülerleistungen*. 2. unveränd. Auflage. Baltmannsweiler: Schneider Verlag Hohengehren.

Portfolio

Seminar, SWS: 2

Kupetz, Rita

Mo, wöchentl., 14:00 - 16:00, 04.04.2011 - 16.07.2011, 1502 - 615 II 615

Kommentar

This seminar will deal with the use of a portfolio for language learning and teaching purposes and you will be encouraged to begin your own European Teacher's Portfolio. The three parts of the European Language Portfolio (Passport, Biography and Dossier) are evaluated and their implementation at school will be discussed. Furthermore, we will deal with portfolio (self-)assessment as a means of empowering learners to take responsibility for their own language development.

We will use Stud.IP and we prepared learning modules for you.

Prerequisites: DidF1

Prerequisites for certificate: reading assignments and tests in the learning modules.

Please register via Stud.IP.

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

Bemerkung

DidF2

Literatur

A reader will be provided via the copy shop Stork.

Teaching Film: Crash and Babel

Seminar, SWS: 2

Blell, Gabriele

Do, wöchentl., 10:00 - 12:00, 07.04.2011 - 16.07.2011, 1502 - 615 II 615

Kommentar

Students enjoy watching movies and TV for a variety of reasons. For one, they get exposure to authentic language in a non-threatening setting. Secondly, movies and video provide common ground to students of any cultural background. From the teaching perspective, film as a text-genre has been fully accepted for the EFL classroom in Lower Saxony since 2003. The course is designed to help you to teach two episodic films: *Crash* (2004) and *Babel* (2006). Some of the objectives of the course will be: critically analyze and understand the purpose for the use of basic film/video techniques and methods for teaching them to students, as well as intertextual connections between media (e.g. film & novel). understand and apply different critical approaches to studying film (e.g. semiotic, postcolonial, cultural studies) and teach them in a task-based learning context develop 'reading/viewing' skills through a range of classroom activities that demonstrate how audience interaction works to create meaning in film.

A film-screening for the films discussed in the classroom will be organized.

Please register via Stud.IP.

Prerequisites: DidF1/F2

Prerequisites for SL certificate will be specified in class.

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

Bemerkung

DidA

Literatur

Recommended Literature:

Blell, Gabriele & Lütge, Christiane. (2004). Sehen, Hören, Verstehen und Handeln: Filme im Fremdsprachenunterricht. *PRAXIS Fremdsprachenunterricht* 6. 402-405. 430.

Blell, Gabriele & Lütge, Christiane. (2008). Filmbildung im Fremdsprachenunterricht. Neue Lernziele, Begründungen und Methoden. In: Claus Gnutzmann, Frank G. Königs & Ekkehard Zöfgen (Hrsg.), *Fremdsprachenlehren und -lernen* 37, 124-140.

Leizke-Ungerer, Eva. (2009). *Film im Fremdsprachenunterricht. Literarische Stoffe, interkulturelle Ziele, mediale Wirkung*. Stuttgart: Ibidem.

Mikos, Lothar. (2003). *Film- und Fernsehanalyse*. Konstanz: UVK Verlagsgesellschaft mbH.

The New London Group. (2000). "A Pedagogy of Multiliteracies." In: Cope, Bill & Kalantzis, Mary (eds.). *Multiliteracies*. London & NY: Routledge. 9-37.

Themenheft Teaching Film: *PRAXIS Fremdsprachenunterricht* 6/2004

Teaching Practice as Foreign Language Assistant

Seminar, SWS: 2

Tschann, Verena

Sa, Einzel, 10:00 - 18:00, 25.06.2011 - 25.06.2011, 1502 - 613 II 613

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 compare different educational systems (GB, USA, Ireland, Canada and Australia), develop and discuss 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 M.Ed. students.

Please register for this class via email before June 15, 2011 (v_tschann@hotmail.com).

Theorien und Konzepte des bilingualen Unterrichts aus zwei fachdidaktischen Perspektiven (am Beispiel von Geschichtsunterricht zu Themen des "langen 19. Jahrhunderts")

Seminar, SWS: 2

Barricelli, Michele (Prüfer/-in) / Blell, Gabriele

Di, wöchentl., 16:00 - 18:00, 05.04.2011 - 16.07.2011, 1502 - 003 II 003

Kommentar

Geschichte gehört in Deutschland zu den häufigsten Sachfächern im Bilingualen Unterricht. Das Attribut „bilingual“ impliziert einerseits, dass die Schulsprache Deutsch in diesem Unterricht durchaus ihren Platz hat, also zumindest streckenweise in zwei Sprachen gelernt wird. Es fixiert andererseits das Ziel einer funktionalen Zwei- bzw. partiellen Mehrsprachigkeit. Es wird damit in diesem Unterricht keine originäre Beherrschung der Fremdsprache im Sinne muttersprachlicher Kompetenz angestrebt, sondern vielmehr eine segmental-funktionale Fremdsprachenkompetenz. Zusätzlich soll sich für das Sachfach ein „Mehrwert“ ergeben, der im Falle der Geschichte etwa in einem systematischen Perspektivenwechsel, der tieferen Einsicht in die narrative Verfasstheit des historischen Erkennens oder dem verstärkten interkulturellen Lernen (Fremdverstehen) bestehen kann. Am Beispiel von historischen Gegenständen des „langen“ 19. Jahrhunderts sollen im Seminar die wesentlichen Konstellationen für den bilingualen Sachfachunterricht Geschichte-Englisch in deutschen Schulklassen bearbeitet werden:

