Englisches Seminar

Fächerübergreifender Bachelor - Fach Englisch

**Foundations of Linguistics 1**

*Introduction to Linguistics II*

Vorlesung, SWS: 2, Max. Teilnehmer: 40
Shahrokny-Prehn, Arian
Mo, wöchentl., 08:00 - 10:00, 16.04.2012 - 21.07.2012, 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 successfully (!) participated in LingF1 before taking on LingF2.

*Reader -* copy shop Stork (Körnerstraße) from 1 April ● *Registration -* StudIP 1.3.2012 - 31.3.2012 ● *Size restriction -* 40 ● *Prerequisites -* LingF1 ● *Studiengänge -* FüBA, BSc TE, 3, Fach LG ● *Further Information -* arian.shahrokny@engsem.

**Bemerkung**

LingF2

**Introduction to Linguistics II**

Vorlesung, SWS: 2, Max. Teilnehmer: 40
Schulze, Rainer
Mo, wöchentl., 14:00 - 16:00, 16.04.2012 - 21.07.2012, 1502 - 003 II 003

Kommentar

The language we speak is an integral part of who we are. It reveals where we come from and at the same time shows where we want to belong. With it, we can express and even create identity and community. It connects us to the outside world and to each other. While we can observe its form and structure, we can also 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 sound linguistic knowledge, it is absolutely vital that students have successfully (!) participated in LingF1 before taking on LingF2.

*Reader -* copy shop Stork (Körnerstraße) from 1 April ● *Registration -* StudIP 1.3.2012 - 31.3.2012 ● *Size restriction -* 40 ● *Prerequisites -* LingF1 ● *Studiengänge -* FüBA, BSc TE, 3, Fach LG ● *Further Information -* rainer.schulze @engsem.

**Bemerkung**

LingF2
Introduction to Linguistics II
Vorlesung, SWS: 2, Max. Teilnehmer: 40
Gerckens (M. A.), Caroline
Di, wöchentl., 08:00 - 10:00, 10.04.2012 - 21.07.2012, 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 fulfills.

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 successfully (!) participated in LingF1 before taking on LingF2.

Reader - copy shop Stork (Körnerstraße) from 1 April ● Registration - StudIP 1.3.2012 - 31.3.2012 ● Size restriction - 40 ● Prerequisites - LingF1 ● Studiengänge - FüBA, BSc TE, 3. Fach LG ● Further Information - caroline.gerckens@engsem.~

Bemerkung
LingF2

Introduction to Linguistics II
Vorlesung, Max. Teilnehmer: 40
Pfaff (M. A.), Meike
Do, wöchentl., 16:00 - 18:00, 12.04.2012 - 21.07.2012, 1502 - 703 II 703
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 fulfills.

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 successfully (!) participated in LingF1 before taking on LingF2.

Reader - copy shop Stork (Körnerstraße) from 1 April ● Registration - StudIP 1.3.2012 - 31.3.2012 ● Size restriction - 40 ● Prerequisites - LingF1 ● Studiengänge - FüBA, BSc TE, 3. Fach LG ● Further Information - meike.pfaff@engsem.~

Bemerkung
LingF2

Foundations of Linguistics 2
Corpus Linguistics
Seminar, SWS: 2, Max. Teilnehmer: 25
Gerckens (M. A.), Caroline
Mi, wöchentl., 10:00 - 12:00, 11.04.2012 - 21.07.2012, 1502 - 815 CIP-Pool
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'.

Reader - copy shop Stork (Körnerstraße) from 1 April ● Registration - StudIP 1.3.2012 - 31.3.2012 ● Size restriction - 25 ● Prerequisites - LingF1, LingF2 ● Studiengänge - FoBA, BSc TE, 3. Fach LG ● Further Information - caroline.gerckens@engsem.~

Bemerkung
LingF4
Phonetics and Phonology
Vorlesung, SWS: 2
Altendorf, Ulrike
Mi, wöchentl., 10:00 - 12:00, 11.04.2012 - 21.07.2012, 1502 - 003 II 003
Kommentar
This course will introduce students to the study of 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. Students will also develop skills in perceiving, articulating and transcribing vowel and consonant sounds using IPA symbols.

Reader - copy shop Stork (Körnerstraße) from 1 April
Registration - StudIP 1.3.2012 - 31.3.2012
Prerequisites - LingF1, LingF2
Studiengänge - FüBA, BSc TE, 3. Fach LG, MEd LG
Further Information - ulrike.altendorf@engsem.

Sociolinguistics
Seminar, SWS: 2, Max. Teilnehmer: 35
Pfaff (M. A.), Meike
Do, wöchentl., 14:00 - 16:00, 12.04.2012 - 21.07.2012, 1502 - 615 II 615
Kommentar
Does society shape language or does language shape society? This course is designed as an introduction to the central topics dealt with in the rather broad field of Sociolinguistics, which is concerned with questions about how speakers use and employ language in society, both as members of larger groups, but also individually. Thus, we will analyze linguistic variation within the English language, which can be found on all levels of language description and, which displays information about a speaker's identity - their regional and social background, age, and gender. But whereas two speakers never speak alike, neither does one and the same speaker always make the same linguistic choices. The motivations and mechanisms of such style and register variation shall also be discussed as part of this class. To this end we will take a look at selected sociolinguistic studies, which will, at the same time, also give us valuable insights into the relationship between synchronic linguistic variation and more permanent language change.

Reader - copy shop Stork (Körnerstraße) from 1 April
Registration - StudIP 1.3.2012 - 31.3.2012
Size restriction - 35
Prerequisites - LingF1, LingF2
Studiengänge - FüBA, BSc., 3. Fach LG
Further Information - meike.pfaff@engsem.

Text
Seminar, SWS: 2, Max. Teilnehmer: 35
Shahrokny-Prehn, Arian
Do, wöchentl., 08:00 - 10:00, 12.04.2012 - 21.07.2012, 1502 - 703 II 703
Kommentar
This is a text. It is built up out of smaller units, some as small as single words (as the headline Text’), others consisting of several (This is a text.). These smaller units convey the informational content of the text (that this is a text and that it consists of smaller units) and also strengthen its internal bonds, i.e. the reader's impression of these loosely connected words as being a single textual entity.

We will begin this course by concerning ourselves with 'classical' notions of text such as cohesion and coherence as well as information structure. Later in the semester, we will apply our new-found knowledge on various kinds of textual entities, written, printed, drawn, or animated, newspaper articles as well as road signs, and business cards as well as TV commercials.

Participants are expected to decide on a research topic early on and have to be prepared to produce short pieces of text during the semester. These will be subjected to peer review, revision, and editing, and thereby present a welcome interface between text production and text analysis.

Reader - copy shop Stork (Körnerstraße) from 1 April
Registration - StudIP 1.3.2012 - 31.3.2012
Size restriction - 35
Prerequisites - LingF1, LingF2
Studiengänge - FüBA, BSc TE, 3. Fach LG
Further Information - arian.shahrokny@engsem.
## Advanced Linguistics

**Cognitive English Grammar II**

<table>
<thead>
<tr>
<th>Seminar, SWS: 2</th>
<th>Max. Teilnehmer: 25</th>
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<tbody>
<tr>
<td>Schulze, Rainer</td>
<td>Di, wöchentl., 10:00 - 12:00, 10.04.2012 - 21.07.2012, 1502 - 703 II 703</td>
</tr>
</tbody>
</table>

**Kommentar**

This seminar will introduce students to cognitive linguistic theory and will show that Cognitive Grammar helps us, including foreign language teachers, to gain a better understanding of the grammar of English. The notions of motivation and meaningfulness will be central to the approach pursued in this seminar.

This seminar is a sequel to Cognitive English Grammar I and will, on the basis of notions and categories developed so far, describe situations as temporal units of various layers, with situations viewed as relational units and their corresponding structuring as sentences. This part of the seminar will also be devoted to event schemas and space and metaphorical extensions of space.

Please check StudIP for updates and additional information as the semester approaches.

**Reader** - copy shop Stork (Körnerstraße) from 1 April


**Size restriction** - 25

**Prerequisites** - LingF4

**Studiengänge** - FüBA, MEd LBS, 3. Fach LG, MEd LG, FAL

**Further Information** - rainer.schulze @engsem.~

## Construction Grammar

<table>
<thead>
<tr>
<th>Seminar, SWS: 2</th>
<th>Max. Teilnehmer: 25</th>
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<tr>
<td>Schulze, Rainer</td>
<td>Di, wöchentl., 16:00 - 18:00, 10.04.2012 - 21.07.2012, 1502 - 703 II 703</td>
</tr>
</tbody>
</table>

**Kommentar**

This seminar will investigate the nature of generalization in language and examine how language is known by adults and acquired by children. The seminar will look at how and why constructions are learned, the relation between their forms and functions, and how cross-linguistic and language-internal generalizations about them can be explained.

The course will be divided into three parts: in the first, we will provide an overview of constructionist approaches, including the constructionist approach to argument structure, and argue for a usage-based model of grammar. In the second, we will address issues concerning how generalizations are constrained and constructional generalizations are learned. In the third, we will show that a combination of function and processing accounts for a wide range of language-internal and cross-linguistic generalizations. We will then consider the degree to which the function of constructions explains their distribution and examine cross-linguistic tendencies in argument realization. We will be able to show that pragmatic and cognitive processes account for the data without appeal to stipulations that are language-specific. The seminar will be an interesting contribution to the study of how language operates in the mind and in the world and how these operations relate.

Please check StudIP for updates and additional information as the semester approaches.

**Reader** - copy shop Stork (Körnerstraße) from 1 April


**Size restriction** - 25

**Prerequisites** - LingF4

**Studiengänge** - FüBA, 3. Fach LG, MEd LG, MEd LbS, FAL

**Further Information** - rainer.schulze @engsem.~

**Bemerkung**

LingA1, LingA2 / FAL1

LingA1, LingA2 / FAL1, FAL2
Learner Corpus Research
Seminar, SWS: 2, Max. Teilnehmer: 20
Altendorf, Ulrike
Mi, wöchentlich, 08:00 - 10:00, 11.04.2012 - 28.07.2012, 1502 - 815 CIP-Pool

Kommentar
This course will explore issues related to the compilation of learner corpora, insights into learner language gained on the basis of LCR and the interaction between LCR and other disciplines, including Second Language Acquisition and Cognitive Linguistics. Seminar papers will be mostly empirical.

Reader - copy shop Stork (Körnerstraße) from 1 April ● Registration - StudIP 1.3.2012 - 31.3.2012 ● Size restriction - 20 ● Prerequisites - LingF4 ● Studiengänge - FüBA, 3. Fach LG, MEd LG, MEd LbS, FAL ● Further Information - ulrike.altendorf@engsem.

Bemerkung
LingA1, LingA2 / FAL7

Neo-Firthian Linguistics
Seminar, SWS: 2, Max. Teilnehmer: 25
Schulze, Rainer
Mo, wöchentlich, 10:00 - 12:00, 16.04.2012 - 21.07.2012, 1502 - 703 II 703

Kommentar
In this advanced seminar, we will explore the approach to language analysis taken by a group of scholars sometimes referred to collectively as 'neo-Firthian' (no, not Colin!). As this label suggests, these researchers work within the framework of an approach to language suggested by John Rupert Firth. The most prominent proponent of the neo-Firthian approach has been John Sinclair, and Sinclair played a major role in enabling subsequent work in language analysis. Many of the other key scholars in this tradition include Michael Hoey, Susan Hunston, Bill Louw, Michael Stubbs, Wolfgang Teubert or Elena Tognini-Bonelli. Two central ideas in their approach to language analysis are 'collocation' and 'discourse'. It is perhaps unfortunate that these terms are among the most multifariously defined and, therefore, the most confusing in contemporary linguistics. For this reason, we will examine some issues relating to the use of these terms, in theory and in practice. This will include presentations and discussions of how these terms are used both generally in linguistics and specifically in neo-Firthian linguistics.

Please check StudIP for updates and additional information as the semester approaches.

This course is restricted to a maximum of 25 participants.

Reader - copy shop Stork (Körnerstraße) from 1 April ● Registration - StudIP 1.3.2012 - 31.3.2012 ● Size restriction - 25 ● Prerequisites - LingF4 ● Studiengänge - FüBA, 3. Fach LG, MEd LG, MEd LbS, FAL ● Further Information - rainer.schulze@engsem.

Bemerkung
LingA1, LingA2 / FAL2

Principles of Language Change
Seminar, SWS: 2, Max. Teilnehmer: 25
Altendorf, Ulrike
Di, wöchentlich, 14:00 - 16:00, 10.04.2012 - 21.07.2012, 1502 - 306 II 306

Kommentar
This course will review language-external and language-internal principles of language change. Language-external factors to be treated will be, for instance, migration and settlement patterns as well as the dynamics of social class and gender roles. Language-internal mechanisms will comprise the notions of markedness and naturalness as well as the economy of the language system.

The course requires a solid knowledge of phonetics and phonology.

Reader - copy shop Stork (Körnerstraße) from 1 April ● Registration - StudIP 1.3.2012 - 31.3.2012 ● Size restriction - 25 ● Prerequisites - LingF4 ● Studiengänge - FüBA, 3. Fach LG, MEd LG, MEd LbS, FAL ● Further Information - ulrike.altendorf@engsem.

Bemerkung
LingA1, LingA2 / FAL4

Intermediate Literature and Culture

Sommer 2012
American Gothic
Seminar, SWS: 2, Max. Teilnehmer: 25
Snyder-Körber, Mary-Ann
Do, wöchentl., 12:00 - 14:00, 12.04.2012 - 21.07.2012, 1502 - 615 II 615

Kommentar
Terror, horror, and madwomen in your attic. These are some of the classic components of the gothic writing mode that we will be considering in its translation from European traditions to American contexts, in aesthetic and psychological short story experiments, and as a mode of national allegory. We will be covering four centuries of anxiety and repression in this seminar. Our journey begins with British writers like Ann Radcliffe and Matthew Lewis (in brief excerpts). We then cross the Atlantic to analyze Charles Brockden Brown's *Edgar Huntley* as the beginning of an American gothic tradition in the eighteenth century that continues in the nineteenth-century with short stories of Washington Irving, Nathaniel Hawthorne, Edgar Allan Poe and Henry James. The twentieth century brings us to the work of writers like William Faulkner, Flannery O'Connor, and Toni Morrison's novel *Beloved*, which will be a particular focus. We will finish up the class by thinking about the twenty-first century and testing Mark Edmundson's thesis in *Nightmare on Main Street: Angels, Sadomasochism, and the Culture of Gothic* that American popular culture is the prime contemporary medium of the gothic. Edmundson made this argument in 1997. Does this point still hold in our current moment?

**Required Reading:**

Please purchase *Edgar Huntley* and *Beloved* before the beginning of class. I strongly recommend the edition of *Edgar Huntley* edited by Phillip Barnard and Stephen Shapiro (Hackett ISBN: 0872208532). Otherwise, any reasonably priced new or used edition is fine. All other texts will be made available in a reader at the start of the semester.

**Recommended Reading:**

David Botting's *The Gothic* (1996) and David Punter and Glennis Byron's *The Gothic* (2004) not only have the same title. They are also both good introductions to central themes and authors.

**Reader** - copy shop Stork (Körnerstraße) from 1 April

- **Assessment Tasks** - will be specified
- **Size restriction** - 25
- **Prerequisites** - Studienleistung(en) of AmerBritF1
- **Studiengänge** - FüB.A., M. Ed. LbS, 3. Fach LG
- **Further Information** - snykoer@zedat.fu-berlin.de

**Bemerkung**
AmerF4
### British Children's Literature from the Beginnings to the Present

**Vorlesung, SWS: 2**  
Emig, Rainer  
Do, wöchentl., 10:00 - 12:00, 12.04.2012 - 21.07.2012, 1502 - 003 II 003

**Kommentar**  
Children's Literature is a lively, though not unproblematic genre. Its history is relatively short: after earlier traditions of mainly religious and didactic writing, "modern" children's books only started appearing in the nineteenth century. The course will trace the history, forms, and ideologies of British Children's Literature from its inception through its supposed "golden age" in the early twentieth century to modern and postmodern expressions, all the way to its fusions with fantasy and science fiction. Due to the wide range of texts to be covered, the course will mainly be taught in lecture-format (with opportunities for students to ask questions).

Please note that there is also an optional one-hour class that will read and discuss the texts covered in the lectures.

**Recommended Reading:**  


**Assessment Tasks** - will be specified in class  
- [Registration - StudIP 1.3.2012 - 31.3.2012](#)  
- [Prerequisites - AmerBritF1 and SPAWR](#)  
- [Studiengänge - FüBa, MEd](#)  
- [LBS, 3. Fach LG](#)  
- [Further Information - rainer.emig@engsem.~](#)

**Bemerkung**  
BritF4

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### Don't Fear the Reaper: Encounters with Death in British Literature

**Seminar, SWS: 2, Max. Teilnehmer: 25**  
Funk, Wolfgang  
Do, wöchentl., 14:00 - 16:00, 12.04.2012 - 21.07.2012, 1502 - 709 II 709

**Kommentar**  
Death has always had a personal and a cultural side to it. It afflicts every human being equally but still in countless different ways. It both radically negates existence and ultimately infuses it with meaning. How any given society imagines and treats death can help us understand fundamental changes in the *conditio humana* throughout the ages. We will encounter textual and visual attempts to represent the un-representable from the Middle Ages (Chaucer) to the 21st century (Julian Barnes, Carol Ann Duffy). On the way, we will stop at the Pearly Gates as well as the Ninth Circle of Hell, we will encounter Death in various shapes and forms, both redeeming and annihilating and we will confront topics from euthanasia to cryonics. Eventually, we should be in a position to answer the question if we are really all equal before Death.

**Required Reading:**  
Trollope, Anthony. *The Fixed Period*. 1882 (any edition will do)

Materials for each lecture can also be found on StudIP.

- [Reader - copy shop Stork (Körnerstraße) from 1 April](#)  
- [Assessment Tasks - will be specified in class](#)  
- [Registration - StudIP 1.3.2012 - 31.3.2012](#)  
- [Size restriction - 25](#)  
- [Prerequisites - AmerBritF1 and SPAWR](#)  
- [Studiengänge - FüBa, MEd](#)  
- [LBS, 3. Fach LG](#)  
- [Further Information - wolfgang.funk@engsem.~](#)

**Bemerkung**  
BritF4
In a lyrical reflection composed during his exile years in Santa Monica, Bertolt Brecht evokes a Los Angeles familiar to us from tourist fantasies: gardens lush with oversized blooms and unending streams of sleek, shimmering automobiles. In short, he concludes, the place is the closest thing to hell that you can get ("Nachdenken über die Hölle"). Consumerism and a focus on appearance led Brecht to evoke Southern California as a Hades with palm trees. More fundamentally, however, the city seems hellish because it is not a city at all. The easily readable grid of the modern metropolis and its patterns of pedestrian interaction are replaced by suburban sprawl and freeway interchanges. The flaneur becomes a commuter and cruiser.

The seminar will give us the opportunity to investigate these phenomena, while considering how Los Angeles is constituted as a symbolic space in theoretical, literary, and cinematic texts of the last century. We will explore Los Angeles’ intimate relation with the street and image by considering Thomas Pynchon’s postmodern detective novel *The Crying of Lot 49* (1966) and Joan Didion’s *Play as it Lays* (1970). A further focus will be on episodic films such as Robert Altman’s *Short Cuts* (1993) and Paul Anderson’s *Magnolia* (1999).

**Required Reading:**

The shorter theoretical texts the course begins with will be made available in a reader at the beginning of the semester. Please purchase the novels by Pynchon and Didion (any reasonably priced new or used edition) before the class starts.

**Recommended Reading:**

An older, but still readable and useful introduction to Los Angeles as an ambivalent American space is Mike Davis’s *City of Quartz* (1990, revised version 2006).

*Reader* - copy shop Stork (Körnerstraße) from 1 April
*Assessment Tasks* - will be specified
*Registration* - StudIP 1.3.2012 - 31.3.2012
*Size restriction* - 25

*Prerequisites* - Studienleistung(en) of AmerBritF1# Studiengänge - FüB.A., M. Ed. LbS, 3. Fach LG
*Further Information* - snykoer@zedat.fu-berlin.de

**AmerF4**
In the growing literary market of the 18th century, Samuel Richardson's epistolary novel *Pamela; Or Virtue rewarded* (1740) was an instant success. Its publicity also prompted several anti-*Pamela* texts, the most famous of which is Henry Fielding's satire *Shamela* - or, to quote the complete title, *An Apology for the Life of Mrs Shamela Andrews* (1741). The third and final novel that we will discuss in this seminar is *Memoirs of a Woman of Pleasure* (1749) by John Cleland, widely known as *Fanny Hill*. It is one of the most controversial texts in English literary history as it has frequently been criticised for its explicit depiction of prostitution and sexual enjoyment. We will engage in close readings of the novels in terms of genre, narration, focalisation, plot lines, character construction and constellation, with special emphasis on issues such as gender, class and power. Moreover, we will locate the texts in their cultural, political and historical contexts.

**Required Reading:**

Students who want to attend this course should get hold of the following texts - preferably in a well-annotated edition from Penguin or Oxford Classics:

Richardson, Samuel. *Pamela; or virtue rewarded*.

Fielding, Henry. *An Apology for the Life of Mrs Shamela Andrews*.

Cleland, John. *Fanny Hill*.

I recommend that you have read Richardson's *Pamela* by the beginning of the semester.

*Reader* - copy shop Stork (Körnerstraße) from 10 April ● *Assessment Tasks* - will be specified in class ● *Registration* - StudIP 1.3.2012 - 31.3.2012 ● *Size restriction* - 25 ● *Prerequisites* - AmerBritF1 and SPAWR ● *Studiengänge* - FüBA, MEd LBS, 3. Fach LG ● *Further Information* - ellen.gruenkemeier@engsem.~

**Bemerkung**

BritF4

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**Reading Session: British Children's Literature from the Beginnings to the Present**

This course will read and discuss the examples of British Children's Literature covered in the lecture "British Children's Literature from the Beginnings to the Present".

**Recommended Reading:**


*Assessment Tasks* - this course is not assessed ● *Registration* - StudIP 1.3.2012 - 31.3.2012 ● *Size restriction* - 25 ● *Prerequisites* - AmerBritF1 and SPAWR ● *Studiengänge* - FüBa, MEd LBS, 3. Fach LG ● *Further Information* - rainer.emig@engsem.~

**Bemerkung**

BritF4
Scotland: A cultural study
Seminar, SWS: 2, Max. Teilnehmer: 25
Bennett, Peter
Di, wöchentlich, 14:00 - 16:00, 10.04.2012 - 21.07.2012, 1502 - 703 II 703
Kommentar
This seminar will be concerned primarily with various representations of Scotland and with the meanings of "Scottishness". We shall of course consider Scottish history from early times to the present, both domestic and in relation to England, Britain, Europe and the world, but we shall do this with a view not only to the representational nature of history-writing but also to ways in which certain phases, situations and moments of history intersect with synchronic topics such as Scottish identities, stereotypes and geographies. We shall learn about the process of representation and apply this by trying to read romantic, touristic, cinematic and other verbal, visual and acoustic images against the grain.

Required Reading:
Please refer to the course page on StudIP.

Assessment Tasks - will be specified in class
Registration - StudIP 1.3.2011 - 31.3.2012
Size restriction - 25
Prerequisites - AmerBritF1 and SPAWR
Studiengänge - FüBA, MEd LBS, 3. Fach LG
Further Information - peter.bennett@engsem.

Survey of American Literatures and Cultures II
Vorlesung, SWS: 2
Twelbeck, Kirsten
Do, wöchentlich, 08:00 - 10:00, 12.04.2012 - 21.07.2012, 1208 - A001 Kesselhaus
Do, Einzel, 08:00 - 10:00, 09.08.2012 - 09.08.2012, 1502 - 703 II 703, 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 mainstream, marginalized groups and powerful parties in order to get a grip on cultural developments from the American Renaissance to Postmodernism. The course material will be posted on StudIP; all of it will be available at the beginning of the semester.

Required Reading: Please refer to the course page on StudIP.


Assessment Tasks - will be specified
Registration - StudIP 1.3.2012 - 31.3.2012
Studiengänge - FüBA, BSc TE, 3. Fach LG
Further Information - kirsten.twelbeck@engsem.
**Thatcherism: Arts and Politics**

Seminar, SWS: 2, Max. Teilnehmer: 25
Dinter (M. A.), Sandra
Mi, wöchentl., 08:00 - 10:00, 11.04.2012 - 21.07.2012, 1502 - 613 II 613

**Kommentar**

In an article in *The Guardian* in 2009, the writer Hanif Kureishi claimed that "Thatcher, like the Queen, is basically vulgar, and has little cultural sophistication or understanding. But unlike the Queen, she actively hated culture, as she recognised that it was a form of dissent." This provocative claim shall serve as the point of departure for this class, in which we will examine the oppositional potential of cultural representations of the 1980s in Britain, a decade which has frequently been defined by its Conservative government and political leader Margaret Thatcher. The first part of this seminar comprises a historical and political overview of the decade and an introduction to the essential theoretical concepts and methods of Cultural Studies we will employ later on. Subsequently, we will examine various texts from 1980s as well as retrospectives. Besides narrative, we will also discuss films (*My Beautiful Laundrette* and *This Is England*), drama (*Top Girls*), political speeches and songs. In doing so, we shall critically engage with a wide spectrum of topics related to the social and political conflicts of the 1980s, among them the Falklands War, multiculturalism, the infamous hedonism of the "yuppies", the miners' strikes, and various subcultures.

**Required Reading:**


*Reader* - copy shop Stork (Körnerstraße) from 1 April ● *Assessment Tasks* - will be specified in class ● *Registration* - StudIP 1.3.2011 - 31.3.2012 ● *Size restriction* - 25 ● *Prerequisites* - AmerBritF1 and SPAWR ● *Studiengänge* - FüBA, MEd LBS, 3. Fach LG ● *Further Information* - sandra.dinter@engsem.uni-hannover.de

**Bemerkung**

BritF4
The last bit of the long way towards an independent Ireland was a particularly violent one that not only divided nations but even families and friends. It is also one that seems to be very present in Irish cultural memory to this day. This course investigates representations of the various conflicts that surrounded the birth of the Irish Free State in texts which date both from the period of the Anglo-Irish and Irish Civil Wars but also from the last two decades. We shall thus undertake a synchronic and diachronic take on attitudes towards the bloodshed for Irish independence.

**Required Reading and Viewing:**


**Recommended Reading:**


**Reader** - copy shop Stork (Körnerstraße) from 1 April ● **Assessment Tasks** - will be specified in class ● **Registration** - StudIP 1.3.2011 - 31.3.2011 ● **Size restriction** - 25 ● **Prerequisites** - AmerBritF1 and SPAWR ● **Studiengänge** - FüBA, MEd LBS, 3. Fach LG ● **Further Information** - johanna.schaper@engsem~
18th-Century Black Atlantic Writers
Seminar, SWS: 2, Max. Teilnehmer: 25
Grünkemeier, Ellen
Do, wöchentl., 10:00 - 12:00, 12.04.2012 - 21.07.2012, 1502 - 709 II 709
Kommentar
Olaudah Equiano, Ukawsaw Gronniosaw, John Marrant and Quobna Ottobah Cugoano are four major black writers who travelled across the Atlantic Ocean from West Africa to the West Indies, from America to the British Isles. Their works, published between 1770 and 1793, helped to shape black Atlantic culture. What their texts have in common are their stories about adventures, about captivity and liberation, about their conversion to Christianity. In this seminar, we shall analyse their autobiographical writings, taking into consideration the genre, narrative structure, themes and Christian imagery. In addition to our close reading, we will relate the texts to their social, political, historical and cultural contexts. Our discussions will include issues such as the printing history of the texts, evangelicism, the history of the slave trade and the middle passage.

Required Reading:
Students who want to attend this course should get hold of the following text:


18th-Century Plays
Seminar, SWS: 2, Max. Teilnehmer: 25
Gohrisch, Jana
Mi, wöchentl., 10:00 - 12:00, 11.04.2012 - 21.07.2012, 1502 - 703 II 703
Kommentar
We shall look at three major plays examining plot structures and character construction, language and value systems against the background of 18th-century history and culture. We will begin with George Farquhar's The Recruiting Officer (1706) in which he takes the wit and liveliness of the aristocratic Restoration comedy into an increasingly middle-class world. Farquhar will be followed by John Gay's The Beggar's Opera (1728), a unique parody of both the heroic and the sentimental comedy, which provided Brecht with the material for his Dreigroschenoper (1928). Richard Brinsley Sheridan's The School for Scandal (1777) combines the wit of the earlier comedy of manners with the later middle-class preference for poetic justice and virtue rewarded.

Please bring your own (properly edited and annotated) copies of the plays, preferably from the New Mermaids Series, Penguin or Oxford Classics. Please read at least Farquhar's Recruiting Officer prior to class.

Required Reading:


Caribbean Literature in English
Seminar, SWS: 2, Max. Teilnehmer: 25
Gohrisch, Jana
Di, wöchentl., 15:00 - 16:00, 10.04.2012 - 21.07.2012, 1502 - 613 II 613

Kommentar
Caribbean literatures are a lively part of postcolonial literatures in English which have been taking shape in the former British Empire and the independent states since the beginning of the 20th century. The course will provide an overview of major writers, genres and themes drawing on texts published both in the Caribbean and in the American and British diasporas.

We shall begin with *Banana Bottom* (1933) by the Jamaican Claude McKay (1890-1948) who is famous for his contributions to the Harlem Renaissance. His novel is set in Jamaica in the early 20th century and gives prime importance to Jamaican hill culture as a source of survival in post-emancipation society. The second (and very slim) novel will be *Crick Crack, Monkey* (1970) by Merle Hodge (born in Trinidad in 1944) which tells the story of growing up black and female in pre-independent Trinidad juxtaposing folk culture and middle-class values. After McKay's novel we will read (and listen to) the performance poetry of Louise Bennett and Linton Kwesi Johnson (both from Jamaica) as well as poetry by Grace Nichols from Guyana. We will move on to investigate the many literary and cultural allusions in the poetry of Derek Walcott (from St. Lucia) who won the Nobel Prize for literature in 1992. After two short stories, among them one by the other Nobel laureate of the region, V. S. Naipaul, we shall finish the course with Merle Hodge's novel.

Required Reading:


Please buy your own copies of the novels and read *Banana Bottom* prior to class. The poems and the short stories will be provided in a reader at the beginning of the semester.

Reader - copy shop Stork (Körnerstraße) from 10 April ● Assessment Tasks - will be specified in class ● Registration - StudIP 1.3.2012 - 31.3.2012 ● Size restriction - 25 ● Prerequisites - Amer/BritF4 (for FüBA and M.Ed. students), none for others ● Studiengänge - FüBA, Med LG, 3. Fach LG, MA AAS, MA Atlantic Studies, Transformation Studies ● Further Information - jana.gohrisch@engsem.~

Bemerkung
BritA / AAS2, AAS3, AAS5 / Atlantic Studies
Cultural and Media Theory: Media in Transition
Seminar, SWS: 2, Max. Teilnehmer: 25
Denson, Shane
Di, wöchentl., 10:00 - 12:00, 10.04.2012 - 21.07.2012, 1502 - 615 II 615

Kommentar
With regard to the structural roles and relations of media in virtually every aspect of our lives, ours is an era of significant—perhaps even fundamental—change. Digital media, in particular, have transformed entertainment, social interaction, politics, art, and academia, among other areas of human activity. About that, there is widespread agreement; there is little consensus, though, when it comes to assessing the significance of these changes or determining their exact nature. Does "media convergence" characterize something unique about our culture? What is new about "new media"? To begin answering these questions, we must take a broader look at the history of media and media change. In this course, we will therefore focus not only on contemporary media phenomena, but also on a variety of earlier media transformations and transitions in an effort to better understand our present situation. With a primary emphasis on American (popular) culture, but with an eye towards global changes, we will consider moments of change and transition in a wide range of media, including the book, the cinema, recorded music, and television. Please be aware that this is an intensive theory course; there will be a heavy workload in terms of reading assignments, comprising quite a number of difficult theoretical texts. Please enroll only if you are willing to do the readings and participate actively in theoretical discussions.


Assessment Tasks - will be specified ● Registration - StudIP 1.3.2012 - 31.3.2012 ● Size restriction - 25 ● Prerequisites - Studienleistung(en) of "Intermediate Literature and Culture" ● Studiengänge - FüBA, M Ed. LG, 3. Fach LG, MA AAS ● Further Information - shane.denson@engsem.~

Bemerkung
AmerA / AAS1.2
In 2009, one year after David Foster Wallace's suicide, fans created "Infinite Summer," an international online platform through which people read and discussed Wallace's magnum opus *Infinite Jest* over the course of three months. This seminar provides the opportunity for yet another Infinite Summer, as we will read and analyze Wallace's 1,079-page long novel from front to back. Published in 1996 to great critical acclaim and commercial success, the novel is a dystopian satire set in a near-future North America where the teleputer is as much reality as the aptly-named O.N.A.N. (Organization of North American Nations). With(in) its bizarre narrative, the novel probes the effect of media and consumerism on the American people at the same time that it attempts to find ways out of the postmodern literary paradigm and the (supposed) detrimental effects of irony and cynicism.

We will approach *Infinite Jest* through a semester-long close reading of the novel that divides it into manageable chunks and thus provides an opportunity for interested readers to critically engage with this seminal piece of contemporary U.S. fiction. Please be aware that this is a reading-intensive course; enroll only if you are willing to read a thick and complex novel and participate actively in discussions.


*Reader -* copy shop Stork (Körnerstraße) from 10 April

*Assessment Tasks* - will be specified


*Size restriction -* 25

*Prerequisites -* Studienleistung(en) of "Intermediate Literature and Culture"

*Studiengänge -* FüBA, M Ed. LG, 3. Fach LG, MA AAS

*Further Information -* florian.gross@engsem.
Introduction to Gender Studies
Seminar, SWS: 2, Max. Teilnehmer: 25
Funk, Wolfgang
Do, wöchentl., 10:00 - 12:00, 12.04.2012 - 21.07.2012, 1502 - 703 II 703

Comment
This course will provide an introduction to significant concepts in the development of Gender Studies, from classical notions about the origins of human gender to the implications of queer thinking, from the progress (?) of Feminism to Masculinity Studies. We will also attempt to apply the theoretical findings to literary texts by reading pertinent works from the 18th to the 21st century. Moreover, students will be asked to contribute examples from their everyday reality to illustrate the ubiquity and significance of gendered images in our contemporary world.

Dieser Kurs ist verpflichtend für den Erwerb einer Bescheinigung im Interdisziplinären Studienschwerpunkt Gender Studies der Philosophischen Fakultät und steht allen Studierenden der Fakultät offen. Weitere Informationen dazu unter: http://www.engsem.uni-hannover.de/genderstudies.html

Required Reading:

or any other edition you might already own

Materials for each lecture can also be found on StudIP.

Recommended Reading/Preparation:
Keep your eyes and minds open.

Reader - copy shop Stork (Körnerstraße) from 1 April ● Assessment Tasks - will be specified in class ● Registration - StudIP 1.3.2012 - 31.3.2012 ● Size restriction - 25 ● Prerequisites - Amer/BritF4 (for FüBA and M.Ed. students), none for others ● Studiengänge - FüBA, MAAS, MEdLG, 3. Fach LG, Transformation Studies ● Further Information - wolfgang.funk@engsem.
Laurence Sterne's Tristram Shandy

Seminar, SWS: 2, Max. Teilnehmer: 25
Bennett, Peter
Fr, wöchentl., 12:00 - 14:00, 13.04.2012 - 21.07.2012, 1502 - 703 II 703

Kommentar

Published between 1759 and 1767, *Tristram Shandy* is one of the most extraordinary novels in the English language. Humourously and humanely satirical, but not bitterly so, its influences include the work of Cervantes, Rabelais, Montaigne, and Swift. It is often considered to be a forerunner of certain innovative novels of the 20th century. Produced in a period when the "classical" novel was taking shape, it does not offer the narrative continuities of that emerging genre. Nor, therefore, does it attempt to seduce the reader into the fictional world of the story. On the contrary, the text of *Tristram Shandy* continually and playfully emphasizes the performative nature of narration and the physical reality of printing ink on paper. The basic storyline is overwhelmed by the digressions and, when retrieved, proves paltry and aimless. As it was doubtless meant to be. The whole work is what is known in English as a shaggy-dog story or, as the closing line suggests, a cock-and-bull story. Which is not to say that it must therefore be frivolous. We may well discover a particular anti-dogmatic sanity behind the apparent craziness when we explore not only the intrinsic workings of the book but also extrinsic matters such as historical contexts, cultural influences and aspects of Sterne's personal life. But, like *Tristram Shandy* itself, the seminar will not attempt to impose conclusions or achieve closure.

**Required Reading:**

You should get hold of the Penguin Classics text which was first published in 1997, edited by Melvin and Joan New and based on the so-called Florida Edition. Do not confuse this with earlier Penguin editions.

**Assessment Tasks** - will be specified in class ● **Registration** - StudIP 1.3.2011 - 31.3.2012 ● **Size restriction** - 25 ● **Prerequisites** - Amer/BritF4 ● **Studiengänge** - FüBA, AAS2, Med.LG, 3. Fach LG# **Further Information** - peter.bennett@engsem.~

Bemerkung

BritA
Modern Fantasy in Literature and Film
Seminar, Max. Teilnehmer: 25
Block, 10:00 - 16:00, 29.05.2012 - 01.06.2012, 1502 - 703 II 703 , Blockseminar mit Mrs. Margaret Hiley

Kommentar
In the last ten years or so, the fantasy genre has experienced a huge boom, largely due to the success of movie blockbusters such as Peter Jackson's film version of Tolkien's *Lord of the Rings* and the popular phenomenon of J.K. Rowling's *Harry Potter* series - not to mention online roleplaying games such as *World of Warcraft*. This seminar will study the fantasy genre in literature and film and will attempt to debate (if not answer) the leading question: what is it precisely that makes this genre so popular? Starting out from a general discussion of characteristics of the fantasy genre in literature, films and games, we will study three fantastic texts and their film adaptations: J.R.R. Tolkien's *The Lord of the Rings* (film version dir. Peter Jackson, 2001-2003), C.S. Lewis's *The Lion, the Witch and the Wardrobe* (film version dir. Andrew Adamson, 2005), and J.K. Rowling's *Harry Potter and the Philosopher's Stone* (film version dir. Chris Columbus, 2001). We will look at all three novels in terms of their overall themes, structure and message as well as how they refer to and play with other familiar genres (e.g. school story), history (e.g. Anglo-Saxon England) and myths (e.g. Christ's crucifixion and resurrection). We will also examine how their fantastic elements, while non-realistic, nonetheless comment on the real world. When examining the film adaptations, we will look at which elements of the novels are preserved and/or changed (and for which reasons) and how a visual rendering impacts on the content communicated. We will also discuss how all of these texts and films (or the texts via the films) have become part of popular culture.

Students are expected to give an individual presentation. An essay version of the presentation is to be submitted after the seminar, and in-class discussion and participation will also be graded.

In order to receive a seminar outline, a list of presentation topics and to discuss presentations before the seminar itself, please contact Margaret via email under mh@margarethiley.com.

**Required Reading:**
- C.S. Lewis, *The Lion, the Witch and the Wardrobe*.
- Peter Jackson, *The Lord of the Rings*. Film.
- Andrew Adamson, *The Lion, the Witch and the Wardrobe*. Film.
- Chris Columbus, *Harry Potter and the Philosopher's Stone*. Film.

**Recommended Reading:**

**Assessment Tasks** - Presentation for *Studienleistung*; essay (5,000 words) for *Prüfungsleistung* - *Registration* - StudIP 1.3.2012 - 31.3.2012 ● *Size restriction* - 25 ● *Prerequisites* - AmerBritF4 ● *Studiengänge* - FüBA, MA AAS, MEd LG, 3. Fach LG ● *Further Information* - mh@margarethiley.com
Englisches Seminar

Photorealisms: Entanglements of Image and Text
Seminar, SWS: 2, Max. Teilnehmer: 25
Snyder-Körber, Mary-Ann
Do, wöchentl., 08:00 - 10:00, 12.04.2012 - 21.07.2012, 1502 - 609 II 609

In the process of compiling and revising his life's work, the pre-eminent realist novelist Henry James paused to comment on the relation between the established arts and photography. His verdict? He imagines their encounter as something like a survival of the medially fittest, and he isn't sure who might win. More specifically, he describes the relation as a competition in which the popular visual practice of photography threatens to displace the fine art of literary description as well as the traditional visual forms like painting and illustration. In this seminar we will be interrogating this encounter between images and texts from the nineteenth century to the present. In the process, we will consider photography in theory, but also as a partner in literary practice. We will test out James's idea of competition, but also consider alternative models of thinking about the relation between photographic images and writing such as media supplementation and merger.

Our discussion will kick off with theoretical, historical reflections on photography, looking at the ideas of Walter Benjamin, Paul Strand, Roland Barthes, Susan Sontag, and Rosalind Krauss, among others. We will then proceed to test out our ideas in examinations of key writing modes that interact with the photographic. We will look at nineteenth-century engagements with the photographic in shorter works by Nathaniel Hawthorne and Henry James, but also follow realism's interaction with visual forms of documentary into the twentieth century. A particular focus will be on variations of the photo book such as the print version of Jacob Riis's *How The Other Half Lives* (1890) and the Walker Evans /James Agree cooperation *Let Us Now Praise Famous Men* (1941) which we will look at in excerpts. Realism's revision in modernist experimentation and variations of neo-realism from the 1980s to current fiction offer further areas of enquiry. We will finish the course by looking at the international author W.G. Sebald, concentrating on one novel.

*Required Reading:* 
We will primarily be working with shorter texts and excerpts. These will be made available in a reader at the start of the semester. Please make yourself acquainted with the work of W.G. Sebald in the library or online. We will be deciding as a class which of his novels we are going to read and discuss together.

*Recommended Reading:* 
I highly recommend Miles Orvell's *American Photography* (2003) as an introduction to different forms of photography and the questions they raise for representation.

*Reader - copy shop Stork (Körnerstraße) from 1 April* ● *Assessment Tasks - will be specified* ● *Registration - StudIP 1.3.2012 - 31.3.2012* ● *Size restriction - 25* ● *Prerequisites - Studienleistung(en) of "Intermediate Literature and Culture"* ● *Studiengänge - FüB.A., M Ed. LG, 3. Fach LG, MA AAS* ● *Further Information - snykoer@zedat.fu-berlin.de* 

Sommer 2012
The African-American Novel at the Mid-Century

Seminar, SWS: 2. Max. Teilnehmer: 25

Snyder-Körber, Mary-Ann

Mi, wöchentl., 12:00 - 14:00, 11.04.2012 - 21.07.2012, 1502 - 609 II 609

Mi, Einzel, 12:00 - 14:00, 11.07.2012 - 11.07.2012, 1502 - 613 II 613, Filmvorführung

Kommentar

The career of the American novel from national founding to our current moment is, in many ways, a rather astounding case study in upward mobility. Long grasped as a (mere) source of entertainment and sensation, by the twentieth century the novel had become a central genre both in terms of social significance and artistic value. The novel was significant because it was within the pages of the long narrative that key questions and problems pertaining to modernity and national life could be addressed. Novelistic plots turning on, for example, the family allowed social values to be represented and tested. Further, when fiction came to be understood as an "art," the novel writer gained in status.

This seminar aims to explore how African-American novelists wrote themselves and their concerns into this important tradition within US-American writing. Specifically, we are going to consider Richard Wright's *Native Son* (1940) and Ralph Ellison's *Invisible Man* (1947/1952). Together, these novels offer an extended reflection on constructions of masculinity and race, dynamics of vision and recognition in US culture and modernity as a whole. Our discussions will take up these central issues, giving participants the opportunity to explore the tension-fraught landscape of the mid-twentieth century in addition to the particularities of the novel as tradition and form.

We will be interested in how these novelists respond to each other and work to bring our readings of these mid-century novels into dialogue with current voices, considering not only recent scholarly perspectives, but also the literary reflection on this tradition offered in Percival Everett's comic-critical 21st-century novel *Erasure* (2001).

**Required Reading:**

Please purchase *Native Son* and *Invisible Man* (any edition) before the semester starts. There are two versions of *Native Son* in circulation, one more strongly censored for sexual content than the other. Rather than seeing this as a problem, I think that this situation gives us opportunity to consider the novel's representational politics and reception in different historical frames. All other texts will be made available in a reader at the beginning of the semester.

**Recommended Reading:**

Please get a head start on *Native Son* before the semester begins.

**Reader** - copy shop Stork (Körnerstraße) from 1 April

**Assessment Tasks** - will be specified


**Size restriction** - 25

**Prerequisites** - Studienleistung(en) of "Intermediate Literature and Culture"

**Studiengänge** - FüB.A., M Ed. LG, 3. Fach LG, MA AAS, MA Atlantic Studies

**Further Information** - snykoer@zedat.fu-berlin.de

Bemerkung

AmerA / AAS2, AAS3 / Atlantic Studies
The English Novel and Its Forerunners: Bunyan, The Pilgrim’s Progress (1678), Behn, Oroonoko (1688), and Defoe, Moll Flanders (1722)

Seminar, SWS: 2, Max. Teilnehmer: 25
Emig, Rainer
Do, wöchentl., 14:00 - 16:00, 12.04.2012 - 21.07.2012, 1502 - 609 II 609

Kommentar

A traditional view sees the English novel emerge in the 18th century as part of the rise of literacy and an emerging middle class that wanted to read literature about itself in a new realistic style. The seminar wishes to show that this trend is accompanied by other, sometimes contradictory fashions, such as the lasting appeal of religious and allegorical texts or the vogue for romances and (at least partly) fantastic travel stories. The seminar will read three classics of English Literature that have shaped the English novel until today: Bunyan’s immensely popular allegorical journey of a Christian pilgrim; Behn’s outrageous tale of an enslaved African prince, his escape and recapture by brutal colonial forces; and Defoe’s tale of a prostitute and thief who ends up as an enlightened businesswoman.

Required Reading:

Recommended Reading:

Assessment Tasks - will be specified in class ● Registration - StudIP 1.3.2012 - 31.3.2012 ● Size restriction - 25 ● Prerequisites - Amer/BritF4 (for FüBA and M.Ed. students), none for others ● Studiengänge - FüBa, MECLG, 3. Fach LG, MA AAS, MA Atlantic Studies Transformation Studies ● Further Information - rainer.emig@engsem.~

Bemerkung

BritA / AAS2, AAS3, AAS4 / Atlantic Studies
Charlotte Brontë's novel *Jane Eyre* (1847) will serve as the central literary text in this seminar, which introduces students to literary theories and methods and applies them to Brontë's text. We will cover all the major theoretical approaches to literature and culture from the twentieth century, such as Formalism, Structuralism and New Criticism, Reader-Response Theory, Psychoanalytic Criticism, Marxism, Poststructuralism and Deconstruction, Feminism and Gender Studies, Queer Theory, Postcolonial Theory as well as New Historicism and Cultural Materialism.

As a preparation for class you will have to familiarize yourselves with the key ideas of these respective approaches and read selected theoretical texts by some of their key representatives. In class, we will then discuss and systematize these ideas and apply them to Brontë's novel *Jane Eyre* in order to illustrate the practical value of these theories and practice their terminologies.

Please buy the Norton Critical Edition of *Jane Eyre* (ed. by Richard Dunn) and read the novel prior to class.

**Recommended Reading (and purchase):**


*Reader - copy shop Stork (Körnerstraße) from 10 April ● Assessment Tasks - will be specified in class ● Registration - StudIP 1.3.2012 - 31.3.2012 ● Prerequisites - Amer/BritF4 (for FüBA and M.Ed. students), none for others ● Studiengänge - FüBA, MA AAS, MEd LG, 3. Fach LG ● Further Information - jana.gohrisch@engsem.
Transatlantic Reflections: Germans in America, Americans in Germany

Seminar, SWS: 2, Max. Teilnehmer: 25
Twelbeck, Kirsten
Do, wöchentl., 10:00 - 12:00, 12.04.2012 - 21.07.2012, 1502 - 609 II 609

Kommentar
The story of intercultural exchange between the United States and Germany is a long and complex one. In an effort to create its own institutions in particular, nineteenth-century America appropriated what seemed particularly fruitful from the German educational system while after World War II, West-Germany embraced American culture to the effect that today we are the most "Americanized" country in Europe; at the same time Germany has a strong, "anti-American" tradition. This seminar will look at both phenomena (and where they intersect) from a historical and cultural perspective and it will also examine how Americans have perceived of Germany, the Germans, and German culture.

Told by transatlantic travelers and immigrants on both sides of the Atlantic, the "Transatlantic story" has always been highly selective and time-specific, and yet it has influenced how Americans and Germans have viewed each other over more than two centuries. We will examine the evolution of these influences by looking at a variety of contexts and historical events, but also at literary texts, movies, and other forms of artistic expression that emerged in the German-American contact zone. Among the topics that we will discuss are the German Pietists in colonial America and nineteenth-century American travelers in Germany, German "48ers" who fought in the American Civil War and African-American "GI" soldiers who fought against Nazism in Europe, Germans who wrote about America (Friedrich Gerstaecker, Karl May) and Americans who wrote about Germans such as Walter Abish. We will look at the German-American cultural and academic scene (Abraham Jacobi, Theodore Dreiser, H.L. Mencken, Theodor Adorno, Billy Wilder) and examine how Germany shaped the lives and work of Americans such as W.E.B. DuBois, Sylvia Plath, and others.

Required Reading: Please refer to the course page on StudIP.

Reader - copy shop Stork (Körnerstraße) from 10 April ● Assessment Tasks - will be specified ● Registration - StudIP 1.3.2012 - 31.3.2012 ● Size restriction - 25 ● Prerequisites - proficiency in English and German ● Studiengänge - FüBA, M Ed. LG, MA AAS ● Further Information - kirsten.twelbeck@engsem.~

Bemerkung
AmerA / AAS2, AAS3

Advanced English Skills

SPCS

Communication Skills
Allgemeines Schulpraktikum, SWS: 2, Max. Teilnehmer: 25
Löhmann (B. Sc.), Jeffery Dale
Mo, wöchentl., 14:00 - 16:00, 16.04.2012 - 21.07.2012, 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.

Assessment Tasks - two oral presentations ● Registration - Doodle 1.3.2012 - 4.4.2012 ● Size restriction - 25 ● Prerequisites - none ● Studiengänge - FüBA, BSc TE, 3. Fach LG ● Further Information - anne.gans@engsem.~
Academic Writing and Research
Seminar, SWS: 2, Max. Teilnehmer: 25
Jones, Jacob
Di, wöchentl., 14:00 - 16:00, 10.04.2012 - 21.07.2012, 1502 - 709 II 709
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.

Assessment Tasks - an academic paper and other assignments which build up to the paper● Registration - Doodle 1.3.2012 - 4.4.2012 ● Size restriction - 25 ● Prerequisites - none ● Studiengänge - FüBA, BSc TE, 3. Fach LG ● Further Information - jatin.wagle@engsem.~

Writing in English
SPTAP
Text Analysis and Production
Seminar, SWS: 2, Max. Teilnehmer: 25
Gans (M. A.), Anne
Di, wöchentl., 10:00 - 12:00, 10.04.2012 - 21.07.2012, 1502 - 709 II 709 , 1. Gruppe
Mi, wöchentl., 10:00 - 12:00, 11.04.2012 - 21.07.2012, 1502 - 609 II 609 , 2. Gruppe
Mi, wöchentl., 12:00 - 14:00, 11.04.2012 - 21.07.2012, 1502 - 703 II 703 , 5. Gruppe
Kommentar
This course examines language, grammar and style through various text types (e.g., news items, biographies, literary texts, advertising, etc).

Assessment Tasks - a text analysis● Registration - Doodle 1.3.2012 - 4.4.2012 ● Size restriction - 25 ● Prerequisites - passed Studienleistungen of SPAWR and SPCS ● Studiengänge - FüBA, BSc TE, 3. Fach LG ● Further Information - anne.gans@engsem.~

Text Analysis and Production
Seminar, SWS: 2, Max. Teilnehmer: 25
Hamilton-Bick, Jeanne
Mi, wöchentl., 14:00 - 16:00, 11.04.2012 - 21.07.2012, 1502 - 615 II 615 , 1. Gruppe
Do, wöchentl., 14:00 - 16:00, 12.04.2012 - 21.07.2012, 1502 - 613 II 613 , 2. Gruppe
Kommentar
This course examines language, grammar and style through various text types (e.g., news items, biographies, literary texts, advertising, etc).

Assessment Tasks - a text analysis● Registration - Doodle 1.3.2012 - 4.4.2012 ● Size restriction - 25 ● Prerequisites - passed Studienleistungen of SPAWR and SPCS ● Studiengänge - FüBA, BSc TE, 3. Fach LG ● Further Information - anne.gans@engsem.~

SPEW
**Expository Writing**
Seminar, SWS: 2, Max. Teilnehmer: 25  
Jones, Jacob  
Di, wöchentl., 10:00 - 12:00, 10.04.2012 - 21.07.2012, 1502 - 613 II 613 , 4. Gruppe  
Di, wöchentl., 12:00 - 14:00, 10.04.2012 - 21.07.2012, 1502 - 615 II 615 , 5. Gruppe  
Mo, wöchentl., 12:00 - 14:00, 16.04.2012 - 21.07.2012, 1502 - 609 II 609 , 2. Gruppe  
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.

Assessment Tasks - two written tasks and an essay exam  
Registration - Doodle 1.3.2012 - 4.4.2012  
Size restriction - 25  
Prerequisites - passed Studienleistungen of SPAWR and SPCS  
Studiengänge - FüBA, BSc TE, 3. Fach LG  
Further Information - jacob.jones@engsem.~

**Contexts of English Language Use**

**SPEP**

**English for Professional Use**
Seminar, SWS: 2, Max. Teilnehmer: 25  
Bennett, Peter  
Do, wöchentl., 12:00 - 14:00, 12.04.2012 - 21.07.2012, 1502 - 703 II 703 , 1. Gruppe  
Do, wöchentl., 14:00 - 16:00, 12.04.2012 - 21.07.2012, 1502 - 703 II 703 , 2. Gruppe  
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.

Assessment Tasks - one written task (CV and application) and one oral presentation (interview)  
Registration - Doodle 1.3.2012 - 4.4.2012  
Size restriction - max. 25  
but may be fewer  
Prerequisites - passed Studienleistungen of SPAWR and SPCS  
Studiengänge - FüBA, MEd LBS, MEd LG, 3. Fach LG  
Further Information - peter.bennett@engsem.~
**Classroom English**

Seminar, SWS: 2, Max. Teilnehmer: 20  
Gans (M. A.), Anne  
Di, wöchentl., 12:00 - 14:00, 10.04.2012 - 21.07.2012, 1502 - 703 II 703

**Kommentar**

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

Please note: Students of the außerschulisch FüBA may not enrol in this course.

**Required Reading**

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)

**Assessment Tasks** - one written task (lesson plan), one oral presentation (lesson) and one term paper (reflection)  
*Registration* - Doodle 1.3.2012 - 4.4.2012  
*Size restriction* - 20  
*Prerequisites* - passed Studienleistungen of SPAWR and SPCS

**Studiengänge** - BSc TE, MEd LG, 3. Fach LG  
*Further Information* - anne.gans@engsem.~

**Assessment Tasks** – one written task (lesson plan), one oral presentation (lesson) and one term paper (reflection)  
*Size restriction* – 20  
*Prerequisites* – passed Studienleistungen of SPAWR and SPCS

**Studiengänge** – FüBA, MEd LBS, 3. Fach LG  
*Further Information* – jeff.lohmann@engsem.~

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**Investigating American Sports through Language Practice**

Seminar, SWS: 2, Max. Teilnehmer: 25  
Lohmann (B. Sc.), Jeffery Dale  
Mo, wöchentl., 16:00 - 18:00, 16.04.2012 - 21.07.2012, 1502 - 703 II 703

**Kommentar**

This course will focus on sport culture in America. The three biggest sports - football, basketball and baseball - and their cultural impact will be the main focus. Accompanying the topics each week will be writing and grammar exercises and activities. Along with vocabulary-building and advanced grammar practice, students are expected to actively participate in class discussions.

**Assessment Tasks** - two written or oral tasks and term paper  
*Registration* - Doodle 1.3.2012 - 31.3.2012  
*Size restriction* - 25  
*Prerequisites* - SPAWR and SPCS

**Studiengänge** - FüBA, MEd LBS, 3. Fach LG  
*Further Information* - jeff.lohmann@engsem.~

**Assessment Tasks** – two written or oral tasks and term paper  
*Registration* – Doodle 1.3.2012 - 31.3.2012  
*Size restriction* – 25  
*Prerequisites* – SPAWR and SPCS

**Studiengänge** – FüBA außerschulisch, BSc TE, MEd LG, 3. Fach LG  
*Further Information* – jeff.lohmann@engsem.~

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Die Module SPVE und SPTOP sind in einem Seminar vereint.
Investigating Texas through Language Practice
Seminar, SWS: 2, Max. Teilnehmer: 25
Lohmann (B. Sc.), Jeffery Dale
Mo, wöchentl., 12:00 - 14:00, 16.04.2012 - 21.07.2012, 1502 - 613 II 613
Kommentar
The course will focus on the investigation of various aspects of Texas, including history, geography, pop culture and its representation in the media. Accompanying the topics each week will be writing and grammar exercises and activities. Along with vocabulary-building and advanced grammar practice, students are expected to actively participate in class discussions.


Bemerkung
Die Module SPVE und SPTOP sind in einem Seminar vereint

Journalistic Writing: The Making of the Next US President
Seminar, SWS: 2, Max. Teilnehmer: 25
Jones, Jacob
Do, wöchentl., 10:00 - 12:00, 12.04.2012 - 21.07.2012, 1502 - 613 II 613 , 2. Gruppe
Kommentar
It is 2012, and thus time for that quadrennial exercise in media madness, campaign-finance feeding frenzy and costly hoopla known as the U.S. Presidential Election. Serving as both a national cultural event as well as a contest for political power, the presidential selection process has long been a core element in the formation and re-formation of national self-identity.

In this course you/we will become practicing journalists who follow the long campaign trail from the earliest candidate announcements in 2010 to the eve of the Republican (week of 27 August) and Democratic (3 September) national conventions, where the two major party candidates are officially chosen by delegates from around the country.

Depending on enrollment, individual students and/or pairs/groups will each be assigned a particular candidate, who they will then follow through the election cycle, writing brief journalistic "dispatches" (200-500 words) from the field as they go, culminating in a longer "report" (the SPVE or SPTOP term paper) not just on the success or failure of your candidate to secure the nomination, but what that candidacy might say about the U.S. political process and the larger culture of which it is an integral part.


**Workshop: Creative Writing and Teaching**

Workshop, Max. Teilnehmer: 30
Blell, Gabriele
Block+SaSo, 09:00 - 15:00, 29.05.2012 - 02.06.2012, 1502 - 615 II 615

**Kommentar**

Creative writing programs have gained popularity in many university settings in Great Britain and the US although they are highly controversial as well. At German universities, creative writing has tended to be sidelined so far. The aim of this compact course on creative writing will be to offer insight not only into the manifold practical challenges like writing short flash fiction, poems, songs or creative non-fiction or doing collaborative creative writing but also into academic and educational questions of creative writing programs. This 28-hour compact workshop will approach creative writing not only as the counterpart to academic writing and literary studies, but also as an educational chance to develop learners’ academic literary analysis skills further through reflective writing activities. Furthermore, the course will examine how creative writing scenarios can be taught and integrated into EFL education programmes. Ultimately, participants will be encouraged to produce short bilingual creative formats as well - not only for language learning purposes (e.g. English /Spanish). **Prof Benjamin Saenz** is an author of **literature for children and young adults** and teaches Creative Writing courses at the University of Texas, El Paso.

**Course Program (29 May to 2 June 2012)**

29 May, 2012
9:00/12:00 + 13:30/15:00
**Creative Writing I: Basics**
(introduction, goals, academic writing vs. creative writing; warming-up, writing blocks, ... writing activities)

30 May, 2012
9:00/12:00 + 13:30/15:00
**Creative Writing II: Genres**
(flash fiction, poems, songs, collaborative writing, non-fiction creative writing... writing activities)

31 May, 2012
9:00/12:00 + 13:30/15:00
19:00/21:00
**Creative writing III: Writing bilingually**
(purpose, techniques, ... writing activities)
Public Reading with Benjamin Alire Sáenz
1 June, 2012
9:00/12:00 + 13:30/15:00
**Creative Writing & Teaching**
(educational scenarios in school & at university; competence development .... writing activities)

2 June, 2012
9:00/12:00
**Creative writing: Final reading**
(presenting collaborative writing products)

This course may be taken for EITHER Didaktik des Englischen OR English Sprachpraxis OR Spanish Sprachpraxis OR Interpäd. See below for details.

**English, ca. 20 students**
Credit points can be achieved for SPTOP or SPVE or DidF2 or DidA;

**Spanish, ca. 5 students**
Credit points can be achieved for Sprachpraxis Spanish; here, the “Creative writing III: Writing bilingually” (part 3 of the course) can be credited for “Curso básico 2” (E1.2) as Studienleistung;

**Further Information**
- gabriele.blell@engsem.~
Foundations Literature and Culture

**Introduction to Literary Studies**

Seminar, SWS: 2, Max. Teilnehmer: 25

**Emig, Rainer**

Fr, wöchentl., 10:00 - 12:00, 13.04.2012 - 21.07.2012, 1502 - 615 II 615

**Kommentar**

The course will teach students the skills required for the description, analysis and interpretation of literary texts from all genres (poetry, drama, and prose). It will introduce critical terms and methods and apply them in close-reading exercises to selected texts from various periods. It will also question central terms, including 'literature', 'the author', 'reading' and 'the reader', and 'meaning'. Further, it will introduce students to the basic rules of research and scholarly presentation. Students should purchase the book specified below.

**Required Reading:**


**Assessment Tasks** - will be specified in class


**Size restriction** - 25

**Studiengänge** - FüBA, BSc TE, 3. Fach LG

**Further Information** - rainer.emig@engsem.

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Survey of American Literatures and Cultures II

**Vorlesung, SWS: 2**

**Twelbeck, Kirsten**

Do, wöchentl., 08:00 - 10:00, 12.04.2012 - 21.07.2012, 1208 - A001 Kesselhaus

Do, Einzel, 08:00 - 10:00, 09.08.2012 - 09.08.2012, 1502 - 703 II 703, 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 mainstream, marginalized groups and powerful parties in order to get a grip on cultural developments from the American Renaissance to Postmodernism. The course material will be posted on StudIP; all of it will be available at the beginning of the semester.

**Required Reading:** Please refer to the course page on StudIP.


**Assessment Tasks** - will be specified


**Studiengänge** - FüBA, BSc TE, 3. Fach LG

**Further Information** - kirsten.twelbeck@engsem.

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Survey Literature and Culture
Survey of American Literatures and Cultures II
Vorlesung, SWS: 2
Twelbeck, Kirsten
Do, wöchentl., 08:00 - 10:00, 12.04.2012 - 21.07.2012, 1208 - A001 Kesselhaus
Do, Einzel, 08:00 - 10:00, 09.08.2012 - 09.08.2012, 1502 - 703 II 703 , 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 mainstream, marginalized groups and powerful parties in order to get a grip on cultural developments from the American Renaissance to Postmodernism. The course material will be posted on StudIP; all of it will be available at the beginning of the semester.

Required Reading: Please refer to the course page on StudIP.
Assessment Tasks - will be specified
Registration - StudIP 1.3.2012 - 31.3.2012
Studiengänge - FüBA, BSc TE, 3. Fach LG
Further Information - kirsten.twelbeck@engsem.~

Survey of British Literatures and Cultures II
Seminar, SWS: 2
Emig, Rainer
Fr, wöchentl., 12:00 - 14:00, 13.04.2012 - 21.07.2012, 1208 - A001 Kesselhaus
Kommentar
The aims of this set of two lectures (the first one was taught in the winter term) are
1. to provide a broad introduction to the cultural history of Britain and Ireland as well as current debates and conflicts in British culture;
2. to give insight into the development of the literatures of the British Isles in conjunction with their cultural history.

In two survey lectures we will cover the beginnings of British cultures to roughly the 18th century and the 18th century to the present. The lectures will not only provide historical and cultural facts, but will also question them from the perspectives of theories of Cultural Studies. The lectures will not view literature as a mere illustration or effect of cultural history, but see it as a complex way of responding to and often challenging it.

These lectures are designed for students from all degree schemes. BA students will have to pass a final examination at the end of the second lecture. Each lecture contains a take-home exam for a Studienleistung.

Recommended Reading
Assessment Tasks - will be specified in class
Registration - StudIP 1.3.2012 - 31.3.2012
Studiengänge - FüBA, BSc TE, 3. Fach LG
Further Information - rainer.emig@engsem.~
Bemerkung
BritF2, BritF3

Foundations Methodology of Teaching English as a Foreign Language
Introduction to Teaching English
Seminar, SWS: 2, Max. Teilnehmer: 40
Woltin, Alexander
Fr, wöchentl., 12:00 - 14:00, 13.04.2012 - 21.07.2012, 1502 - 615 II 615
Fr. Einzel, 09:00 - 10:30, 08.06.2012 - 08.06.2012, 1502 - 709 II 709
Kommentar
This introductory methodology course is obligatory for all prospective teachers and BA students who plan to complete the M.Ed. Participation is recommended in the 3rd / 4th semester. We are going to deal with the educational mandate of English as a subject including basic didactical guidelines, approaches and methods within the contemporary English classroom. Corresponding theories and their implication for language teaching will be applied within this seminar hands-on. Key topics will be: The classroom as a socio-cultural community; receptive, productive and intercultural communicative competences; cooperative learning; teaching various texts.

Required Reading

Recommended Reading
Please refer to the course page on StudIP.

Reader - copy shop Stork (Körnerstraße) from 10 April ● Assessment Tasks - BA: reading assignments, for the whole module: written exam ● Registration - StudIP 1.3.2012 - 31.3.2012 ● Size restriction - 40 ● Prerequisites - none ● Studiengänge - FüBA, BSc TE# Further Information - alexander.woltin@engsem~

Bemerkung

Introduction to Teaching English
Seminar, SWS: 2, Max. Teilnehmer: 40
Kupetz, Rita
Mo, wöchentl., 12:00 - 14:00, 16.04.2012 - 21.07.2012, 1502 - 615 II 615
Mo, Einzel, 18:00 - 20:00, 09.07.2012 - 09.07.2012, 1502 - 003 II 003 , Klausur
Kommentar
This introductory methodology course is obligatory for all prospective teachers and BA students who plan to complete the M.Ed. Participation is recommended in the 3rd / 4th semester. We are going to deal with the educational mandate of English as a subject including basic didactical guidelines, approaches and methods within the contemporary English classroom. Corresponding theories and their implication for language teaching will be applied within this seminar hands-on. Key topics will be: The classroom as a socio-cultural community; receptive, productive and intercultural communicative competences; cooperative learning; teaching various texts.

Required Reading

Recommended Reading
Please refer to the course page on StudIP.

Reader - copy shop Stork (Körnerstraße) from 10 April ● Assessment Tasks - BA: reading assignments, for the whole module: written exam ● Registration - StudIP 1.3.2012 - 31.3.2012 ● Size restriction - 40 ● Prerequisites - none ● Studiengänge - FüBA, BSc TE# Further Information - rita.kupetz@engsem~

Bemerkung
DidF1
Maori Studies in English Teacher Education
Seminar, SWS: 2, Max. Teilnehmer: 25
Kupetz, Rita
Mo, wöchentl., 14:00 - 16:00, 16.04.2012 - 21.07.2012, 1502 - 615 II 615
Kommentar
We will look at the origins, culture and traditions of Maori people of Aotearoa - the land of the long white cloud - New Zealand from an educational and a postcolonial study perspective.

You are expected to study various sources, analyse them and present your findings. Furthermore, you will design materials to teach Māori studies at school and probably teach them in class (mini-practice).

Required Reading
A reader will be provided.

Recommended Reading
Please refer to the course page on StudIP.

Reader - copy shop Stork (Körnerstraße) from 10 April
Assessment Tasks - will be specified in class
Registration - StudIP 1.3.2012 - 31.3.2012
Size restriction - 25
Prerequisites - DidF1
Studiengänge - FüBA, BSc TE
Further Information - rita.kupetz@engsem~

Bemerkung

Old and New Media in the EFL Classroom
Seminar, SWS: 2, Max. Teilnehmer: 25
Blell, Gabriele
Di, wöchentl., 14:00 - 16:00, 10.04.2012 - 21.07.2012, 1502 - 609 II 609
Kommentar
The written text is the stable (?) record of thought, and to achieve this stability the text has to be based on a physical medium: chalk & blackboard, paper, book, photography, film, computer etc. All the physical media we use in the EFL-classroom require different 'rhetorics'. Some of them even redefine the basic characteristics of page-bound text (hypermedia). But the defining characteristics of all information media have influence on their didactic application in a learner-oriented classroom.

In this course we will deal with aspects of a 'Mediendidaktik' on all school levels. I like to cover a wide range of different old and new media like e.g. chalk & blackboard, the coursebook, different sorts of static and moving pictures, film, the computer etc.

Required Reading: Please refer to the course page on StudIP.

Recommended Reading


Reader - copy shop Stork (Körnerstraße) from 10 April
Assessment Tasks - will be specified in class
Registration - StudIP 1.3.2012 - 31.3.2012
Size restriction - 25
Prerequisites - DidF1
Studiengänge - FüBA, BSc TE
Further Information - gabriele.blell@engsem~

Bemerkung

Concepts such as the portfolio or standards-oriented assessment have become buzzwords in educational contexts. Although portfolios are highly recommended by the Ministries of Education as a means to evaluate students' language competence through self-assessment, the reality in classrooms is different. 'Portfolio' is still a magic word and not implemented in many schools. Portfolios are often criticized for being too time consuming, taking away precious time for language learning, and for not being reliable enough to document students' language competence.

This seminar will closely examine the potential of portfolio assessment for language learning and teaching purposes. The European Language Portfolio will be introduced and evaluated, and preconditions for its successful implementation at school critically discussed. Furthermore, we will deal with portfolio (self-)assessment as a building block for a new learning culture and all participants will be encouraged to become a part of this movement by actively documenting the development of their methodological competence in an own Language Teaching Portfolio.

_Required Reading_

Reader will be available at the copy shop Stork

_Recommended Reading_


**Required Reading**

- Reader - copy shop Stork (Körnerstraße) from 10 April
- Assessment Tasks - reading assignments and quizzes in the learning modules
- Registration - StudIP 1.3.2012 - 31.3.2012
- Size restriction - 25
- Prerequisites - DidF1
- Studiengänge - FüBA, BSc
- Further Information - carmen.becker@engsem

**Bemerkung**

DidF2
Shakespeare in the EFL Classroom - not only for Advanced Learners

Seminar, SWS: 2, Max. Teilnehmer: 25
Blell, Gabriele
Di, wöchentl., 16:00 - 18:00, 10.04.2012 - 21.07.2012, 1502 - 615 II 615

Kommentar
Throughout the history of English language teaching Shakespeare's plays have been a favourite teaching material in the classroom. Based on a cultural approach we will look at contemporary learner- and activity-oriented approaches to teaching Shakespeare in the EFL-classroom. By letting your learners choose different activities, explore his texts in a more creative way and experiment with the playwright, they can make their own interpretations of Shakespeare's language, characters and stories. Whatever they do, they should remember that Shakespeare wrote his plays to be acted, watched and enjoyed. It is planned to include an excursion to Shakespeare's Globe in London (29 May to 1 June 2012)

Texts for the course will include extracts from A Midsummernight's Dream, Twelfth Night, Macbeth und Romeo and Juliet.

Required Reading
Please refer to the course page on StudIP.

Recommended Reading
The Arden Shakespeare. Complete Works. (or any other edition)

Gibson, Rex (2003) (7th ed.): Teaching Shakespeare. CUP.

Reader - copy shop Stork (Körnerstraße) from 10 April
Assessment Tasks - 'Studienleistungen' will be specified at the beginning of the seminar
Registration - StudIP 1.3.2012 - 31.3.2012
Size restriction - 25
Prerequisites - DidF1
Studiengänge - FüBA, BSc TE#
Further Information - gabriele.blell@engsem-

Bemerkung
DidF2
Teaching Vocabulary and Grammar
Seminar, SWS: 2, Max. Teilnehmer: 25
Fellmann, Gabriela
Mi, wöchentl., 16:00 - 18:00, 11.04.2012 - 21.07.2012, 1502 - 615 II 615

In this seminar we will deal with teaching vocabulary and grammar in the English Language Classroom. We will take a look at different levels of language learning, from elementary school to adult education. Topics will cover different methods of working with grammar and vocabulary; arguments for and against teaching grammar; evaluation of textbooks, grammar books and dictionaries. We will look at different practical examples from the classroom and analyse their potential for learners' language development.

Check StudIP for additional information before the first meeting.

Required Reading
A reader will be available at the copy shop Stork.

Recommended Reading
Larsen-Freeman, Diana. (2003). Teaching language: From grammar to grammaring. Boston, MA:
Thomson-Heinle.

to Speakers of other Languages. Cambridge: Cambridge University Press, 34-41.


Language Teaching Publications.


Reader - copy shop Stork (Körnerstraße) from 10 April
Assessment Tasks - will be specified in class
Registration - StudIP 1.3.2012 - 31.3.2012
Size restriction - 25
Prerequisites - DidF1# Studiengänge - FüBA, BSc TE
Further Information - FellmannG@aol.com

Bemerkung
DidF2
Workshop: Creative Writing and Teaching

Workshop, Max. Teilnehmer: 30
Block+SaSo, 09:00 - 15:00, 29.05.2012 - 02.06.2012, 1502 - 615 II 615

Creative writing programs have gained popularity in many university settings in Great Britain and the US although they are highly controversial as well. At German universities, creative writing has tended to be sidelined so far. The aim of this compact course on creative writing will be to offer insight not only into the manifold practical challenges like writing short flash fiction, poems, songs or creative non-fiction or doing collaborative creative writing but also into academic and educational questions of creative writing programs. This 28-hour compact workshop will approach creative writing not only as the counterpart to academic writing and literary studies, but also as an educational chance to develop learners’ academic literary analysis skills further through reflective writing activities. Furthermore, the course will examine how creative writing scenarios can be taught and integrated into EFL education programmes. Ultimately, participants will be encouraged to produce short bilingual creative formats as well - not only for language learning purposes (e.g. English /Spanish). 

Prof Benjamin Saenz is an author of literature for children and young adults and teaches Creative Writing courses at the University of Texas, El Paso.

Course Program (29 May to 2 June 2012)

29 May, 2012
9:00/12:00 + 13:30/15:00
Creative Writing I: Basics
(introduction, goals, academic writing vs. creative writing; warming-up, writing blocks, ... writing activities)

30 May, 2012
9:00/12:00 + 13:30/15:00
Creative Writing II: Genres
(flash fiction, poems, songs, collaborative writing, non-fiction creative writing... writing activities)

31 May, 2012
9:00/12:00 + 13:30/15:00
19:00/21:00
Creative writing III: Writing bilingually
(purpose, techniques, ... writing activities)
Public Reading with Benjamin Alire Sáenz
1 June, 2012
9:00/12:00 + 13:30/15:00

Creative Writing & Teaching
(educational scenarios in school & at university; competence development .... writing activities)

2 June, 2012
9:00/12:00
Creative writing: Final reading
(presenting collaborative writing products)

This course may be taken for EITHER Didaktik des Englischen OR English Sprachpraxis OR Spanish Sprachpraxis OR Interpäd. See below for details.

English, ca. 20 students
Credit points can be achieved for SPTOP or SPVE or DidF2 or DidA;

Spanish, ca. 5 students
Credit points can be achieved for Sprachpraxis Spanish; here, the “Creative writing III: Writing bilingually” (part 3 of the course) can be credited for “Curso básico 2” (E1.2) as Studieneinstufung.
**Integrated English Practice**

**SPTOP**

**Investigating American Sports through Language Practice**

SWS: 2, Max. Teilnehmer: 25  
Lohmann (B. Sc.), Jeffery Dale  
Mo, wöchentl., 16:00 - 18:00, 16.04.2012 - 21.07.2012, 1502 - 703 II 703

**Kommentar**

This course will focus on sport culture in America. The three biggest sports - football, basketball and baseball - and their cultural impact will be the main focus. Accompanying the topics each week will be writing and grammar exercises and activities. Along with vocabulary-building and advanced grammar practice, students are expected to actively participate in class discussions.

**Assessment Tasks** - two written or oral tasks and term paper ● **Registration** - Doodle 1.3.2012 - 31.3.2012 ● **Size restriction** - 25 ● **Prerequisites** - SPAWR and SPCS ● **Studiengänge** - FüBA, MEd LBS, 3. Fach LG ● **Further Information** - jeff.lohmann@engsem.~

**Assessment Tasks** – two written or oral tasks and term paper ● **Registration** – Doodle 1.3.2012 - 31.3.2012 ● **Size restriction** – 25 ● **Prerequisites** – SPAWR and SPCS ● **Studiengänge** – FüBA außerschulisch, BSc TE, MEd LG, 3. Fach LG ● **Further Information** – jeff.lohmann@engsem.~

**Bemerkung**

Die Module SPVE und SPTOP sind in einem Seminar vereint.

**Investigating Texas through Language Practice**

SWS: 2, Max. Teilnehmer: 25  
Lohmann (B. Sc.), Jeffery Dale  
Mo, wöchentl., 12:00 - 14:00, 16.04.2012 - 21.07.2012, 1502 - 613 II 613

**Kommentar**

The course will focus on the investigation of various aspects of Texas, including history, geography, pop culture and its representation in the media. Accompanying the topics each week will be writing and grammar exercises and activities. Along with vocabulary-building and advanced grammar practice, students are expected to actively participate in class discussions.

**Assessment Tasks** - two written or oral tasks and term paper ● **Registration** - Doodle 1.3.2012 - 31.3.2012 ● **Size restriction** - 25 ● **Prerequisites** - SPAWR and SPCS ● **Studiengänge** - FüBA, MEd LBS, 3. Fach LG ● **Further Information** - jeff.lohmann@engsem.~

**Assessment Tasks** – two written or oral tasks and term paper ● **Registration** – Doodle 1.3.2012 - 31.3.2012 ● **Size restriction** – 25 ● **Prerequisites** – SPAWR and SPCS ● **Studiengänge** – FüBA außerschulisch, BSc TE, MEd LG, 3. Fach LG ● **Further Information** – jeff.lohmann@engsem.~

**Bemerkung**

Die Module SPVE und SPTOP sind in einem Seminar vereint.
Journalistic Writing: The Making of the Next US President

Seminar, SWS: 2, Max. Teilnehmer: 25
Jones, Jacob
Do, wöchentl., 10:00 - 12:00, 12.04.2012 - 21.07.2012, 1502 - 613 II 613 , 2. Gruppe

Kommentar

It is 2012, and thus time for that quadrennial exercise in media madness, campaign-finance feeding frenzy and costly hoopla known as the U.S. Presidential Election. Serving as both a national cultural event as well as a contest for political power, the presidential selection process has long been a core element in the formation and re-formation of national self-identity.

In this course you/we will become practicing journalists who follow the long campaign trail from the earliest candidate announcements in 2010 to the eve of the Republican (week of 27 August) and Democratic (3 September) national conventions, where the two major party candidates are officially chosen by delegates from around the country.

Depending on enrolment, individual students and/or pairs/groups will each be assigned a particular candidate, who they will then follow through the election cycle, writing brief journalistic "dispatches" (200-500 words) from the field as they go, culminating in a longer "report" (the SPVE or SPTOP term paper) not just on the success or failure of your candidate to secure the nomination, but what that candidacy might say about the U.S. political process and the larger culture of which it is an integral part.

Assessment Tasks
- short written texts (dispatches) and term paper
- Size restriction - 25
- Prerequisites - SPAWR and SPCS
- Studiengänge - FüBA, MEd LBS, 3.Fach LG
- Further Information – jacob.jones@engsem.~
Workshop: Creative Writing and Teaching

Creative writing programs have gained popularity in many university settings in Great Britain and the US although they are highly controversial as well. At German universities, creative writing has tended to be sidelined so far. The aim of this compact course on creative writing will be to offer insight not only into the manifold practical challenges like writing short flash fiction, poems, songs or creative non-fiction or doing collaborative creative writing but also into academic and educational questions of creative writing programs. This 28-hour compact workshop will approach creative writing not only as the counterpart to academic writing and literary studies, but also as an educational chance to develop learners’ academic literary analysis skills further through reflective writing activities. Furthermore, the course will examine how creative writing scenarios can be taught and integrated into EFL education programmes. Ultimately, participants will be encouraged to produce short bilingual creative formats as well - not only for language learning purposes (e.g. English /Spanish). Prof Benjamin Saenz is an author of literature for children and young adults and teaches Creative Writing courses at the University of Texas, El Paso.

Course Program (29 May to 2 June 2012)

29 May, 2012
9:00/12:00 + 13:30/15:00
Creative Writing I: Basics
(introduction, goals, academic writing vs. creative writing; warming-up, writing blocks, ... writing activities)

30 May, 2012
9:00/12:00 + 13:30/15:00
Creative Writing II: Genres
(flash fiction, poems, songs, collaborative writing, non-fiction creative writing... writing activities)

31 May, 2012
9:00/12:00 + 13:30/15:00
19:00/21:00
Creative writing III: Writing bilingually
(purpose, techniques, ... writing activities)
Public Reading with Benjamin Alire Sáenz
1 June, 2012
9:00/12:00 + 13:30/15:00
Creative Writing & Teaching
(educational scenarios in school & at university; competence development .... writing activities)

2 June, 2012
9:00/12:00
Creative writing: Final reading
(presenting collaborative writing products)

This course may be taken for EITHER Didaktik des Englischen OR English Sprachpraxis OR Spanish Sprachpraxis OR Interpäd. See below for details.

English, ca. 20 students
Credit points can be achieved for SPTOP or SPVE or DidF2 or DidA;

Spanish, ca. 5 students
Credit points can be achieved for Sprachpraxis Spanish; here, the “Creative writing III: Writing bilingually” (part 3 of the course) can be credited for “Curso básico 2” (E1.2) as Studienleistung.
Bachelorarbeit
Corpus Linguistics Colloquium
Kolloquium, SWS: 2, Max. Teilnehmer: 20
Altendorf, Ulrike
Di, wöchentl., 16:00 - 18:00, 10.04.2012 - 21.07.2012, 1502 - 815 CIP-Pool
Kommentar
The colloquium is geared to students who are writing or who consider writing their BA or MA thesis in (Learner) Corpus Linguistics or have chosen (Learner) Corpus Linguistics as an MA examination topic. We will review theoretical issues related to Corpus Linguistic Research and practice hands-on skills in using computer corpora. Participants planning to write their BA or MA thesis in (Learner) Corpus Linguistics will be assisted in finding adequate topics, formulating research objectives and creating their own research design. They will be accompanied throughout their writing process and have the opportunity of presenting results and problems for discussion. Participants preparing for an oral exam in Linguistics will also be assisted in finding an adequate topic and relevant literature. They will have the opportunity of discussing their "Thesenpapier" and of practicing oral exams through a mock exam.


Die Abschlussarbeit: Theorie and Praxis
Kolloquium, SWS: 1, Max. Teilnehmer: 25
Gohrisch, Jana
Di, wöchentl., 18:00 - 19:00, 10.04.2012 - 21.07.2012, 1502 - 709 II 709
Kommentar


Lektüre- und Kaufempfehlungen:


Bemerkung
AAS7
Kolloquium zum Studienabschluss (Bachelor, Master, alte Studiengänge)

Kolloquium, SWS: 2, Max. Teilnehmer: 25
Gohrisch, Jana
Di, wöchentl., 16:00 - 18:00, 10.04.2012 - 21.07.2012, 1502 - 709 II 709
Kommentar

Das auf die gesamte Vorlesungszeit angelegte Examenskolloquium richtet sich an alle Studierenden, die kurz vor ihrer Abschlussprüfung (FüBA, MA AAS, Staatsexamen, Magister) stehen und diese im Bereich der englischen und amerikanischen Literatur- und Kulturwissenschaft 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.

Lektüre- und Kaufempfehlungen:


Bemerkung

Writing a Linguistic Thesis

Seminar, SWS: 2
Altendorf, Ulrike / Schulze, Rainer
Di, wöchentl., 12:00 - 14:00, 10.04.2012 - 21.07.2012, 1502 - 709 II 709
Kommentar

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

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

Registration - StudIP 1.3.2012 - 31.3.2012 ● Studiengänge - FüBA, MEd LG, Med Lbs, FAL, MA ● Further Information - ulrike.altendorf@engsem.~ or rainer.schulze@engsem.~

Bemerkung

FAL8
Bachelor Technical Education - Fach Englisch

Foundations Linguistics 1
Introduction to Linguistics II
Vorlesung, SWS: 2, Max. Teilnehmer: 40
Shahrokny-Prehn, Arian
Mo, wöchentl., 08:00 - 10:00, 16.04.2012 - 21.07.2012, 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 fulfills.

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 successfully (!) participated in LingF1 before taking on LingF2.

Reader - copy shop Stork (Körnerstraße) from 1 April ● Registration - StudIP 1.3.2012 - 31.3.2012 ● Size restriction - 40 ● Prerequisites - LingF1 ● Studiengänge - FüBA, BSc TE, 3. Fach LG ● Further Information - arian.shahrokny@engsem.~

Bemerkung
LingF2

Introduction to Linguistics II
Vorlesung, SWS: 2, Max. Teilnehmer: 40
Schulze, Rainer
Mo, wöchentl., 14:00 - 16:00, 16.04.2012 - 21.07.2012, 1502 - 003 II 003
Kommentar
The language we speak is an integral part of who we are. It reveals where we come from and at the same time shows where we want to belong. With it, we can express and even create identity and community. It connects us to the outside world and to each other. While we can observe its form and structure, we can also analyse the function it fulfills.

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 sound linguistic knowledge, it is absolutely vital that students have successfully (!) participated in LingF1 before taking on LingF2.

Reader - copy shop Stork (Körnerstraße) from 1 April ● Registration - StudIP 1.3.2012 - 31.3.2012 ● Size restriction - 40 ● Prerequisites - LingF1 ● Studiengänge - FüBA, BSc TE, 3. Fach LG ● Further Information - rainer.schulze @engsem.~

Bemerkung
LingF2

Introduction to Linguistics II
Vorlesung, SWS: 2, Max. Teilnehmer: 40
Gerckens (M. A.), Caroline
Di, wöchentl., 08:00 - 10:00, 10.04.2012 - 21.07.2012, 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 fulfills.

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 successfully (!) participated in LingF1 before taking on LingF2.