- a) zu einem amerikanisch/britischen Thema (also „fremde“ Geschichte mit englischsprachigen Originalquellen),
- b) zu einem deutschen Thema (also eigene Geschichte mit z. T. muttersprachlichen, englisch übersetzten Quellen),
- c) zum Thema der Französischen Revolution (also doppelte Alterität: fremde Geschichte, fremdsprachliche Quellen, die in eine andere Fremdsprache übersetzt wurden) sowie
- d) 1. Weltkrieg als Exempel einer multiperspektivischen, multilingualen Betrachtung.

Bei der fachlichen, fachdidaktischen und (fremd-)sprachlichen Analyse ausgewählter Darstellungen, Quellentexte, Bildmedien und Schulmaterialien sollen im Seminar immer auch Fragen der unterrichtsdidaktischen Umsetzung eine Rolle spielen (Textauswahl, Übungs- und Aufgabengestaltung, Methodenauswahl, Methoden sprachlicher Stützung, Glossar, etc.) .

Bemerkung

Seminarsprache: Deutsch und Englisch!

DidA

Literatur

Barricelli, Michele & Ulrich Schmieder. (2007). Über Nutzen und Nachteil des bilingualen Sachfachunterrichts. Fremdsprachen- und Geschichtsdidaktik im Dialog. In: Daniela Caspari u.a. (Hrsg.): *Bilingualer Unterricht macht Schule. Beiträge aus der Praxisforschung* . Frankfurt a.M.: Lang. 205-220.

Blell, Gabriele & Füllberg-Stolberg, Katja. (2005). " *The Amistad Revolt*": Ein fächerübergreifendes Seminar zum bilingualen Geschichtsunterricht" . In: Blell, Gabriele & Kupetz, Rita (Hrsg.). *Bilingualer Sachfachunterricht und Lehrerbildung für den bilingualen Unterricht: Forschung und Praxisberichte*. Frankfurt a.M.: Lang. 111-130.

Christ, Herbert. (2000). „Zweimal hinschauen - Geschichte bilingual lernen.“ In: Lothar Bredella & Franz-Joseph Meißner et al. (Hrsg.), *Wie ist Fremdverstehen lehr- und lernbar?* Tübingen: Narr. 43-83.

Hasberg, Wolfgang (2004). Bilingualer Geschichtsunterricht und historisches Lernen. Möglichkeiten und Grenzen. *Internationale Schulbuchforschung* . Heft 2/2004, 26. 119-139.

Theis, Rolf et al. (2009). *Geschichte und Geschehen. Bilingual 19th century* . Stuttgart/Leipzig: Klett.

Weeke, Annegret et al. (2006). *Invitation to History* . Berlin: Cornelsen.

Visual Literacy in the EFL classroom

Seminar

Blell, Gabriele

Di, wöchentl., 14:00 - 16:00, 05.04.2011 - 16.07.2011, 1502 - 615 II 615

Kommentar

If teachers consider essential principles and adequate methods, pictures, pictograms, pictorial art, photos and film offer the advantage to enhance language activities in a foreign language as well. In dealing with various kinds of images the learners get the chance to train and improve their communicative, cultural and visual competences. The seminar will deal with the question how images and pictures can be used for (foreign) language learning and teaching purposes. A couple of seminars will be held in the Sprengel Museum Hannover.

Prerequisites: DidF1

Prerequisites for SL certificate will be specified in class.

Please register for this course via Stud.IP.

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

Bemerkung

DidF2

Literatur

Recommended literature:

_ Blell, Gabriele & Hellwig, Karlheinz. (1996). *Bildende Kunst und Musik im Fremdsprachenunterricht*. Frankfurt a.M.: Peter Lang.

Surkamp, Carola & Hecke, Carola. (2010). *Bilder im Fremdsprachenunterricht: Neue Ansätze, Kompetenzen und Methoden*. Tübingen: Narr.

Rymarczyk, Jutta. (2003). *MAFF: Kunst auf Englisch?* München: Langenscheidt-Longman.

Kolloquien /Colloquia**Doktorandenkolloquium "American Studies"**

Kolloquium, SWS: 2

Mayer, Ruth

Kommentar

Dieses Kolloquium soll Doktorand/innen der *American Studies* die Möglichkeit geben, ihre Projekte im kleinen Kreis vorzustellen und zu diskutieren.