Reader - copy shop Stork (Körnerstraße) from 1 April ● Registration - StudIP 1.3.2012 - 31.3.2012 ● Size restriction - 40 ● Prerequisites - LingF1 ● Studiengänge - FüBA, BSc TE, 3. Fach LG ● Further Information - caroline.gerckens@engsem.~

Bemerkung
LingF2
**Introduction to Linguistics II**

**Vorlesung, Max. Teilnehmer: 40**

Pfaff (M. A.), Meike

Do, wöchentl., 16:00 - 18:00, 12.04.2012 - 21.07.2012, 1502 - 703 II 703

**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 successfully (!) participated in LingF1 before taking on LingF2.

*Reader* - copy shop Stork (Körnerstraße) from 1 April ● *Registration* - StudIP 1.3.2012 - 31.3.2012 ● *Size restriction* - 40 ● *Prerequisites* - LingF1 ● Studiengänge - FüBA, BSc TE, 3. Fach LG ● *Further Information* - meike.pfaff@engsem.~

**Bemerkung**

LingF2

**Foundations Linguistics 2**

**Corpus Linguistics**

Seminar, SWS: 2, Max. Teilnehmer: 25

Gerckens (M. A.), Caroline

Mi, wöchentl., 10:00 - 12:00, 11.04.2012 - 21.07.2012, 1502 - 815 CIP-Pool

**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'.

*Reader* - copy shop Stork (Körnerstraße) from 1 April ● *Registration* - StudIP 1.3.2012 - 31.3.2012 ● *Size restriction* - 25 ● *Prerequisites* - LingF1, LingF2 ● Studiengänge - FüBA, BSc TE, 3. Fach LG ● *Further Information* - caroline.gerckens@engsem.~

**Bemerkung**

LingF4

**Phonetics and Phonology**

Vorlesung, SWS: 2

Altendorf, Ulrike

Mi, wöchentl., 10:00 - 12:00, 11.04.2012 - 21.07.2012, 1502 - 003 II 003

**Kommentar**

This course will introduce students to the study of 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. Students will also develop skills in perceiving, articulating and transcribing vowel and consonant sounds using IPA symbols.

*Reader* - copy shop Stork (Körnerstraße) from 1 April ● *Registration* - StudIP 1.3.2012 - 31.3.2012 ● *Prerequisites* - LingF1, LingF2 ● Studiengänge - FüBA, BSc TE, 3. Fach LG, MEd LG ● *Further Information* - ulrike.altendorf @engsem.~

**Bemerkung**

LingF3
Sociolinguistics
Seminar, SWS: 2, Max. Teilnehmer: 35
Pfaff (M. A.), Meike
Do, wöchentl., 14:00 - 16:00, 12.04.2012 - 21.07.2012, 1502 - 615 II 615

Kommentar
Does society shape language or does language shape society? This course is designed as an introduction to the central topics dealt with in the rather broad field of Sociolinguistics, which is concerned with questions about how speakers use and employ language in society, both as members of larger groups, but also individually. Thus, we will analyze linguistic variation within the English language, which can be found on all levels of language description and, which displays information about a speaker's identity - their regional and social background, age, and gender. But whereas two speakers never speak alike, neither does one and the same speaker always make the same linguistic choices. The motivations and mechanisms of such style and register variation shall also be discussed as part of this class. To this end we will take a look at selected sociolinguistic studies, which will, at the same time, also give us valuable insights into the relationship between synchronic linguistic variation and more permanent language change.

Reader - copy shop Stork (Körnerstraße) from 1 April
Registration - StudIP 1.3.2012 - 31.3.2012
Size restriction - 35
Prerequisites - LingF1, LingF2
Studiengänge - FüBA, BSc., 3. Fach LG
Further Information - meike.pfaff@engsem.

Text
Seminar, SWS: 2, Max. Teilnehmer: 35
Shahrokny-Prehn, Arian
Do, wöchentl., 08:00 - 10:00, 12.04.2012 - 21.07.2012, 1502 - 703 II 703

Kommentar
This is a text. It is built up out of smaller units, some as small as single words (as the headline Text), others consisting of several (This is a text.). These smaller units convey the informational content of the text (that this is a text and that it consists of smaller units) and also strengthen its internal bonds, i.e. the reader's impression of these loosely connected words as being a single textual entity.

We will begin this course by concerning ourselves with 'classical' notions of text such as cohesion and coherence as well as information structure. Later in the semester, we will apply our new-found knowledge on various kinds of textual entities, written, printed, drawn, or animated, newspaper articles as well as road signs, and business cards as well as TV commercials.

Participants are expected to decide on a research topic early on and have to be prepared to produce short pieces of text during the semester. These will be subjected to peer review, revision, and editing, and thereby present a welcome interface between text production and text analysis.

Reader - copy shop Stork (Körnerstraße) from 1 April
Registration - StudIP 1.3.2012 - 31.3.2012
Size restriction - 35
Prerequisites - LingF1, LingF2
Studiengänge - FüBA, BSc TE, 3. Fach LG
Further Information - arian.shahrokny@engsem.

Advanced English Skills

SPCS
**Communication Skills**
Allgemeines Schulpraktikum, SWS: 2, Max. Teilnehmer: 25
Loehmann (B. Sc.), Jeffery Dale
Mo, wöchentl., 14:00 - 16:00, 16.04.2012 - 21.07.2012, 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.

Assessment Tasks - two oral presentations  
Registration - Doodle 1.3.2012 - 4.4.2012  
Size restriction - 25  
Prerequisites - none  
Studiengänge - FüBA, BSc TE, 3. Fach LG  
Further Information - anne.gans@engsem.~

**SPAWR**

**Academic Writing and Research**
Seminar, SWS: 2, Max. Teilnehmer: 25
Jones, Jacob
Di, wöchentl., 14:00 - 16:00, 10.04.2012 - 21.07.2012, 1502 - 709 II 709
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.

Assessment Tasks - an academic paper and other assignments which build up to the paper  
Registration - Doodle 1.3.2012 - 4.4.2012  
Size restriction - 25  
Prerequisites - none  
Studiengänge - FüBA, BSc TE, 3. Fach LG  
Further Information - jatin.wagle@engsem.~

**Writing in English**

**SPTAP**

**Text Analysis and Production**
Seminar, SWS: 2, Max. Teilnehmer: 25
Gans (M. A.), Anne
Di, wöchentl., 10:00 - 12:00, 10.04.2012 - 21.07.2012, 1502 - 709 II 709, 1. Gruppe
Mi, wöchentl., 10:00 - 12:00, 11.04.2012 - 21.07.2012, 1502 - 609 II 609, 2. Gruppe
Mi, wöchentl., 12:00 - 14:00, 11.04.2012 - 21.07.2012, 1502 - 703 II 703, 5. Gruppe
Kommentar  
This course examines language, grammar and style through various text types (e.g., news items, biographies, literary texts, advertising, etc).

Assessment Tasks - a text analysis  
Registration - Doodle 1.3.2012 - 4.4.2012  
Size restriction - 25  
Prerequisites - passed Studienleistungen of SPAWR and SPCS  
Studiengänge - FüBA, BSc TE, 3. Fach LG  
Further Information - anne.gans@engsem.~
### Text Analysis and Production

**Seminar, SWS: 2, Max. Teilnehmer: 25**  
Hamilton-Bick, Jeanne  
Mi, wöchentl., 14:00 - 16:00, 11.04.2012 - 21.07.2012, 1502 - 615 II 615, 1. Gruppe  
Do, wöchentl., 14:00 - 16:00, 12.04.2012 - 21.07.2012, 1502 - 613 II 613, 2. Gruppe  

**Kommentar**  
This course examines language, grammar and style through various text types (e.g., news items, biographies, literary texts, advertising, etc).

**Assessment Tasks** - a text analysis  
**Registration** - Doodle 1.3.2012 - 4.4.2012  
**Size restriction** - 25  
**Prerequisites** - passed Studienleistungen of SPAWR and SPCS  
**Studiengänge** - FüBA, BSc TE, 3. Fach LG  

**Further Information** - anne.gans@engsem.~

### SPEW Expository Writing

**Seminar, SWS: 2, Max. Teilnehmer: 25**  
Jones, Jacob  
Di, wöchentl., 10:00 - 12:00, 10.04.2012 - 21.07.2012, 1502 - 613 II 613, 4. Gruppe  
Di, wöchentl., 12:00 - 14:00, 10.04.2012 - 21.07.2012, 1502 - 615 II 615, 5. Gruppe  
Mo, wöchentl., 12:00 - 14:00, 16.04.2012 - 21.07.2012, 1502 - 609 II 609, 2. Gruppe  

**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.

**Assessment Tasks** - two written tasks and an essay exam  
**Registration** - Doodle 1.3.2012 - 4.4.2012  
**Size restriction** - 25  
**Prerequisites** - passed Studienleistungen of SPAWR and SPCS  
**Studiengänge** - FüBA, BSc TE, 3. Fach LG  

**Further Information** - jacob.jones@engsem.~

### Intergrated English Practice

**SPTOP1**
Classroom English
Seminar, SWS: 2, Max. Teilnehmer: 20
Gans (M. A.), Anne
Di, wöchentl., 12:00 - 14:00, 10.04.2012 - 21.07.2012, 1502 - 703 II 703

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

Please note: Students of the außerschulisch FüBA may not enrol in this course.

Required Reading
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)

Assessment Tasks - one written task (lesson plan), one oral presentation (lesson) and one term paper (reflection)

Registration - Doodle 1.3.2012 - 4.4.2012

Size restriction - 20

Prerequisites - passed Studienleistungen of SPAWR and SPCS

Studiengänge - BSc TE, MEd LG, 3. Fach LG

Further Information - anne.gans@engsem.~

Investigating Texas through Language Practice
Seminar, SWS: 2, Max. Teilnehmer: 25
Lohmann (B. Sc.), Jeffery Dale
Mo, wöchentl., 12:00 - 14:00, 16.04.2012 - 21.07.2012, 1502 - 613 II 613

Kommentar
The course will focus on the investigation of various aspects of Texas, including history, geography, pop culture and its representation in the media. Accompanying the topics each week will be writing and grammar exercises and activities. Along with vocabulary-building and advanced grammar practice, students are expected to actively participate in class discussions.

Assessment Tasks - two written or oral tasks and term paper

Registration - Doodle 1.3.2012 - 31.3.2012

Size restriction - 25

Prerequisites - SPAWR and SPCS

Studiengänge - FüBA, MEd LBS, 3. Fach LG

Further Information - jeff.lohmann@engsem.~

Assessment Tasks - two written or oral tasks and term paper


Size restriction – 25

Prerequisites – SPAWR and SPCS

Studiengänge – FüBA außerschulisch, BSc TE, MEd LG, 3. Fach LG

Further Information – jeff.lohmann@engsem.~

Bemerkung
Die Module SPVE und SPTOP sind in einem Seminar vereint
Journalistic Writing: The Making of the Next US President
Seminar, SWS: 2, Max. Teilnehmer: 25
Jones, Jacob
Do, wöchentl., 10:00 - 12:00, 12.04.2012 - 21.07.2012, 1502 - 613 II 613 , 2. Gruppe
Kommentar

It is 2012, and thus time for that quadrennial exercise in media madness, campaign-finance feeding frenzy and costly hoopla known as the U.S. Presidential Election. Serving as both a national cultural event as well as a contest for political power, the presidential selection process has long been a core element in the formation and re-formation of national self-identity.

In this course you/we will become practicing journalists who follow the long campaign trail from the earliest candidate announcements in 2010 to the eve of the Republican (week of 27 August) and Democratic (3 September) national conventions, where the two major party candidates are officially chosen by delegates from around the country.

Depending on enrolment, individual students and/or pairs/groups will each be assigned a particular candidate, who they will then follow through the election cycle, writing brief journalistic "dispatches" (200-500 words) from the field as they go, culminating in a longer "report" (the SPVE or SPTOP term paper) not just on the success or failure of your candidate to secure the nomination, but what that candidacy might say about the U.S. political process and the larger culture of which it is an integral part.

Assessment Tasks – short written texts (dispatches) and term paper ● Registration –
Creative writing programs have gained popularity in many university settings in Great Britain and the US although they are highly controversial as well. At German universities, creative writing has tended to be sidelined so far. The aim of this compact course on creative writing will be to offer insight not only into the manifold practical challenges like writing short flash fiction, poems, songs or creative non-fiction or doing collaborative creative writing but also into academic and educational questions of creative writing programs. This 28-hour compact workshop will approach creative writing not only as the counterpart to academic writing and literary studies, but also as an educational chance to develop learners' academic literary analysis skills further through reflective writing activities. Furthermore, the course will examine how creative writing scenarios can be taught and integrated into EFL education programmes. Ultimately, participants will be encouraged to produce short bilingual creative formats as well - not only for language learning purposes (e.g. English/ Spanish).

Prof Benjamin Saenz is an author of literature for children and young adults and teaches Creative Writing courses at the University of Texas, El Paso.

Course Program (29 May to 2 June 2012)

29 May, 2012
9:00/12:00 + 13:30/15:00
Creative Writing I: Basics
(introduction, goals, academic writing vs. creative writing; warming-up, writing blocks, ... writing activities)

30 May, 2012
9:00/12:00 + 13:30/15:00
Creative Writing II: Genres
(flash fiction, poems, songs, collaborative writing, non-fiction creative writing... writing activities)

31 May, 2012
9:00/12:00 + 13:30/15:00
19:00/21:00
Creative writing III: Writing bilingually
(purpose, techniques, ... writing activities)
Public Reading with Benjamin Alire Sáenz
1 June, 2012
9:00/12:00 + 13:30/15:00
Creative Writing & Teaching
(educational scenarios in school & at university; competence development .... writing activities)

2 June, 2012
9:00/12:00
Creative writing: Final reading
(presenting collaborative writing products)

This course may be taken for EITHER Didaktik des Englischen OR English Sprachpraxis OR Spanish Sprachpraxis OR Interpäd. See below for details.

English, ca. 20 students
Credit points can be achieved for SPTOP or SPVE or DidF2 or DidA;

Spanish, ca. 5 students
Credit points can be achieved for Sprachpraxis Spanish; here, the “Creative writing III: Writing bilingually” (part 3 of the course) can be credited for “Curso básico 2” (E1.2) as Studienleistung;
SPTOP2

Foundations Methodology of Teaching English as a Foreign Language

Introduction to Teaching English
Seminar, SWS: 2, Max. Teilnehmer: 40
Woltin, Alexander
Fr, wöchentl., 12:00 - 14:00, 13.04.2012 - 21.07.2012, 1502 - 615 II 615
Fr, Einzel, 09:00 - 10:30, 08.06.2012 - 08.06.2012, 1502 - 709 II 709
Kommentar
This introductory methodology course is obligatory for all prospective teachers and BA students who plan to complete the M.Ed. Participation is recommended in the 3rd / 4th semester. We are going to deal with the educational mandate of English as a subject including basic didactical guidelines, approaches and methods within the contemporary English classroom. Corresponding theories and their implication for language teaching will be applied within this seminar hands-on. Key topics will be: The classroom as a socio-cultural community; receptive, productive and intercultural communicative competences; cooperative learning; teaching various texts.

Required Reading

Recommended Reading
Please refer to the course page on StudIP.

Reader - copy shop Stork (Körnerstraße) from 10 April ● Assessment Tasks - BA: reading assignments, for the whole module: written exam ● Registration - StudIP 1.3.2012 - 31.3.2012 ● Size restriction - 40 ● Prerequisites - none ● Studiengänge - FüBA, BSc TE# Further Information - alexander.woltin@engsem~

Bemerkung

Introduction to Teaching English
Seminar, SWS: 2, Max. Teilnehmer: 40
Kupetz, Rita
Mo, wöchentl., 12:00 - 14:00, 16.04.2012 - 21.07.2012, 1502 - 615 II 615
Mo, Einzel, 18:00 - 20:00, 09.07.2012 - 09.07.2012, 1502 - 003 II 003 , Klausur
Kommentar
This introductory methodology course is obligatory for all prospective teachers and BA students who plan to complete the M.Ed. Participation is recommended in the 3rd / 4th semester. We are going to deal with the educational mandate of English as a subject including basic didactical guidelines, approaches and methods within the contemporary English classroom. Corresponding theories and their implication for language teaching will be applied within this seminar hands-on. Key topics will be: The classroom as a socio-cultural community; receptive, productive and intercultural communicative competences; cooperative learning; teaching various texts.

Required Reading

Recommended Reading
Please refer to the course page on StudIP.

Reader - copy shop Stork (Körnerstraße) from 10 April ● Assessment Tasks - BA: reading assignments, for the whole module: written exam ● Registration - StudIP 1.3.2012 - 31.3.2012 ● Size restriction - 40 ● Prerequisites - none ● Studiengänge - FüBA, BSc TE# Further Information - rita.kupetz@engsem~

Bemerkung

DidF1
Maori Studies in English Teacher Education
Seminar, SWS: 2, Max. Teilnehmer: 25
Kupetz, Rita
Mo, wöchentl., 14:00 - 16:00, 16.04.2012 - 21.07.2012, 1502 - 615 II 615
Kommentar
We will look at the origins, culture and traditions of Maori people of Aotearoa - the land of the long white cloud - New Zealand from an educational and a postcolonial study perspective.
You are expected to study various sources, analyse them and present your findings. Furthermore, you will design materials to teach Māori studies at school and probably teach them in class (mini-practice).

Required Reading
A reader will be provided.

Recommended Reading
Please refer to the course page on StudIP.

Reader - copy shop Stork (Körnerstraße) from 10 April
Assessment Tasks - will be specified in class
Registration - StudIP 1.3.2012 - 31.3.2012
Size restriction - 25
Prerequisites - DidF1
Studiengänge - FüBA, BSc TE
Further Information - rita.kupetz@engsem~

Old and New Media in the EFL Classroom
Seminar, SWS: 2, Max. Teilnehmer: 25
Blell, Gabriele
Di, wöchentl., 14:00 - 16:00, 10.04.2012 - 21.07.2012, 1502 - 609 II 609
Kommentar
The written text is the stable (?) record of thought, and to achieve this stability the text has to be based on a physical medium: chalk & blackboard, paper, book, photography, film, computer etc. All the physical media we use in the EFL-classroom require different 'rhetorics'. Some of them even redefine the basic characteristics of page-bound text (hypermedia). But the defining characteristics of all information media have influence on their didactic application in a learner-oriented classroom.

In this course we will deal with aspects of a 'Mediendidaktik' on all school levels. I like to cover a wide range of different old and new media like e.g. chalk & blackboard, the coursebook, different sorts of static and moving pictures, film, the computer etc.

Required Reading: Please refer to the course page on StudIP.

Recommended Reading

Reader - copy shop Stork (Körnerstraße) from 10 April
Assessment Tasks - Will be specified in class
Registration - StudIP 1.3.2012 - 31.3.2012
Size restriction - 25
Prerequisites - DidF1
Studiengänge - FüBA, BSc TE
Further Information - gabriele.belle@engsem~

Bemerkung
DidF2
Concepts such as the portfolio or standards-oriented assessment have become buzzwords in educational contexts. Although portfolios are highly recommended by the Ministries of Education as a means to evaluate students' language competence through self-assessment, the reality in classrooms is different. 'Portfolio' is still a magic word and not implemented in many schools. Portfolios are often criticized for being too time consuming, taking away precious time for language learning, and for not being reliable enough to document students' language competence.

This seminar will closely examine the potential of portfolio assessment for language learning and teaching purposes. The European Language Portfolio will be introduced and evaluated, and preconditions for its successful implementation at school critically discussed. Furthermore, we will deal with portfolio (self-)assessment as a building block for a new learning culture and all participants will be encouraged to become a part of this movement by actively documenting the development of their methodological competence in an own Language Teaching Portfolio.

_Required Reading_

Reader will be available at the copy shop Stork

_Recommended Reading_


Shakespeare in the EFL Classroom - not only for Advanced Learners

Seminar, SWS: 2, Max. Teilnehmer: 25

Blell, Gabriele

Di, wöchentl., 16:00 - 18:00, 10.04.2012 - 21.07.2012, 1502 - 615 II 615

Kommentar

Throughout the history of English language teaching Shakespeare's plays have been a favourite teaching material in the classroom. Based on a cultural approach we will look at contemporary learner- and activity-oriented approaches to teaching Shakespeare in the EFL-classroom. By letting your learners choose different activities, explore his texts in a more creative way and experiment with the playwright, they can make their own interpretations of Shakespeare's language, characters and stories. Whatever they do, they should remember that Shakespeare wrote his plays to be acted, watched and enjoyed. It is planned to include an excursion to Shakespeare's Globe in London (29 May to 1 June 2012)

Texts for the course will include extracts from *A Midsummer Night's Dream*, *Twelfth Night*, *Macbeth* und *Romeo and Juliet*.

Required Reading

Please refer to the course page on StudIP.

Recommended Reading

*The Arden Shakespeare. Complete Works*. (or any other edition)


Reader - copy shop Stork (Körnerstraße) from 10 April ● Assessment Tasks - 'Studienleistungen' will be specified at the beginning of the seminar ● Registration - StudIP 1.3.2012 - 31.3.2012 ● Size restriction - 25 ● Prerequisites - DidF1 ● Studiengänge - FüBA, BSc TE# Further Information - gabriele.blell@engsem-
Teaching Vocabulary and Grammar
Seminar, SWS: 2, Max. Teilnehmer: 25
Fellmann, Gabriela
Mi, wöchentl., 16:00 - 18:00, 11.04.2012 - 21.07.2012, 1502 - 615 II 615

Kommentar
In this seminar we will deal with teaching vocabulary and grammar in the English Language Classroom. We will take a look at different levels of language learning, from elementary school to adult education. Topics will cover different methods of working with grammar and vocabulary; arguments for and against teaching grammar; evaluation of textbooks, grammar books and dictionaries. We will look at different practical examples from the classroom and analyse their potential for learners’ language development.

Check StudIP for additional information before the first meeting.

Required Reading
A reader will be available at the copy shop Stork.

Recommended Reading


Reader - copy shop Stork (Körnerstraße) from 10 April ● Assessment Tasks - will be specified in class ● Registration - StudIP 1.3.2012 - 31.3.2012 ● Size restriction - 25 ● Prerequisites - DidF1# Studiengänge - FüBA, BSc TE ● Further Information - FellmannG@aol.com

Bemerkung
DidF2
Workshop: Creative Writing and Teaching

Workshop, Max. Teilnehmer: 30
Blell, Gabrielle
Block+SaSo, 09:00 - 15:00, 29.05.2012 - 02.06.2012, 1502 - 615 II 615

Creative writing programs have gained popularity in many university settings in Great Britain and the US although they are highly controversial as well. At German universities, creative writing has tended to be sidelined so far. The aim of this compact course on creative writing will be to offer insight not only into the manifold practical challenges like writing short flash fiction, poems, songs or creative non-fiction or doing collaborative creative writing but also into academic and educational questions of creative writing programs. This 28-hour compact workshop will approach creative writing not only as the counterpart to academic writing and literary studies, but also as an educational chance to develop learners' academic literary analysis skills further through reflective writing activities. Furthermore, the course will examine how creative writing scenarios can be taught and integrated into EFL education programmes. Ultimately, participants will be encouraged to produce short bilingual creative formats as well - not only for language learning purposes (e.g. English /Spanish). Prof Benjamin Saenz is an author of literature for children and young adults and teaches Creative Writing courses at the University of Texas, El Paso.

Course Program (29 May to 2 June 2012)

29 May, 2012
9:00/12:00 + 13:30/15:00
Creative Writing I: Basics
(introduction, goals, academic writing vs. creative writing; warming-up, writing blocks, ... writing activities)

30 May, 2012
9:00/12:00 + 13:30/15:00
Creative Writing II: Genres
(flash fiction, poems, songs, collaborative writing, non-fiction creative writing... writing activities)

31 May, 2012
9:00/12:00 + 13:30/15:00
19:00/21:00
Creative writing III: Writing bilingually
(purpose, techniques, ... writing activities)
Public Reading with Benjamin Alire Sáenz
Public Reading with Benjamin Alire Sáenz
1 June, 2012
9:00/12:00 + 13:30/15:00
Creative Writing & Teaching
(educational scenarios in school & at university; competence development .... writing activities)

2 June, 2012
9:00/12:00
Creative writing: Final reading
(presenting collaborative writing products)

This course may be taken for EITHER Didaktik des Englischen OR English Sprachpraxis OR Spanish Sprachpraxis OR Interpäd. See below for details.

English, ca. 20 students
Credit points can be achieved for SPTOP or SPVE or DidF2 or DidA;

Spanish, ca. 5 students
Credit points can be achieved for Sprachpraxis Spanish; here, the “Creative writing III: Writing bilingually” (part 3 of the course) can be credited for “Curso básico 2” (E1.2) as Studienleistung.
### Foundations Literature and Culture

**Introduction to Literary Studies**

Seminar, SWS: 2, Max. Teilnehmer: 25  
Emig, Rainer  
Fr, wöchentl., 10:00 - 12:00, 13.04.2012 - 21.07.2012, 1502 - 615 II 615

**Kommentar**

The course will teach students the skills required for the description, analysis and interpretation of literary texts from all genres (poetry, drama, and prose). It will introduce critical terms and methods and apply them in close-reading exercises to selected texts from various periods. It will also question central terms, including 'literature', 'the author', 'reading' and 'the reader', and 'meaning'. Further, it will introduce students to the basic rules of research and scholarly presentation. Students should purchase the book specified below.

**Required Reading:**


**Assessment Tasks**

- will be specified in class  
- Registration - StudIP 1.3.2012 - 31.3.2012  
- Size restriction - 25  
- Studiengänge - FüBA, BSc TE, 3. Fach LG  
- Further Information - rainer.emig @engsem.~

### Survey of American Literatures and Cultures II

**Vorlesung, SWS: 2**  
Twebeck, Kirsten  
Do, wöchentl., 08:00 - 10:00, 12.04.2012 - 21.07.2012, 1208 - A001 Kesselhaus  
Do, Einzel, 08:00 - 10:00, 09.08.2012 - 09.08.2012, 1502 - 703 II 703, 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 mainstream, marginalized groups and powerful parties in order to get a grip on cultural developments from the American Renaissance to Postmodernism. The course material will be posted on StudIP; all of it will be available at the beginning of the semester.

**Required Reading:** Please refer to the course page on StudIP.


**Assessment Tasks**

- will be specified  
- Registration - StudIP 1.3.2012 - 31.3.2012  
- Studiengänge - FüBA, BSc TE, 3. Fach LG  
- Further Information - kirsten.twelbeck@engsem.~
The aims of this set of two lectures (the first one was taught in the winter term) are

1. to provide a broad introduction to the cultural history of Britain and Ireland as well as current debates and conflicts in British culture;

2. to give insight into the development of the literatures of the British Isles in conjunction with their cultural history.

In two survey lectures we will cover the beginnings of British cultures to roughly the 18th century and the 18th century to the present. The lectures will not only provide historical and cultural facts, but will also question them from the perspectives of theories of Cultural Studies. The lectures will not view literature as a mere illustration or effect of cultural history, but see it as a complex way of responding to and often challenging it.

These lectures are designed for students from all degree schemes. BA students will have to pass a final examination at the end of the second lecture. Each lecture contains a take-home exam for a Studienleistung.

**Recommended Reading**


Assessment Tasks - will be specified in class ● Registration - StudIP 1.3.2012 - 31.3.2012 ● Studiengänge - FüBA, BSc TE, 3. Fach LG ● Further Information - rainer.emig@engsem.

**Schlüsselkompetenzen**

Für weitere Veranstaltungen siehe das Angebot des Zentrums für Schlüsselkompetenzen.

**Communication Competences in non-Academic Contexts**

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”

Assessment Tasks - various oral and written tasks ● Registration - unnecessary ● Size restriction - 25 ● Prerequisites - none ● Studiengänge - FüBA, BSc. ● Further Information - Jeanne Hamilton-bick@engsem.
### English Theatre Workshop

**Seminar, SWS: 4**  
**Bennett, Peter**  
**Mi, wöchentl., 14:00 - 18:00, 11.04.2012 - 21.07.2012, 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 on our Internet homepage (see below for the address). All students who might be interested are warmly invited to the first meeting, which begins punctually at 14.00. Come and find out what is happening. Nobody is asked to commit themselves in the first two weeks.  
The Theatre Workshop exists first and foremost for the pleasure of creating theatre in English. Credits for key competencies can be obtained incidentally, but that is not what the workshop is for and should not be the main reason for taking part.  
For further information on the English Theatre Group and what it has done in the past, check out the Internet homepage: http://www.engsem~/theatregroup.html  
This course counts for BOTH Bereich A "Sprach-, Medien und Darstellungskompetenzen" AND Bereich B "Allgemeine Kompetenzen zur Förderung der Berufsbefähigung"  

**Assessment Tasks** - full, regular, active participation  
**Registration** - unnecessary  
**Size restriction** - none  
**Prerequisites** - curiosity, goodwill, enthusiasm  
**Studiengänge** - FüBA, BSc.  
**Further Information** - peter.bennett@engsem.~

### Exchange Texas State University, San Marcos

**Seminar, SWS: 4, Max. Teilnehmer: 12**  
**Gans (M. A.), Anne**  

**Kommentar**  
LUH students will spend four weeks at the Texas State University in San Marcos, attending classes of their choice and participating in a program involving day trips to places of geographical and cultural interest and cultural events. LUH students will be responsible for hosting TSU students when they visit and organising and participating in a cultural program for them.  
This course counts for BOTH Bereich A "Sprach-, Medien und Darstellungskompetenzen" AND Bereich B "Allgemeine Kompetenzen zur Förderung der Berufsbefähigung"  

**Assessment Tasks** - attending classes in Texas, organising cultural events and supervising US students in Hannover  
**Registration** - November 2011  
**Size restriction** - 12  
**Prerequisites** - none  
**Studiengänge** - FüBA, BSc. of English Studies and Geography Studies  
**Further Information** - anne.gans@engsem.~

**Bemerkung**  
4 Wochen in Texas Februar - März + 4 Wochen in Hannover Mai - Juni

### Masterstudiengang an berufsbildenden Schulen -Fach Englisch

**Advanced Linguistics**
Cognitive English Grammar II
Seminar, SWS: 2, Max. Teilnehmer: 25
Schulze, Rainer
Di, wöchentl., 10:00 - 12:00, 10.04.2012 - 21.07.2012, 1502 - 703 II 703
Kommentar
This seminar will introduce students to cognitive linguistic theory and will show that Cognitive Grammar helps us, including foreign language teachers, to gain a better understanding of the grammar of English. The notions of motivation and meaningfulness will be central to the approach pursued in this seminar.

This seminar is a sequel to Cognitive English Grammar I and will, on the basis of notions and categories developed so far, describe situations as temporal units of various layers, with situations viewed as relational units and their corresponding structuring as sentences. This part of the seminar will also be devoted to event schemas and space and metaphorical extensions of space.

Please check StudIP for updates and additional information as the semester approaches.

Reader - copy shop Stork (Körnerstraße) from 1 April ● Registration - StudIP 1.3.2012 - 31.3.2012 ● Size restriction - 25 ● Prerequisites - LingF4 ● Studiengänge - FüBA, MEd LBS, 3. Fach LG, MEd LG, FAL ● Further Information - rainer.schulze @engsem.~

Bemerkung
LingA1, LingA2 / FAL1

Construction Grammar
Seminar, SWS: 2, Max. Teilnehmer: 25
Schulze, Rainer
Di, wöchentl., 16:00 - 18:00, 10.04.2012 - 21.07.2012, 1502 - 703 II 703
Kommentar
This seminar will investigate the nature of generalization in language and examine how language is known by adults and acquired by children. The seminar will look at how and why constructions are learned, the relation between their forms and functions, and how cross-linguistic and language-internal generalizations about them can be explained.

The course will be divided into three parts: in the first, we will provide an overview of constructionist approaches, including the constructionist approach to argument structure, and argue for a usage-based model of grammar. In the second, we will address issues concerning how generalizations are constrained and constructional generalizations are learned. In the third, we will show that a combination of function and processing accounts for a wide range of language-internal and cross-linguistic generalizations. We will then consider the degree to which the function of constructions explains their distribution and examine cross-linguistic tendencies in argument realization. We will be able to show that pragmatic and cognitive processes account for the data without appeal to stipulations that are language-specific. The seminar will be an interesting contribution to the study of how language operates in the mind and in the world and how these operations relate.

Please check StudIP for updates and additional information as the semester approaches.

Reader - copy shop Stork (Körnerstraße) from 1 April ● Registration - StudIP 1.3.2012 - 31.3.2012 ● Size restriction - 25 ● Prerequisites - LingF4 ● Studiengänge - FüBA, 3. Fach LG, MEd LG, MEd LBS, FAL ● Further Information - rainer.schulze @engsem.~

Bemerkung
LingA1, LingA2 / FAL1, FAL2
**Learner Corpus Research**

Seminar, SWS: 2, Max. Teilnehmer: 20
Altendorf, Ulrike
Mi, wöchentl., 08:00 - 10:00, 11.04.2012 - 28.07.2012, 1502 - 815 CIP-Pool

Kommentar

This course will explore issues related to the compilation of learner corpora, insights into learner language gained on the basis of LCR and the interaction between LCR and other disciplines, including Second Language Acquisition and Cognitive Linguistics. Seminar papers will be mostly empirical.

*Reader* - copy shop Stork (Körnerstraße) from 1 April ● *Registration* - StudIP 1.3.2012 - 31.3.2012 ● *Size restriction* - 20 ● *Prerequisites* - LingF4 ● *Studiengänge* - FüBA, 3.
Fach LG, MEd LG, MEd LbS, FAL ● *Further Information* - ulrike.altendorf@engsem.

**Bemerkung**

LINGA1, LINGA2 / FAL7

**Neo-Firthian Linguistics**

Seminar, SWS: 2, Max. Teilnehmer: 25
Schulze, Rainer
Mo, wöchentl., 10:00 - 12:00, 16.04.2012 - 21.07.2012, 1502 - 703 II 703

Kommentar

In this advanced seminar, we will explore the approach to language analysis taken by a group of scholars sometimes referred to collectively as 'neo-Firthian' (no, not Colin!). As this label suggests, these researchers work within the framework of an approach to language suggested by John Rupert Firth. The most prominent proponent of the neo-Firthian approach has been John Sinclair, and Sinclair played a major role in enabling subsequent work in language analysis. Many of the other key scholars in this tradition include Michael Hoey, Susan Hunston, Bill Louw, Michael Stubbs, Wolfgang Teubert or Elena Tognini-Bonelli. Two central ideas in their approach to language analysis are 'collocation' and 'discourse'. It is perhaps unfortunate that these terms are among the most multifariously defined and, therefore, the most confusing in contemporary linguistics. For this reason, we will examine some issues relating to the use of these terms, in theory and in practice. This will include presentations and discussions of how these terms are used both generally in linguistics and specifically in neo-Firthian linguistics.

Please check StudIP for updates and additional information as the semester approaches.

This course is restricted to a maximum of 25 participants.

*Reader* - copy shop Stork (Körnerstraße) from 1 April ● *Registration* - StudIP 1.3.2012 - 31.3.2012 ● *Size restriction* - 25 ● *Prerequisites* - LingF4 ● *Studiengänge* - FüBA, 3.
Fach LG, MEd LG, MEd LbS, FAL ● *Further Information* - rainer.schulze@engsem.

**Bemerkung**

LINGA1, LINGA2 / FAL2

**Principles of Language Change**

Seminar, SWS: 2, Max. Teilnehmer: 25
Altendorf, Ulrike
Di, wöchentl., 14:00 - 16:00, 10.04.2012 - 21.07.2012, 1502 - 306 II 306

Kommentar

This course will review language-external and language-internal principles of language change. Language-external factors to be treated will be, for instance, migration and settlement patterns as well as the dynamics of social class and gender roles. Language-internal mechanisms will comprise the notions of markedness and naturalness as well as the economy of the language system.

The course requires a solid knowledge of phonetics and phonology.

*Reader* - copy shop Stork (Körnerstraße) from 1 April ● *Registration* - StudIP 1.3.2012 - 31.3.2012 ● *Size restriction* - 25 ● *Prerequisites* - LingF4 ● *Studiengänge* - FüBA, 3.
Fach LG, MEd LG, MEd LbS, FAL ● *Further Information* - ulrike.altendorf@engsem.

**Bemerkung**

LINGA1, LINGA2 / FAL4

**Contexts of English Language Use**

*SPEP*

Sommer 2012 61
### English for Professional Use

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

**Bennett, Peter**

**Do, wöchentl., 12:00 - 14:00, 12.04.2012 - 21.07.2012, 1502 - 703 II 703 , 1. Gruppe**

**Do, wöchentl., 14:00 - 16:00, 12.04.2012 - 21.07.2012, 1502 - 703 II 703 , 2. Gruppe**

**Fr, wöchentl., 10:00 - 12:00, 13.04.2012 - 21.07.2012, 1502 - 703 II 703 , 3. Gruppe**

**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.

**Assessment Tasks**

- one written task (CV and application) and one oral presentation (interview)

**Registration**

- Doodle 1.3.2012 - 4.4.2012

**Size restriction**

- max. 25 but may be fewer

**Prerequisites**

- passed Studienleistungen of SPAWR and SPCS

**Studiengänge**

- FüBA, MEd LBS, MEd LG, 3. Fach LG

**Further Information**

- peter.bennett@engsem.~

### SPVE

**Classroom English**

**Seminar, SWS: 2, Max. Teilnehmer: 20**

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

**Di, wöchentl., 12:00 - 14:00, 10.04.2012 - 21.07.2012, 1502 - 703 II 703**

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

Please note: Students of the außerschulisch FüBA may not enrol in this course.

**Required Reading**

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)

**Assessment Tasks**

- one written task (lesson plan), one oral presentation (lesson) and one term paper (reflection)

**Registration**


**Size restriction**

- 20

**Prerequisites**

- passed Studienleistungen of SPAWR and SPCS

**Studiengänge**

- BSc TE, MEd LG, 3. Fach LG

**Further Information**

- anne.gans@engsem.~

**Assessment Tasks**

– one written task (lesson plan), one oral presentation (lesson) and one term paper (reflection)

**Registration**


**Size restriction**

- 20

**Prerequisites**

- passed Studienleistungen of SPAWR and SPCS

**Studiengänge**

- FüBA, MEd LBS, 3. Fach LG

**Further Information**

- anne.gans@engsem.~
Investigating American Sports through Language Practice
Seminar, SWS: 2, Max. Teilnehmer: 25
Lohmann (B. Sc.), Jeffery Dale
Mo, wöchentl., 16:00 - 18:00, 16.04.2012 - 21.07.2012, 1502 - 703 II 703
Kommentar
This course will focus on sport culture in America. The three biggest sports - football, basketball and baseball - and their cultural impact will be the main focus. Accompanying the topics each week will be writing and grammar exercises and activities. Along with vocabulary-building and advanced grammar practice, students are expected to actively participate in class discussions.

Assessment Tasks - two written or oral tasks and term paper ● Registration - Doodle 1.3.2012 - 31.3.2012 ● Size restriction - 25 ● Prerequisites - SPAWR and SPCS ● Studiengänge - FüBA, MEd LBS, 3. Fach LG ● Further Information - jeff.lohmann@engsem.~


Bemerkung
Die Module SPVE und SPTOP sind in einem Seminar vereint.

Journalistic Writing: The Making of the Next US President
Seminar, SWS: 2, Max. Teilnehmer: 25
Jones, Jacob
Do, wöchentlich, 10:00 - 12:00, 12.04.2012 - 21.07.2012, 1502 - 613 II 613 , 2. Gruppe
Kommentar
It is 2012, and thus time for that quadrennial exercise in media madness, campaign-finance feeding frenzy and costly hoopla known as the U.S. Presidential Election. Serving as both a national cultural event as well as a contest for political power, the presidential selection process has long been a core element in the formation and re-formation of national self-identity.

In this course you/we will become practicing journalists who follow the long campaign trail from the earliest candidate announcements in 2010 to the eve of the Republican (week of 27 August) and Democratic (3 September) national conventions, where the two major party candidates are officially chosen by delegates from around the country.

Depending on enrolment, individual students and/or pairs/groups will each be assigned a particular candidate, who they will then follow through the election cycle, writing brief journalistic “dispatches” (200-500 words) from the field as they go, culminating in a longer “report” (the SPVE or SPTOP term paper) not just on the success or failure of your candidate to secure the nomination, but what that candidacy might say about the U.S. political process and the larger culture of which it is an integral part.

Assessment Tasks - short written texts (dispatches) and term paper ● Registration - Doodle 1.3.2012 - 31.3.2012 ● Size restriction - 25 ● Prerequisites - SPAWR and SPCS ● Studiengänge - FüBA, MEd LBS, 3.Fach LG ● Further Information - jacob.jones@engsem.~


Advanced Methodology of Teaching English as FL
**Multiliteracies - A new pedagogical approach to literacy teaching and learning**

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

**Kupetz, Rita**

Di, wöchentl., 14:00 - 16:00, 10.04.2012 - 21.07.2012, 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.

**Required Reading**

Reader will be provided via the copy shop Stork.

**Recommended Reading**

Please refer to the course page on StudIP.

**Assessment Tasks** - Will be specified in class


**Size restriction** - 25

**Prerequisites** - DidF1/2, Studiengänge - MEd LG; MEd LBS# Further Information - rita.kupetz@engsem~

**Bemerkung**

DidA; FAL6

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**Planung und Analyse von Englischunterricht**

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

**Vinals-Stein, Nicole**

Di, wöchentl., 16:00 - 18:00, 10.04.2012 - 21.07.2012, 1502 - 609 II 609

**Kommentar**


**Required Reading**

Please refer to the course page on StudIP.

**Recommended Reading**


**Assessment Tasks** - Will be specified in class


**Size restriction** - 25

**Prerequisites** - ASP, DidF1 und DidF2

**Studiengänge** - MEd LG; MEd LBS# Further Information - nicole.vinals-stein@engsem~

**Bemerkung**

DidPA
Dieses Seminar ist obligatorisch für alle Lehramtsstudierenden. Für die noch traditionellen Studiengänge (Staatsexamen) ist es praktikumsvorbereitend, wenn Sie das Fachpraktikum im Fach Englisch absolviert, es ist praktikumsersetzend, 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. (Es ist vorgesehen, dass Unterricht in der IGS Mühlenberg durchgeführt wird.) Die Veranstaltung ist stufen- und schulartenübergreifend angelegt. Die KurssteilnehmerInnen erarbeiten Planungsentwürfe für ihre jeweilige Schualrt.

**Recommended Reading**


**Reader** - copy shop Stork (Körnerstraße) from 10 April
**Assessment Tasks** - Studienleistungen werden zu Seminarbeginn spezifiziert
**Registration** - StudIP
**Size restriction** - 25
**Prerequisites** - Foundations Methodology (DidF1 und 2, ASP)
**Studiengänge** - MEd LG; MEd LBS

**Further Information** - gabriele.blell@engsem~

**Bemerkung**

DidPA
Young Adult Literature: Mohsin Hamid’s The Reluctant Fundamentalist (2007)
Seminar, SWS: 2, Max. Teilnehmer: 25
Blell, Gabriele
Do, wöchentl., 10:00 - 12:00, 12.04.2012 - 21.07.2012, 1502 - 615 II 615
Kommentar
Since Salinger’s Catcher in the Rye (1951) young adult literature has changed a lot. At the centre of the manifold themes in today's young adult fiction are questions of character, clashing cultures, social and religious values, gender identity, values in the light of new technology. The trope that all young adult literature has in common today is the search for identity, young people's hunger for identifiable markers to explore and define their ever-changing universe. In addition to traditional readings and teaching practices of a range of young adult texts for Sek. I and II (learner- and reader-oriented approaches) we will explore the texts through a critical literacy framework to make teenagers understand how they are being constructed as adolescents in the texts they are reading. The following text, which will be part of the 'Abiturprüfung' 2014 (erhöhtes Anforderungsniveau), has been chosen for the seminar and will be discussed in plenary & group sessions: Mohsin Hamid. The Reluctant Fundamentalist . (2007)
Required Reading
Recommended Reading
Elliott, Joan B. & Dupuis, Mary M. (Hrsg.). (2002). Young Adult Literature in the Classroom: Reading it, Teaching it, Loving it. Newark: Del. (auch Reader: 223-225;
Multikulturelle Jugendliteratur. Der Fremdsprachliche Unterricht Englisch. 59/2002
Lesemotivation Jugendliteratur. Der Fremdsprachliche Unterricht Englisch. 59/2002
Reader - copy shop Stork (Körnerstraße) from 10 April
Assessment Tasks - 'Studienleistungen' will be specified at the beginning of the seminar
Registration - StudIP 1.3.2012 - 31.3.2012
Size restriction - 25
Prerequisites - Foundations Methodology (DidF1/2), ASP
Studiengänge - MEd LG; MEd LBS
Further Information - gabriele.blell@engsem~

Bemerkung
DidA 1/2
American Gothic

Seminar, SWS: 2, Max. Teilnehmer: 25
Snyder-Körber, Mary-Ann
Do, wöchentl., 12:00 - 14:00, 12.04.2012 - 21.07.2012, 1502 - 615 II 615

Kommentar
Terror, horror, and madwomen in your attic. These are some of the classic components of the gothic writing mode that we will be considering in its translation from European traditions to American contexts, in aesthetic and psychological short story experiments, and as a mode of national allegory. We will be covering four centuries of anxiety and repression in this seminar. Our journey begins with British writers like Ann Radcliffe and Matthew Lewis (in brief excerpts). We then cross the Atlantic to analyze Charles Brockden Brown's Edgar Huntley as the beginning of an American gothic tradition in the eighteenth century that continues in the nineteenth-century with short stories of Washington Irving, Nathaniel Hawthorne, Edgar Allan Poe and Henry James. The twentieth century brings us to the work of writers like William Faulkner, Flannery O'Connor, and Toni Morrison's novel Beloved, which will be a particular focus. We will finish up the class by thinking about the twenty-first century and testing Mark Edmundson's thesis in Nightmare on Main Street: Angels, Sadomasochism, and the Culture of Gothic that American popular culture is the prime contemporary medium of the gothic. Edmundson made this argument in 1997. Does this point still hold in our current moment?

Required Reading:
Please purchase Edgar Huntley and Beloved before the beginning of class. I strongly recommend the edition of Edgar Huntley edited by Phillip Barnard and Stephen Shapiro (Hackett ISBN: 0872208532). Otherwise, any reasonably priced new or used edition is fine. All other texts will be made available in a reader at the start of the semester.

Recommended Reading:
David Botting's The Gothic (1996) and David Punter and Glennis Byron's The Gothic (2004) not only have the same title. They are also both good introductions to central themes and authors.

Reader - copy shop Stork (Körnerstraße) from 1 April ● Assessment Tasks - will be specified ● Registration - StudIP 1.3.2012 - 31.3.2012 ● Size restriction - 25 ● Prerequisites - Studienleistung(en) of AmerBritF1 ● Studiengänge - FüB.A., M. Ed. LbS, 3. Fach LG ● Further Information - snykoer@zedat.fu-berlin.de

Bemerkung
AmerF4
British Children's Literature from the Beginnings to the Present

Vorlesung, SWS: 2
Emig, Rainer
Do, wöchentl., 10:00 - 12:00, 12.04.2012 - 21.07.2012, 1502 - 003 II 003

Kommentar

Children's Literature is a lively, though not unproblematic genre. Its history is relatively short: after earlier traditions of mainly religious and didactic writing, "modern" children's books only started appearing in the nineteenth century. The course will trace the history, forms, and ideologies of British Children's Literature from its inception through its supposed "golden age" in the early twentieth century to modern and postmodern expressions, all the way to its fusions with fantasy and science fiction. Due to the wide range of texts to be covered, the course will mainly be taught in lecture-format (with opportunities for students to ask questions).

Please note that there is also an optional one-hour class that will read and discuss the texts covered in the lectures.

Recommended Reading:

Assessment Tasks - will be specified in class ● Registration - StudIP 1.3.2012 - 31.3.2012 ● Prerequisites - AmerBritF1 and SPAWR ● Studiengänge - FüBa, MEd LBS, 3. Fach LG ● Further Information - rainer.emig@engsem.~

Don't Fear the Reaper: Encounters with Death in British Literature

Seminar, SWS: 2, Max. Teilnehmer: 25
Funk, Wolfgang
Do, wöchentl., 14:00 - 16:00, 12.04.2012 - 21.07.2012, 1502 - 709 II 709

Kommentar

Death has always had a personal and a cultural side to it. It afflicts every human being equally but still in countless different ways. It both radically negates existence and ultimately infuses it with meaning. How any given society imagines and treats death can help us understand fundamental changes in the conditio humana throughout the ages. We will encounter textual and visual attempts to represent the un-representable from the Middle Ages (Chaucer) to the 21st century (Julian Barnes, Carol Ann Duffy). On the way, we will stop at the Pearly Gates as well as the Ninth Circle of Hell, we will encounter Death in various shapes and forms, both redeeming and annihilating and we will confront topics from euthanasia to cryonics. Eventually, we should be in a position to answer the question if we are really all equal before Death.

Required Reading:
Trollope, Anthony. The Fixed Period. 1882 (any edition will do)

Materials for each lecture can also be found on StudIP.

Reader - copy shop Stork (Körnerstraße) from 1 April ● Assessment Tasks - will be specified in class ● Registration - StudIP 1.3.2012 - 31.3.2012 ● Size restriction - 25 ● Prerequisites - AmerBritF1 and SPAWR ● Studiengänge - FüBa, MEd LBS, 3. Fach LG ● Further Information - wolfgang.funk@engsem.~
In a lyrical reflection composed during his exile years in Santa Monica, Bertolt Brecht evokes a Los Angeles familiar to us from tourist fantasies: gardens lush with oversized blooms and unending streams of sleek, shimmering automobiles. In short, he concludes, the place is the closest thing to hell that you can get ("Nachdenken über die Hölle"). Consumerism and a focus on appearance led Brecht to evoke Southern California as a Hades with palm trees. More fundamentally, however, the city seems hellish because it is not a city at all. The easily readable grid of the modern metropolis and its patterns of pedestrian interaction are replaced by suburban sprawl and freeway interchanges. The flaneur becomes a commuter and cruiser.

The seminar will give us the opportunity to investigate these phenomena, while considering how Los Angeles is constituted as a symbolic space in theoretical, literary, and cinematic texts of the last century. We will explore Los Angeles' intimate relation with the street and image by considering Thomas Pynchon's postmodern detective novel *The Crying of Lot 49* (1966) and Joan Didion's *Play as it Lays* (1970). A further focus will be on episodic films such as Robert Altman's *Short Cuts* (1993) and Paul Anderson's *Magnolia* (1999).

**Required Reading:**

The shorter theoretical texts the course begins with will be made available in a reader at the beginning of the semester. Please purchase the novels by Pynchon and Didion (any reasonably priced new or used edition) before the class starts.

**Recommended Reading:**

An older, but still readable and useful introduction to Los Angeles as an ambivalent American space is Mike Davis's *City of Quartz* (1990, revised version 2006).

**Reader** - copy shop Stork (Körnerstraße) from 1 April ● **Assessment Tasks** - will be specified ● **Registration** - StudIP 1.3.2012 - 31.3.2012 ● **Size restriction** - 25 ● **Prerequisites** - Studienleistung(en) of AmerBritF1#

**Further Information** - snykoer@zedat.fu-berlin.de

AmerF4
In the growing literary market of the 18th century, Samuel Richardson's epistolary novel *Pamela; Or Virtue rewarded* (1740) was an instant success. Its publicity also prompted several anti-*Pamela* texts, the most famous of which is Henry Fielding's satire *Shamela* - or, to quote the complete title, *An Apology for the Life of Mrs Shamela Andrews* (1741).

The third and final novel that we will discuss in this seminar is *Memoirs of a Woman of Pleasure* (1749) by John Cleland, widely known as *Fanny Hill*. It is one of the most controversial texts in English literary history as it has frequently been criticised for its explicit depiction of prostitution and sexual enjoyment. We will engage in close readings of the novels in terms of genre, narration, focalisation, plot lines, character construction and constellation, with special emphasis on issues such as gender, class and power. Moreover, we will locate the texts in their cultural, political and historical contexts.

**Required Reading:**

Students who want to attend this course should get hold of the following texts - preferably in a well-annotated edition from Penguin or Oxford Classics:

- Richardson, Samuel. *Pamela; or virtue rewarded*.
- Fielding, Henry. *An Apology for the Life of Mrs Shamela Andrews*.
- Cleland, John. *Fanny Hill*.

I recommend that you have read Richardson's *Pamela* by the beginning of the semester.

**Recommended Reading:**


**Assessment Tasks** - this course is not assessed • **Registration** - StudIP 1.3.2012 - 31.3.2012 • **Size restriction** - 25 • **Prerequisites** - AmerBritF1 and SPAWR • **Studiengänge** - FüBA, MEd LBS, 3. Fach LG • **Further Information** - rainer.emig@engsem.~
**Scotland: A cultural study**

Seminar, SWS: 2, Max. Teilnehmer: 25  
Bennett, Peter  
Di, wöchentl., 14:00 - 16:00, 10.04.2012 - 21.07.2012, 1502 - 703 II 703  
Kommentar  
This seminar will be concerned primarily with various representations of Scotland and with the meanings of “Scottishness”. We shall of course consider Scottish history from early times to the present, both domestic and in relation to England, Britain, Europe and the world, but we shall do this with a view not only to the representational nature of history-writing but also to ways in which certain phases, situations and moments of history intersect with synchronic topics such as Scottish identities, stereotypes and geographies. We shall learn about the process of representation and apply this by trying to read romantic, touristic, cinematic and other verbal, visual and acoustic images against the grain.

**Required Reading:**  
Please refer to the course page on StudIP.

**Assessment Tasks** - will be specified in class  
**Size restriction** - 25  
**Prerequisites** - AmerBritF1 and SPAWR  
**Studiengänge** - FüBA, MEd LBS, 3. Fach LG  
**Further Information** - peter.bennett@engsem.uni-hannover.de

**Thatcherm: Arts and Politics**

Seminar, SWS: 2, Max. Teilnehmer: 25  
Dinter (M. A.), Sandra  
Mi, wöchentl., 08:00 - 10:00, 11.04.2012 - 21.07.2012, 1502 - 613 II 613  
Kommentar  
In an article in *The Guardian* in 2009, the writer Hanif Kureishi claimed that “Thatcher, like the Queen, is basically vulgar, and has little cultural sophistication or understanding. But unlike the Queen, she actively hated culture, as she recognised that it was a form of dissent.” This provocative claim shall serve as the point of departure for this class, in which we will examine the oppositional potential of cultural representations of the 1980s in Britain, a decade which has frequently been defined by its Conservative government and political leader Margaret Thatcher. The first part of this seminar comprises a historical and political overview of the decade and an introduction to the essential theoretical concepts and methods of Cultural Studies we will employ later on. Subsequently, we will examine various texts from 1980s as well as retrospectives. Besides narrative, we will also discuss films (*My Beautiful Laundrette* and *This Is England*), drama (*Top Girls*), political speeches and songs. In doing so, we shall critically engage with a wide spectrum of topics related to the social and political conflicts of the 1980s, among them the Falklands War, multiculturalism, the infamous hedonism of the “yuppies”, the miners' strikes, and various subcultures.

**Required Reading:**  
*Reader* - copy shop Stork (Körnerstraße) from 1 April  
**Assessment Tasks** - will be specified in class  
**Size restriction** - 25  
**Prerequisites** - AmerBritF1 and SPAWR  
**Studiengänge** - FüBA, MEd LBS, 3. Fach LG  
**Further Information** - sandra.dinter@engsem.uni-hannover.de

**Bemerkung**

BritF4
The Irish at War
Seminar, SWS: 2, Max. Teilnehmer: 25
Schaper (Staatsexamen), Johanna
Di, wöchentl., 08:00 - 10:00, 10.04.2012 - 21.07.2012, 1502 - 615 II 615
Di, wöchentl., 18:00 - 20:00, 10.04.2012 - 21.07.2012, 1502 - 613 II 613, Filmvorführungen
Kommentar
The last bit of the long way towards an independent Ireland was a particularly violent one that not only divided nations but even families and friends. It is also one that seems to be very present in Irish cultural memory to this day. This course investigates representations of the various conflicts that surrounded the birth of the Irish Free State in texts which date both from the period of the Anglo-Irish and Irish Civil Wars but also from the last two decades. We shall thus undertake a synchronic and diachronic take on attitudes towards the bloodshed for Irish independence.

Required Reading and Viewing:

Recommended Reading:

Reader - copy shop Stork (Körnerstraße) from 1 April ● Assessment Tasks - will be specified in class ● Registration - StudIP 1.3.2011 - 31.3.2011 ● Size restriction - 25 ● Prerequisites - AmerBritF1 and SPAWR ● Studiengänge - FüBA, MEd LBS, 3. Fach LG ● Further Information - johanna.schaper@engsem~

Bemerkung
BritF4

Masterarbeit
Corpus Linguistics Colloquium
Kolloquium, SWS: 2, Max. Teilnehmer: 20
Altendorf, Ulrike
Di, wöchentl., 16:00 - 18:00, 10.04.2012 - 21.07.2012, 1502 - 815 CIP-Pool
Kommentar
The colloquium is geared to students who are writing or who consider writing their BA or MA thesis in (Learner) Corpus Linguistics or have chosen (Learner) Corpus Linguistics as an MA examination topic. We will review theoretical issues related to Corpus Linguistic Research and practice hands-on skills in using computer corpora. Participants planning to write their BA or MA thesis in (Learner) Corpus Linguistics will be assisted in finding adequate topics, formulating research objectives and creating their own research design. They will be accompanied throughout their writing process and have the opportunity of presenting results and problems for discussion. Participants preparing for an oral exam in Linguistics will also be assisted in finding an adequate topic and relevant literature. They will have the opportunity of discussing their "Thesenpapier" and of practicing oral exams through a mock exam.

Registration - StudIP 1.3.2012 - 31.3.2012 ● Size restriction - 20 ● Studiengänge - FüBA, 3. Fach LG, MEd LG, Med LbS, FAL, MA ● Further Information - ulrike.altendorf@engsem~
**Die Abschlussarbeit: Theorie and Praxis**

**Kolloquium, SWS: 1, Max. Teilnehmer: 25**

**Gohrisch, Jana**

**Di, wöchentl., 18:00 - 19:00, 10.04.2012 - 21.07.2012, 1502 - 709 II 709**

**Kommentar**


**Lektüre- und Kaufempfehlungen:**


**Bemerkung**

AAS7

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**Examenskolloquium**

**Kolloquium**

**Kupetz, Rita**


**Kommentar**

Das Examenskolloquium ist geeignet für alle Studierenden, die nach Absprache eine schriftliche Abschlussarbeit in der Didaktik des Englischen verfassen (Bachelorarbeit und Masterarbeit).

Die Arbeiten werden konzeptionell beraten und begleitet.

Bei Bedarf bereiten sich ExamenskandidatInnen für die mündliche MEd-Prüfungen mittels Prüfungssimulation oder Beratung zum Thesenpapier auf die mündliche Prüfung vor (Komplexprüfung mit der Fachwissenschaft / Erziehungswissenschaft).


**Bemerkung**

Das Kolloquium findet in Raum 1502.729 (Büro Kupetz) statt.
**Examenskolloquium**

**Kolloquium**
Blell, Gabriele


**Kommentar**

Das Examenskolloquium ist geeignet für alle Studierenden, die nach Absprache eine schriftliche Abschlussarbeit in der Didaktik des Englischen verfassen (Bachelorarbeit und Masterarbeit).

Die Arbeiten werden konzeptionell beraten und begleitet.

Bei Bedarf bereiten sich ExamenskandidatInnen für die mündliche MEd-Prüfungen mittels Prüfungssimulation oder Beratung zum Thesenpapier auf die mündliche Prüfung vor (Komplexprüfung mit der Fachwissenschaft / Erziehungswissenschaft).

*Registration - StudIP 1.3.2012 - 31.3.2012 ● Size restriction - none ● Prerequisites - none ● Further Information - gabriele.blell@engsem~*

**Bemerkung**

CO

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**Kolloquium zum Studienabschluss (Bachelor, Master, alte Studiengänge)**

**Kolloquium, SWS: 2, Max. Teilnehmer: 25**
Gohrisch, Jana

**Di, wöchentl., 16:00 - 18:00, 10.04.2012 - 21.07.2012, 1502 - 709 II 709**

**Kommentar**

Das auf die gesamte Vorlesungszeit angelegte Examenskolloquium richtet sich an alle Studierenden, die kurz vor ihrer Abschlussprüfung (FüBA, MA AAS, Staatsexamen, Magister) stehen und diese im Bereich der englischen und amerikanischen Literatur- und Kulturwissenschaft 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.

**Lektüre- und Kaufempfehlungen:**


*Registration - StudIP 1.3.2012 - 31.3.2012 ● Size restriction - 25 ● Prerequisites - Erfolgreich abgeschlossene Studienleistung in Amer/BritA (oder äquivalenter Nachweis eines fortgeschrittenen Studiums) ● Studiengänge - Bachelor, Master, alte Studiengänge ● Further Information - jana.gohrisch@engsem~*

**Bemerkung**

AAS7
Writing a Linguistic Thesis

Seminar, SWS: 2
Altendorf, Ulrike / Schulze, Rainer
Di, wöchentl., 12:00 - 14:00, 10.04.2012 - 21.07.2012, 1502 - 709 II 709

Kommentar

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

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

Registration - StudIP 1.3.2012 - 31.3.2012 ● Studiengänge - FüBA, MEd LG, Med LbS, FAL, MA ● Further Information - ulrike.altendorf@engsem.~ or rainer.schulze@engsem.~

Bemerkung

FAL8

Masterstudiengang Funktionale und Angewandte Linguistik / MA Functional and Applied Linguistics

Das Angebot für den Masterstudiengang Funktionale und Angewandte Linguistik finden Sie im Vorlesungsverzeichnis unter "Interdisziplinäre Masterstudiengänge" (für den entsprechenden Link drücken Sie bitte auf das Informationssymbol).

Grammatikalische Beschreibung/ Grammatical Description (FAL 1)

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

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)

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

Mehrsprachigkeit und Multilingualität / Multilingualism and Multiliteracies (FAL 6)
Multiliteracies - A new pedagogical approach to literacy teaching and learning

Seminar, SWS: 2, Max. Teilnehmer: 25
Kupetz, Rita
Di, wöchentl., 14:00 - 16:00, 10.04.2012 - 21.07.2012, 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.

Required Reading
Reader will be provided via the copy shop Stork.

Recommended Reading
Please refer to the course page on StudIP.

Reader - copy shop Stork (Körnerstraße) from 10 April ● Assessment Tasks -
MED: Studienleistungen: oral contribution and survey on learners' literacy practices
Prüfungsleistung: Hausarbeit in DidA1 oder DidA2 ● Registration - StudIP 1.3.2012 -
31.3.2012 ● Size restriction - 25 ● Prerequisites - DidF1/2 ● Studiengänge - MEd LG;
MED LBS# Further Information - rita.kupetz@engsem~

Bemerkung
DidA; FAL6

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

Planung und Analyse von Englischunterricht
Seminar, SWS: 2, Max. Teilnehmer: 25
Blell, Gabriele
Do, wöchentl., 08:00 - 10:00, 12.04.2012 - 21.07.2012, 1502 - 615 II 615

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


Recommended Reading

Reader - copy shop Stork (Körnerstraße) from 10 April ● Assessment Tasks -
Studienleistungen werden zu Seminarbeginn spezifiziert# Registration - StudIP
1.3.2012 - 31.3.2012 ● Size restriction - 25 ● Prerequisites - Foundations Methodology
(DidF1 und 2, ASP) ● Studiengänge - MEd LG; MEd LBS# Further Information -
gabriele.blell@engsem~

Bemerkung
DidPA
With regard to the structural roles and relations of media in virtually every aspect of our lives, ours is an era of significant—perhaps even fundamental—change. Digital media, in particular, have transformed entertainment, social interaction, politics, art, and academia, among other areas of human activity. About that, there is widespread agreement; there is little consensus, though, when it comes to assessing the significance of these changes or determining their exact nature. Does "media convergence" characterize something unique about our culture? What is new about "new media"? To begin answering these questions, we must take a broader look at the history of media and media change. In this course, we will therefore focus not only on contemporary media phenomena, but also on a variety of earlier media transformations and transitions in an effort to better understand our present situation. With a primary emphasis on American (popular) culture, but with an eye towards global changes, we will consider moments of change and transition in a wide range of media, including the book, the cinema, recorded music, and television. Please be aware that this is an intensive theory course; there will be a heavy workload in terms of reading assignments, comprising quite a number of difficult theoretical texts. Please enroll only if you are willing to do the readings and participate actively in theoretical discussions.


*Assessment Tasks* - will be specified


**Size restriction** - 25

**Prerequisites** - Studienleistung(en) of "Intermediate Literature and Culture"

**Studiengänge** - FüBA, M Ed. LG, 3. Fach LG, MA AAS

**Further Information** - shane.denson@engsem.
**Introduction to Gender Studies**

Seminar, SWS: 2, Max. Teilnehmer: 25
Funk, Wolfgang
Do, wöchentl., 10:00 - 12:00, 12.04.2012 - 21.07.2012, 1502 - 703 II 703

**Kommentar**: This course will provide an introduction to significant concepts in the development of Gender Studies, from classical notions about the origins of human gender to the implications of queer thinking, from the progress (?) of Feminism to Masculinity Studies. We will also attempt to apply the theoretical findings to literary texts by reading pertinent works from the 18th to the 21st century. Moreover, students will be asked to contribute examples from their everyday reality to illustrate the ubiquity and significance of gendered images in our contemporary world.

Dieser Kurs ist verpflichtend für den Erwerb einer Bescheinigung im Interdisziplinären Studienfach Gender Studies der Philosophischen Fakultät und steht allen Studierenden der Fakultät offen. Weitere Informationen dazu unter: [http://www.engsem.uni-hannover.de/genderstudies.html](http://www.engsem.uni-hannover.de/genderstudies.html)

**Required Reading:**
or any other edition you might already own

Materials for each lecture can also be found on StudIP.

**Recommended Reading/Preparation:**
Keep your eyes and minds open.

*Reader* - copy shop Stork (Körnerstraße) from 1 April ● *Assessment Tasks* - will be specified in class ● *Registration* - StudIP 1.3.2012 - 31.3.2012 ● *Size restriction* - 25 ● *Prerequisites* - Amer/BritF4 (for FüBA and M.Ed. students), none for others ● *Studiengänge* - FüBA, MAAS, MEdLG, 3. FachLG, Transformation Studies ● *Further Information* - wolfgang.funk@engsem.

**Bemerkung**: BritA / AAS1, AAS3, AAS4
Theories and Methods of Literary Studies

Seminar, SWS: 2
Gohrisch, Jana
Mi, wöchentl., 08:00 - 10:00, 11.04.2012 - 21.07.2012, 1502 - 703 II 703

Kommentar

Charlotte Brontë’s novel *Jane Eyre* (1847) will serve as the central literary text in this seminar, which introduces students to literary theories and methods and applies them to Brontë’s text. We will cover all the major theoretical approaches to literature and culture from the twentieth century, such as Formalism, Structuralism and New Criticism, Reader-Response Theory, Psychoanalytic Criticism, Marxism, Poststructuralism and Deconstruction, Feminism and Gender Studies, Queer Theory, Postcolonial Theory as well as New Historicism and Cultural Materialism.

As a preparation for class you will have to familiarize yourselves with the key ideas of these respective approaches and read selected theoretical texts by some of their key representatives. In class, we will then discuss and systematize these ideas and apply them to Brontë’s novel *Jane Eyre* in order to illustrate the practical value of these theories and practice their terminologies.

Please buy the Norton Critical Edition of *Jane Eyre* (ed. by Richard Dunn) and read the novel prior to class.

*Recommended Reading (and purchase):*


*Reader* - copy shop Stork (Körnerstraße) from 10 April

*Assessment Tasks* - will be specified in class

*Registration* - StudIP 1.3.2012 - 31.3.2012

*Prerequisites* - Amer/BritF4 (for FüBA and M.Ed. students), none for others

*Studiengänge* - FüBA, MA AAS, MEd LG, 3. Fach LG

*Further Information* - jana.gohrisch @engsem.

Bemerkung

BritA / AAS1.2

Epochs and Phenomena in Anglophone Literatures and Cultures (AAS2)
18th-Century Plays
Seminar, SWS: 2, Max. Teilnehmer: 25
Gohrisch, Jana
Mi, wöchentl., 10:00 - 12:00, 11.04.2012 - 21.07.2012, 1502 - 703 II 703
Kommentar
We shall look at three major plays examining plot structures and character construction, language and value systems against the background of 18th-century history and culture. We will begin with George Farquhar's The Recruiting Officer (1706) in which he takes the wit and liveliness of the aristocratic Restoration comedy into an increasingly middle-class world. Farquhar will be followed by John Gay's The Beggar's Opera (1728), a unique parody of both the heroic and the sentimental comedy, which provided Brecht with the material for his Dreigroschenoper (1928). Richard Brinsley Sheridan's The School for Scandal (1777) combines the wit of the earlier comedy of manners with the later middle-class preference for poetic justice and virtue rewarded.

Please bring your own (properly edited and annotated) copies of the plays, preferably from the New Mermaids Series, Penguin or Oxford Classics. Please read at least Farquhar's Recruiting Officer prior to class.

Required Reading:

Assessment Tasks - will be specified in class ● Registration - StudIP 1.3.2012 - 31.3.2012 ● Size restriction - 25 ● Prerequisites - Amer/BritF4 (for FüBA and M.Ed. students), none for others ● Studiengänge - FüBA, MA AAS, MEd LG, 3. Fach LG ● Further Information - jana.gohrisch @engsem.~

Bemerkung
BritA / AAS2
Caribbean Literature in English
Seminar, SWS: 2, Max. Teilnehmer: 25
Gohrisch, Jana
Di, wöchentl., 14:00 - 16:00, 10.04.2012 - 21.07.2012, 1502 - 613 II 613

Kommentar
Caribbean literatures are a lively part of postcolonial literatures in English which have been taking shape in the former British Empire and the independent states since the beginning of the 20th century. The course will provide an overview of major writers, genres and themes drawing on texts published both in the Caribbean and in the American and British diasporas.

We shall begin with *Banana Bottom* (1933) by the Jamaican Claude McKay (1890-1948) who is famous for his contributions to the Harlem Renaissance. His novel is set in Jamaica in the early 20th century and gives prime importance to Jamaican hill culture as a source of survival in post-emancipation society. The second (and very slim) novel will be *Crick Crack, Monkey* (1970) by Merle Hodge (born in Trinidad in 1944) which tells the story of growing up black and female in pre-independent Trinidad juxtaposing folk culture and middle-class values. After McKay's novel we will read (and listen to) the performance poetry of Louise Bennett and Linton Kwesi Johnson (both from Jamaica) as well as poetry by Grace Nichols from Guyana. We will move on to investigate the many literary and cultural allusions in the poetry of Derek Walcott (from St. Lucia) who won the Nobel Prize for literature in 1992. After two short stories, among them one by the other Nobel laureate of the region, V. S. Naipaul, we shall finish the course with Merle Hodge's novel.

*Required Reading:*


Please buy your own copies of the novels and read *Banana Bottom* prior to class. The poems and the short stories will be provided in a reader at the beginning of the semester.

*Reader* - copy shop Stork (Körnerstraße) from 10 April ● *Assessment Tasks* - will be specified in class ● *Registration* - StudIP 1.3.2012 - 31.3.2012 ● *Size restriction* - 25 ● *Prerequisites* - Amer/BritF4 (for FüBA and M.Ed. students), none for others ● *Studiengänge* - FüBA, MEd LG, 3. Fach LG, MA AAS, MA Atlantic Studies, Transformation Studies ● *Further Information* - jana.gohrisch@engsem.~

Bemerkung
BritA / AAS2, AAS3, AAS5 / Atlantic Studies
In 2009, one year after David Foster Wallace’s suicide, fans created "Infinite Summer," an international online platform through which people read and discussed Wallace’s magnum opus *Infinite Jest* over the course of three months. This seminar provides the opportunity for yet another Infinite Summer, as we will read and analyze Wallace’s 1,079-page long novel from front to back. Published in 1996 to great critical acclaim and commercial success, the novel is a dystopian satire set in a near-future North America where the teleputer is as much reality as the aptly-named O.N.A.N. (Organization of North American Nations). With(in) its bizarre narrative, the novel probes the effect of media and consumerism on the American people at the same time that it attempts to find ways out of the postmodern literary paradigm and the (supposed) detrimental effects of irony and cynicism.

We will approach *Infinite Jest* through a semester-long close reading of the novel that divides it into manageable chunks and thus provides an opportunity for interested readers to critically engage with this seminal piece of contemporary U.S. fiction. Please be aware that this is a reading-intensive course; enroll only if you are willing to read a thick and complex novel and participate actively in discussions.


*Reader* - copy shop Stork (Körnerstraße) from 10 April  ●  *Assessment Tasks* - will be specified  ●  *Registration* - StudIP 1.3.2012 - 31.3.2012  ●  *Size restriction* - 25

●  *Prerequisites* - Studienleistung(en) of "Intermediate Literature and Culture"  ●  *Studiengänge* - FüBA, M Ed. LG, 3. Fach LG, MA AAS  ●  *Further Information* - florian.gross@engsem.~

*Bemerkung*

AmerA / AAS2, AAS4
Laurence Sterne’s Tristram Shandy

Seminar, SWS: 2, Max. Teilnehmer: 25
Bennett, Peter
Fr, wöchentl., 12:00 - 14:00, 13.04.2012 - 21.07.2012, 1502 - 703 II 703

Kommentar

Published between 1759 and 1767, *Tristram Shandy* is one of the most extraordinary novels in the English language. Humourously and humanely satirical, but not bitterly so, its influences include the work of Cervantes, Rabelais, Montaigne, and Swift. It is often considered to be a forerunner of certain innovative novels of the 20th century. Produced in a period when the “classical” novel was taking shape, it does not offer the narrative continuities of that emerging genre. Nor, therefore, does it attempt to seduce the reader into the fictional world of the story. On the contrary, the text of *Tristram Shandy* continually and playfully emphasizes the performative nature of narration and the physical reality of printing ink on paper. The basic storyline is overwhelmed by the digressions and, when retrieved, proves paltry and aimless. As it was doubtless meant to be. The whole work is what is known in English as a shaggy-dog story or, as the closing line suggests, a cock-and-bull story. Which is not to say that it must therefore be frivolous. We may well discover a particular anti-dogmatic sanity behind the apparent craziness when we explore not only the intrinsic workings of the book but also extrinsic matters such as historical contexts, cultural influences and aspects of Sterne’s personal life. But, like *Tristram Shandy* itself, the seminar will not attempt to impose conclusions or achieve closure.

**Required Reading:**

You should get hold of the Penguin Classics text which was first published in 1997, edited by Melvin and Joan New and based on the so-called Florida Edition. Do not confuse this with earlier Penguin editions.

**Assessment Tasks** - will be specified in class ● **Registration** - StudIP 1.3.2011 - 31.3.2012 ● **Size restriction** - 25 ● **Prerequisites** - Amer/BritF4 ● **Studiengänge** - FüBA, AAS2, Med.LG, 3. Fach LG# Further Information - peter.bennett@engsem.~

Bemerkung

BritA
Modern Fantasy in Literature and Film
Seminar. Max. Teilnehmer: 25
Block, 10:00 - 16:00, 29.05.2012 - 01.06.2012, 1502 - 703 II 703 , Blockseminar mit Mrs. Margaret Hiley

Comment:
In the last ten years or so, the fantasy genre has experienced a huge boom, largely due to the success of movie blockbusters such as Peter Jackson's film version of Tolkien's Lord of the Rings and the popular phenomenon of J.K. Rowling's Harry Potter series - not to mention online roleplaying games such as World of Warcraft. This seminar will study the fantasy genre in literature and film and will attempt to debate (if not answer) the leading question: what is it precisely that makes this genre so popular? Starting out from a general discussion of characteristics of the fantasy genre in literature, films and games, we will study three fantastic texts and their film adaptations: J.R.R. Tolkien's The Lord of the Rings (film version dir. Peter Jackson, 2001-2003), C.S. Lewis's The Lion, the Witch and the Wardrobe (film version dir. Andrew Adamson, 2005), and J.K. Rowling's Harry Potter and the Philosopher's Stone (film version dir. Chris Columbus, 2001). We will look at all three novels in terms of their overall themes, structure and message as well as how they refer to and play with other familiar genres (e.g. school story), history (e.g. Anglo-Saxon England) and myths (e.g. Christ's crucifixion and resurrection). We will also examine how their fantastic elements, while non-realistic, nonetheless comment on the real world. When examining the film adaptations, we will look at which elements of the novels are preserved and/or changed (and for which reasons) and how a visual rendering impacts on the content communicated. We will also discuss how all of these texts and films (or the texts via the films) have become part of popular culture.

Students are expected to give an individual presentation. An essay version of the presentation is to be submitted after the seminar, and in-class discussion and participation will also be graded.

In order to receive a seminar outline, a list of presentation topics and to discuss presentations before the seminar itself, please contact Margaret via email under mh@margarethiley.com.

Required Reading:
C.S. Lewis, The Lion, the Witch and the Wardrobe.
J.K. Rowling, Harry Potter and the Philosopher's Stone.
Peter Jackson, The Lord of the Rings. Film.
Andrew Adamson, The Lion, the Witch and the Wardrobe. Film.
Chris Columbus, Harry Potter and the Philosopher's Stone. Film.

Recommended Reading:

Assessment Tasks - Presentation for Studienleistung; essay (5,000 words) for Prüfungsleistung; Registration - StudIP 1.3.2012 - 31.3.2012; Size restriction - 25; Prerequisites - AmerBritF4; Studiengänge - FüBA, MA AAS, MEd LG, 3. Fach LG; Further Information - mh@margarethiley.com
In the process of compiling and revising his life's work, the pre-eminent realist novelist Henry James paused to comment on the relation between the established arts and photography. His verdict? He imagines their encounter as something like a survival of the medially fittest, and he isn't sure who might win. More specifically, he describes the relation as a competition in which the popular visual practice of photography threatens to displace the fine art of literary description as well as the traditional visual forms like painting and illustration. In this seminar we will be interrogating this encounter between images and texts from the nineteenth century to the present. In the process, we will consider photography in theory, but also as a partner in literary practice. We will test out James's idea of competition, but also consider alternative models of thinking about the relation between photographic images and writing such as media supplementation and merger.

Our discussion will kick off with theoretical, historical reflections on photography, looking at the ideas of Walter Benjamin, Paul Strand, Roland Barthes, Susan Sontag, and Rosalind Krauss, among others. We will then proceed to test out our ideas in examinations of key writing modes that interact with the photographic. We will look at nineteenth-century engagements with the photographic in shorter works by Nathaniel Hawthorne and Henry James, but also follow realism's interaction with visual forms of documentary into the twentieth century. A particular focus will be on variations of the photo book such as the print version of Jacob Riis's *How The Other Half Lives* (1890) and the Walker Evans /James Agree cooperation *Let Us Now Praise Famous Men* (1941) which we will look at in excerpts. Realism's revision in modernist experimentation and variations of neo-realism from the 1980s to current fiction offer further areas of enquiry. We will finish the course by looking at the international author W.G. Sebald, concentrating on one novel.

**Required Reading:**

We will primarily be working with shorter texts and excerpts. These will be made available in a reader at the start of the semester. Please make yourself acquainted with the work of W.G. Sebald in the library or online. We will be deciding as a class which of his novels we are going to read and discuss together.

**Recommended Reading:**

I highly recommend Miles Orvell's *American Photography* (2003) as an introduction to different forms of photography and the questions they raise for representation.

**Reader** - copy shop Stork (Körnerstraße) from 1 April ● **Assessment Tasks** - will be specified ● **Registration** - StudIP 1.3.2012 - 31.3.2012 ● **Size restriction** - 25 ● **Prerequisites** - Studienleistung(en) of "Intermediate Literature and Culture" ● **Studiengänge** - FüB.A., M Ed. LG, 3. Fach LG, MA AAS ● **Further Information** - snykoer@zedat.fu-berlin.de

**Bemerkung**

AmerA / AAS2, AAS4
The career of the American novel from national founding to our current moment is, in many ways, a rather astounding case study in upward mobility. Long grasped as a (mere) source of entertainment and sensation, by the twentieth century the novel had become a central genre both in terms of social significance and artistic value. The novel was significant because it was within the pages of the long narrative that key questions and problems pertaining to modernity and national life could be addressed. Novelistic plots turning on, for example, the family allowed social values to be represented and tested. Further, when fiction came to be understood as an "art," the novel writer gained in status.

This seminar aims to explore how African-American novelists wrote themselves and their concerns into this important tradition within US-American writing. Specifically, we are going to consider Richard Wright's *Native Son* (1940) and Ralph Ellison's *Invisible Man* (1947/1952). Together, these novels offer an extended reflection on constructions of masculinity and race, dynamics of vision and recognition in US culture and modernity as a whole. Our discussions will take up these central issues, giving participants the opportunity to explore the tension-fraught landscape of the mid-twentieth century in addition to the particularities of the novel as tradition and form.

We will be interested in how these novelists respond to each other and work to bring our readings of these mid-century novels into dialogue with current voices, considering not only recent scholarly perspectives, but also the literary reflection on this tradition offered in Percival Everett's comic-critical 21st-century novel *Erasure* (2001).

**Required Reading:**

Please purchase *Native Son* and *Invisible Man* (any edition) before the semester starts. There are two versions of *Native Son* in circulation, one more strongly censored for sexual content than the other. Rather than seeing this as a problem, I think that this situation gives us opportunity to consider the novel's representational politics and reception in different historical frames. All other texts will be made available in a reader at the beginning of the semester.

**Recommended Reading:**

Please get a head start on *Native Son* before the semester begins.

**Reader** - copy shop Stork (Körnerstraße) from 1 April ● **Assessment Tasks** - will be specified ● **Registration** - StudIP 1.3.2012 - 31.3.2012 ● **Size restriction** - 25 ● **Prerequisites** - Studienleistung(en) of "Intermediate Literature and Culture" ● **Studiengänge** - FüB.A., M Ed. LG, 3. Fach LG, MA AAS, MA Atlantic Studies ● **Further Information** - snykoer@zedat.fu-berlin.de

**Bemerkung**

AmerA / AAS2, AAS3 / Atlantic Studies
The English Novel and Its Forerunners: Bunyan, The Pilgrim's Progress (1678), Behn, Oroonoko (1688), and Defoe, Moll Flanders (1722)

Seminar, SWS: 2, Max. Teilnehmer: 25
Emig, Rainer
Do, wöchentl., 14:00 - 16:00, 12.04.2012 - 21.07.2012, 1502 - 609 II 609

A traditional view sees the English novel emerge in the 18th century as part of the rise of literacy and an emerging middle class that wanted to read literature about itself in a new realistic style. The seminar wishes to show that this trend is accompanied by other, sometimes contradictory fashions, such as the lasting appeal of religious and allegorical texts or the vogue for romances and (at least partly) fantastic travel stories. The seminar will read three classics of English Literature that have shaped the English novel until today: Bunyan's immensely popular allegorical journey of a Christian pilgrim; Behn's outrageous tale of an enslaved African prince, his escape and recapture by brutal colonial forces; and Defoe's tale of a prostitute and thief who ends up as an enlightened businesswoman.

Required Reading:

Recommended Reading:

Assessment Tasks - will be specified in class● Registration - StudIP 1.3.2012 - 31.3.2012● Size restriction - 25● Prerequisites - Amer/BritF4 (for FüBA and M.Ed. students), none for others● Studiengänge - FüBa, MEEdLG, 3. Fach LG, MA AAS, MA Atlantic Studies Transformation Studies ● Further Information - rainer.emig@engsem.~

Bemerkung
BritA / AAS2, AAS3, AAS4 / Atlantic Studies
Transatlantic Reflections: Germans in America, Americans in Germany
Seminar, SWS: 2, Max. Teilnehmer: 25
Twelbeck, Kirsten
Do, wöchentl., 10:00 - 12:00, 12.04.2012 - 21.07.2012, 1502 - 609 II 609

Kommentar
The story of intercultural exchange between the United States and Germany is a long and complex one. In an effort to create its own institutions in particular, nineteenth-century America appropriated what seemed particularly fruitful from the German educational system while after World War II, West-Germany embraced American culture to the effect that today we are the most "Americanized" country in Europe; at the same time Germany has a strong, "anti-American" tradition. This seminar will look at both phenomena (and where they intersect) from a historical and cultural perspective and it will also examine how Americans have perceived of Germany, the Germans, and German culture.

Told by transatlantic travelers and immigrants on both sides of the Atlantic, the "Transatlantic story" has always been highly selective and time-specific, and yet it has influenced how Americans and Germans have viewed each other over more than two centuries. We will examine the evolution of these influences by looking at a variety of contexts and historical events, but also at literary texts, movies, and other forms of artistic expression that emerged in the German-American contact zone. Among the topics that we will discuss are the German Pietists in colonial America and nineteenth-century American travelers in Germany, German "48ers" who fought in the American Civil War and African-American "GI" soldiers who fought against Nazism in Europe, Germans who wrote about America (Friedrich Gerstaeccker, Karl May) and Americans who wrote about Germans such as Walter Abish. We will look at the German-American cultural and academic scene (Abraham Jacobi, Theodore Dreiser, H.L. Mencken, Theodor Adorno, Billy Wilder) and examine how Germany shaped the lives and work of Americans such as W.E.B. DuBois, Sylvia Plath, and others.

Required Reading: Please refer to the course page on StudIP.

Reader - copy shop Stork (Körnerstraße) from 10 April ● Assessment Tasks - will be specified ● Registration - StudIP 1.3.2012 - 31.3.2012 ● Size restriction - 25 ● Prerequisites - proficiency in English and German ● Studiengänge - FüBA, M Ed. LG, MA AAS ● Further Information - kirsten.twelbeck@engsem.~

Bemerkung
AmerA / AAS2, AAS3

Independent Studies (AAS6)
Independent Studies: Digital Media and Humanities Research

Seminar, SWS: 2, Max. Teilnehmer: 25
Denson, Shane

Fr, wöchentl., 10:00 - 12:00, 13.04.2012 - 21.07.2012, 1502 - 609 II 609

Di, Einzel, 18:00 - 20:00, 17.07.2012 - 17.07.2012, 1502 - 615 II 615, Projektvorstellung

Kommentar
This course is designed to accompany the seminar "Cultural and Media Theory: Media in Transition," but it is open to all students in the Master of Advanced Anglophone Studies program for fulfillment of the "Independent Studies" module. Students in the course will investigate the impact and relevance of digital media for contemporary humanities research (including studies of literature, popular culture, film and other media). Beyond conducting a theoretical inquiry, however, we will be concerned with learning to use and evaluate the techniques, tools, and methods implemented in the "digital humanities" (DH) and related areas of academic research. Thus, we will experiment with applications for textual analysis, data visualization, digital video editing, social media, and blogs, to name a few, and put them to work in academic projects. Together, students will agree on a forum for the joint presentation of their work and organize a concluding event.

Students interested in participating should start familiarizing themselves with online discussions of "digital humanities" and looking at some of the tools used in various DH projects.

Required Reading: Please refer to the course page on StudIP.

Assessment Tasks - will be specified 
● Registration - StudIP 1.3.2012 - 31.3.2012
● Size restriction - 25 ● Prerequisites - none ● Studiengänge - MA AAS ● Further Information - shane.denson@engsem.