Bemerkung

Nach Absprache und auf persönliche Einladung.

Doktorandenkolloquium "Didaktik"

Kolloquium, SWS: 2

Kupetz, Rita / Blell, Gabriele

Di, wöchentl., 18:00 - 20:00, 05.04.2011 - 16.07.2011, 1502 - 703 II 703

Fr, Einzel, 09:00 - 12:00, 13.05.2011 - 13.05.2011, 1502 - 615 II 615

Fr, Einzel, 12:00 - 14:00, 13.05.2011 - 13.05.2011, 1502 - 609 II 609

Fr, Einzel, 14:00 - 17:00, 13.05.2011 - 13.05.2011, 1502 - 615 II 615

Kommentar

Termine und Teilnahme nach Absprache

Examensseminar Literatur / Kultur

Seminar, SWS: 2

Gohrisch, Jana

Di, wöchentl., 14:00 - 16:00, 05.04.2011 - 16.07.2011, 1502 - 709 II 709

Kommentar

Das auf die gesamte Vorlesungszeit angelegte Examenskolloquium richtet sich an alle Studierenden, die kurz vor ihrer Abschlussprüfung (BA, MA Advanced Anglophone Studies, 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: intermediate exam

For further information: jana.gohrisch@engsem.uni-hannover.de

Literatur

Lektüreempfehlungen:

Franck, Norbert und Joachim Stary. *Die Technik des wissenschaftlichen Arbeitens. Eine praktische Anleitung*. 11. überarb. Aufl. Paderborn, München, Wien, Zürich: Schöningh 2003 (UTB).

Nünning, Vera und Ansgar. *An Introduction to the Study of English and American Literature*. Stuttgart: Ernst Klett Sprachen 2004.

Nünning, Ansgar, Hg. *Metzler-Lexikon Literatur- und Kulturtheorie: Ansätze - Personen - Grundbegriffe*. 3. erw. Aufl. Stuttgart, Weimar: J. B. Metzler 2004.

Poplawski, Paul, ed. *English Literature in Context*. Cambridge: Cambridge University Press 2008.

Seeber, Hans-Ulrich, Hg. *Englische Literaturgeschichte*. 4. erw. Aufl. Stuttgart, Weimar: J. B. Metzler 2004.

Examensseminare / Exam Seminars

Examenskolloquium Didaktik

Kolloquium, SWS: 2

Kupetz, Rita

Di, wöchentl., 14:00 - 16:00, 05.04.2011 - 16.07.2011, 1502 - 613 II 613

Kommentar

Examenskandidaten/innen für die Prüfung im Sommer 2011 bereiten sich im April und Mai mittels Prüfungssimulation oder Beratung zum Thesenpapier unmittelbar auf die mündliche Prüfung vor. Ab Juni werden Kandidatinnen folgender Semester aufgenommen. Darüber hinaus werden Abschlussarbeiten und -prüfungen, die in der Didaktik des Englischen geschrieben werden, konzeptionell beraten.

Für weitere Informationen: rita.kupetz@engsem.uni-hannover.de

Examensseminar Literatur / Kultur

Seminar, SWS: 2

Gohrisch, Jana

Di, wöchentl., 14:00 - 16:00, 05.04.2011 - 16.07.2011, 1502 - 709 II 709

Kommentar

Das auf die gesamte Vorlesungszeit angelegte Examenskolloquium richtet sich an alle Studierenden, die kurz vor ihrer Abschlussprüfung (BA, MA Advanced Anglophone Studies, 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: intermediate exam

For further information: jana.gohrisch@engsem.uni-hannover.de

Literatur

Lektüreempfehlungen:

Franck, Norbert und Joachim Stary. *Die Technik des wissenschaftlichen Arbeitens. Eine praktische Anleitung*. 11. überarb. Aufl. Paderborn, München, Wien, Zürich: Schöningh 2003 (UTB).

Nünning, Vera und Ansgar. *An Introduction to the Study of English and American Literature*. Stuttgart: Ernst Klett Sprachen 2004.

Nünning, Ansgar, Hg. *Metzler-Lexikon Literatur- und Kulturtheorie: Ansätze - Personen - Grundbegriffe*. 3. erw. Aufl. Stuttgart, Weimar: J. B. Metzler 2004.

Poplawski, Paul, ed. *English Literature in Context*. Cambridge: Cambridge University Press 2008.

Seeber, Hans-Ulrich, Hg. *Englische Literaturgeschichte*. 4. erw. Aufl. Stuttgart, Weimar: J. B. Metzler 2004.

Veranstaltung Frau Prof. Altendorf

Raumbuchung

Altendorf, Ulrike

Di, Einzel, 08:00 - 10:00, 28.06.2011 - 28.06.2011, 1502 - 815 CIP-Pool