Bemerkung

MA-Thesis (AAS7)

Die Abschlussarbeit: Theorie and Praxis

Kolloquium, SWS: 1, Max. Teilnehmer: 25
Gohrisch, Jana

Di, wöchentl., 18:00 - 19:00, 10.04.2012 - 21.07.2012, 1502 - 709 II 709

Kommentar


Lektüre- und Kaufempfehlungen:


Bemerkung

AAS7
**Kolloquium zum Studienabschluss (Bachelor, Master, alte Studiengänge)**

**Gohrisch, Jana**

Di, wöchentl., 16:00 - 18:00, 10.04.2012 - 21.07.2012, 1502 - 709 II 709

**Kommentar**

Das auf die gesamte Vorlesungszeit angelegte Examenskolloquium richtet sich an alle Studierenden, die kurz vor ihrer Abschlussprüfung (FüBA, MA AAS, Staatsexamen, Magister) stehen und diese im Bereich der englischen und amerikanischen Literatur- und Kulturwissenschaft 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.

**Lektüre- und Kaufempfehlungen:**


**Bemerkung**

AAS7

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**Professional Skills (AAS8)**

**Electives (AAS9)**

**Research and Internship (AAS10)**

**Concepts of Race, Class, and Gender (AAS3)**
Olaudah Equiano, Ukawsaw Gronniosaw, John Marrant and Quobna Ottobah Cugoano are four major black writers who travelled across the Atlantic Ocean from West Africa to the West Indies, from America to the British Isles. Their works, published between 1770 and 1793, helped to shape black Atlantic culture. What their texts have in common are their stories about adventures, about captivity and liberation, about their conversion to Christianity. In this seminar, we shall analyse their autobiographical writings, taking into consideration the genre, narrative structure, themes and Christian imagery. In addition to our close reading, we will relate the texts to their social, political, historical and cultural contexts. Our discussions will include issues such as the printing history of the texts, evangelicalism, the history of the slave trade and the middle passage.

**Required Reading:**

Students who want to attend this course should get hold of the following text:


*Reader* - copy shop Stork (Körnerstraße) from 10 April  
*Assessment Tasks* - will be specified in class  
*Registration* - StudIP 1.3.2012 - 31.3.2012  
*Size restriction* - 25  
*Prerequisites* - Amer/BritF4 (for FüBA and M.Ed. students), none for others  
*Studiengänge* - FüBA, MEd LG, 3. Fach LG, MA AAS, MA Atlantic Studies, Transformation Studies  
*Further Information* - ellen.gruenkemeier@engsem.
Caribbean Literature in English
Seminar, SWS: 2, Max. Teilnehmer: 25
Gohrisch, Jana
Di, wöchentlich, 14:00 - 16:00, 10.04.2012 - 21.07.2012, 1502 - 613 II 613

Kommentar
Caribbean literatures are a lively part of postcolonial literatures in English which have been taking shape in the former British Empire and the independent states since the beginning of the 20th century. The course will provide an overview of major writers, genres and themes drawing on texts published both in the Caribbean and in the American and British diasporas.

We shall begin with Banana Bottom (1933) by the Jamaican Claude McKay (1890-1948) who is famous for his contributions to the Harlem Renaissance. His novel is set in Jamaica in the early 20th century and gives prime importance to Jamaican hill culture as a source of survival in post-emancipation society. The second (and very slim) novel will be Crick Crack, Monkey (1970) by Merle Hodge (born in Trinidad in 1944) which tells the story of growing up black and female in pre-independent Trinidad juxtaposing folk culture and middle-class values. After McKay's novel we will read (and listen to) the performance poetry of Louise Bennett and Linton Kwesi Johnson (both from Jamaica) as well as poetry by Grace Nichols from Guyana. We will move on to investigate the many literary and cultural allusions in the poetry of Derek Walcott (from St. Lucia) who won the Nobel Prize for literature in 1992. After two short stories, among them one by the other Nobel laureate of the region, V. S. Naipaul, we shall finish the course with Merle Hodge's novel.

Required Reading:

Please buy your own copies of the novels and read Banana Bottom prior to class. The poems and the short stories will be provided in a reader at the beginning of the semester.

Assessment Tasks - will be specified in class
Registration - StudIP 1.3.2012 - 31.3.2012
Size restriction - 25
Prerequisites - Amer/BritF4 (for FüBA and M.Ed. students), none for others
Studiengänge - FüBA, Med LG, 3. Fach LG, MA AAS, MA Atlantic Studies, Transformation Studies
Further Information - jana.gohrisch@engsem.

Bemerkung
BritA / AAS2, AAS3, AAS5 / Atlantic Studies
**Introduction to Gender Studies**

Seminar, SWS: 2, Max. Teilnehmer: 25  
Funk, Wolfgang  
Do, wöchentl., 10:00 - 12:00, 12.04.2012 - 21.07.2012, 1502 - 703 II 703

**Kommentar**

This course will provide an introduction to significant concepts in the development of Gender Studies, from classical notions about the origins of human gender to the implications of queer thinking, from the progress (?) of Feminism to Masculinity Studies. We will also attempt to apply the theoretical findings to literary texts by reading pertinent works from the 18th to the 21st century. Moreover, students will be asked to contribute examples from their everyday reality to illustrate the ubiquity and significance of gendered images in our contemporary world.

**Dieser Kurs ist verpflichtend für den Erwerb einer Bescheinigung im Interdisziplinären Studien schwerpunkt Gender Studies der Philosophischen Fakultät und steht allen Studierenden der Fakultät offen. Weitere Informationen dazu unter: http://www.engsem.uni-hannover.de/genderstudies.html**

**Required Reading:**


or any other edition you might already own

Materials for each lecture can also be found on StudIP.

**Recommended Reading/Preparation:**

Keep your eyes and minds open.

*Reader* - copy shop Stork (Körnerstraße) from 1 April  
*Assessment Tasks* - will be specified in class  
*Registration* - StudIP 1.3.2012 - 31.3.2012  
*Size restriction* - 25  
*Prerequisites* - Amer/BritF4 (for FüBA and M.Ed. students), none for others  
*Studiengänge* - FüBA, MAAS, MEdLG, 3. Fach LG, Transformation Studies  
*Further Information* - wolfgang.funk@engsem.

**Bemerkung**

BritA / AAS1, AAS3, AAS4
Modern Fantasy in Literature and Film
Seminar, Max. Teilnehmer: 25
Block, 10:00 - 16:00, 29.05.2012 - 01.06.2012, 1502 - 703 II 703, Blockseminar mit Mrs. Margaret Hiley
Kommentar

In the last ten years or so, the fantasy genre has experienced a huge boom, largely due to the success of movie blockbusters such as Peter Jackson's film version of Tolkien's *Lord of the Rings* and the popular phenomenon of J.K. Rowling's *Harry Potter* series - not to mention online roleplaying games such as *World of Warcraft*. This seminar will study the fantasy genre in literature and film and will attempt to debate (if not answer) the leading question: what is it precisely that makes this genre so popular? Starting out from a general discussion of characteristics of the fantasy genre in literature, films and games, we will study three fantastic texts and their film adaptations: J.R.R. Tolkien's *The Lord of the Rings* (film version dir. Peter Jackson, 2001-2003), C.S. Lewis's *The Lion, the Witch and the Wardrobe* (film version dir. Andrew Adamson, 2005), and J.K. Rowling's *Harry Potter and the Philosopher's Stone* (film version dir. Chris Columbus, 2001). We will look at all these novels in terms of their overall themes, structure and message as well as how they refer to and play with other familiar genres (e.g. school story), history (e.g. Anglo-Saxon England) and myths (e.g. Christ's crucifixion and resurrection). We will also examine how their fantastic elements, while non-realistic, nonetheless comment on the real world. When examining the film adaptations, we will look at which elements of the novels are preserved and/or changed (and for which reasons) and how a visual rendering impacts on the content communicated. We will also discuss how all of these texts and films (or the texts via the films) have become part of popular culture.

Students are expected to give an individual presentation. An essay version of the presentation is to be submitted after the seminar, and in-class discussion and participation will also be graded.

In order to receive a seminar outline, a list of presentation topics and to discuss presentations before the seminar itself, please contact Margaret via email under mh@margarethiley.com.

**Required Reading:**
- C.S. Lewis, *The Lion, the Witch and the Wardrobe*.
- Peter Jackson, *The Lord of the Rings*. Film.
- Andrew Adamson, *The Lion, the Witch and the Wardrobe*. Film.
- Chris Columbus, *Harry Potter and the Philosopher's Stone*. Film.

**Recommended Reading:**

**Assessment Tasks** - Presentation for *Studienleistung*; essay (5,000 words) for *Prüfungsleistung* - *Registration* - StudIP 1.3.2012 - 31.3.2012 - *Size restriction* - 25 - *Prerequisites* - AmerBritF4 - *Studiengänge* - FüBA, MA AAS, MEd LG, 3. Fach LG - *Further Information* - mh@margarethiley.com
The African-American Novel at the Mid-Century
Seminar, SWS: 2, Max. Teilnehmer: 25
Snyder-Körber, Mary-Ann
Mi, wöchentl., 12:00 - 14:00, 11.04.2012 - 21.07.2012, 1502 - 609 II 609
Mi, Einzel, 12:00 - 14:00, 11.07.2012 - 11.07.2012, 1502 - 613 II 613, Filmvorführung
Kommentar
The career of the American novel from national founding to our current moment is, in many ways, a rather astounding case study in upward mobility. Long grasped as a (mere)
source of entertainment and sensation, by the twentieth century the novel had become a central genre both in terms of social significance and artistic value. The novel was significant because it was within the pages of the long narrative that key questions and problems pertaining to modernity and national life could be addressed. Novelistic plots turning on, for example, the family allowed social values to be represented and tested. Further, when fiction came to be understood as an "art," the novel writer gained in status.
This seminar aims to explore how African-American novelists wrote themselves and their concerns into this important tradition within US-American writing. Specifically, we are going to consider Richard Wright's *Native Son* (1940) and Ralph Ellison's *Invisible Man* (1947/1952). Together, these novels offer an extended reflection on constructions of masculinity and race, dynamics of vision and recognition in US culture and modernity as a whole. Our discussions will take up these central issues, giving participants the opportunity to explore the tension-fraught landscape of the mid-twentieth century in addition to the particularities of the novel as tradition and form.
We will be interested in how these novelists respond to each other and work to bring our readings of these mid-century novels into dialogue with current voices, considering not only recent scholarly perspectives, but also the literary reflection on this tradition offered in Percival Everett's comic-critical 21st-century novel *Erasure* (2001).

**Required Reading:**
Please purchase *Native Son* and *Invisible Man* (any edition) before the semester starts. There are two versions of *Native Son* in circulation, one more strongly censored for sexual content than the other. Rather than seeing this as a problem, I think that this situation gives us opportunity to consider the novel's representational politics and reception in different historical frames. All other texts will be made available in a reader at the beginning of the semester.

**Recommended Reading:**
Please get a head start on *Native Son* before the semester begins.

*Reader* - copy shop Stork (Körnerstraße) from 1 April ● *Assessment Tasks* - will be specified ● *Registration* - StudIP 1.3.2012 - 31.3.2012 ● *Size restriction* - 25 ● *Prerequisites* - Studienleistung(en) of "Intermediate Literature and Culture" ● *Studiengänge* - FüB.A., M Ed. LG, 3. Fach LG, MA AAS, MA Atlantic Studies ● *Further Information* - snykoer@zedat.fu-berlin.de

Bemerkung
AmerA / AAS2, AAS3 / Atlantic Studies
The English Novel and Its Forerunners: Bunyan, The Pilgrim's Progress (1678), Behn, Oroonoko (1688), and Defoe, Moll Flanders (1722)

Seminar, SWS: 2, Max. Teilnehmer: 25
Emig, Rainer
Do, wöchentl., 14:00 - 16:00, 12.04.2012 - 21.07.2012, 1502 - 609 II 609

Kommentar

A traditional view sees the English novel emerge in the 18th century as part of the rise of literacy and an emerging middle class that wanted to read literature about itself in a new realistic style. The seminar wishes to show that this trend is accompanied by other, sometimes contradictory fashions, such as the lasting appeal of religious and allegorical texts or the vogue for romances and (at least partly) fantastic travel stories. The seminar will read three classics of English Literature that have shaped the English novel until today: Bunyan's immensely popular allegorical journey of a Christian pilgrim; Behn's outrageous tale of an enslaved African prince, his escape and recapture by brutal colonial forces; and Defoe's tale of a prostitute and thief who ends up as an enlightened businesswoman.

Required Reading:

Recommended Reading:

Assessment Tasks - will be specified in class ● Registration - StudIP 1.3.2012 - 31.3.2012 ● Size restriction - 25 ● Prerequisites - Amer/BritF4 (for FüBA and M.Ed. students), none for others ● Studiengänge - FüBa, MEaLG, 3. Fach LG, MA AAS, MA Atlantic Studies Transformation Studies ● Further Information - rainer.emig@engsem.~

Bemerkung

BritA / AAS2, AAS3, AAS4 / Atlantic Studies
Transatlantic Reflections: Germans in America, Americans in Germany

Seminar, SWS: 2, Max. Teilnehmer: 25
Twelbeck, Kirsten
Do, wöchentl., 10:00 - 12:00, 12.04.2012 - 21.07.2012, 1502 - 609 II 609

Kommentar

The story of intercultural exchange between the United States and Germany is a long and complex one. In an effort to create its own institutions in particular, nineteenth-century America appropriated what seemed particularly fruitful from the German educational system while after World War II, West-Germany embraced American culture to the effect that today we are the most "Americanized" country in Europe; at the same time Germany has a strong, "anti-American" tradition. This seminar will look at both phenomena (and where they intersect) from a historical and cultural perspective and it will also examine how Americans have perceived of Germany, the Germans, and German culture.

Told by transatlantic travelers and immigrants on both sides of the Atlantic, the "Transatlantic story" has always been highly selective and time-specific, and yet it has influenced how Americans and Germans have viewed each other over more than two centuries. We will examine the evolution of these influences by looking at a variety of contexts and historical events, but also at literary texts, movies, and other forms of artistic expression that emerged in the German-American contact zone. Among the topics that we will discuss are the German Pietists in colonial America and nineteenth-century American "48ers" who fought in the American Civil War and African-American "GI" soldiers who fought against Nazism in Europe, Germans who wrote about America (Friedrich Gerstaecker, Karl May) and Americans who wrote about Germans such as Walter Abish. We will look at the German-American cultural and academic scene (Abraham Jacobi, Theodore Dreiser, H.L. Mencken, Theodor Adorno, Billy Wilder) and examine how Germany shaped the lives and work of Americans such as W.E.B. DuBois, Sylvia Plath, and others.

Required Reading: Please refer to the course page on StudIP.

Reader - copy shop Stork (Körnerstraße) from 10 April

Assessment Tasks - will be specified

Registration - StudIP 1.3.2012 - 31.3.2012

Size restriction - 25

Prerequisites - proficiency in English and German

Studiengänge - FüBA, M Ed. LG, MA AAS

Further Information - Kirsten.twelbeck@engsem.~

Bemerkung

AmerA / AAS2, AAS3

Media, Cultural Communication and Popular Culture (AAS4)
In 2009, one year after David Foster Wallace's suicide, fans created "Infinite Summer," an international online platform through which people read and discussed Wallace's magnum opus *Infinite Jest* over the course of three months. This seminar provides the opportunity for yet another Infinite Summer, as we will read and analyze Wallace's 1,079-page long novel from front to back. Published in 1996 to great critical acclaim and commercial success, the novel is a dystopian satire set in a near-future North America where the teleputer is as much reality as the aptly-named O.N.A.N. (Organization of North American Nations). With(in) its bizarre narrative, the novel probes the effect of media and consumerism on the American people at the same time that it attempts to find ways out of the postmodern literary paradigm and the (supposed) detrimental effects of irony and cynicism.

We will approach *Infinite Jest* through a semester-long close reading of the novel that divides it into manageable chunks and thus provides an opportunity for interested readers to critically engage with this seminal piece of contemporary U.S. fiction. Please be aware that this is a reading-intensive course; enroll only if you are willing to read a thick and complex novel and participate actively in discussions.


*Reader* - copy shop Stork (Körnerstraße) from 10 April ● *Assessment Tasks* - will be specified ● *Registration* - StudIP 1.3.2012 - 31.3.2012 ● *Size restriction* - 25 ● *Prerequisites* - Studienleistung(en) of "Intermediate Literature and Culture" ● *Studiengänge* - FüBA, M Ed. LG, 3. Fach LG, MA AAS ● *Further Information* - florian.gross@engsem.
Introduction to Gender Studies
Seminar, SWS: 2, Max. Teilnehmer: 25
Funk, Wolfgang
Do, wöchentl., 10:00 - 12:00, 12.04.2012 - 21.07.2012, 1502 - 703 II 703
Kommentar
This course will provide an introduction to significant concepts in the development of Gender Studies, from classical notions about the origins of human gender to the implications of queer thinking, from the progress (?) of Feminism to Masculinity Studies. We will also attempt to apply the theoretical findings to literary texts by reading pertinent works from the 18th to the 21st century. Moreover, students will be asked to contribute examples from their everyday reality to illustrate the ubiquity and significance of gendered images in our contemporary world.

**Required Reading:**


or any other edition you might already own

Materials for each lecture can also be found on StudIP.

**Recommended Reading/Preparation:**

Keep your eyes and minds open.

*Reader* - copy shop Stork (Körnerstraße) from 1 April ● *Assessment Tasks* - will be specified in class ● *Registration* - StudIP 1.3.2012 - 31.3.2012 ● *Size restriction* - 25 ● *Prerequisites* - Amer/BritF4 (for FüBA and M.Ed. students), none for others ● *Studiengänge* - FüBA, MAAS, MEdLG, 3. Fach LG, Transformation Studies ● *Further Information* - wolfgang.funk@engsem.~

Bemerkung
BritA / AAS1, AAS3, AAS4
Modern Fantasy in Literature and Film
Seminar, Max. Teilnehmer: 25
Block, 10:00 - 16:00, 29.05.2012 - 01.06.2012, 1502 - 703 II 703, Blockseminar mit Mrs. Margaret Hiley

Kommentar
In the last ten years or so, the fantasy genre has experienced a huge boom, largely due to the success of movie blockbusters such as Peter Jackson's film version of Tolkien's Lord of the Rings and the popular phenomenon of J.K. Rowling's Harry Potter series - not to mention online roleplaying games such as World of Warcraft. This seminar will study the fantasy genre in literature and film and will attempt to debate (if not answer) the leading question: what is it precisely that makes this genre so popular? Starting out from a general discussion of characteristics of the fantasy genre in literature, films and games, we will study three fantastic texts and their film adaptations: J.R.R. Tolkien's The Lord of the Rings (film version dir. Peter Jackson, 2001-2003), C.S. Lewis's The Lion, the Witch and the Wardrobe (film version dir. Andrew Adamson, 2005), and J.K. Rowling's Harry Potter and the Philosopher's Stone (film version dir. Chris Columbus, 2001). We will look at all three novels in terms of their overall themes, structure and message as well as how they refer to and play with other familiar genres (e.g. school story), history (e.g. Anglo-Saxon England) and myths (e.g. Christ's crucifixion and resurrection). We will also examine how their fantastic elements, while non-realistic, nonetheless comment on the real world. When examining the film adaptations, we will look at which elements of the novels are preserved and/or changed (and for which reasons) and how a visual rendering impacts on the content communicated. We will also discuss how all of these texts and films (or the texts via the films) have become part of popular culture.

Students are expected to give an individual presentation. An essay version of the presentation is to be submitted after the seminar, and in-class discussion and participation will also be graded.

In order to receive a seminar outline, a list of presentation topics and to discuss presentations before the seminar itself, please contact Margaret via email under mh@margarethiley.com.

Required Reading:
C.S. Lewis, The Lion, the Witch and the Wardrobe.
J.K. Rowling, Harry Potter and the Philosopher's Stone.
Peter Jackson, The Lord of the Rings. Film.
Andrew Adamson, The Lion, the Witch and the Wardrobe. Film.
Chris Columbus, Harry Potter and the Philosopher's Stone. Film.

Recommended Reading:

Assessment Tasks - Presentation for Studienleistung; essay (5,000 words) for Prüfungsleistung.
Size restriction - 25.
Prerequisites - AmerBritF4, Studiengänge - FüBA, MA AAS, MEd LG, 3. Fach LG.
Further Information - mh@margarethiley.com
In the process of compiling and revising his life's work, the pre-eminent realist novelist Henry James paused to comment on the relation between the established arts and photography. His verdict? He imagines their encounter as something like a survival of the medially fittest, and he isn't sure who might win. More specifically, he describes the relation as a competition in which the popular visual practice of photography threatens to displace the fine art of literary description as well as the traditional visual forms like painting and illustration. In this seminar we will be interpolating this encounter between images and texts from the nineteenth century to the present. In the process, we will consider photography in theory, but also as a partner in literary practice. We will test out James's idea of competition, but also consider alternative models of thinking about the relation between photographic images and writing such as media supplementation and merger.

Our discussion will kick off with theoretical, historical reflections on photography, looking at the ideas of Walter Benjamin, Paul Strand, Roland Barthes, Susan Sontag, and Rosalind Krauss, among others. We will then proceed to test out our ideas in examinations of key writing modes that interact with the photographic. We will look at nineteenth-century engagements with the photographic in shorter works by Nathaniel Hawthorne and Henry James, but also follow realism's interaction with visual forms of documentary into the twentieth century. A particular focus will be on variations of the photo book such as the print version of Jacob Riis's *How The Other Half Lives* (1890) and the Walker Evans /James Agree cooperation *Let Us Now Praise Famous Men* (1941) which we will look at in excerpts. Realism's revision in modernist experimentation and variations of neo-realism from the 1980s to current fiction offer further areas of enquiry. We will finish the course by looking at the international author W.G. Sebald, concentrating on one novel.

**Required Reading:**

We will primarily be working with shorter texts and excerpts. These will be made available in a reader at the start of the semester. Please make yourself acquainted with the work of W.G. Sebald in the library or online. We will be deciding as a class which of his novels we are going to read and discuss together.

**Recommended Reading:**

I highly recommend Miles Orvell's *American Photography* (2003) as an introduction to different forms of photography and the questions they raise for representation.

(Requested Reading)

Reader - copy shop Stork (Körnerstraße) from 1 April ● Assessment Tasks - will be specified ● Registration - StudIP 1.3.2012 - 31.3.2012 ● Size restriction - 25 ● Prerequisites - Studienleistung(en) of "Intermediate Literature and Culture" ● Studiengänge - FüB.A., M Ed. LG, 3. Fach LG, MA AAS ● Further Information - snykoer@zedat.fu-berlin.de

**Bemerkung**

AmerA / AAS2, AAS4
The English Novel and Its Forerunners: Bunyan, The Pilgrim's Progress (1678), Behn, Oroonoko (1688), and Defoe, Moll Flanders (1722)

Semenar, SWS: 2, Max. Teilnehmer: 25

Emig, Rainer
Do, wöchentl., 14:00 - 16:00, 12.04.2012 - 21.07.2012, 1502 - 609 II 609

A traditional view sees the English novel emerge in the 18th century as part of the rise of literacy and an emerging middle class that wanted to read literature about itself in a new realistic style. The seminar wishes to show that this trend is accompanied by other, sometimes contradictory fashions, such as the lasting appeal of religious and allegorical texts or the vogue for romances and (at least partly) fantastic travel stories. The seminar will read three classics of English Literature that have shaped the English novel until today: Bunyan's immensely popular allegorical journey of a Christian pilgrim; Behn's outrageous tale of an enslaved African prince, his escape and recapture by brutal colonial forces; and Defoe's tale of a prostitute and thief who ends up as an enlightened businesswoman.

**Required Reading:**


**Recommended Reading:**


**Assessment Tasks** - will be specified in class • **Registration** - StudIP 1.3.2012 - 31.3.2012 • **Size restriction** - 25 • **Prerequisites** - Amer/BritF4 (for FüBA and M.Ed. students), none for others • **Studiengänge** - FüBa, MEdLG, 3. Fach LG, MA AAS, MA Atlantic Studies Transformation Studies • **Further Information** - rainer.emig@engsem.

Bemerkung

BritA / AAS2, AAS3, AAS4 / Atlantic Studies

New English Literatures and Cultures (AAS5)
18th-Century Black Atlantic Writers

Seminar, SWS: 2, Max. Teilnehmer: 25
Grünkemeier, Ellen
Do, wöchentl., 10:00 - 12:00, 12.04.2012 - 21.07.2012, 1502 - 709 II 709
Kommentar

Olaudah Equiano, Ukawsaw Gronniosaw, John Marrant and Quobna Ottobah Cugoano are four major black writers who travelled across the Atlantic Ocean from West Africa to the West Indies, from America to the British Isles. Their works, published between 1770 and 1793, helped to shape black Atlantic culture. What their texts have common are their stories about adventures, about captivity and liberation, about their conversion to Christianity. In this seminar, we shall analyse their autobiographical writings, taking into consideration the genre, narrative structure, themes and Christian imagery. In addition to our close reading, we will relate the texts to their social, political, historical and cultural contexts. Our discussions will include issues such as the printing history of the texts, evangelicalism, the history of the slave trade and the middle passage.

Required Reading:

Students who want to attend this course should get hold of the following text:


Reader - copy shop Stork (Körnerstraße) from 10 April ● Assessment Tasks - will be specified in class ● Registration - StudIP 1.3.2012 - 31.3.2012 ● Size restriction - 25 ● Prerequisites - Amer/BritF4 (for FüBA and M.Ed. students), none for others ● Studiengänge - FüBA, MEd LG, 3. Fach LG, MA AAS, MA Atlantic Studies, Transformation Studies ● Further Information - ellen.gruenkemeier@engsem.

Bemerkung

BritA / AAS3, AAS5 / Atlantic Studies
Caribbean Literature in English
Seminar, SWS: 2, Max. Teilnehmer: 25
Gohrisch, Jana
Di, wöchentl., 14:00 - 16:00, 10.04.2012 - 21.07.2012, 1502 - 613 II 613
Kommentar
Caribbean literatures are a lively part of postcolonial literatures in English which have been taking shape in the former British Empire and the independent states since the beginning of the 20th century. The course will provide an overview of major writers, genres and themes drawing on texts published both in the Caribbean and in the American and British diasporas.

We shall begin with *Banana Bottom* (1933) by the Jamaican Claude McKay (1890-1948) who is famous for his contributions to the Harlem Renaissance. His novel is set in Jamaica in the early 20th century and gives prime importance to Jamaican hill culture as a source of survival in post-emancipation society. The second (and very slim) novel will be *Crick Crack, Monkey* (1970) by Merle Hodge (born in Trinidad in 1944) which tells the story of growing up black and female in pre-independent Trinidad juxtaposing folk culture and middle-class values. After McKay's novel we will read (and listen to) the performance poetry of Louise Bennett and Linton Kwesi Johnson (both from Jamaica) as well as poetry by Grace Nichols from Guyana. We will move on to investigate the many literary and cultural allusions in the poetry of Derek Walcott (from St. Lucia) who won the Nobel Prize for literature in 1992. After two short stories, among them one by the other Nobel laureate of the region, V. S. Naipaul, we shall finish the course with Merle Hodge's novel.

**Required Reading:**

Please buy your own copies of the novels and read *Banana Bottom* prior to class. The poems and the short stories will be provided in a reader at the beginning of the semester.

**Reader** - copy shop Stork (Körnerstraße) from 10 April ● **Assessment Tasks** - will be specified in class ● **Registration** - StudIP 1.3.2012 - 31.3.2012 ● **Size restriction** - 25 ● **Prerequisites** - Amer/BritF4 (for FüBA and M.Ed. students), none for others ● **Studiengänge** - FüBA, MEd LG, 3. Fach LG, MA AAS, MA Atlantic Studies, Transformation Studies ● **Further Information** - jana.gohrisch@engsem.

Bemerkung
BritA / AAS2, AAS3, AAS5 / Atlantic Studies

Masterstudiengang Lehramt Gymnasium - Fach Englisch

Examenskolloquium
Kolloquium
Kupetz, Rita
Kommentar
Das Examenskolloquium ist geeignet für alle Studierenden, die nach Absprache eine schriftliche Abschlussarbeit in der Didaktik des Englischen verfassen (Bachelorarbeit und Masterarbeit).

Die Arbeiten werden konzeptionell beraten und begleitet.

Bei Bedarf bereiten sich ExamenskandidatInnen für die mündliche MEd-Prüfungen mittels Prüfungssimulation oder Beratung zum Thesenpapier auf die mündliche Prüfung vor (Komplexprüfung mit der Fachwissenschaft / Erziehungswissenschaft).

**Registration** - StudIP 1.3.2012 - 31.3.2012 ● **Size restriction** - none ● **Prerequisites** - none ● **Studiengänge** - MEd LBS, MEd LG, LG ● **Further Information** - rita.kupetz@engsem.

Bemerkung
Das Kolloquium findet in Raum 1502.729 (Büro Kupetz) statt.

Fachpraktikum Englisch
### Fachpraktikum für das Lehramt am Gymnasium/M.Ed. (im Block)

**Fachpraktikum, Max. Teilnehmer:** 6  
**Vinals-Stein, Nicole**  

*Registration - StudIP bis 30.04.2012*  
*Size restriction - 6*  
*Prerequisites - DidPA*  
*Studiengänge - MEd LG, MEd LBS*  
*Further Information - nicole.vinals-stein@engsem~*

### Fachpraktikum für das Lehramt am Gymnasium/M.Ed. (semesterbegleitend)

**Fachpraktikum, Max. Teilnehmer:** 6  
**Vinals-Stein, Nicole**  
**Kommentar:** Das semesterbegleitende Fachpraktikum findet jeweils an einem Wochentag nach Absprache an der KGS Sehnde statt. Die Teilnahme ist limitiert auf 6 Studenten/innen.  

*Registration &ndash; StudIP 1.3.2012 - 31.3.2012*  
*Size restriction &ndash; 6*  
*Prerequisites &ndash; DidPA, Studiengänge &ndash; MEd LG, MEd LBS*  
*Further Information &ndash; alexander.woltin@engsem~*

### Fachpraktikum für das Lehramt am Gymnasium/M.Ed. (semesterbegleitend)

**Fachpraktikum, Max. Teilnehmer:** 6  
**Woltin, Alexander**  
**Kommentar:** Das semesterbegleitende Fachpraktikum findet jeweils an einem Wochentag nach Absprache an der KGS Sehnde statt. Die Teilnahme ist limitiert auf 6 Studenten/innen.  

*Registration - StudIP 1.3.2012 - 31.3.2012*  
*Size restriction - 6*  
*Prerequisites - DidPA, Studiengänge - MEd LG, MEd LBS*  
*Further Information - alexander.woltin@engsem~*

**Bemerkung**  
DidFP  
5 Wochen am Gymnasium im August/September 2012  
DidFP  
Beginn: nach Absprache  
DidFP  
Beginn: nach Absprache
Planung und Analyse von Englischunterricht
Seminar, SWS: 2, Max. Teilnehmer: 25
Vinals-Stein, Nicole
Di, wöchentl., 16:00 - 18:00, 10.04.2012 - 21.07.2012, 1502 - 609 II 609
Kommentar

Required Reading
Please refer to the course page on StudIP.

Recommended Reading

Assessment Tasks - Will be specified in class ● Registration - StudIP 1.3.2012 - 31.3.2012 ● Size restriction - 25 ● Prerequisites - ASP; DIDF1 und DIDF2 ● Studiengänge - MEd LG; MEd LBS# Further Information - nicole.vinals-stein@engsem~

Bemerkung
DidPA
Planung und Analyse von Englischunterricht
Seminar, SWS: 2, Max. Teilnehmer: 25
Blell, Gabriele
Do, wöchentl., 08:00 - 10:00, 12.04.2012 - 21.07.2012, 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.


Recommended Reading

Reader - copy shop Stork (Körnerstraße) from 10 April
Assessment Tasks - Studienleistungen werden zu Seminarbeginn spezifiziert
Registration - StudIP 1.3.2012 - 31.3.2012
Size restriction - 25
Prerequisites - Foundations Methodology (DidF1 und 2, ASP) - Studiengänge - MEd LG; MEd LBS# Further Information - gabriele.blell@engsem~

Bemerkung
DidPA

Advanced Methodology
Multiliteracies - A new pedagogical approach to literacy teaching and learning
Seminar, SWS: 2, Max. Teilnehmer: 25
Kupetz, Rita
Di, wöchentl., 14:00 - 16:00, 10.04.2012 - 21.07.2012, 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.

Required Reading
Reader will be provided via the copy shop Stork.

Recommended Reading
Please refer to the course page on StudIP.

Reader - copy shop Stork (Körnerstraße) from 10 April
Assessment Tasks - MEd: Studienleistungen: oral contribution and survey on learners' literacy practices
Size restriction - 25
Prerequisites - DidF1/2 - Studiengänge - MEd LG; MEd LBS# Further Information - rita.kupetz@engsem~

Bemerkung
DidA; FAL6

Sommer 2012
Creative writing programs have gained popularity in many university settings in Great Britain and the US although they are highly controversial as well. At German universities, creative writing has tended to be sidelined so far. The aim of this compact course on creative writing will be to offer insight not only into the manifold practical challenges like writing short flash fiction, poems, songs or creative non-fiction or doing collaborative creative writing but also into academic and educational questions of creative writing programs. This 28-hour compact workshop will approach creative writing not only as the counterpart to academic writing and literary studies, but also as an educational chance to develop learners’ academic literary analysis skills further through reflective writing activities. Furthermore, the course will examine how creative writing scenarios can be taught and integrated into EFL education programmes. Ultimately, participants will be encouraged to produce short bilingual creative formats as well - not only for language learning purposes (e.g. English/Spanish). Prof Benjamin Saenz is an author of literature for children and young adults and teaches Creative Writing courses at the University of Texas, El Paso.

Course Program (29 May to 2 June 2012)

29 May, 2012
9:00/12:00 + 13:30/15:00
Creative Writing I: Basics
(introduction, goals, academic writing vs. creative writing; warming-up, writing blocks, ... writing activities)

30 May, 2012
9:00/12:00 + 13:30/15:00
Creative Writing II: Genres
(flash fiction, poems, songs, collaborative writing, non-fiction creative writing... writing activities)

31 May, 2012
9:00/12:00 + 13:30/15:00
19:00/21:00
Creative writing III: Writing bilingually
(purpose, techniques, ... writing activities)
Public Reading with Benjamin Alire Sáenz
1 June, 2012
9:00/12:00 + 13:30/15:00
Creative Writing & Teaching
(educational scenarios in school & at university; competence development .... writing activities)

2 June, 2012
9:00/12:00
Creative writing: Final reading
(presenting collaborative writing products)

This course may be taken for EITHER Didaktik des Englischen OR English Sprachpraxis OR Spanish Sprachpraxis OR Interpäd. See below for details.

English, ca. 20 students
Credit points can be achieved for SPTOP or SPVE or DidF2 or DidA;

Spanish, ca. 5 students
Credit points can be achieved for Sprachpraxis Spanish; here, the “Creative writing III: Writing bilingually” (part 3 of the course) can be credited for “Curso básico 2” (E1.2) as Studienleistung.
Young Adult Literature: Mohsin Hamid's The Reluctant Fundamentalist (2007)

Seminar, SWS: 2, Max. Teilnehmer: 25
Blell, Gabriele
Do, wöchentl., 10:00 - 12:00, 12.04.2012 - 21.07.2012, 1502 - 615 II 615

Kommentar

Since Salinger's Catcher in the Rye (1951) young adult literature has changed a lot. At the centre of the manifold themes in today's young adult fiction are questions of character, clashing cultures, social and religious values, gender identity, values in the light of new technology. The trope that all young adult literature has in common today is the search for identity, young people's hunger for identifiable markers to explore and define their ever-changing universe. In addition to traditional readings and teaching practices of a range of young adult texts for Sek. I and II (learner- and reader-oriented approaches) we will explore the texts through a critical literacy framework to make teenagers understand how they are being constructed as adolescents in the texts they are reading. The following text, which will be part of the 'Abiturprüfung' 2014 (erhöhtes Anforderungs niveau), has been chosen for the seminar and will be discussed in plenary & group sessions: Mohsin Hamid. The Reluctant Fundamentalist . (2007)

Required Reading


Recommended Reading


Elliott, Joan B. & Dupuis, Mary M. (Hrsg.). (2002). Young Adult Literature in the Classroom: Reading it, Teaching it, Loving it. Newark: Del. (auch Reader: 223-225;

Multikulturelle Jugendliteratur. Der Fremdsprachliche Unterricht Englisch. 59/2002

Lesemotivation Jugendliteratur. Der Fremdsprachliche Unterricht Englisch. 59/2002

Reader - copy shop Stork (Körnerstraße) from 10 April ● Assessment Tasks - 'Studienleistungen' will be specified at the beginning of the seminar# Registration - StudIP 1.3.2012 - 31.3.2012 ● Size restriction - 25 ● Prerequisites - Foundations Methodology (DidF1/2), ASP ● Studiengänge - MEd LG; MEd LBS ● Further Information - gabriele.bell@engsem~

Bemerkung

DidA 1/2

Advanced Studies
18th-Century Black Atlantic Writers

Seminar, SWS: 2, Max. Teilnehmer: 25
Grünkemeier, Ellen
Do, wöchentl., 10:00 - 12:00, 12.04.2012 - 21.07.2012, 1502 - 709 II 709

Kommentar
Olaudah Equiano, Ukawsaw Gronniosaw, John Marrant and Quobna Ottobah Cugoano are four major black writers who travelled across the Atlantic Ocean from West Africa to the West Indies, from America to the British Isles. Their works, published between 1770 and 1793, helped to shape black Atlantic culture. What their texts have common are their stories about adventures, about captivity and liberation, about their conversion to Christianity. In this seminar, we shall analyse their autobiographical writings, taking into consideration the genre, narrative structure, themes and Christian imagery. In addition to our close reading, we will relate the texts to their social, political, historical and cultural contexts. Our discussions will include issues such as the printing history of the texts, evangelicalism, the history of the slave trade and the middle passage.

Required Reading:
Students who want to attend this course should get hold of the following text:


*Reader* - copy shop Stork (Körnerstraße) from 10 April ● *Assessment Tasks* - will be specified in class ● *Registration* - StudIP 1.3.2012 - 31.3.2012 ● *Size restriction* - 25 ● *Prerequisites* - Amer/BritF4 (for FüBA and M.Ed. students), none for others ● *Studiengänge* - FüBA, MEd LG, 3. Fach LG, MA AAS, MA Atlantic Studies, Transformation Studies ● *Further Information* - ellen.gruenkemeier@engsem.

Bemerkung
BritA / AAS3, AAS5 / Atlantic Studies
Caribbean Literature in English
Seminar, SWS: 2, Max. Teilnehmer: 25
Gohrisch, Jana
Di, wöchentl., 14:00 - 16:00, 10.04.2012 - 21.07.2012, 1502 - 613 II 613
Kommentar
Caribbean literatures are a lively part of postcolonial literatures in English which have been taking shape in the former British Empire and the independent states since the beginning of the 20th century. The course will provide an overview of major writers, genres and themes drawing on texts published both in the Caribbean and in the American and British diasporas.

We shall begin with *Banana Bottom* (1933) by the Jamaican Claude McKay (1890-1948) who is famous for his contributions to the Harlem Renaissance. His novel is set in Jamaica in the early 20th century and gives prime importance to Jamaican hill culture as a source of survival in post-emancipation society. The second (and very slim) novel will be *Crick Crack, Monkey* (1970) by Merle Hodge (born in Trinidad in 1944) which tells the story of growing up black and female in pre-independent Trinidad juxtaposing folk culture and middle-class values. After McKay's novel we will read (and listen to) the performance poetry of Louise Bennett and Linton Kwesi Johnson (both from Jamaica) as well as poetry by Grace Nichols from Guyana. We will move on to investigate the many literary and cultural allusions in the poetry of Derek Walcott (from St. Lucia) who won the Nobel Prize for literature in 1992. After two short stories, among them one by the other Nobel laureate of the region, V. S. Naipaul, we shall finish the course with Merle Hodge's novel.

*Required Reading:*

Please buy your own copies of the novels and read *Banana Bottom* prior to class. The poems and the short stories will be provided in a reader at the beginning of the semester.

*Reader* - copy shop Stork (Körnerstraße) from 10 April

*Assessment Tasks* - will be specified in class

*Registration* - StudIP 1.3.2012 - 31.3.2012

*Size restriction* - 25

*Prerequisites* - Amer/BritF4 (for FüBA and M.Ed. students), none for others

*Studiengänge* - FüBA, MEd LBS, 3. Fach LG, MA AAS, MA Atlantic Studies,
Transformation Studies

*Further Information* - jana.gohrisch@engsem.~

Bemerkung
BritA / AAS2, AAS3, AAS5 / Atlantic Studies

Cognitive English Grammar II
Seminar, SWS: 2, Max. Teilnehmer: 25
Schulze, Rainer
Di, wöchentl., 10:00 - 12:00, 10.04.2012 - 21.07.2012, 1502 - 703 II 703
Kommentar
This seminar will introduce students to cognitive linguistic theory and will show that Cognitive Grammar helps us, including foreign language teachers, to gain a better understanding of the grammar of English. The notions of motivation and meaningfulness will be central to the approach pursued in this seminar.

This seminar is a sequel to Cognitive English Grammar I and will, on the basis of notions and categories developed so far, describe situations as temporal units of various layers, with situations viewed as relational units and their corresponding structuring as sentences. This part of the seminar will also be devoted to event schemas and space and metaphorical extensions of space.

Please check StudIP for updates and additional information as the semester approaches.

*Reader* - copy shop Stork (Körnerstraße) from 1 April

*Registration* - StudIP 1.3.2012 - 31.3.2012

*Size restriction* - 25

*Prerequisites* - LingF4

*Studiengänge* - FüBA, MEd LBS, 3. Fach LG, MEd LG, FAL

*Further Information* - rainer.schulze @engsem.~

Bemerkung
LingA1, LingA2 / FAL1
Construction Grammar
Seminar, SWS: 2, Max. Teilnehmer: 25
Schulze, Rainer
Di, wöchentl., 16:00 - 18:00, 10.04.2012 - 21.07.2012, 1502 - 703 II 703
Kommentar This seminar will investigate the nature of generalization in language and examine how language is known by adults and acquired by children. The seminar will look at how and why constructions are learned, the relation between their forms and functions, and how cross-linguistic and language-internal generalizations about them can be explained. The course will be divided into three parts: in the first, we will provide an overview of constructionist approaches, including the constructionist approach to argument structure, and argue for a usage-based model of grammar. In the second, we will address issues concerning how generalizations are constrained and constructional generalizations are learned. In the third, we will show that a combination of function and processing accounts for a wide range of language-internal and cross-linguistic generalizations. We will then consider the degree to which the function of constructions explains their distribution and examine cross-linguistic tendencies in argument realization. We will be able to show that pragmatic and cognitive processes account for the data without appeal to stipulations that are language-specific. The seminar will be an interesting contribution to the study of how language operates in the mind and in the world and how these operations relate.
Please check StudIP for updates and additional information as the semester approaches.

Reader - copy shop Stork (Körnerstraße) from 1 April
Registration - StudIP 1.3.2012 - 31.3.2012
Size restriction - 25
Prerequisites - LingF4, Studiengänge - FüBA, 3.
Fach LG, MEd LG, MEd LbS, FAL
Further Information - rainer.schulze @engsem.

Learner Corpus Research
Seminar, SWS: 2, Max. Teilnehmer: 20
Altendorf, Ulrike
Mi, wöchentl., 08:00 - 10:00, 11.04.2012 - 28.07.2012, 1502 - 815 CIP-Pool
Kommentar This course will explore issues related to the compilation of learner corpora, insights into learner language gained on the basis of LCR and the interaction between LCR and other disciplines, including Second Language Acquisition and Cognitive Linguistics. Seminar papers will be mostly empirical.

Reader - copy shop Stork (Körnerstraße) from 1 April
Registration - StudIP 1.3.2012 - 31.3.2012
Size restriction - 20
Prerequisites - LingF4, Studiengänge - FüBA, 3.
Fach LG, MEd LG, MEd LbS, FAL
Further Information - ulrike.altendorf @engsem.
Modern Fantasy in Literature and Film
Seminar, Max. Teilnehmer: 25
Block, 10:00 - 16:00, 29.05.2012 - 01.06.2012, 1502 - 703 II 703 , Blockseminar mit Mrs. Margaret Hiley
Kommentar

In the last ten years or so, the fantasy genre has experienced a huge boom, largely due to the success of movie blockbusters such as Peter Jackson's film version of Tolkien's *Lord of the Rings* and the popular phenomenon of J.K. Rowling's *Harry Potter* series - not to mention online roleplaying games such as *World of Warcraft*. This seminar will study the fantasy genre in literature and film and will attempt to debate (if not answer) the leading question: what is it precisely that makes this genre so popular? Starting out from a general discussion of characteristics of the fantasy genre in literature, films and games, we will study three fantastic texts and their film adaptations: J.R.R. Tolkien's *The Lord of the Rings* (film version dir. Peter Jackson, 2001-2003), C.S. Lewis's *The Lion, the Witch and the Wardrobe* (film version dir. Andrew Adamson, 2005), and J.K. Rowling's *Harry Potter and the Philosopher's Stone* (film version dir. Chris Columbus, 2001). We will look all three novels in terms of their overall themes, structure and message as well as how they refer to and play with other familiar genres (e.g. school story), history (e.g. Anglo-Saxon England) and myths (e.g. Christ's crucifixion and resurrection). We will also examine how their fantastic elements, while non-realistic, nonetheless comment on the real world. When examining the film adaptations, we will look at which elements of the novels are preserved and/or changed (and for which reasons) and how a visual rendering impacts on the content communicated. We will also discuss how all of these texts and films (or the texts via the films) have become part of popular culture.

Students are expected to give an individual presentation. An essay version of the presentation is to be submitted after the seminar, and in-class discussion and participation will also be graded.

In order to receive a seminar outline, a list of presentation topics and to discuss presentations before the seminar itself, please contact Margaret via email under mh@margarethiley.com.

**Required Reading:**

- C.S. Lewis, *The Lion, the Witch and the Wardrobe*.
- Peter Jackson, *The Lord of the Rings*. Film.
- Andrew Adamson, *The Lion, the Witch and the Wardrobe*. Film.
- Chris Columbus, *Harry Potter and the Philosopher's Stone*. Film.

**Recommended Reading:**


**Assessment Tasks** - Presentation for *Studienleistung*; essay (5,000 words) for *Prüfungsleistung* - *Registration* - StudIP 1.3.2012 - 31.3.2012 - *Size restriction* - 25 - *Prerequisites* - AmerBritF4 - *Studiengänge* - FüßBA, MA AAS, MEd LG, 3. Fach LG - *Further Information* - mh@margarethiley.com
## Neo-Firthian Linguistics

**Seminar, SWS: 2, Max. Teilnehmer: 25**  
Schulze, Rainer  
Mo, wöchentl., 10:00 - 12:00, 16.04.2012 - 21.07.2012, 1502 - 703 II 703  
**Kommentar**  
In this advanced seminar, we will explore the approach to language analysis taken by a group of scholars sometimes referred to collectively as 'neo-Firthian' (no, not Colin!). As this label suggests, these researchers work within the framework of an approach to language suggested by John Rupert Firth. The most prominent proponent of the neo-Firthian approach has been John Sinclair, and Sinclair played a major role in enabling subsequent work in language analysis. Many of the other key scholars in this tradition include Michael Hoey, Susan Hunston, Bill Louw, Michael Stubbs, Wolfgang Teubert or Elena Tognini-Bonelli. Two central ideas in their approach to language analysis are 'collocation' and 'discourse'. It is perhaps unfortunate that these terms are among the most multifariously defined and, therefore, the most confusing in contemporary linguistics. For this reason, we will examine some issues relating to the use of these terms, in theory and in practice. This will include presentations and discussions of how these terms are used both generally in linguistics and specifically in neo-Firthian linguistics.

Please check StudIP for updates and additional information as the semester approaches.

This course is restricted to a maximum of 25 participants.

**Reader** - copy shop Stork (Körnerstraße) from 1 April  
**Size restriction** - 25  
**Prerequisites** - LingF4  
**Studiengänge** - FüBA, 3. Fach LG, MEd LG, MEd LbS, FAL  
**Further Information** - rainer.schulze@engsem.

## Principles of Language Change

**Seminar, SWS: 2, Max. Teilnehmer: 25**  
Altendorf, Ulrike  
Di, wöchentl., 14:00 - 16:00, 10.04.2012 - 21.07.2012, 1502 - 306 II 306  
**Kommentar**  
This course will review language-external and language-internal principles of language change. Language-external factors to be treated will be, for instance, migration and settlement patterns as well as the dynamics of social class and gender roles. Language-internal mechanisms will comprise the notions of markedness and naturalness as well as the economy of the language system.

The course requires a solid knowledge of phonetics and phonology.

**Reader** - copy shop Stork (Körnerstraße) from 1 April  
**Size restriction** - 25  
**Prerequisites** - LingF4  
**Studiengänge** - FüBA, 3. Fach LG, MEd LG, MEd LbS, FAL  
**Further Information** - ulrike.altendorf@engsem.

**Bemerkung**  
LingA1, LingA2 / FAL2

LingA1, LingA2 / FAL4
The English Novel and Its Forerunners: Bunyan, The Pilgrim's Progress (1678), Behn, Oroonoko (1688), and Defoe, Moll Flanders (1722)

Seminar, SWS: 2, Max. Teilnehmer: 25
Emig, Rainer
Do, wöchentl., 14:00 - 16:00, 12.04.2012 - 21.07.2012, 1502 - 609 II 609

A traditional view sees the English novel emerge in the 18th century as part of the rise of literacy and an emerging middle class that wanted to read literature about itself in a new realistic style. The seminar wishes to show that this trend is accompanied by other, sometimes contradictory fashions, such as the lasting appeal of religious and allegorical texts or the vogue for romances and (at least partly) fantastic travel stories. The seminar will read three classics of English Literature that have shaped the English novel until today: Bunyan's immensely popular allegorical journey of a Christian pilgrim; Behn's outrageous tale of an enslaved African prince, his escape and recapture by brutal colonial forces; and Defoe's tale of a prostitute and thief who ends up as an enlightened businesswoman.

Required Reading:

Recommended Reading:

Assessment Tasks - will be specified in class ● Registration - StudIP 1.3.2012 - 31.3.2012 ● Size restriction - 25 ● Prerequisites - Amer/BritF4 (for FüBA and M.Ed. students), none for others ● Studiengänge - FüBa, MEEdLG, 3. Fach LG, MA AAS, MA Atlantic Studies Transformation Studies ● Further Information - rainer.emig@engsem.

Phonetics and Phonology

Vorlesung, SWS: 2
Altendorf, Ulrike
Mi, wöchentl., 10:00 - 12:00, 11.04.2012 - 21.07.2012, 1502 - 003 II 003

This course will introduce students to the study of 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. Students will also develop skills in perceiving, articulating and transcribing vowel and consonant sounds using IPA symbols.

Reader - copy shop Stork (Körnerstraße) from 1 April ● Registration - StudIP 1.3.2012 - 31.3.2012 ● Prerequisites - LingF1, LingF2 ● Studiengänge - FüBA, BSc TE, 3. Fach LG, MEEd LG ● Further Information - ulrike.altendorf @engsem.

Advanced Linguistics
Cognitive English Grammar II
Seminar, SWS: 2, Max. Teilnehmer: 25
Schulze, Rainer
Di, wöchentl., 10:00 - 12:00, 10.04.2012 - 21.07.2012, 1502 - 703 II 703
Kommentar
This seminar will introduce students to cognitive linguistic theory and will show that Cognitive Grammar helps us, including foreign language teachers, to gain a better understanding of the grammar of English. The notions of motivation and meaningfulness will be central to the approach pursued in this seminar.

This seminar is a sequel to Cognitive English Grammar I and will, on the basis of notions and categories developed so far, describe situations as temporal units of various layers, with situations viewed as relational units and their corresponding structuring as sentences. This part of the seminar will also be devoted to event schemas and space and metaphorical extensions of space.

Please check StudIP for updates and additional information as the semester approaches.

Reader - copy shop Stork (Körnerstraße) from 1 April ● Registration - StudIP 1.3.2012 - 31.3.2012 ● Size restriction - 25 ● Prerequisites - LingF4 ● Studiengänge - FüBA, MEd LBS, 3. Fach LG, MEd LG, FAL ● Further Information - rainer.schulze @engsem.

Construction Grammar
Seminar, SWS: 2, Max. Teilnehmer: 25
Schulze, Rainer
Di, wöchentl., 16:00 - 18:00, 10.04.2012 - 21.07.2012, 1502 - 703 II 703
Kommentar
This seminar will investigate the nature of generalization in language and examine how language is known by adults and acquired by children. The seminar will look at how and why constructions are learned, the relation between their forms and functions, and how cross-linguistic and language-internal generalizations about them can be explained.

The course will be divided into three parts: in the first, we will provide an overview of constructionist approaches, including the constructionist approach to argument structure, and argue for a usage-based model of grammar. In the second, we will address issues concerning how generalizations are constrained and constructional generalizations are learned. In the third, we will show that a combination of function and processing accounts for a wide range of language-internal and cross-linguistic generalizations. We will then consider the degree to which the function of constructions explains their distribution and examine cross-linguistic tendencies in argument realization. We will be able to show that pragmatic and cognitive processes account for the data without appeal to stipulations that are language-specific. The seminar will be an interesting contribution to the study of how language operates in the mind and in the world and how these operations relate.

Please check StudIP for updates and additional information as the semester approaches.

Reader - copy shop Stork (Körnerstraße) from 1 April ● Registration - StudIP 1.3.2012 - 31.3.2012 ● Size restriction - 25 ● Prerequisites - LingF4 ● Studiengänge - FüBA, 3. Fach LG, MEd LG, MEd LbS, FAL ● Further Information - rainer.schulze @engsem.

Bemerkung
LingA1, LingA2 / FAL1, FAL2
### Learner Corpus Research
Seminar, SWS: 2, Max. Teilnehmer: 20  
Altendorf, Ulrike  
Mi, wöchentl., 08:00 - 10:00, 11.04.2012 - 28.07.2012, 1502 - 815 CIP-Pool  
Kommentar

This course will explore issues related to the compilation of learner corpora, insights into learner language gained on the basis of LCR and the interaction between LCR and other disciplines, including Second Language Acquisition and Cognitive Linguistics. Seminar papers will be mostly empirical.

**Reader** - copy shop Stork (Körnerstraße) from 1 April  
**Size restriction** - 20  
**Prerequisites** - LingF4  
**Studiengänge** - FüBA, 3. Fach LG, MEd LG, MEd LbS, FAL  
**Further Information** - ulrike.altendorf@engsem.~

### Neo-Firthian Linguistics
Seminar, SWS: 2, Max. Teilnehmer: 25  
Schulze, Rainer  
Mo, wöchentl., 10:00 - 12:00, 16.04.2012 - 21.07.2012, 1502 - 703 II 703  
Kommentar

In this advanced seminar, we will explore the approach to language analysis taken by a group of scholars sometimes referred to collectively as 'neo-Firthian' (no, not Colin!). As this label suggests, these researchers work within the framework of an approach to language suggested by John Rupert Firth. The most prominent proponent of the neo-Firthian approach has been John Sinclair, and Sinclair played a major role in enabling subsequent work in language analysis. Many of the other key scholars in this tradition include Michael Hoey, Susan Hunston, Bill Louw, Michael Stubbs, Wolfgang Teubert or Elena Tognini-Bonelli. Two central ideas in their approach to language analysis are 'collocation' and 'discourse'. It is perhaps unfortunate that these terms are among the most multifariously defined and, therefore, the most confusing in contemporary linguistics. For this reason, we will examine some issues relating to the use of these terms, in theory and in practice. This will include presentations and discussions of how these terms are used both generally in linguistics and specifically in neo-Firthian linguistics.

Please check StudIP for updates and additional information as the semester approaches.  
This course is restricted to a maximum of 25 participants.

**Reader** - copy shop Stork (Körnerstraße) from 1 April  
**Size restriction** - 25  
**Prerequisites** - LingF4  
**Studiengänge** - FüBA, 3. Fach LG, MEd LG, MEd LbS, FAL  
**Further Information** - rainer.schulze@engsem.~

### Principles of Language Change
Seminar, SWS: 2, Max. Teilnehmer: 25  
Altendorf, Ulrike  
Di, wöchentl., 14:00 - 16:00, 10.04.2012 - 21.07.2012, 1502 - 306 II 306  
Kommentar

This course will review language-external and language-internal principles of language change. Language-external factors to be treated will be, for instance, migration and settlement patterns as well as the dynamics of social class and gender roles. Language-internal mechanisms will comprise the notions of markedness and naturalness as well as the economy of the language system.

The course requires a solid knowledge of phonetics and phonology.

**Reader** - copy shop Stork (Körnerstraße) from 1 April  
**Size restriction** - 25  
**Prerequisites** - LingF4  
**Studiengänge** - FüBA, 3. Fach LG, MEd LG, MEd LbS, FAL  
**Further Information** - ulrike.altendorf@engsem.~

### Advanced Literature and Culture

Sommer 2012
**18th-Century Black Atlantic Writers**

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

Grünkemeier, Ellen

Do, wöchentl., 10:00 - 12:00, 12.04.2012 - 21.07.2012, 1502 - 709 II 709

**Kommentar**

Olaudah Equiano, Ukassaw Gronniosaw, John Marrant and Quobna Ottobah Cugoano are four major black writers who travelled across the Atlantic Ocean from West Africa to the West Indies, from America to the British Isles. Their works, published between 1770 and 1793, helped to shape black Atlantic culture. What their texts have in common are their stories about adventures, about captivity and liberation, about their conversion to Christianity. In this seminar, we shall analyse their autobiographical writings, taking into consideration the genre, narrative structure, themes and Christian imagery. In addition to our close reading, we will relate the texts to their social, political, historical and cultural contexts. Our discussions will include issues such as the printing history of the texts, evangelicism, the history of the slave trade and the middle passage.~

**Required Reading:**

Students who want to attend this course should get hold of the following text:


*Reader* - copy shop Stork (Körnerstraße) from 10 April ● *Assessment Tasks* - will be specified in class ● *Registration* - StudIP 1.3.2012 - 31.3.2012 ● *Size restriction* - 25 ● *Prerequisites* - Amer/BritF4 (for FüBA and M.Ed. students), none for others ● *Studiengänge* - FüBA, MEd LG, 3. Fach LG, MA AAS, MA Atlantic Studies, Transformation Studies ● *Further Information* - ellen.gruenkemeier@engsem.~

**Bemerkung**

BritA / AAS3, AAS5 / Atlantic Studies

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**18th-Century Plays**

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

Gohrisch, Jana

Mi, wöchentl., 10:00 - 12:00, 11.04.2012 - 21.07.2012, 1502 - 703 II 703

**Kommentar**

We shall look at three major plays examining plot structures and character construction, language and value systems against the background of 18th-century history and culture. We will begin with George Farquhar's *The Recruiting Officer* (1706) in which he takes the wit and liveliness of the aristocratic Restoration comedy into an increasingly middle-class world. Farquhar will be followed by John Gay's *The Beggar's Opera* (1728), a unique parody of both the heroic and the sentimental comedy, which provided Brecht with the material for his *Dreigroschenoper* (1928). Richard Brinsley Sheridan's *The School for Scandal* (1777) combines the wit of the earlier comedy of manners with the later middle-class preference for poetic justice and virtue rewarded.

Please bring your own (properly edited and annotated) copies of the plays, preferably from the New Mermaids Series, Penguin or Oxford Classics. Please read at least Farquhar's *Recruiting Officer* prior to class.

**Required Reading:**


*Assessment Tasks* - will be specified in class ● *Registration* - StudIP 1.3.2012 - 31.3.2012 ● *Size restriction* - 25 ● *Prerequisites* - Amer/BritF4 (for FüBA and M.Ed. students), none for others ● *Studiengänge* - FüBA, MA AAS, MEd LG, 3. Fach LG ● *Further Information* - jana.gohrisch @engsem.~

**Bemerkung**

BritA / AAS2
Caribbean Literature in English
Seminar, SWS: 2, Max. Teilnehmer: 25
Gohrisch, Jana
Di, wöchentl., 14:00 - 16:00, 10.04.2012 - 21.07.2012, 1502 - 613 II 613
Kommentar
Caribbean literatures are a lively part of postcolonial literatures in English which have been taking shape in the former British Empire and the independent states since the beginning of the 20th century. The course will provide an overview of major writers, genres and themes drawing on texts published both in the Caribbean and in the American and British diasporas.

We shall begin with *Banana Bottom* (1933) by the Jamaican Claude McKay (1890-1948) who is famous for his contributions to the Harlem Renaissance. His novel is set in Jamaica in the early 20th century and gives prime importance to Jamaican hill culture as a source of survival in post-emancipation society. The second (and very slim) novel will be *Crick Crack, Monkey* (1970) by Merle Hodge (born in Trinidad in 1944) which tells the story of growing up black and female in pre-independent Trinidad juxtaposing folk culture and middle-class values. After McKay's novel we will read (and listen to) the performance poetry of Louise Bennett and Linton Kwesi Johnson (both from Jamaica) as well as poetry by Grace Nichols from Guyana. We will move on to investigate the many literary and cultural allusions in the poetry of Derek Walcott (from St. Lucia) who won the Nobel Prize for literature in 1992. After two short stories, among them one by the other Nobel laureate of the region, V. S. Naipaul, we shall finish the course with Merle Hodge's novel.

**Required Reading:**


Please buy your own copies of the novels and read *Banana Bottom* prior to class. The poems and the short stories will be provided in a reader at the beginning of the semester.

**Reader** - copy shop Stork (Körnerstraße) from 10 April

**Assessment Tasks** - will be specified in class


**Size restriction** - 25

**Prerequisites** - Amer/BritF4 (for FüBA and M.Ed. students), none for others

**Studiengänge** - FüBA, MEd LG, 3. Fach LG, MA AAS, MA Atlantic Studies, Transformation Studies

**Further Information** - jana.gohrisch@engsem.~

Bemerkung
BritA / AAS2, AAS3, AAS5 / Atlantic Studies
With regard to the structural roles and relations of media in virtually every aspect of our lives, ours is an era of significant—perhaps even fundamental—change. Digital media, in particular, have transformed entertainment, social interaction, politics, art, and academia, among other areas of human activity. About that, there is widespread agreement; there is little consensus, though, when it comes to assessing the significance of these changes or determining their exact nature. Does "media convergence" characterize something unique about our culture? What is new about "new media"? To begin answering these questions, we must take a broader look at the history of media and media change. In this course, we will therefore focus not only on contemporary media phenomena, but also on a variety of earlier media transformations and transitions in an effort to better understand our present situation. With a primary emphasis on American (popular) culture, but with an eye towards global changes, we will consider moments of change and transition in a wide range of media, including the book, the cinema, recorded music, and television. Please be aware that this is an intensive theory course; there will be a heavy workload in terms of reading assignments, comprising quite a number of difficult theoretical texts. Please enroll only if you are willing to do the readings and participate actively in theoretical discussions.


Assessment Tasks - will be specified ● Registration - StudIP 1.3.2012 - 31.3.2012 ● Size restriction - 25 ● Prerequisites - Studienleistung(en) of "Intermediate Literature and Culture" ● Studiengänge - FüBA, M Ed. LG, 3. Fach LG, MA AAS ● Further Information - shane.denson@engsem.~

Bemerkung AmerA / AAS1.2
**Infinite Jest**

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

**Groß (M. A.), Florian**

**Do, wöchentl., 16:00 - 18:00, 12.04.2012 - 21.07.2012, 1502 - 615 II 615**

**Kommentar**

In 2009, one year after David Foster Wallace's suicide, fans created "Infinite Summer," an international online platform through which people read and discussed Wallace's magnum opus *Infinite Jest* over the course of three months. This seminar provides the opportunity for yet another Infinite Summer, as we will read and analyze Wallace's 1,079-page long novel from front to back. Published in 1996 to great critical acclaim and commercial success, the novel is a dystopian satire set in a near-future North America where the teleputer is as much reality as the aptly-named O.N.A.N. (Organization of North American Nations). With(in) its bizarre narrative, the novel probes the effect of media and consumerism on the American people at the same time that it attempts to find ways out of the postmodern literary paradigm and the (supposed) detrimental effects of irony and cynicism.

We will approach *Infinite Jest* through a semester-long close reading of the novel that divides it into manageable chunks and thus provides an opportunity for interested readers to critically engage with this seminal piece of contemporary U.S. fiction. Please be aware that this is a reading-intensive course; enroll only if you are willing to read a thick and complex novel and participate actively in discussions.


**Reader -** copy shop Stork (Körnerstraße) from 10 April● **Assessment Tasks -** will be specified● **Registration -** StudIP 1.3.2012 - 31.3.2012● **Size restriction -** 25● **Prerequisites -** Studienleistung(en) of "Intermediate Literature and Culture"● **Studiengänge -** FüBA, M Ed. LG, 3. Fach LG, MA AAS● **Further Information -** florian.gross@engsem.

**Bemerkung**

AmerA / AAS2, AAS4
Introduction to Gender Studies
Seminar, SWS: 2, Max. Teilnehmer: 25
Funk, Wolfgang
Do, wöchentl., 10:00 - 12:00, 12.04.2012 - 21.07.2012, 1502 - 703 II 703

Kommentar
This course will provide an introduction to significant concepts in the development of Gender Studies, from classical notions about the origins of human gender to the implications of queer thinking, from the progress (?) of Feminism to Masculinity Studies. We will also attempt to apply the theoretical findings to literary texts by reading pertinent works from the 18th to the 21st century. Moreover, students will be asked to contribute examples from their everyday reality to illustrate the ubiquity and significance of gendered images in our contemporary world.

Dieser Kurs ist verpflichtend für den Erwerb einer Bescheinigung im Interdisziplinären Studienschwerpunkt Gender Studies der Philosophischen Fakultät und steht allen Studierenden der Fakultät offen. Weitere Informationen dazu unter: http://www.engsem.uni-hannover.de/genderstudies.html

Required Reading:

or any other edition you might already own

Materials for each lecture can also be found on StudIP.

Recommended Reading/Preparation:
Keep your eyes and minds open.

Reader - copy shop Stork (Körnerstraße) from 1 April  Assessment Tasks - will be specified in class  Registration - StudIP 1.3.2012 - 31.3.2012  Size restriction - 25  Prerequisites - Amer/BritF4 (for FüBA and M.Ed. students), none for others  Studiengänge - FüBA, MAAS, MEdLG, 3. Fach LG, Transformation Studies  Further Information - wolfgang.funk@engsem.

Bemerkung
BritA / AAS1, AAS3, AAS4
Laurence Sterne's Tristram Shandy
Seminar, SWS: 2, Max. Teilnehmer: 25
Bennett, Peter
Fr, wöchentl., 12:00 - 14:00, 13.04.2012 - 21.07.2012, 1502 - 703 II 703
Kommentar
Published between 1759 and 1767, *Tristram Shandy* is one of the most extraordinary
novels in the English language. Humourously and humanely satirical, but not bitterly
so, its influences include the work of Cervantes, Rabelais, Montaigne, and Swift. It is
often considered to be a forerunner of certain innovative novels of the 20th century.
Produced in a period when the "classical" novel was taking shape, it does not offer the
narrative continuities of that emerging genre. Nor, therefore, does it attempt to seduce the
reader into the fictional world of the story. On the contrary, the text of *Tristram Shandy*
continually and playfully emphasizes the performative nature of narration and the physical
reality of printing ink on paper. The basic storyline is overwhelmed by the digressions
and, when retrieved, proves paltry and aimless. As it was doubtless meant to be. The
whole work is what is known in English as a shaggy-dog story or, as the closing line
suggests, a cock-and-bull story. Which is not to say that it must therefore be frivolous.
We may well discover a particular anti-dogmatic sanity behind the apparent craziness
when we explore not only the intrinsic workings of the book but also extrinsic matters
such as historical contexts, cultural influences and aspects of Sterne's personal life. But,
like *Tristram Shandy* itself, the seminar will not attempt to impose conclusions or achieve
closure.

**Required Reading:**
You should get hold of the Penguin Classics text which was first published in 1997, edited
by Melvin and Joan New and based on the so-called Florida Edition. Do not confuse this
with earlier Penguin editions.

*Assessment Tasks* - will be specified in class ● *Registration* - StudIP 1.3.2011 -
31.3.2012 ● *Size restriction* - 25 ● *Prerequisites* - Amer/BritF4 ● *Studiengänge* -
FüBA, AAS2, Med.LG, 3. Fach LG# *Further Information* - peter.bennett@engsem.
In the process of compiling and revising his life's work, the pre-eminent realist novelist Henry James paused to comment on the relation between the established arts and photography. His verdict? He imagines their encounter as something like a survival of the medially fittest, and he isn't sure who might win. More specifically, he describes the relation as a competition in which the popular visual practice of photography threatens to displace the fine art of literary description as well as the traditional visual forms like painting and illustration. In this seminar we will be interrogating this encounter between images and texts from the nineteenth century to the present. In the process, we will consider photography in theory, but also as a partner in literary practice. We will test out James's idea of competition, but also consider alternative models of thinking about the relation between photographic images and writing such as media supplementation and merger.

Our discussion will kick off with theoretical, historical reflections on photography, looking at the ideas of Walter Benjamin, Paul Strand, Roland Barthes, Susan Sontag, and Rosalind Krauss, among others. We will then proceed to test out our ideas in examinations of key writing modes that interact with the photographic. We will look at nineteenth-century engagements with the photographic in shorter works by Nathaniel Hawthorne and Henry James, but also follow realism's interaction with visual forms of documentary into the twentieth century. A particular focus will be on variations of the photo book such as the print version of Jacob Riis's *How The Other Half Lives* (1890) and the Walker Evans /James Agree cooperation *Let Us Now Praise Famous Men* (1941) which we will look at in excerpts. Realism's revision in modernist experimentation and variations of neo-realism from the 1980s to current fiction offer further areas of enquiry. We will finish the course by looking at the international author W.G. Sebald, concentrating on one novel.

**Required Reading:**

We will primarily be working with shorter texts and excerpts. These will be made available in a reader at the start of the semester. Please make yourself acquainted with the work of W.G. Sebald in the library or online. We will be deciding as a class which of his novels we are going to read and discuss together.

**Recommended Reading:**

I highly recommend Miles Orvell's *American Photography* (2003) as an introduction to different forms of photography and the questions they raise for representation.

**Reader** - copy shop Stork (Körnerstraße) from 1 April ● **Assessment Tasks** - will be specified ● **Registration** - StudIP 1.3.2012 - 31.3.2012 ● **Size restriction** - 25 ● **Prerequisites** - Studienleistung(en) of "Intermediate Literature and Culture" ● **Studiengänge** - FüB.A., M Ed. LG, 3. Fach LG, MA AAS ● **Further Information** - snykoer@zedat.fu-berlin.de

**Bemerkung**

AmerA / AAS2, AAS4
The African-American Novel at the Mid-Century

Seminar, SWS: 2, Max. Teilnehmer: 25
Snyder-Körber, Mary-Ann
Mi, wöchentl., 12:00 - 14:00, 11.04.2012 - 21.07.2012, 1502 - 609 II 609
Mi, Einzel, 12:00 - 14:00, 11.07.2012 - 11.07.2012, 1502 - 613 II 613 , Filmvorführung

Kommentar

The career of the American novel from national founding to our current moment is, in many ways, a rather astounding case study in upward mobility. Long grasped as a (mere) source of entertainment and sensation, by the twentieth century the novel had become a central genre both in terms of social significance and artistic value. The novel was significant because it was within the pages of the long narrative that key questions and problems pertaining to modernity and national life could be addressed. Novelistic plots turning on, for example, the family allowed social values to be represented and tested. Further, when fiction came to be understood as an "art," the novel writer gained in status.

This seminar aims to explore how African-American novelists wrote themselves and their concerns into this important tradition within US-American writing. Specifically, we are going to consider Richard Wright's *Native Son* (1940) and Ralph Ellison's *Invisible Man* (1947/1952). Together, these novels offer an extended reflection on constructions of masculinity and race, dynamics of vision and recognition in US culture and modernity as a whole. Our discussions will take up these central issues, giving participants the opportunity to explore the tension-fraught landscape of the mid-twentieth century in addition to the particularities of the novel as tradition and form.

We will be interested in how these novelists respond to each other and work to bring our readings of these mid-century novels into dialogue with current voices, considering not only recent scholarly perspectives, but also the literary reflection on this tradition offered in Percival Everett's comic-critical 21st-century novel *Erasure* (2001).

**Required Reading:**

Please purchase *Native Son* and *Invisible Man* (any edition) before the semester starts. There are two versions of *Native Son* in circulation, one more strongly censored for sexual content than the other. Rather than seeing this as a problem, I think that this situation gives us opportunity to consider the novel's representational politics and reception in different historical frames. All other texts will be made available in a reader at the beginning of the semester.

**Recommended Reading:**

Please get a head start on *Native Son* before the semester begins.

Reader - copy shop Stork (Körnerstraße) from 1 April
Assessment Tasks - will be specified
Registration - StudIP 1.3.2012 - 31.3.2012
Size restriction - 25
Prerequisites - Studienleistung(en) of "Intermediate Literature and Culture"
Studiengänge - FüB.A., M Ed. LG, 3. Fach LG, MA AAS, MA Atlantic Studies
Further Information - snykoer@zedat.fu-berlin.de

Bemerkung

AmerA / AAS2, AAS3 / Atlantic Studies
**Theories and Methods of Literary Studies**

**Seminar, SWS: 2**
Gohrisch, Jana
Mi, wöchentl., 08:00 - 10:00, 11.04.2012 - 21.07.2012, 1502 - 703 II 703

**Kommentar**
Charlotte Brontë's novel *Jane Eyre* (1847) will serve as the central literary text in this seminar, which introduces students to literary theories and methods and applies them to Brontë's text. We will cover all the major theoretical approaches to literature and culture from the twentieth century, such as Formalism, Structuralism and New Criticism, Reader-Response Theory, Psychoanalytic Criticism, Marxism, Poststructuralism and Deconstruction, Feminism and Gender Studies, Queer Theory, Postcolonial Theory as well as New Historicism and Cultural Materialism.

As a preparation for class you will have to familiarize yourselves with the key ideas of these respective approaches and read selected theoretical texts by some of their key representatives. In class, we will then discuss and systematize these ideas and apply them to Brontë's novel *Jane Eyre* in order to illustrate the practical value of these theories and practice their terminologies.

Please buy the Norton Critical Edition of *Jane Eyre* (ed. by Richard Dunn) and read the novel prior to class.

**Recommended Reading (and purchase):**


*Reader* - copy shop Stork (Körnerstraße) from 10 April ● *Assessment Tasks* - will be specified in class ● *Registration* - StudIP 1.3.2012 - 31.3.2012 ● *Prerequisites* - Amer/ Brit/F4 (for FüBA and M.Ed. students), none for others ● *Studiengänge* - FüBA, MA AAS, MEd LG, 3. Fach LG ● *Further Information* - jana.gohrisch @engsem.~

**Bemerkung**
BritA / AAS1.2
Transatlantic Reflections: Germans in America, Americans in Germany
Seminar, SWS: 2, Max. Teilnehmer: 25
Twelbeck, Kirsten
Do, wöchentl., 10:00 - 12:00, 12.04.2012 - 21.07.2012, 1502 - 609 II 609

Kommentar
The story of intercultural exchange between the United States and Germany is a long and complex one. In an effort to create its own institutions in particular, nineteenth-century America appropriated what seemed particularly fruitful from the German educational system while after World War II, West-Germany embraced American culture to the effect that today we are the most “Americanized” country in Europe; at the same time Germany has a strong, "anti-American" tradition. This seminar will look at both phenomena (and where they intersect) from a historical and cultural perspective and it will also examine how Americans have perceived of Germany, the Germans, and German culture.

Told by transatlantic travelers and immigrants on both sides of the Atlantic, the "Transatlantic story" has always been highly selective and time-specific, and yet it has influenced how Americans and Germans have viewed each other over more than two centuries. We will examine the evolution of these influences by looking at a variety of contexts and historical events, but also at literary texts, movies, and other forms of artistic expression that emerged in the German-American contact zone. Among the topics that we will discuss are the German Pietists in colonial America and nineteenth-century American "48ers" who fought in the American Civil War and African-American "GI" soldiers who fought against Nazism in Europe, Germans who wrote about America (Friedrich Gerstaecker, Karl May) and Americans who wrote about Germans such as Walter Abish. We will look at the German-American cultural and academic scene (Abraham Jacobi, Theodore Dreiser, H.L. Mencken, Theodor Adorno, Billy Wilder) and examine how Germany shaped the lives and work of Americans such as W.E.B. DuBois, Sylvia Plath, and others.

Required Reading: Please refer to the course page on StudIP.

Reader - copy shop Stork (Körnerstraße) from 10 April ● Assessment Tasks - will be specified ● Registration - StudIP 1.3.2012 - 31.3.2012 ● Size restriction - 25 ● Prerequisites - proficiency in English and German ● Studiengänge - FüBA, M Ed. LG, MA AAS ● Further Information - kirsten.twelbeck@engsem.

Bemerkung
AmerA / AAS2, AAS3

Integrated English Practice

SPTOP
**Classroom English**

Seminar, SWS: 2, Max. Teilnehmer: 20  
Gans (M. A.), Anne  
Di, wöchentl., 12:00 - 14:00, 10.04.2012 - 21.07.2012, 1502 - 703 II 703  
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 Studienleistung), thus practising communication skills, classroom management, motivation and flexibility in the target language. The Prüfungsleistung is a reflection essay about this procedure.

Please note: Students of the außerschulisch FüBA may not enrol in this course.

**Required Reading**

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)

**Assessment Tasks**  - one written task (lesson plan), one oral presentation (lesson) and one term paper (reflection)  
● **Registration** - Doodle 1.3.2012 - 4.4.2012  
● **Size restriction** - 20  
● **Prerequisites** - passed Studienleistungen of SPAWR and SPCS  
● **Studiengänge** - BSc TE, MEd LG, 3. Fach LG  
● **Further Information** - anne.gans@engsem.~

**Journalistic Writing: The Making of the Next US President**

Seminar, SWS: 2, Max. Teilnehmer: 25  
Jones, Jacob  
Do, wöchentl., 10:00 - 12:00, 12.04.2012 - 21.07.2012, 1502 - 613 II 613 , 2. Gruppe  
Kommentar

It is 2012, and thus time for that quadrennial exercise in media madness, campaign-finance feeding frenzy and costly hoopla known as the U.S. Presidential Election. Serving as both a national cultural event as well as a contest for political power, the presidential selection process has long been a core element in the formation and re-formation of national self-identity.

In this course you/we will become practicing journalists who follow the long campaign trail from the earliest candidate announcements in 2010 to the eve of the Republican (week of 27 August) and Democratic (3 September) national conventions, where the two major party candidates are officially chosen by delegates from around the country.

Depending on enrolment, individual students and/or pairs/groups will each be assigned a particular candidate, who they will then follow through the election cycle, writing brief journalistic “dispatches” (200-500 words) from the field as they go, culminating in a longer “report” (the SPVE or SPTOP term paper) not just on the success or failure of your candidate to secure the nomination, but what that candidacy might say about the U.S. political process and the larger culture of which it is an integral part.

**Assessment Tasks**  – short written texts (dispatches) and term paper  
● **Registration** - Doodle 1.3.2012 - 31.3.2012  
● **Size restriction** - 25  
● **Prerequisites** - SPAWR and SPCS  
● **Studiengänge** - FüBA, MEd LBS, 3. Fach LG  
● **Further Information** - jacob.jones@engsem.~

**Assessment Tasks**  – short written texts (dispatches) and term paper  
● **Registration** - Doodle 1.3.2012 - 31.3.2012  
● **Size restriction** - 25  
● **Prerequisites** - SPAWR and SPCS  
● **Studiengänge** - FüBA außerschulisch, BSc TE, MEd LG, 3. Fach LG  
● **Further Information** - jacob.jones@engsem.~
Workshop: Creative Writing and Teaching
Workshop, Max. Teilnehmer: 30
Blell, Gabriele
Block+SaSo, 09:00 - 15:00, 29.05.2012 - 02.06.2012, 1502 - 615 II 615

Creative writing programs have gained popularity in many university settings in Great Britain and the US although they are highly controversial as well. At German universities, creative writing has tended to be sidelined so far. The aim of this compact course on creative writing will be to offer insight not only into the manifold practical challenges like writing short flash fiction, poems, songs or creative non-fiction or doing collaborative creative writing but also into academic and educational questions of creative writing programs. This 28-hour compact workshop will approach creative writing not only as the counterpart to academic writing and literary studies, but also as an educational chance to develop learners’ academic literary analysis skills further through reflective writing activities. Furthermore, the course will examine how creative writing scenarios can be taught and integrated into EFL education programmes. Ultimately, participants will be encouraged to produce short bilingual creative formats as well - not only for language learning purposes (e.g. English /Spanish).

Prof Benjamin Saenz is an author of literature for children and young adults and teaches Creative Writing courses at the University of Texas, El Paso.

Course Program (29 May to 2 June 2012)

29 May, 2012
9:00/12:00 + 13:30/15:00
Creative Writing I: Basics
(introduction, goals, academic writing vs. creative writing; warming-up, writing blocks, ... writing activities)

30 May, 2012
9:00/12:00 + 13:30/15:00
Creative Writing II: Genres
(flash fiction, poems, songs, collaborative writing, non-fiction creative writing... writing activities)

31 May, 2012
9:00/12:00 + 13:30/15:00
19:00/21:00
Creative writing III: Writing bilingually
(purpose, techniques, ... writing activities)
Public Reading with Benjamin Alire Sáenz
1 June, 2012
9:00/12:00 + 13:30/15:00
Creative Writing & Teaching
(educational scenarios in school & at university; competence development .... writing activities)

2 June, 2012
9:00/12:00
Creative writing: Final reading
(presenting collaborative writing products)

This course may be taken for EITHER Didaktik des Englischen OR English Sprachpraxis OR Spanish Sprachpraxis OR Interpäd. See below for details.

English, ca. 20 students
Credit points can be achieved for SPTOP or SPVE or DidF2 or DidA;

Spanish, ca. 5 students
Credit points can be achieved for Sprachpraxis Spanish; here, the "Creative writing III: Writing bilingually" (part 3 of the course) can be credited for "Curso básico 2" (E1.2) as Studienleistung;
**Contexts of English Use**

**SPEP**

**English for Professional Use**  
Seminar, SWS: 2, Max. Teilnehmer: 25  
Bennett, Peter  
Do, wöchentl., 12:00 - 14:00, 12.04.2012 - 21.07.2012, 1502 - 703, 1. Gruppe  
Do, wöchentl., 14:00 - 16:00, 12.04.2012 - 21.07.2012, 1502 - 703, 2. Gruppe  

**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.

**Assessment Tasks**  
- one written task (CV and application) and one oral presentation (interview)  
- Registration - Doodle 1.3.2012 - 4.4.2012  
- Size restriction - max. 25 but may be fewer  
- Prerequisites - passed Studienleistungen of SPAWR and SPCS  
- Studiengänge - FüBA, MEd LBS, MEd LG, 3. Fach LG  
- Further Information - peter.bennett@engsem.~

**SPVE**

**Investigating Texas through Language Practice**  
Seminar, SWS: 2, Max. Teilnehmer: 25  
Lohmann (B. Sc.), Jeffery Dale  

**Kommentar**  
The course will focus on the investigation of various aspects of Texas, including history, geography, pop culture and its representation in the media. Accompanying the topics each week will be writing and grammar exercises and activities. Along with vocabulary-building and advanced grammar practice, students are expected to actively participate in class discussions.

**Assessment Tasks**  
- two written or oral tasks and term paper  
- Registration - Doodle 1.3.2012 - 31.3.2012  
- Size restriction - 25  
- Prerequisites - SPAWR and SPCS  
- Studiengänge - FüBA, MEd LBS, 3. Fach LG  
- Further Information - jeff.lohmann@engsem.~

**Bemerkung**  
Die Module SPVE und SPTOP sind in einem Seminar vereint
Workshop: Creative Writing and Teaching
Workshop, Max. Teilnehmer: 30
Blell, Gabriele
Block+SaSo, 09:00 - 15:00, 29.05.2012 - 02.06.2012, 1502 - 615 II 615

Creative writing programs have gained popularity in many university settings in Great Britain and the US although they are highly controversial as well. At German universities, creative writing has tended to be sidelined so far. The aim of this compact course on creative writing will be to offer insight not only into the manifold practical challenges like writing short flash fiction, poems, songs or creative non-fiction or doing collaborative creative writing but also into academic and educational questions of creative writing programs. This 28-hour compact workshop will approach creative writing not only as the counterpart to academic writing and literary studies, but also as an educational chance to develop learners’ academic literary analysis skills further through reflective writing activities. Furthermore, the course will examine how creative writing scenarios can be taught and integrated into EFL education programmes. Ultimately, participants will be encouraged to produce short bilingual creative formats as well - not only for language learning purposes (e.g. English/Spanish).

Prof Benjamin Saenz is an author of literature for children and young adults and teaches Creative Writing courses at the University of Texas, El Paso.

Course Program (29 May to 2 June 2012)

29 May, 2012
9:00/12:00 + 13:30/15:00
Creative Writing I: Basics
(introduction, goals, academic writing vs. creative writing; warming-up, writing blocks, ... writing activities)

30 May, 2012
9:00/12:00 + 13:30/15:00
Creative Writing II: Genres
(flash fiction, poems, songs, collaborative writing, non-fiction creative writing... writing activities)

31 May, 2012
9:00/12:00 + 13:30/15:00
19:00/21:00
Creative writing III: Writing bilingually
(purpose, techniques, ... writing activities)
Public Reading with Benjamin Alire Sáenz
1 June, 2012
9:00/12:00 + 13:30/15:00

Creative Writing & Teaching
(educational scenarios in school & at university; competence development .... writing activities)

2 June, 2012
9:00/12:00
Creative writing: Final reading
(presenting collaborative writing products)

This course may be taken for EITHER Didaktik des Englischen OR English Sprachpraxis OR Spanish Sprachpraxis OR Interpäd. See below for details.

English, ca. 20 students
Credit points can be achieved for SPTOP or SPVE or DidF2 or DidA;

Spanish, ca. 5 students
Credit points can be achieved for Sprachpraxis Spanish; here, the “Creative writing III: Writing bilingually” (part 3 of the course) can be credited for "Curso básico 2" (E1.2) as Studienleistung.
Masterarbeit / Master Thesis

Corpus Linguistics Colloquium
Kolloquium, SWS: 2, Max. Teilnehmer: 20
Altendorf, Ulrike
Di, wöchentl., 16:00 - 18:00, 10.04.2012 - 21.07.2012, 1502 - 815 CIP-Pool

Kommentar
The colloquium is geared to students who are writing or who consider writing their BA or MA thesis in (Learner) Corpus Linguistics or have chosen (Learner) Corpus Linguistics as an MA examination topic. We will review theoretical issues related to Corpus Linguistic Research and practice hands-on skills in using computer corpora. Participants planning to write their BA or MA thesis in (Learner) Corpus Linguistics will be assisted in finding adequate topics, formulating research objectives and creating their own research design. They will be accompanied throughout their writing process and have the opportunity of presenting results and problems for discussion. Participants preparing for an oral exam in Linguistics will also be assisted in finding an adequate topic and relevant literature. They will have the opportunity of discussing their "Thesenpapier" and of practicing oral exams through a mock exam.


Die Abschlussarbeit: Theorie and Praxis
Kolloquium, SWS: 1, Max. Teilnehmer: 25
Gohrisch, Jana
Di, wöchentl., 18:00 - 19:00, 10.04.2012 - 21.07.2012, 1502 - 709 II 709

Kommentar


Lektüre- und Kaufempfehlungen:


### Examskolloquium

**Kolloquium**
Kupetz, Rita  

**Kommentar**
Das Examskolloquium ist geeignet für alle Studierenden, die nach Absprache eine schriftliche Abschlussarbeit in der Didaktik des Englischen verfassen (Bachelorarbeit und Masterarbeit).

Die Arbeiten werden konzeptionell beraten und begleitet.

Bei Bedarf bereiten sich ExamenskandidatInnen für die mündliche MEd-Prüfungen mittels Prüfungssimulation oder Beratung zum Thesenpapier auf die mündliche Prüfung vor (Komplexprüfung mit der Fachwissenschaft / Erziehungswissenschaft).

**Size restriction** - none  
**Prerequisites** - none  
**Studiengänge** - MEd LBS, MEd LG, LG  
**Further Information** - rita.kupetz@engsem~

**Bemerkung**
Das Kolloquium findet in Raum 1502.729 (Büro Kupetz) statt.

### Examskolloquium

**Kolloquium**
Blell, Gabriele  

**Kommentar**
Das Examskolloquium ist geeignet für alle Studierenden, die nach Absprache eine schriftliche Abschlussarbeit in der Didaktik des Englischen verfassen (Bachelorarbeit und Masterarbeit).

Die Arbeiten werden konzeptionell beraten und begleitet.

Bei Bedarf bereiten sich ExamenskandidatInnen für die mündliche MEd-Prüfungen mittels Prüfungssimulation oder Beratung zum Thesenpapier auf die mündliche Prüfung vor (Komplexprüfung mit der Fachwissenschaft / Erziehungswissenschaft).

**Size restriction** - none  
**Prerequisites** - none  
**Further Information** - gabriele.blell@engsem~

**Bemerkung**
CO
Kolloquium zum Studienabschluss (Bachelor, Master, alte Studiengänge)
Kolloquium, SWS: 2, Max. Teilnehmer: 25
Gohrisch, Jana
Di, wöchentl., 16:00 - 18:00, 10.04.2012 - 21.07.2012, 1502 - 709 II 709
Kommentar
Das auf die gesamte Vorlesungszeit angelegte Examenskolloquium richtet sich an alle Studierenden, die kurz vor ihrer Abschlussprüfung (FüBA, MA AAS, Staatsexamen, Magister) stehen und diese im Bereich der englischen und amerikanischen Literatur- und Kulturwissenschaft 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.

Lektüre- und Kaufempfehlungen:


Bemerkung AAS7

Writing a Linguistic Thesis
Seminar, SWS: 2
Altendorf, Ulrike / Schulze, Rainer
Di, wöchentl., 12:00 - 14:00, 10.04.2012 - 21.07.2012, 1502 - 709 II 709
Kommentar
Once the research is over, the question of how to write each chapter of a thesis or dissertation remains. This seminar will introduce first-time thesis-writers to the process of writing up (non-) empirical research. To help students understand what content and structure are appropriate for the different parts of a thesis, we will present a range of options, illustrating them with analyses of and commentary on sections from our own research or from real Bachelor or Masters Theses in English linguistics. We will especially focus on the major problems encountered by Germans writing in English. These problems will include overall text organisation, academic text conventions (style sheet!), sentence construction, idiomatic phrasing, argumentation and style, and, not to forget: proper oral presentation. We will also address major prerequisites for doing research, i.e. choosing an area, getting organised, using resources, doing theory-only projects, setting-up data-based research, avoiding plagiarism, etc.

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

Registration - StudIP 1.3.2012 - 31.3.2012 ● Studiengänge - FüBA, MEd LG, Med LbS, FAL, MA ● Further Information - ulrike.altendorf@engsem.~ or rainer.schulze@engsem.~

Bemerkung FAL8
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, Max. Teilnehmer: 25
Gerckens (M. A.), Caroline
Mi, wöchentl., 10:00 - 12:00, 11.04.2012 - 21.07.2012, 1502 - 815 CIP-Pool

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’.

*Reader* - copy shop Stork (Körnerstraße) from 1 April ● *Registration* - StudIP 1.3.2012 - 31.3.2012 ● *Size restriction* - 25 ● *Prerequisites* - LingF1, LingF2 ● *Studiengänge* - FüBA, BSc TE, 3. Fach LG ● *Further Information* - caroline.gerckens@engsem.

**Bemerkung**
LingF4

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**Introduction to Linguistics II**

Vorlesung, SWS: 2, Max. Teilnehmer: 40
Shahrokny-Prehn, Arian
Mo, wöchentl., 08:00 - 10:00, 16.04.2012 - 21.07.2012, 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 successfully (!) participated in LingF1 before taking on LingF2.

*Reader* - copy shop Stork (Körnerstraße) from 1 April ● *Registration* - StudIP 1.3.2012 - 31.3.2012 ● *Size restriction* - 40 ● *Prerequisites* - LingF1 ● *Studiengänge* - FüBA, BSc TE, 3. Fach LG ● *Further Information* - arian.shahrokny@engsem.

**Bemerkung**
LingF2
The language we speak is an integral part of who we are. It reveals where we come from and at the same time shows where we want to belong. With it, we can express and even create identity and community. It connects us to the outside world and to each other. While we can observe its form and structure, we can also analyse the function it fulfills.

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 sound linguistic knowledge, it is absolutely vital that students have successfully (!) participated in LingF1 before taking on LingF2.

Reader - copy shop Stork (Körnerstraße) from 1 April
Registration - StudIP 1.3.2012 - 31.3.2012
Size restriction - 40
Prerequisites - LingF1
Studiengänge - FüBA, BSc
TE, 3. Fach LG
Further Information - rainer.schulze@engsem.

Bemerkung
LingF2

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 fulfills.

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 successfully (!) participated in LingF1 before taking on LingF2.

Reader - copy shop Stork (Körnerstraße) from 1 April
Registration - StudIP 1.3.2012 - 31.3.2012
Size restriction - 40
Prerequisites - LingF1
Studiengänge - FüBA, BSc
TE, 3. Fach LG
Further Information - caroline.gerckens@engsem.

Bemerkung
LingF2

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 fulfills.

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 successfully (!) participated in LingF1 before taking on LingF2.

Reader - copy shop Stork (Körnerstraße) from 1 April
Registration - StudIP 1.3.2012 - 31.3.2012
Size restriction - 40
Prerequisites - LingF1
Studiengänge - FüBA, BSc
TE, 3. Fach LG
Further Information - meike.pfaff@engsem.

Bemerkung
LingF2
Phonetics and Phonology

Vorlesung, SWS: 2
Altendorf, Ulrike
Mi, wöchentl., 10:00 - 12:00, 11.04.2012 - 21.07.2012, 1502 - 003 II 003

Kommentar
This course will introduce students to the study of 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. Students will also develop skills in perceiving, articulating and transcribing vowel and consonant sounds using IPA symbols.

Reader - copy shop Stork (Körnerstraße) from 1 April
Registration - StudIP 1.3.2012 - 31.3.2012
Prerequisites - LingF1, LingF2
Studiengänge - FüBA, BSc TE, 3. Fach LG, MEd LG
Further Information - ulrike.altendorf@engsem.

Sociolinguistics

Seminar, SWS: 2, Max. Teilnehmer: 35
Pfaff (M. A.), Meike
Do, wöchentl., 14:00 - 16:00, 12.04.2012 - 21.07.2012, 1502 - 615 II 615

Kommentar
Does society shape language or does language shape society? This course is designed as an introduction to the central topics dealt with in the rather broad field of Sociolinguistics, which is concerned with questions about how speakers use and employ language in society, both as members of larger groups, but also individually. Thus, we will analyze linguistic variation within the English language, which can be found on all levels of language description and, which displays information about a speaker's identity - their regional and social background, age, and gender. But whereas two speakers never speak alike, neither does one and the same speaker always make the same linguistic choices. The motivations and mechanisms of such style and register variation shall also be discussed as part of this class. To this end we will take a look at selected sociolinguistic studies, which will, at the same time, also give us valuable insights into the relationship between synchronic linguistic variation and more permanent language change.

Reader - copy shop Stork (Körnerstraße) from 1 April
Registration - StudIP 1.3.2012 - 31.3.2012
Size restriction - 35
Prerequisites - LingF1, LingF2
Studiengänge - FüBA, BSc., 3. Fach LG
Further Information - meike.pfaff@engsem.

Text

Seminar, SWS: 2, Max. Teilnehmer: 35
Shahrokny-Prehn, Arian
Do, wöchentl., 08:00 - 10:00, 12.04.2012 - 21.07.2012, 1502 - 703 II 703

Kommentar
This is a text. It is built up out of smaller units, some as small as single words (as the headline Text), others consisting of several (This is a text.). These smaller units convey the informational content of the text (that this is a text and that it consists of smaller units) and also strengthen its internal bonds, i.e. the reader's impression of these loosely connected words as being a single textual entity.

We will begin this course by concerning ourselves with 'classical' notions of text such as cohesion and coherence as well as information structure. Later in the semester, we will apply our new-found knowledge on various kinds of textual entities, written, printed, drawn, or animated, newspaper articles as well as road signs, and business cards as well as TV commercials.

Participants are expected to decide on a research topic early on and have to be prepared to produce short pieces of text during the semester. These will be subjected to peer review, revision, and editing, and thereby present a welcome interface between text production and text analysis.

Reader - copy shop Stork (Körnerstraße) from 1 April
Registration - StudIP 1.3.2012 - 31.3.2012
Size restriction - 35
Prerequisites - LingF1, LingF2
Studiengänge - FüBA, BSc TE, 3. Fach LG
Further Information - arian.shahrokny@engsem.
Advanced English Skills

SPAWR

Academic Writing and Research
Seminar, SWS: 2, Max. Teilnehmer: 25
Jones, Jacob
Di, wöchentl., 14:00 - 16:00, 10.04.2012 - 21.07.2012, 1502 - 709 II 709

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.

Assessment Tasks - an academic paper and other assignments which build up to the paper ● Registration - Doodle 1.3.2012 - 4.4.2012 ● Size restriction - 25 ● Prerequisites - none ● Studiengänge - FüBA, BSc TE, 3. Fach LG ● Further Information - jatin.wagle@engsem.

SPCS

Communication Skills
Allgemeines Schulpraktikum, SWS: 2, Max. Teilnehmer: 25
Lohmann (B. Sc.), Jeffery Dale
Mo, wöchentl., 14:00 - 16:00, 16.04.2012 - 21.07.2012, 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.

Assessment Tasks - two oral presentations ● Registration - Doodle 1.3.2012 - 4.4.2012 ● Size restriction - 25 ● Prerequisites - none ● Studiengänge - FüBA, BSc TE, 3. Fach LG ● Further Information - anne.gans@engsem.

Writing in English

SPEW

Expository Writing
Seminar, SWS: 2, Max. Teilnehmer: 25
Jones, Jacob
Di, wöchentl., 10:00 - 12:00, 10.04.2012 - 21.07.2012, 1502 - 613 II 613, 4. Gruppe
Di, wöchentl., 12:00 - 14:00, 10.04.2012 - 21.07.2012, 1502 - 615 II 615, 5. Gruppe
Mo, wöchentl., 12:00 - 14:00, 16.04.2012 - 21.07.2012, 1502 - 609 II 609, 2. Gruppe

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.

Assessment Tasks - two written tasks and an essay exam ● Registration - Doodle 1.3.2012 - 4.4.2012 ● Size restriction - 25 ● Prerequisites - passed Studienleistungen of SPAWR and SPCS ● Studiengänge - FüBA, BSc TE, 3. Fach LG ● Further Information - jacob.jones@engsem.

SPTAP
Text Analysis and Production
Seminar, SWS: 2, Max. Teilnehmer: 25
Gans (M. A.), Anne
Di, wöchentl., 10:00 - 12:00, 10.04.2012 - 21.07.2012, 1502 - 709 II 709 , 1. Gruppe
Mi, wöchentl., 10:00 - 12:00, 11.04.2012 - 21.07.2012, 1502 - 609 II 609 , 2. Gruppe
Mi, wöchentl., 12:00 - 14:00, 11.04.2012 - 21.07.2012, 1502 - 703 II 703 , 5. Gruppe
Kommentar
This course examines language, grammar and style through various text types (e.g., news items, biographies, literary texts, advertising, etc).
Assessment Tasks - a text analysis ● Registration - Doodle 1.3.2012 - 4.4.2012
● Size restriction - 25 ● Prerequisites - passed Studienleistungen of SPAWR and SPCS ● Studiengänge - FüBA, BSc TE, 3. Fach LG ● Further Information - anne.gans@engsem.

Text Analysis and Production
Seminar, SWS: 2, Max. Teilnehmer: 25
Hamilton-Bick, Jeanne
Mi, wöchentl., 14:00 - 16:00, 11.04.2012 - 21.07.2012, 1502 - 615 II 615 , 1. Gruppe
Do, wöchentl., 14:00 - 16:00, 12.04.2012 - 21.07.2012, 1502 - 613 II 613 , 2. Gruppe
Kommentar
This course examines language, grammar and style through various text types (e.g., news items, biographies, literary texts, advertising, etc).
Assessment Tasks - a text analysis ● Registration - Doodle 1.3.2012 - 4.4.2012
● Size restriction - 25 ● Prerequisites - passed Studienleistungen of SPAWR and SPCS ● Studiengänge - FüBA, BSc TE, 3. Fach LG ● Further Information - anne.gans@engsem.

Foundations Methodology of Teaching English as a Foreign Language
Introduction to Teaching English
Seminar, SWS: 2, Max. Teilnehmer: 40
Woltin, Alexander
Fr, wöchentl., 12:00 - 14:00, 13.04.2012 - 21.07.2012, 1502 - 615 II 615
Fr, Einzel, 09:00 - 10:30, 08.06.2012 - 08.06.2012, 1502 - 709 II 709
Kommentar
This introductory methodology course is obligatory for all prospective teachers and BA students who plan to complete the M.Ed. Participation is recommended in the 3rd / 4th semester. We are going to deal with the educational mandate of English as a subject including basic didactical guidelines, approaches and methods within the contemporary English classroom. Corresponding theories and their implication for language teaching will be applied within this seminar hands-on. Key topics will be: The classroom as a socio-cultural community; receptive, productive and intercultural communicative competences; cooperative learning; teaching various texts.

Required Reading

Recommended Reading
Please refer to the course page on StudIP.

Reader - copy shop Stork (Körnerstraße) from 10 April ● Assessment Tasks - BA: reading assignments, for the whole module: written exam ● Registration - StudIP 1.3.2012 - 31.3.2012 ● Size restriction - 40 ● Prerequisites - none ● Studiengänge - FüBA, BSc TE# Further Information - alexander.woltin@engsem~

Bemerkung
DidF1
**Introduction to Teaching English**

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

Kupetz, Rita

Mo, wöchentl., 12:00 - 14:00, 16.04.2012 - 21.07.2012, 1502 - 615 II 615

Mo, Einzel, 18:00 - 20:00, 09.07.2012 - 09.07.2012, 1502 - 003 II 003, Klausur

**Kommentar**

This introductory methodology course is obligatory for all prospective teachers and BA students who plan to complete the M.Ed. Participation is recommended in the 3rd / 4th semester. We are going to deal with the educational mandate of English as a subject including basic didactical guidelines, approaches and methods within the contemporary English classroom. Corresponding theories and their implication for language teaching will be applied within this seminar hands-on. Key topics will be: The classroom as a socio-cultural community; receptive, productive and intercultural communicative competences; cooperative learning; teaching various texts.

**Required Reading**


**Recommended Reading**

Please refer to the course page on StudIP.

- *Reader* - copy shop Stork (Körnerstraße) from 10 April
- *Assessment Tasks* - BA: reading assignments, for the whole module: written exam
- *Size restriction* - 40
- *Prerequisites* - none
- *Studiengänge* - FüBA, BSc TE

**Bemerkung**

DidF1

**Maori Studies in English Teacher Education**

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

Kupetz, Rita

Mo, wöchentl., 14:00 - 16:00, 16.04.2012 - 21.07.2012, 1502 - 615 II 615

**Kommentar**

We will look at the origins, culture and traditions of Maori people of Aotearoa - the land of the long white cloud - New Zealand from an educational and a postcolonial study perspective.

You are expected to study various sources, analyse them and present your findings. Furthermore, you will design materials to teach M#ori studies at school and probably teach them in class (mini-practice).

**Required Reading**

A reader will be provided.

**Recommended Reading**

Please refer to the course page on StudIP.

- *Reader* - copy shop Stork (Körnerstraße) from 10 April
- *Assessment Tasks* - will be specified in class
- *Size restriction* - 25
- *Prerequisites* - DidF1
- *Studiengänge* - FüBA, BSc TE

**Bemerkung**

DidF2
Old and New Media in the EFL Classroom
Seminar, SWS: 2, Max. Teilnehmer: 25
Blell, Gabriele
Di, wöchentl., 14:00 - 16:00, 10.04.2012 - 21.07.2012, 1502 - 609 II 609
Kommentar
The written text is the stable (?) record of thought, and to achieve this stability the text
has to be based on a physical medium: chalk & blackboard, paper, book, photography,
film, computer etc. All the physical media we use in the EFL-classroom require different
‘rhetorics’. Some of them even redefine the basic characteristics of page-bound text
(hypermedia). But the defining characteristics of all information media have influence on
their didactic application in a learner-oriented classroom.

In this course we will deal with aspects of a ‘Mediendidaktik’ on all school levels. I like
to cover a wide range of different old and new media like e.g. chalk & blackboard, the
coursebook, different sorts of static and moving pictures, film, the computer etc.

Required Reading: Please refer to the course page on StudIP.

Recommended Reading

Frank (Hg.). Handbuch Fremdsprachendidaktik. Seelze-Velber: Klett/Kallmeyer,
146-150.

Reader - copy shop Stork (Körnerstraße) from 10 April ● Assessment Tasks - Will
be specified in class ● Registration - StudIP 1.3.2012 - 31.3.2012 ● Size restriction -
25 ● Prerequisites - DidF1 ● Studiengänge - FüBA, BSc TE ● Further Information -
gabriele.blell@engsem~

Bemerkung
DidF2
Comments such as the portfolio or standards-oriented assessment have become buzzwords in educational contexts. Although portfolios are highly recommended by the Ministries of Education as a means to evaluate students' language competence through self-assessment, the reality in classrooms is different. 'Portfolio' is still a magic word and not implemented in many schools. Portfolios are often criticized for being too time consuming, taking away precious time for language learning, and for not being reliable enough to document students' language competence.

This seminar will closely examine the potential of portfolio assessment for language learning and teaching purposes. The European Language Portfolio will be introduced and evaluated, and preconditions for its successful implementation at school critically discussed. Furthermore, we will deal with portfolio (self-)assessment as a building block for a new learning culture and all participants will be encouraged to become a part of this movement by actively documenting the development of their methodological competence in an own Language Teaching Portfolio.

**Required Reading**

Reader will be available at the copy shop Stork

*Recommended Reading*


*Reader* - copy shop Stork (Körnerstraße) from 10 April • *Assessment Tasks* - reading assignments and quizzes in the learning modules# *Registration* • StudIP 1.3.2012 - 31.3.2012 • *Size restriction* - 25 • *Prerequisites* - DidF1 • *Studiengänge* - FüBA, BSc TE • *Further Information* - carmen.becker@engsem~
Shakespeare in the EFL Classroom - not only for Advanced Learners
Seminar, SWS: 2, Max. Teilnehmer: 25
Brell, Gabriele
Di, wöchentl., 16:00 - 18:00, 10.04.2012 - 21.07.2012, 1502 - 615 II 615
Kommentar
Throughout the history of English language teaching Shakespeare's plays have been a favourite teaching material in the classroom. Based on a cultural approach we will look at contemporary learner- and activity-oriented approaches to teaching Shakespeare in the EFL-classroom. By letting your learners choose different activities, explore his texts in a more creative way and experiment with the playwright, they can make their own interpretations of Shakespeare's language, characters and stories. Whatever they do, they should remember that Shakespeare wrote his plays to be acted, watched and enjoyed. It is planned to include an excursion to Shakespeare's Globe in London (29 May to 1 June 2012)

Texts for the course will include extracts from *A Midsummernight's Dream, Twelfth Night, Macbeth* und *Romeo and Juliet*.

*Required Reading*
Please refer to the course page on StudIP.

*Recommended Reading*
*The Arden Shakespeare. Complete Works*. (or any other edition)


*Reader* - copy shop Stork (Körnerstraße) from 10 April

*Assessment Tasks*
'Studienleistungen' will be specified at the beginning of the seminar

*Registration*
- Size restriction - 25
- Prerequisites - DidF1

*Studiengänge* - FüBA, BSc TE#

*Further Information*
- gabriele.brell@engsem~

Bemerkung

DidF2
Teaching Vocabulary and Grammar
Seminar, SWS: 2, Max. Teilnehmer: 25
Fellmann, Gabriela
Mi, wöchentl., 16:00 - 18:00, 11.04.2012 - 21.07.2012, 1502 - 615 II 615

Kommentar
In this seminar we will deal with teaching vocabulary and grammar in the English Language Classroom. We will take a look at different levels of language learning, from elementary school to adult education. Topics will cover different methods of working with grammar and vocabulary; arguments for and against teaching grammar; evaluation of textbooks, grammar books and dictionaries. We will look at different practical examples from the classroom and analyse their potential for learners' language development.

Check StudIP for additional information before the first meeting.

Required Reading
A reader will be available at the copy shop Stork.

Recommended Reading
Language Teaching Publications.

Reader - copy shop Stork (Körnerstraße) from 10 April ● Assessment Tasks - will be specified in class ● Registration - StudIP 1.3.2012 - 31.3.2012 ● Size restriction - 25 ● Prerequisites - DidF1# Studiengänge - FüBA, BSc TE ● Further Information - FellmannG@aol.com

Bemerkung
DidF2
Creative writing programs have gained popularity in many university settings in Great Britain and the US although they are highly controversial as well. At German universities, creative writing has tended to be sidelined so far. The aim of this compact course on creative writing will be to offer insight not only into the manifold practical challenges like writing short flash fiction, poems, songs or creative non-fiction or doing collaborative creative writing but also into academic and educational questions of creative writing programs. This 28-hour compact workshop will approach creative writing not only as the counterpart to academic writing and literary studies, but also as an educational chance to develop learners’ academic literary analysis skills further through reflective writing activities. Furthermore, the course will examine how creative writing scenarios can be taught and integrated into EFL education programmes. Ultimately, participants will be encouraged to produce short bilingual creative formats as well - not only for language learning purposes (e.g. English/Spanish).

Prof Benjamin Saenz is an author of literature for children and young adults and teaches Creative Writing courses at the University of Texas, El Paso.

Course Program (29 May to 2 June 2012)

29 May, 2012
9:00/12:00 + 13:30/15:00
Creative Writing I: Basics
(introduction, goals, academic writing vs. creative writing; warming-up, writing blocks, ... writing activities)

30 May, 2012
9:00/12:00 + 13:30/15:00
Creative Writing II: Genres
(flash fiction, poems, songs, collaborative writing, non-fiction creative writing... writing activities)

31 May, 2012
9:00/12:00 + 13:30/15:00
19:00/21:00
Creative writing III: Writing bilingually
(purpose, techniques, ... writing activities)
Public Reading with Benjamin Alire Sáenz
1 June, 2012
9:00/12:00 + 13:30/15:00
Creative Writing & Teaching
(educational scenarios in school & at university; competence development .... writing activities)
2 June, 2012
9:00/12:00
Creative writing: Final reading
(presenting collaborative writing products)

This course may be taken for EITHER Didaktik des Englischen OR English Sprachpraxis OR Spanish Sprachpraxis OR Interpäd. See below for details.

English, ca. 20 students
Credit points can be achieved for SPTOP or SPVE or DidF2 or DidA;

Spanish, ca. 5 students
Credit points can be achieved for Sprachpraxis Spanish; here, the “Creative writing III: Writing bilingually” (part 3 of the course) can be credited for “Curso básico 2” (E1.2) as Studienleistung;
Planung und Analyse von Englischunterricht

Seminar, SWS: 2, Max. Teilnehmer: 25
Vinals-Stein, Nicole
Di, wöchentl., 16:00 - 18:00, 10.04.2012 - 21.07.2012, 1502 - 609 II 609

Kommentar

Required Reading
Please refer to the course page on StudIP.

Recommended Reading

Assessment Tasks - Will be specified in class
Registration - StudIP 1.3.2012 - 31.3.2012
Size restriction - 25
Prerequisites - ASP; DIDF1 und DIDF2
Studiengänge - MEd LG; MEd LBS#
Further Information - nicole.vinals-stein@engsem~

Bemerkung DidPA
Planung und Analyse von Englischunterricht
Seminar, SWS: 2, Max. Teilnehmer: 25
Blell, Gabriele
Do, wöchentl., 08:00 - 10:00, 12.04.2012 - 21.07.2012, 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 praktikumsersetzend, wenn Sie das Praktikum in einem anderen Fach absolvieren.


Recommended Reading

Reader - copy shop Stork (Körnerstraße) from 10 April. Assessment Tasks - Studienleistungen werden zu Seminarbeginn spezifiziert.
Registration - StudIP 1.3.2012 - 31.3.2012. Size restriction - 25. Prerequisites - Foundations Methodology (DidF1 und 2, ASP). Studiengänge - MEd LG; MEd LBS. Further Information - gabriele.blell@engsem~

Bemerkung
DidPA

Advanced Methodology
Multiliteracies - A new pedagogical approach to literacy teaching and learning
Seminar, SWS: 2, Max. Teilnehmer: 25
Kupetz, Rita
Di, wöchentl., 14:00 - 16:00, 10.04.2012 - 21.07.2012, 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.

Required Reading
Reader will be provided via the copy shop Stork.

Recommended Reading
Please refer to the course page on StudIP.


Bemerkung
DidA; FAL6
Young Adult Literature: Mohsin Hamid's The Reluctant Fundamentalist (2007)

Seminar, SWS: 2, Max. Teilnehmer: 25
Blell, Gabriele
Do, wöchentl., 10:00 - 12:00, 12.04.2012 - 21.07.2012, 1502 - 615 II 615

Kommentar
Since Salinger's Catcher in the Rye (1951) young adult literature has changed a lot. At the centre of the manifold themes in today's young adult fiction are questions of character, clashing cultures, social and religious values, gender identity, values in the light of new technology. The trope that all young adult literature has in common today is the search for identity, young people's hunger for identifiable markers to explore and define their ever-changing universe. In addition to traditional readings and teaching practices of a range of young adult texts for Sek. I and II (learner- and reader-oriented approaches) we will explore the texts through a critical literacy framework to make teenagers understand how they are being constructed as adolescents in the texts they are reading. The following text, which will be part of the 'Abiturprüfung' 2014 (erhöhtes Anforderungsniveau), has been chosen for the seminar and will be discussed in plenary & group sessions: Mohsin Hamid. The Reluctant Fundamentalist . (2007)

Required Reading

Recommended Reading
Lesemotivation Jugendliteratur. Der Fremdsprachliche Unterricht Englisch. 59/2002

Reader - copy shop Stork (Körnerstraße) from 1 April ● Assessment Tasks - 'Studienleistungen' will be specified at the beginning of the seminar# Registration - StudIP 1.3.2012 - 31.3.2012 ● Size restriction - 25 ● Prerequisites - Foundations Methodology (DidF1/2), ASP ● Studiengänge - MEd LG; MEd LBS ● Further Information - gabriele.bell@engsem~

Bemerkung

Linguistic Survey
Phonetics and Phonology
Vorlesung, SWS: 2
Altendorf, Ulrike
Mi, wöchentl., 10:00 - 12:00, 11.04.2012 - 21.07.2012, 1502 - 003 II 003

Kommentar
This course will introduce students to the study of 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. Students will also develop skills in perceiving, articulating and transcribing vowel and consonant sounds using IPA symbols.

Reader - copy shop Stork (Körnerstraße) from 1 April ● Registration - StudIP 1.3.2012 - 31.3.2012 ● Prerequisites - LingF1, LingF2 ● Studiengänge - FüBA, BSc TE, 3. Fach LG, MEd LG ● Further Information - ulrike.altendorf @engsem~

Bemerkung
LingF3

Advanced Linguistics
Cognitive English Grammar II
Seminar, SWS: 2, Max. Teilnehmer: 25
Schulze, Rainer
Di, wöchentl., 10:00 - 12:00, 10.04.2012 - 21.07.2012, 1502 - 703 II 703
Kommentar
This seminar will introduce students to cognitive linguistic theory and will show that Cognitive Grammar helps us, including foreign language teachers, to gain a better understanding of the grammar of English. The notions of motivation and meaningfulness will be central to the approach pursued in this seminar.
This seminar is a sequel to Cognitive English Grammar I and will, on the basis of notions and categories developed so far, describe situations as temporal units of various layers, with situations viewed as relational units and their corresponding structuring as sentences. This part of the seminar will also be devoted to event schemas and space and metaphorical extensions of space.
Please check StudIP for updates and additional information as the semester approaches.
Reader - copy shop Stork (Körnerstraße) from 1 April ● Registration - StudIP 1.3.2012 - 31.3.2012 ● Size restriction - 25 ● Prerequisites - LingF4 ● Studiengänge - FüBA, MEd LBS, 3. Fach LG, MEd LG, FAL ● Further Information - rainer.schulze @engsem.

Construction Grammar
Seminar, SWS: 2, Max. Teilnehmer: 25
Schulze, Rainer
Di, wöchentl., 16:00 - 18:00, 10.04.2012 - 21.07.2012, 1502 - 703 II 703
Kommentar
This seminar will investigate the nature of generalization in language and examine how language is known by adults and acquired by children. The seminar will look at how and why constructions are learned, the relation between their forms and functions, and how cross-linguistic and language-internal generalizations about them can be explained. The course will be divided into three parts: in the first, we will provide an overview of constructionist approaches, including the constructionist approach to argument structure, and argue for a usage-based model of grammar. In the second, we will address issues concerning how generalizations are constrained and constructional generalizations are learned. In the third, we will show that a combination of function and processing accounts for a wide range of language-internal and cross-linguistic generalizations. We will then consider the degree to which the function of constructions explains their distribution and examine cross-linguistic tendencies in argument realization. We will be able to show that pragmatic and cognitive processes account for the data without appeal to stipulations that are language-specific. The seminar will be an interesting contribution to the study of how language operates in the mind and in the world and how these operations relate.
Please check StudIP for updates and additional information as the semester approaches.
Reader - copy shop Stork (Körnerstraße) from 1 April ● Registration - StudIP 1.3.2012 - 31.3.2012 ● Size restriction - 25 ● Prerequisites - LingF4 ● Studiengänge - FüBA, 3. Fach LG, MEd LG, MEd Lbs, FAL ● Further Information - rainer.schulze @engsem.
Learner Corpus Research
Seminar, SWS: 2, Max. Teilnehmer: 20
Altendorf, Ulrike
Mi, wöchentl., 08:00 - 10:00, 11.04.2012 - 28.07.2012, 1502 - 815 CIP-Pool
Kommentar
This course will explore issues related to the compilation of learner corpora, insights into learner language gained on the basis of LCR and the interaction between LCR and other disciplines, including Second Language Acquisition and Cognitive Linguistics. Seminar papers will be mostly empirical.

Reader - copy shop Stork (Körnerstraße) from 1 April ● Registration - StudIP 1.3.2012 - 31.3.2012 ● Size restriction - 20 ● Prerequisites - LingF4 ● Studiengänge - FüBA, 3. Fach LG, MEd LG, MEd LbS, FAL ● Further Information - ulrike.altendorf@engsem.

Bemerkung
LingA1, LingA2 / FAL7

Neo-Firthian Linguistics
Seminar, SWS: 2, Max. Teilnehmer: 25
Schulze, Rainer
Mo, wöchentl., 10:00 - 12:00, 16.04.2012 - 21.07.2012, 1502 - 703 II 703
Kommentar
In this advanced seminar, we will explore the approach to language analysis taken by a group of scholars sometimes referred to collectively as 'neo-Firthian' (no, not Colin!). As this label suggests, these researchers work within the framework of an approach to language suggested by John Rupert Firth. The most prominent proponent of the neo-Firthian approach has been John Sinclair, and Sinclair played a major role in enabling subsequent work in language analysis. Many of the other key scholars in this tradition include Michael Hoey, Susan Hunston, Bill Louw, Michael Stubbs, Wolfgang Teubert or Elena Tognini-Bonelli. Two central ideas in their approach to language analysis are 'collocation' and 'discourse'. It is perhaps unfortunate that these terms are among the most multifariously defined and, therefore, the most confusing in contemporary linguistics. For this reason, we will examine some issues relating to the use of these terms, in theory and in practice. This will include presentations and discussions of how these terms are used both generally in linguistics and specifically in neo-Firthian linguistics.

Please check StudIP for updates and additional information as the semester approaches.

This course is restricted to a maximum of 25 participants.

Reader - copy shop Stork (Körnerstraße) from 1 April ● Registration - StudIP 1.3.2012 - 31.3.2012 ● Size restriction - 25 ● Prerequisites - LingF4 ● Studiengänge - FüBA, 3. Fach LG, MEd LG, MEd LbS, FAL ● Further Information - rainer.schulze@engsem.

Bemerkung
LingA1, LingA2 / FAL2

Principles of Language Change
Seminar, SWS: 2, Max. Teilnehmer: 25
Altendorf, Ulrike
Di, wöchentl., 14:00 - 16:00, 10.04.2012 - 21.07.2012, 1502 - 306 II 306
Kommentar
This course will review language-external and language-internal principles of language change. Language-external factors to be treated will be, for instance, migration and settlement patterns as well as the dynamics of social class and gender roles. Language-internal mechanisms will comprise the notions of markedness and naturalness as well as the economy of the language system.

The course requires a solid knowledge of phonetics and phonology.

Reader - copy shop Stork (Körnerstraße) from 1 April ● Registration - StudIP 1.3.2012 - 31.3.2012 ● Size restriction - 25 ● Prerequisites - LingF4 ● Studiengänge - FüBA, 3. Fach LG, MEd LG, MEd LbS, FAL ● Further Information - ulrike.altendorf@engsem.

Bemerkung
LingA1, LingA2 / FAL4

Foundations British Studies 1
Advanced Literature and Culture
18th-Century Black Atlantic Writers
Seminar, SWS: 2, Max. Teilnehmer: 25
Grünkemeier, Ellen
Do, wöchentl., 10:00 - 12:00, 12.04.2012 - 21.07.2012, 1502 - 709 II 709
Kommentar
Olaudah Equiano, Ukawsaw Gronniosaw, John Marrant and Quobna Ottobah Cugoano are four major black writers who travelled across the Atlantic Ocean from West Africa to the West Indies, from America to the British Isles. Their works, published between 1770 and 1793, helped to shape black Atlantic culture. What their texts have common are their stories about adventures, about captivity and liberation, about their conversion to Christianity. In this seminar, we shall analyse their autobiographical writings, taking into consideration the genre, narrative structure, themes and Christian imagery. In addition to our close reading, we will relate the texts to their social, political, historical and cultural contexts. Our discussions will include issues such as the printing history of the texts, evangelism, the history of the slave trade and the middle passage.

Required Reading:
Students who want to attend this course should get hold of the following text:

18th-Century Plays
Seminar, SWS: 2, Max. Teilnehmer: 25
Gohrisch, Jana
Mi, wöchentl., 10:00 - 12:00, 11.04.2012 - 21.07.2012, 1502 - 703 II 703
Kommentar
We shall look at three major plays examining plot structures and character construction, language and value systems against the background of 18th-century history and culture. We will begin with George Farquhar's The Recruiting Officer (1706) in which he takes the wit and liveliness of the aristocratic Restoration comedy into an increasingly middle-class world. Farquhar will be followed by John Gay's The Beggar's Opera (1728), a unique parody of both the heroic and the sentimental comedy, which provided Brecht with the material for his Dreigroschenoper (1928). Richard Brinsley Sheridan's The School for Scandal (1777) combines the wit of the earlier comedy of manners with the later middle-class preference for poetic justice and virtue rewarded.

Please bring your own (properly edited and annotated) copies of the plays, preferably from the New Mermaids Series, Penguin or Oxford Classics. Please read at least Farquhar's Recruiting Officer prior to class.

Required Reading:
Caribbean Literature in English
Seminar, SWS: 2, Max. Teilnehmer: 25
Gohrisch, Jana
Di, wöchentl., 14:00 - 16:00, 10.04.2012 - 21.07.2012, 1502 - 613 II 613
Kommentar
Caribbean literatures are a lively part of postcolonial literatures in English which have been taking shape in the former British Empire and the independent states since the beginning of the 20th century. The course will provide an overview of major writers, genres and themes drawing on texts published both in the Caribbean and in the American and British diasporas.

We shall begin with Banana Bottom (1933) by the Jamaican Claude McKay (1890-1948) who is famous for his contributions to the Harlem Renaissance. His novel is set in Jamaica in the early 20th century and gives prime importance to Jamaican hill culture as a source of survival in post-emancipation society. The second (and very slim) novel will be Crick Crack, Monkey (1970) by Merle Hodge (born in Trinidad in 1944) which tells the story of growing up black and female in pre-independent Trinidad juxtaposing folk culture and middle-class values. After McKay's novel we will read (and listen to) the performance poetry of Louise Bennett and Linton Kwesi Johnson (both from Jamaica) as well as poetry by Grace Nichols from Guyana. We will move on to investigate the many literary and cultural allusions in the poetry of Derek Walcott (from St. Lucia) who won the Nobel Prize for literature in 1992. After two short stories, among them one by the other Nobel laureate of the region, V. S. Naipaul, we shall finish the course with Merle Hodge's novel.

Required Reading:

Please buy your own copies of the novels and read Banana Bottom prior to class. The poems and the short stories will be provided in a reader at the beginning of the semester.

Reader - copy shop Stork (Körnerstraße) from 10 April ● Assessment Tasks - will be specified in class ● Registration - StudIP 1.3.2012 - 31.3.2012 ● Size restriction - 25 ● Prerequisites - Amer/BritF4 (for FüBA and M.Ed. students), none for others ● Studiengänge - FüBA, MEd LG, 3. Fach LG, MA AAS, MA Atlantic Studies, Transformation Studies ● Further Information - jana.gohrisch@engsem.~

Bemerkung
BritA / AAS2, AAS3, AAS5 / Atlantic Studies
With regard to the structural roles and relations of media in virtually every aspect of our lives, ours is an era of significant-perhaps even fundamental-change. Digital media, in particular, have transformed entertainment, social interaction, politics, art, and academia, among other areas of human activity. About that, there is widespread agreement; there is little consensus, though, when it comes to assessing the significance of these changes or determining their exact nature. Does "media convergence" characterize something unique about our culture? What is new about "new media"? To begin answering these questions, we must take a broader look at the history of media and media change. In this course, we will therefore focus not only on contemporary media phenomena, but also on a variety of earlier media transformations and transitions in an effort to better understand our present situation. With a primary emphasis on American (popular) culture, but with an eye towards global changes, we will consider moments of change and transition in a wide range of media, including the book, the cinema, recorded music, and television. Please be aware that this is an intensive theory course; there will be a heavy workload in terms of reading assignments, comprising quite a number of difficult theoretical texts. Please enroll only if you are willing to do the readings and participate actively in theoretical discussions.


Assessment Tasks - will be specified 

Registration - StudIP 1.3.2012 - 31.3.2012 

Size restriction - 25 

Prerequisites - Studienleistung(en) of "Intermediate Literature and Culture" 

Studiengänge - FüBA, M Ed. LG, 3. Fach LG, MA AAS 

Further Information 

Bemerkung 

AmerA / AAS1.2
In 2009, one year after David Foster Wallace's suicide, fans created "Infinite Summer," an international online platform through which people read and discussed Wallace's magnum opus *Infinite Jest* over the course of three months. This seminar provides the opportunity for yet another Infinite Summer, as we will read and analyze Wallace's 1,079-page long novel from front to back. Published in 1996 to great critical acclaim and commercial success, the novel is a dystopian satire set in a near-future North America where the teleputer is as much reality as the aptly-named O.N.A.N. (Organization of North American Nations). With(in) its bizarre narrative, the novel probes the effect of media and consumerism on the American people at the same time that it attempts to find ways out of the postmodern literary paradigm and the (supposed) detrimental effects of irony and cynicism.

We will approach *Infinite Jest* through a semester-long close reading of the novel that divides it into manageable chunks and thus provides an opportunity for interested readers to critically engage with this seminal piece of contemporary U.S. fiction. Please be aware that this is a reading-intensive course; enroll only if you are willing to read a thick and complex novel and participate actively in discussions.


*Reader -* copy shop Stork (Körnerstraße) from 10 April  ●  *Assessment Tasks* - will be specified  ●  *Registration* - StudIP 1.3.2012 - 31.3.2012  ●  *Size restriction* - 25

*Prerequisites* - Studienleistung(en) of "Intermediate Literature and Culture"  ●  *Studiengänge* - FüBA, M Ed. LG, 3. Fach LG, MA AAS  ●  *Further Information* - florian.gross@engsem.
**Introduction to Gender Studies**

Seminar, SWS: 2, Max. Teilnehmer: 25
Funk, Wolfgang
Do, wöchentl., 10:00 - 12:00, 12.04.2012 - 21.07.2012, 1502 - 703 II 703

**Kommentar**

This course will provide an introduction to significant concepts in the development of Gender Studies, from classical notions about the origins of human gender to the implications of queer thinking, from the progress (?) of Feminism to Masculinity Studies. We will also attempt to apply the theoretical findings to literary texts by reading pertinent works from the 18th to the 21st century. Moreover, students will be asked to contribute examples from their everyday reality to illustrate the ubiquity and significance of gendered images in our contemporary world.

**Dieser Kurs ist verpflichtend für den Erwerb einer Bescheinigung im Interdisziplinären Studienschwerpunkt Gender Studies der Philosophischen Fakultät und steht allen Studierenden der Fakultät offen. Weitere Informationen dazu unter: http://www.engsem.uni-hannover.de/genderstudies.html**

**Required Reading:**


or any other edition you might already own

Materials for each lecture can also be found on StudIP.

**Recommended Reading/Preparation:**

Keep your eyes and minds open.

*Reader* - copy shop Stork (Körnerstraße) from 1 April • *Assessment Tasks* - will be specified in class • *Registration* - StudIP 1.3.2012 - 31.3.2012 • *Size restriction* - 25 • *Prerequisites* - Amer/BritF4 (for FüBA and M.Ed. students), none for others • *Studiengänge* - FüBA, MAAS, MEdLG, 3. Fach LG, Transformation Studies • *Further Information* - wolfgang.funk@engsem.net

**Bemerkung**

BritA / AAS1, AAS3, AAS4
Laurence Sterne’s *Tristram Shandy*

Seminar, SWS: 2, Max. Teilnehmer: 25
Bennett, Peter
Fr, wöchentl., 12:00 - 14:00, 13.04.2012 - 21.07.2012, 1502 - 703 II 703

**Kommentar**

Published between 1759 and 1767, *Tristram Shandy* is one of the most extraordinary novels in the English language. Humourously and humanely satirical, but not bitterly so, its influences include the work of Cervantes, Rabelais, Montaigne, and Swift. It is often considered to be a forerunner of certain innovative novels of the 20th century. Produced in a period when the “classical” novel was taking shape, it does not offer the narrative continuities of that emerging genre. Nor, therefore, does it attempt to seduce the reader into the fictional world of the story. On the contrary, the text of *Tristram Shandy* continually and playfully emphasizes the performative nature of narration and the physical reality of printing ink on paper. The basic storyline is overwhelmed by the digressions and, when retrieved, proves paltry and aimless. As it was doubtless meant to be. The whole work is what is known in English as a shaggy-dog story or, as the closing line suggests, a cock-and-bull story. Which is not to say that it must therefore be frivolous. We may well discover a particular anti-dogmatic sanity behind the apparent craziness when we explore not only the intrinsic workings of the book but also extrinsic matters such as historical contexts, cultural influences and aspects of Sterne’s personal life. But, like *Tristram Shandy* itself, the seminar will not attempt to impose conclusions or achieve closure.

**Required Reading:**

You should get hold of the Penguin Classics text which was first published in 1997, edited by Melvin and Joan New and based on the so-called Florida Edition. Do not confuse this with earlier Penguin editions.

**Assessment Tasks** - will be specified in class ● **Registration** - StudIP 1.3.2011 - 31.3.2012 ● **Size restriction** - 25 ● **Prerequisites** - Amer/BritF4 ● **Studiengänge** - FüBA, AAS2, Med.LG, 3. Fach LG# **Further Information** - peter.bennett@engsem.~

**Bemerkung**

BritA
In the last ten years or so, the fantasy genre has experienced a huge boom, largely due to the success of movie blockbusters such as Peter Jackson's film version of Tolkien's *Lord of the Rings* and the popular phenomenon of J.K. Rowling's *Harry Potter* series - not to mention online roleplaying games such as *World of Warcraft*. This seminar will study the fantasy genre in literature and film and will attempt to debate (if not answer) the leading question: what is it precisely that makes this genre so popular? Starting out from a general discussion of characteristics of the fantasy genre in literature, films and games, we will study three fantastic texts and their film adaptations: J.R.R. Tolkien's *The Lord of the Rings* (film version dir. Peter Jackson, 2001-2003), C.S. Lewis's *The Lion, the Witch and the Wardrobe* (film version dir. Andrew Adamson, 2005), and J.K. Rowling's *Harry Potter and the Philosopher's Stone* (film version dir. Chris Columbus, 2001). We will look at all three novels in terms of their overall themes, structure and message as well as how they refer to and play with other familiar genres (e.g. school story), history (e.g. Anglo-Saxon England) and myths (e.g. Christ's crucifixion and resurrection). We will also examine how their fantastic elements, while non-realistic, nonetheless comment on the real world. When examining the film adaptations, we will look at which elements of the novels are preserved and/or changed (and for which reasons) and how a visual rendering impacts on the content communicated. We will also discuss how all of these texts and films (or the texts via the films) have become part of popular culture.

Students are expected to give an individual presentation. An essay version of the presentation is to be submitted after the seminar, and in-class discussion and participation will also be graded.

In order to receive a seminar outline, a list of presentation topics and to discuss presentations before the seminar itself, please contact Margaret via email under mh@margarethiley.com.

**Required Reading:**
- C.S. Lewis, *The Lion, the Witch and the Wardrobe*.
- Peter Jackson, *The Lord of the Rings*. Film.
- Andrew Adamson, *The Lion, the Witch and the Wardrobe*. Film.
- Chris Columbus, *Harry Potter and the Philosopher's Stone*. Film.

**Recommended Reading:**

**Assessment Tasks** - Presentation for *Studienleistung*; essay (5,000 words) for *Prüfungsleistung*.

**Size restriction** - 25.
**Prerequisites** - AmerBritF4.
**Studiengänge** - FüBA, MA AAS, MEd LG, 3. Fach LG.
**Further Information** - mh@margarethiley.com
In the process of compiling and revising his life's work, the pre-eminent realist novelist Henry James paused to comment on the relation between the established arts and photography. His verdict? He imagines their encounter as something like a survival of the medially fittest, and he isn't sure who might win. More specifically, he describes the relation as a competition in which the popular visual practice of photography threatens to displace the fine art of literary description as well as the traditional visual forms like painting and illustration. In this seminar we will be interrogating this encounter between images and texts from the nineteenth century to the present. In the process, we will consider photography in theory, but also as a partner in literary practice. We will test out James's idea of competition, but also consider alternative models of thinking about the relation between photographic images and writing such as media supplementation and merger.

Our discussion will kick off with theoretical, historical reflections on photography, looking at the ideas of Walter Benjamin, Paul Strand, Roland Barthes, Susan Sontag, and Rosalind Krauss, among others. We will then proceed to test out our ideas in examinations of key writing modes that interact with the photographic. We will look at nineteenth-century engagements with the photographic in shorter works by Nathaniel Hawthorne and Henry James, but also follow realism's interaction with visual forms of documentary into the twentieth century. A particular focus will be on variations of the photo book such as the print version of Jacob Riis's *How The Other Half Lives* (1890) and the Walker Evans /James Agree cooperation *Let Us Now Praise Famous Men* (1941) which we will look at in excerpts. Realism's revision in modernist experimentation and variations of neo-realism from the 1980s to current fiction offer further areas of enquiry. We will finish the course by looking at the international author W.G. Sebald, concentrating on one novel.

**Required Reading:**

We will primarily be working with shorter texts and excerpts. These will be made available in a reader at the start of the semester. Please make yourself acquainted with the work of W.G. Sebald in the library or online. We will be deciding as a class which of his novels we are going to read and discuss together.

**Recommended Reading:**

I highly recommend Miles Orvell's *American Photography* (2003) as an introduction to different forms of photography and the questions they raise for representation.

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**Size restriction** - 25

**Further Information** - snykoer@zedat.fu-berlin.de
The African-American Novel at the Mid-Century
Seminar, SWS: 2, Max. Teilnehmer: 25
Snyder-Körber, Mary-Ann
Mi, wöchentl., 12:00 - 14:00, 11.04.2012 - 21.07.2012, 1502 - 609 II 609
Mi, Einzel, 12:00 - 14:00, 11.07.2012 - 11.07.2012, 1502 - 613 II 613 , Filmvorführung

Kommentar
The career of the American novel from national founding to our current moment is, in many ways, a rather astounding case study in upward mobility. Long grasped as a (mere) source of entertainment and sensation, by the twentieth century the novel had become a central genre both in terms of social significance and artistic value. The novel was significant because it was within the pages of the long narrative that key questions and problems pertaining to modernity and national life could be addressed. Novelistic plots turning on, for example, the family allowed social values to be represented and tested. Further, when fiction came to be understood as an "art," the novel writer gained in status.

This seminar aims to explore how African-American novelists wrote themselves and their concerns into this important tradition within US-American writing. Specifically, we are going to consider Richard Wright's *Native Son* (1940) and Ralph Ellison's *Invisible Man* (1947/1952). Together, these novels offer an extended reflection on constructions of masculinity and race, dynamics of vision and recognition in US culture and modernity as a whole. Our discussions will take up these central issues, giving participants the opportunity to explore the tension-fraught landscape of the mid-twentieth century in addition to the particularities of the novel as tradition and form.

We will be interested in how these novelists respond to each other and work to bring our readings of these mid-century novels into dialogue with current voices, considering not only recent scholarly perspectives, but also the literary reflection on this tradition offered in Percival Everett's comic-critical 21st-century novel *Erasure* (2001).

**Required Reading:**
Please purchase *Native Son* and *Invisible Man* (any edition) before the semester starts. There are two versions of *Native Son* in circulation, one more strongly censored for sexual content than the other. Rather than seeing this as a problem, I think that this situation gives us opportunity to consider the novel's representational politics and reception in different historical frames. All other texts will be made available in a reader at the beginning of the semester.

**Recommended Reading:**
Please get a head start on *Native Son* before the semester begins.

**Reader** - copy shop Stork (Körnerstraße) from 1 April ● **Assessment Tasks** - will be specified ● **Registration** - StudIP 1.3.2012 - 31.3.2012 ● **Size restriction** - 25 ● **Prerequisites** - Studienleistung(en) of "Intermediate Literature and Culture" ● **Studiengänge** - FüB.A., M Ed. LG, 3. Fach LG, MA AAS, MA Atlantic Studies ● **Further Information** - snykoer@zedat.fu-berlin.de

Bemerkung
AmerA / AAS2, AAS3 / Atlantic Studies
A traditional view sees the English novel emerge in the 18th century as part of the rise of literacy and an emerging middle class that wanted to read literature about itself in a new realistic style. The seminar wishes to show that this trend is accompanied by other, sometimes contradictory fashions, such as the lasting appeal of religious and allegorical texts or the vogue for romances and (at least partly) fantastic travel stories. The seminar will read three classics of English Literature that have shaped the English novel until today: Bunyan's immensely popular allegorical journey of a Christian pilgrim; Behn's outrageous tale of an enslaved African prince, his escape and recapture by brutal colonial forces; and Defoe's tale of a prostitute and thief who ends up as an enlightened businesswoman.

**Required Reading:**


**Recommended Reading:**


**Assessment Tasks** - will be specified in class


**Size restriction** - 25

**Prerequisites** - Amer/BritF4 (for FüBA and M.Ed. students), none for others

**Studiengänge** - FüBa, MEdLG, 3. Fach LG, MA AAS, MA Atlantic Studies Transformation Studies

**Further Information** - rainer.emig@engsem.
Theories and Methods of Literary Studies
Seminar, SWS: 2
Gohrisch, Jana
Mi, wöchentl., 08:00 - 10:00, 11.04.2012 - 21.07.2012, 1502 - 703 II 703

Kommentar
Charlotte Brontë's novel *Jane Eyre* (1847) will serve as the central literary text in this seminar, which introduces students to literary theories and methods and applies them to Brontë's text. We will cover all the major theoretical approaches to literature and culture from the twentieth century, such as Formalism, Structuralism and New Criticism, Reader-Response Theory, Psychoanalytic Criticism, Marxism, Poststructuralism and Deconstruction, Feminism and Gender Studies, Queer Theory, Postcolonial Theory as well as New Historicism and Cultural Materialism.

As a preparation for class you will have to familiarize yourselves with the key ideas of these respective approaches and read selected theoretical texts by some of their key representatives. In class, we will then discuss and systematize these ideas and apply them to Brontë's novel *Jane Eyre* in order to illustrate the practical value of these theories and practice their terminologies.

Please buy the Norton Critical Edition of *Jane Eyre* (ed. by Richard Dunn) and read the novel prior to class.

**Recommended Reading (and purchase):**


*Reader* - copy shop Stork (Körnerstraße) from 10 April

Assessment Tasks - will be specified in class
Registration - StudIP 1.3.2012 - 31.3.2012
Prerequisites - Amer/BritF4 (for FüBA and M.Ed. students), none for others
Studiengängen - FüBA, MA AAS, MEd LG, 3. Fach LG
Further Information - jana.gohrisch @engsem.

Bemerkung
BritA / AAS1.2

**Foundations British Studies 2**

**Integrated English Practice**

*SPTOP*
**Classroom English**

Seminar, SWS: 2, Max. Teilnehmer: 20  
Gans (M. A.), Anne  
Di, wöchentl., 12:00 - 14:00, 10.04.2012 - 21.07.2012, 1502 - 703 III 703  

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

Please note: Students of the außerschulisch FüBA may not enrol in this course.

**Required Reading**  
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)

**Assessment Tasks** - one written task (lesson plan), one oral presentation (lesson) and one term paper (reflection)  
Registration - Doodle 1.3.2012 - 4.4.2012  
Size restriction - 20  
Prerequisites - passed Studienleistungen of SPAWR and SPCS  
Studiengänge - BSc TE, MEd LG, 3. Fach LG  
Further Information - anne.gans@engsem.~

**Investigating American Sports through Language Practice**

Seminar, SWS: 2, Max. Teilnehmer: 25  
Lohmann (B. Sc.), Jeffery Dale  
Mo, wöchentl., 16:00 - 18:00, 16.04.2012 - 21.07.2012, 1502 - 703 II 703  

Kommentar  
This course will focus on sport culture in America. The three biggest sports - football, basketball and baseball - and their cultural impact will be the main focus. Accompanying the topics each week will be writing and grammar exercises and activities. Along with vocabulary-building and advanced grammar practice, students are expected to actively participate in class discussions.

**Assessment Tasks** - two written or oral tasks and term paper  
Registration - Doodle 1.3.2012 - 31.3.2012  
Size restriction - 25  
Prerequisites - SPAWR and SPCS  
Studiengänge - FüBA, MEd LBS, 3. Fach LG  
Further Information - jeff.lohmann@engsem.~

**Bemerkung**  
Die Module SPVE und SPTOP sind in einem Seminar vereint.
The course will focus on the investigation of various aspects of Texas, including history, geography, pop culture and its representation in the media. Accompanying the topics each week will be writing and grammar exercises and activities. Along with vocabulary-building and advanced grammar practice, students are expected to actively participate in class discussions.

**Assessment Tasks** - two written or oral tasks and term paper

- Registration -

  Doodle 1.3.2012 - 31.3.2012

- Size restriction - 25

- Prerequisites - SPAWR and SPCS

- Studiengänge - FüBA, MEd LBS, 3. Fach LG

- Further Information - jeff.lohmann@engsem.~

**Journalistic Writing: The Making of the Next US President**

It is 2012, and thus time for that quadrennial exercise in media madness, campaign-finance feeding frenzy and costly hoopla known as the U.S. Presidential Election. Serving as both a national cultural event as well as a contest for political power, the presidential selection process has long been a core element in the formation and re-formation of national self-identity.

In this course you/we will become practicing journalists who follow the long campaign trail from the earliest candidate announcements in 2010 to the eve of the Republican (week of 27 August) and Democratic (3 September) national conventions, where the two major party candidates are officially chosen by delegates from around the country.

Depending on enrolment, individual students and/or pairs/groups will each be assigned a particular candidate, who they will then follow through the election cycle, writing brief journalistic "dispatches" (200-500 words) from the field as they go, culminating in a longer "report" (the SPVE or SPTOP term paper) not just on the success or failure of your candidate to secure the nomination, but what that candidacy might say about the U.S. political process and the larger culture of which it is an integral part.

**Assessment Tasks** - short written texts (dispatches) and term paper

- Registration -

  Doodle 1.3.2012 - 31.3.2012

- Size restriction - 25

- Prerequisites - SPAWR and SPCS

- Studiengänge - FüBA, MEd LBS, 3. Fach LG
Creative writing programs have gained popularity in many university settings in Great Britain and the US although they are highly controversial as well. At German universities, creative writing has tended to be sidelined so far. The aim of this compact course on creative writing will be to offer insight not only into the manifold practical challenges like writing short flash fiction, poems, songs or creative non-fiction or doing collaborative creative writing but also into academic and educational questions of creative writing programs. This 28-hour compact workshop will approach creative writing not only as the counterpart to academic writing and literary studies, but also as an educational chance to develop learners' academic literary analysis skills further through reflective writing activities. Furthermore, the course will examine how creative writing scenarios can be taught and integrated into EFL education programmes. Ultimately, participants will be encouraged to produce short bilingual creative formats as well - not only for language learning purposes (e.g. English /Spanish).

Prof Benjamin Saenz is an author of literature for children and young adults and teaches Creative Writing courses at the University of Texas, El Paso.

Course Program (29 May to 2 June 2012)

29 May, 2012
9:00/12:00 + 13:30/15:00
Creative Writing I: Basics
(introduction, goals, academic writing vs. creative writing; warming-up, writing blocks, ... writing activities)

30 May, 2012
9:00/12:00 + 13:30/15:00
Creative Writing II: Genres
flash fiction, poems, songs, collaborative writing, non-fiction creative writing... writing activities)

31 May, 2012
9:00/12:00 + 13:30/15:00
19:00/21:00
Creative writing III: Writing bilingually
(purpose, techniques, ... writing activities)

Public Reading with Benjamin Alire Sáenz
1 June, 2012
9:00/12:00 + 13:30/15:00

Creative Writing & Teaching
(educational scenarios in school & at university; competence development .... writing activities)

2 June, 2012
9:00/12:00
Creative writing: Final reading
(presenting collaborative writing products)

This course may be taken for EITHER Didaktik des Englischen OR English Sprachpraxis OR Spanish Sprachpraxis OR Interpäd. See below for details.

English, ca. 20 students
Credit points can be achieved for SPTOP or SPVE or DidF2 or DidA;

Spanish, ca. 5 students
Credit points can be achieved for Sprachpraxis Spanish; here, the “Creative writing III: Writing bilingually” (part 3 of the course) can be credited for “Curso básico 2” (E1.2) as Studienleistung;
**Contexts of English Use**

**SPEP**

**English for Professional Use**

Seminar, SWS: 2, Max. Teilnehmer: 25

Bennett, Peter

Do, wöchentl., 12:00 - 14:00, 12.04.2012 - 21.07.2012, 1502 - 703 II 703, 1. Gruppe

Do, wöchentl., 14:00 - 16:00, 12.04.2012 - 21.07.2012, 1502 - 703 II 703, 2. Gruppe


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.

Assessment Tasks - one written task (CV and application) and one oral presentation (interview) ● Registration - Doodle 1.3.2012 - 4.4.2012 ● Size restriction - max. 25 but may be fewer ● Prerequisites - passed Studienleistungen of SPAWR and SPCS ● Studiengänge - FüBA, MEd LBS, MEd LG, 3. Fach LG ● Further Information - peter.bennett@engsem.~

**SPVE**

**Classroom English**

Seminar, SWS: 2, Max. Teilnehmer: 20

Gans (M. A.), Anne

Di, wöchentl., 12:00 - 14:00, 10.04.2012 - 21.07.2012, 1502 - 703 II 703

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

Please note: Students of the außerschulisch FüBA may not enrol in this course.

Required Reading

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)

Assessment Tasks - one written task (lesson plan), one oral presentation (lesson) and one term paper (reflection) ● Registration - Doodle 1.3.2012 - 4.4.2012 ● Size restriction - 20 ● Prerequisites - passed Studienleistungen of SPAWR and SPCS ● Studiengänge - BSc TE, MEd LG, 3. Fach LG ● Further Information - anne.gans@engsem.~

Assessment Tasks – one written task (lesson plan), one oral presentation (lesson) and one term paper (reflection) ● Registration – Doodle 1.3.2012 – 4.4.2012 ● Size restriction – 20 ● Prerequisites – passed Studienleistungen of SPAWR and SPCS ● Studiengänge – FüBA, MEd LBS, 3. Fach LG ● Further Information – anne.gans@engsem.~
**Investigating American Sports through Language Practice**

Seminar, SWS: 2, Max. Teilnehmer: 25
Lohmann (B. Sc.), Jeffery Dale
Mo, wöchentl., 16:00 - 18:00, 16.04.2012 - 21.07.2012, 1502 - 703 II 703

**Kommentar**

This course will focus on sport culture in America. The three biggest sports - football, basketball and baseball - and their cultural impact will be the main focus. Accompanying the topics each week will be writing and grammar exercises and activities. Along with vocabulary-building and advanced grammar practice, students are expected to actively participate in class discussions.

**Assessment Tasks** - two written or oral tasks and term paper
- **Registration**
- Doodle 1.3.2012 - 31.3.2012
- **Size restriction** - 25
- **Prerequisites** - SPAWR and SPCS
- **Studiengänge** – FüBA, MEd LBS, 3. Fach LG
- **Further Information** - jeff.lohmann@engsem.~

**Assessment Tasks** – two written or oral tasks and term paper
- **Size restriction** – 25
- **Prerequisites** – SPAWR and SPCS
- **Studiengänge** – FüBA außerschulisch, BSc TE, MEd LG, 3. Fach LG
- **Further Information** – jeff.lohmann@engsem.~

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**Bemerkung**

Die Module SPVE und SPTOP sind in einem Seminar vereint.

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**Investigating Texas through Language Practice**

Seminar, SWS: 2, Max. Teilnehmer: 25
Lohmann (B. Sc.), Jeffery Dale
Mo, wöchentl., 12:00 - 14:00, 16.04.2012 - 21.07.2012, 1502 - 613 II 613

**Kommentar**

The course will focus on the investigation of various aspects of Texas, including history, geography, pop culture and its representation in the media. Accompanying the topics each week will be writing and grammar exercises and activities. Along with vocabulary-building and advanced grammar practice, students are expected to actively participate in class discussions.

**Assessment Tasks** - two written or oral tasks and term paper
- **Registration**
- Doodle 1.3.2012 - 31.3.2012
- **Size restriction** - 25
- **Prerequisites** - SPAWR and SPCS
- **Studiengänge** – FüBA, MEd LBS, 3. Fach LG
- **Further Information** - jeff.lohmann@engsem.~

**Assessment Tasks** – two written or oral tasks and term paper
- **Size restriction** – 25
- **Prerequisites** – SPAWR and SPCS
- **Studiengänge** – FüBA außerschulisch, BSc TE, MEd LG, 3. Fach LG
- **Further Information** – jeff.lohmann@engsem.~

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**Bemerkung**

Die Module SPVE und SPTOP sind in einem Seminar vereint.
Journalistic Writing: The Making of the Next US President
Seminar, SWS: 2, Max. Teilnehmer: 25
Jones, Jacob
Do, wöchentl., 10:00 - 12:00, 12.04.2012 - 21.07.2012, 1502 - 613 II 613 , 2. Gruppe

Kommentar

It is 2012, and thus time for that quadrennial exercise in media madness, campaign-finance feeding frenzy and costly hoopla known as the U.S. Presidential Election. Serving as both a national cultural event as well as a contest for political power, the presidential selection process has long been a core element in the formation and re-formation of national self-identity.

In this course you/we will become practicing journalists who follow the long campaign trail from the earliest candidate announcements in 2010 to the eve of the Republican (week of 27 August) and Democratic (3 September) national conventions, where the two major party candidates are officially chosen by delegates from around the country.

Depending on enrolment, individual students and/or pairs/groups will each be assigned a particular candidate, who they will then follow through the election cycle, writing brief journalistic "dispatches" (200-500 words) from the field as they go, culminating in a longer "report" (the SPVE or SPTOP term paper) not just on the success or failure of your candidate to secure the nomination, but what that candidacy might say about the U.S. political process and the larger culture of which it is an integral part.


Creative writing programs have gained popularity in many university settings in Great Britain and the US although they are highly controversial as well. At German universities, creative writing has tended to be sidelined so far. The aim of this compact course on creative writing will be to offer insight not only into the manifold practical challenges like writing short flash fiction, poems, songs or creative non-fiction or doing collaborative creative writing but also into academic and educational questions of creative writing programs. This 28-hour compact workshop will approach creative writing not only as the counterpart to academic writing and literary studies, but also as an educational chance to develop learners’ academic literary analysis skills further through reflective writing activities. Furthermore, the course will examine how creative writing scenarios can be taught and integrated into EFL education programmes. Ultimately, participants will be encouraged to produce short bilingual creative formats as well - not only for language learning purposes (e.g. English/Spanish).

Prof Benjamin Saenz is an author of literature for children and young adults and teaches Creative Writing courses at the University of Texas, El Paso.

Course Program (29 May to 2 June 2012)

29 May, 2012

9:00/12:00 + 13:30/15:00
Creative Writing I: Basics
(introduction, goals, academic writing vs. creative writing; warming-up, writing blocks, ... writing activities)

30 May, 2012

9:00/12:00 + 13:30/15:00
Creative Writing II: Genres
(flash fiction, poems, songs, collaborative writing, non-fiction creative writing... writing activities)

31 May, 2012

9:00/12:00 + 13:30/15:00
19:00/21:00
Creative writing III: Writing bilingually
(purpose, techniques, ... writing activities)

Public Reading with Benjamin Alire Sáenz
1 June, 2012

9:00/12:00 + 13:30/15:00

Creative Writing & Teaching
(educational scenarios in school & at university; competence development .... writing activities)

2 June, 2012

9:00/12:00

Creative writing: Final reading
(presenting collaborative writing products)

This course may be taken for EITHER Didaktik des Englischen OR English Sprachpraxis OR Spanish Sprachpraxis OR Interpäd. See below for details.

English, ca. 20 students

Credit points can be achieved for SPTOP or SPVE or DidF2 or DidA;
**Foundations Literature and Culture**

**Introduction to Literary Studies**

Seminar, SWS: 2, Max. Teilnehmer: 25
Emig, Rainer
Fr, wöchentl., 10:00 - 12:00, 13.04.2012 - 21.07.2012, 1502 - 615 II 615

**Kommentar**

The course will teach students the skills required for the description, analysis and interpretation of literary texts from all genres (poetry, drama, and prose). It will introduce critical terms and methods and apply them in close-reading exercises to selected texts from various periods. It will also question central terms, including 'literature', 'the author', 'reading' and 'the reader', and 'meaning'. Further, it will introduce students to the basic rules of research and scholarly presentation. Students should purchase the book specified below.

**Required Reading:**


**Assessment Tasks** - will be specified in class ● **Registration** - StudIP 1.3.2012 - 31.3.2012 ● **Size restriction** - 25 ● **Studiengänge** - FüBA, BSc TE, 3. Fach LG ● **Further Information** - rainer.emig@engsem.~

**Bemerkung**

AmerBritF1

**Survey of American Literatures and Cultures II**

Vorlesung, SWS: 2
Twelbeck, Kirsten
Do, wöchentlich, 08:00 - 10:00, 12.04.2012 - 21.07.2012, 1208 - A001 Kesselhaus
Do, Einzel, 08:00 - 10:00, 09.08.2012, 1502 - 703 II 703. 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 mainstream, marginalized groups and powerful parties in order to get a grip on cultural developments from the American Renaissance to Postmodernism. The course material will be posted on StudIP; all of it will be available at the beginning of the semester.

**Required Reading:** Please refer to the course page on StudIP.


**Assessment Tasks** - will be specified ● **Registration** - StudIP 1.3.2012 - 31.3.2012 ● **Studiengänge** - FüBA, BSc TE, 3. Fach LG ● **Further Information** - kirsten.twelbeck@engsem.~
Survey of British Literatures and Cultures II
Seminar, SWS: 2
Emig, Rainer
Fr, wöchentl., 12:00 - 14:00, 13.04.2012 - 21.07.2012, 1208 - A001 Kesselhaus
Kommentar

The aims of this set of two lectures (the first one was taught in the winter term) are

1. to provide a broad introduction to the cultural history of Britain and Ireland as well as current debates and conflicts in British culture;

2. to give insight into the development of the literatures of the British Isles in conjunction with their cultural history.

In two survey lectures we will cover the beginnings of British cultures to roughly the 18th century and the 18th century to the present. The lectures will not only provide historical and cultural facts, but will also question them from the perspectives of theories of Cultural Studies. The lectures will not view literature as a mere illustration or effect of cultural history, but see it as a complex way of responding to and often challenging it.

These lectures are designed for students from all degree schemes. BA students will have to pass a final examination at the end of the second lecture. Each lecture contains a take-home exam for a Studienleistung.

**Recommended Reading**


**Assessment Tasks** - will be specified in class

- **Studiengänge** - FüBA, BSc TE, 3. Fach LG
- **Further Information** - rainer.emig@engsem.~

Bemerkung

BritF2, BritF3

Intermediate Literature and Culture
Terror, horror, and madwomen in your attic. These are some of the classic components of the gothic writing mode that we will be considering in its translation from European traditions to American contexts, in aesthetic and psychological short story experiments, and as a mode of national allegory. We will be covering four centuries of anxiety and repression in this seminar. Our journey begins with British writers like Ann Radcliffe and Matthew Lewis (in brief excerpts). We then cross the Atlantic to analyze Charles Brockden Brown's *Edgar Huntley* as the beginning of an American gothic tradition in the eighteenth century that continues in the nineteenth-century with short stories of Washington Irving, Nathaniel Hawthorne, Edgar Allan Poe and Henry James. The twentieth century brings us to the work of writers like William Faulkner, Flannery O'Connor, and Toni Morrison's novel *Beloved*, which will be a particular focus. We will finish up the class by thinking about the twenty-first century and testing Mark Edmundson's thesis in *Nightmare on Main Street: Angels, Sadomasochism, and the Culture of Gothic* that American popular culture is the prime contemporary medium of the gothic. Edmundson made this argument in 1997. Does this point still hold in our current moment?

**Required Reading:**

Please purchase *Edgar Huntley* and *Beloved* before the beginning of class. I strongly recommend the edition of *Edgar Huntley* edited by Phillip Barnard and Stephen Shapiro (Hackett ISBN: 0872208532). Otherwise, any reasonably priced new or used edition is fine. All other texts will be made available in a reader at the start of the semester.

**Recommended Reading:**

David Botting's *The Gothic* (1996) and David Punter and Glennis Byron's *The Gothic* (2004) not only have the same title. They are also both good introductions to central themes and authors.

**Reader** - copy shop Stork (Körnerstraße) from 1 April ● **Assessment Tasks** - will be specified ● **Registration** - StudIP 1.3.2012 - 31.3.2012 ● **Size restriction** - 25 ● **Prerequisites** - Studienleistung(en) of AmerBritF1 ● **Studiengänge** - FüB.A., M. Ed. LbS, 3. Fach LG ● **Further Information** - snykoer@zedat.fu-berlin.de

Bemerkung

AmerF4
British Children's Literature from the Beginnings to the Present

Vorlesung, SWS: 2
Emig, Rainer
Do, wöchentl., 10:00 - 12:00, 12.04.2012 - 21.07.2012, 1502 - 003 II 003

Kommentar
Children's Literature is a lively, though not unproblematic genre. Its history is relatively short: after earlier traditions of mainly religious and didactic writing, "modern" children's books only started appearing in the nineteenth century. The course will trace the history, forms, and ideologies of British Children's Literature from its inception through its supposed "golden age" in the early twentieth century to modern and postmodern expressions, all the way to its fusions with fantasy and science fiction. Due to the wide range of texts to be covered, the course will mainly be taught in lecture-format (with opportunities for students to ask questions).

Please note that there is also an optional one-hour class that will read and discuss the texts covered in the lectures.

Recommended Reading:


Assessment Tasks - will be specified in class ● Registration - StudIP 1.3.2012 - 31.3.2012 ● Prerequisites - AmerBritF1 and SPAWR ● Studiengänge - FüBa, MEd LBS, 3. Fach LG ● Further Information - rainer.emig@engsem.~

Bemerkung

Don't Fear the Reaper: Encounters with Death in British Literature

Seminar, SWS: 2, Max. Teilnehmer: 25
Funk, Wolfgang
Do, wöchentl., 14:00 - 16:00, 12.04.2012 - 21.07.2012, 1502 - 709 II 709

Kommentar
Death has always had a personal and a cultural side to it. It afflicts every human being equally but still in countless different ways. It both radically negates existence and ultimately infuses it with meaning. How any given society imagines and treats death can help us understand fundamental changes in the *conditio humana* throughout the ages. We will encounter textual and visual attempts to represent the un-representable from the Middle Ages (Chaucer) to the 21st century (Julian Barnes, Carol Ann Duffy). On the way, we will stop at the Pearly Gates as well as the Ninth Circle of Hell, we will encounter Death in various shapes and forms, both redeeming and annihilating and we will confront topics from euthanasia to cryonics. Eventually, we should be in a position to answer the question if we are really all equal before Death.

Required Reading:
Trollope, Anthony. *The Fixed Period*. 1882 (any edition will do)

Materials for each lecture can also be found on StudIP.

Reader - copy shop Stork (Körnerstraße) from 1 April ● Assessment Tasks - will be specified in class ● Registration - StudIP 1.3.2012 - 31.3.2012 ● Size restriction - 25 ● Prerequisites - AmerBritF1 and SPAWR ● Studiengänge - FüBa, MEd LBS, 3. Fach LG ● Further Information - wolfgang.funk@engsem.~

Bemerkung

BritF4
Los Angeles: Street Views and Screen Images
Seminar, SWS: 2, Max. Teilnehmer: 25
Snyder-Körber, Mary-Ann
Mi, wöchentl., 08:00 - 10:00, 11.04.2012 - 21.07.2012, 1502 - 609 II 609

Kommentar
In a lyrical reflection composed during his exile years in Santa Monica, Bertolt Brecht evokes a Los Angeles familiar to us from tourist fantasies: gardens lush with oversized blooms and unending streams of sleek, shimmering automobiles. In short, he concludes, the place is the closest thing to hell that you can get ("Nachdenken über die Hölle"). Consumerism and a focus on appearance led Brecht to evoke Southern California as a Hades with palm trees. More fundamentally, however, the city seems hellish because it is not a city at all. The easily readable grid of the modern metropolis and its patterns of pedestrian interaction are replaced by suburban sprawl and freeway interchanges. The flaneur becomes a commuter and cruiser.

The seminar will give us the opportunity to investigate these phenomena, while considering how Los Angeles is constituted as a symbolic space in theoretical, literary, and cinematic texts of the last century. We will explore Los Angeles' intimate relation with the street and image by considering Thomas Pynchon's postmodern detective novel *The Crying of Lot 49* (1966) and Joan Didion's *Play as it Lays* (1970). A further focus will be on episodic films such as Robert Altman's *Short Cuts* (1993) and Paul Anderson's *Magnolia* (1999).

**Required Reading:**

The shorter theoretical texts the course begins with will be made available in a reader at the beginning of the semester. Please purchase the novels by Pynchon and Didion (any reasonably priced new or used edition) before the class starts.

**Recommended Reading:**

An older, but still readable and useful introduction to Los Angeles as an ambivalent American space is Mike Davis's *City of Quartz* (1990, revised version 2006).

*Reader* - copy shop Stork (Körnerstraße) from 1 April ● *Assessment Tasks* - will be specified ● *Registration* - StudIP 1.3.2012 - 31.3.2012 ● *Size restriction* - 25 ● *Prerequisites* - Studienleistung(en) of AmerBritF1# Studiengänge - FüB.A., M. Ed. LbS, 3. Fach LG ● *Further Information* - snykoer@zedat.fu-berlin.de

Bemerkung
AmerF4
In the growing literary market of the 18th century, Samuel Richardson's epistolary novel *Pamela; Or Virtue rewarded* (1740) was an instant success. Its publicity also prompted several anti-*Pamela* texts, the most famous of which is Henry Fielding's satire *Shamela* - or, to quote the complete title, *An Apology for the Life of Mrs Shamela Andrews* (1741). The third and final novel that we will discuss in this seminar is *Memoirs of a Woman of Pleasure* (1749) by John Cleland, widely known as *Fanny Hill*. It is one of the most controversial texts in English literary history as it has frequently been criticised for its explicit depiction of prostitution and sexual enjoyment. We will engage in close readings of the novels in terms of genre, narration, focalisation, plot lines, character construction and constellation, with special emphasis on issues such as gender, class and power. Moreover, we will locate the texts in their cultural, political and historical contexts.

**Required Reading:**

Students who want to attend this course should get hold of the following texts - preferably in a well-annotated edition from Penguin or Oxford Classics:

Richardson, Samuel. *Pamela; or virtue rewarded*.

Fielding, Henry. *An Apology for the Life of Mrs Shamela Andrews*.

Cleland, John. *Fanny Hill*.

Scotland: A cultural study
Seminar, SWS: 2, Max. Teilnehmer: 25
Bennett, Peter
Di, wöchentl., 14:00 - 16:00, 10.04.2012 - 21.07.2012, 1502 - 703 II 703

Kommentar
This seminar will be concerned primarily with various representations of Scotland and with the meanings of "Scottishness". We shall of course consider Scottish history from early times to the present, both domestic and in relation to England, Britain, Europe and the world, but we shall do this with a view not only to the representational nature of history-writing but also to ways in which certain phases, situations and moments of history intersect with synchronic topics such as Scottish identities, stereotypes and geographies. We shall learn about the process of representation and apply this by trying to read romantic, touristic, cinematic and other verbal, visual and acoustic images against the grain.

Required Reading:
Please refer to the course page on StudIP.

Assessment Tasks - will be specified in class  ●  Registration - StudIP 1.3.2011
- 31.3.2012  ●  Size restriction - 25  ●  Prerequisites - AmerBritF1 and SPAWR
  ●  Studiengänge - FüBA, MEd LBS, 3. Fach LG  ●  Further Information - peter.bennett@engsem.uni-hannover.de

Bemerkung
BritF4

Thatcherism: Arts and Politics
Seminar, SWS: 2, Max. Teilnehmer: 25
Dinter (M. A.), Sandra
Mi, wöchentl., 08:00 - 10:00, 11.04.2012 - 21.07.2012, 1502 - 613 II 613

Kommentar
In an article in The Guardian in 2009, the writer Hanif Kureishi claimed that "Thatcher, like the Queen, is basically vulgar, and has little cultural sophistication or understanding. But unlike the Queen, she actively hated culture, as she recognised that it was a form of dissent." This provocative claim shall serve as the point of departure for this class, in which we will examine the oppositional potential of cultural representations of the 1980s in Britain, a decade which has frequently been defined by its Conservative government and political leader Margaret Thatcher. The first part of this seminar comprises a historical and political overview of the decade and an introduction to the essential theoretical concepts and methods of Cultural Studies we will employ later on. Subsequently, we will examine various texts from 1980s as well as retrospectives. Besides narrative, we will also discuss films (My Beautiful Laundrette and This Is England), drama (Top Girls), political speeches and songs. In doing so, we shall critically engage with a wide spectrum of topics related to the social and political conflicts of the 1980s, among them the Falklands War, multiculturalism, the infamous hedonism of the "yuppies", the miners' strikes, and various subcultures.

Required Reading:


Reader - copy shop Stork (Körnerstraße) from 1 April  ● Assessment Tasks - will be specified in class  ●  Registration - StudIP 1.3.2011 - 31.3.2012  ●  Size restriction - 25  ●  Prerequisites - AmerBritF1 and SPAWR  ●  Studiengänge - FüBA, MEd LBS, 3. Fach LG  ●  Further Information - sandra.dinter@engsem.uni-hannover.de

Bemerkung
BritF4
The Irish at War

Seminar, SWS: 2, Max. Teilnehmer: 25
Schaper (Staatsexamen), Johanna
Di, wöchentl., 08:00 - 10:00, 10.04.2012 - 21.07.2012, 1502 - 615 II 615
Di, wöchentl., 18:00 - 20:00, 10.04.2012 - 21.07.2012, 1502 - 613 II 613 , Filmvorführungen

Kommentar

The last bit of the long way towards an independent Ireland was a particularly violent one that not only divided nations but even families and friends. It is also one that seems to be very present in Irish cultural memory to this day. This course investigates representations of the various conflicts that surrounded the birth of the Irish Free State in texts which date both from the period of the Anglo-Irish and Irish Civil Wars but also from the last two decades. We shall thus undertake a synchronic and diachronic take on attitudes towards the bloodshed for Irish independence.

Required Reading and Viewing:


Recommended Reading:


Reader - copy shop Stork (Körnerstraße) from 1 April ● Assessment Tasks - will be specified in class ● Registration - StudIP 1.3.2011 - 31.3.2011 ● Size restriction - 25 ● Prerequisites - AmerBritF1 and SPAWR ● Studiengänge - FüBA, MEd LBS, 3. Fach LG ● Further Information - johanna.schaper@engsem~

Bemerkung

BritF4

Magister / Staatsexamensstudiengänge

Examskolloquium

Kolloquium
Kupetz, Rita

Kommentar

Das Examskolloquium ist geeignet für alle Studierenden, die nach Absprache eine schriftliche Abschlussarbeit in der Didaktik des Englischen verfassen (Bachelorarbeit und Masterarbeit).

Die Arbeiten werden konzeptionell beraten und begleitet.

Bei Bedarf bereiten sich ExamenskandidatInnen für die mündliche MEd-Prüfungen mittels Prüfungssimulation oder Beratung zum Thesenpapier auf die mündliche Prüfung vor (Komplexprüfung mit der Fachwissenschaft / Erziehungswissenschaft).

Registration - StudIP 1.3.2012 - 31.3.2012 ● Size restriction - none ● Prerequisites - none ● Studiengänge - MEd LBS, MEd LG, LG ● Further Information - rita.kupetz@engsem~

Bemerkung

Das Kolloquium findet in Raum 1502.729 (Büro Kupetz) statt.

Sprachpraxis
Grundstudium / Basic Studies

Grund- und Hauptstudium (ab 3. Semester) / Mid-Level Studies

Hauptstudium / Advanced Studies

Didaktische u. berufspraktische Seminare / Didactical and Practical Seminars

Kolloquien / Colloquia

**Doktorandenkolloquium**

**Kolloquium**

Blell, Gabriele

**Kommentar**

Dieses Kolloquium soll Doktoranden der Didaktik die Möglichkeit geben, ihre Projekte im kleinen Kreis vorzustellen und zu diskutieren.

*Further Information* - gabriele.blell@engsem.~ or rita.kupetz@engsem~

**Bemerkung**

Termine nach Absprache

**Doktorandenkolloquium American Studies**

**Kolloquium**

Blell, Gabriele / Kupetz, Rita

Mi, wöchentl., 18:00 - 20:00, 11.04.2012 - 21.07.2012, 1502 - 703 II 703

Fr, Einzel, 09:00 - 20:00, 15.06.2012 - 15.06.2012, 1502 - 306 II 306

**Kommentar**

Dieses Kolloquium soll Doktorand/innen der American Studies die Möglichkeit geben, ihre Projekte im kleinen Kreis vorzustellen und zu diskutieren.

*Further information:* ruth.mayer@engsem.~

**Bemerkung**

Auf Einladung.

**Doktorandenkolloquium American Studies**

**Kolloquium**

Snyder-Körber, Mary-Ann

**Kommentar**

Dieses Kolloquium soll Doktorand/innen der American Studies die Möglichkeit geben, ihre Projekte im kleinen Kreis vorzustellen und zu diskutieren.

*Further information:* ruth.mayer@engsem.~ / snykoer@zedat.fu-berlin.de

**Bemerkung**

Nach Absprache und auf persönliche Einladung.
**Kolloquium zum Studienabschluss (Bachelor, Master, alte Studiengänge)**

**Kolloquium, SWS: 2, Max. Teilnehmer: 25**
Gohrisch, Jana
Di, wöchentl., 16:00 - 18:00, 10.04.2012 - 21.07.2012, 1502 - 709 II 709

**Kommentar**
Das auf die gesamte Vorlesungszeit angelegte Examenskolloquium richtet sich an alle Studierenden, die kurz vor ihrer Abschlussprüfung (FüBA, MA AAS, Staatsexamen, Magister) stehen und diese im Bereich der englischen und amerikanischen Literatur- und Kulturwissenschaft 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.

**Lektüre- und Kaufempfehlungen:**


**Bemerkung**
AAS7

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**Examensseminare / Exam Seminars**

**Corpus Linguistics Colloquium**

**Kolloquium, SWS: 2, Max. Teilnehmer: 20**
Altendorf, Ulrike
Di, wöchentl., 16:00 - 18:00, 10.04.2012 - 21.07.2012, 1502 - 815 CIP-Pool

**Kommentar**
The colloquium is geared to students who are writing or who consider writing their BA or MA thesis in (Learner) Corpus Linguistics or have chosen (Learner) Corpus Linguistics as an MA examination topic. We will review theoretical issues related to Corpus Linguistic Research and practice hands-on skills in using computer corpora. Participants planning to write their BA or MA thesis in (Learner) Corpus Linguistics will be assisted in finding adequate topics, formulating research objectives and creating their own research design. They will be accompanied throughout their writing process and have the opportunity of presenting results and problems for discussion. Participants preparing for an oral exam in Linguistics will also be assisted in finding an adequate topic and relevant literature. They will have the opportunity of discussing their "Thesenpapier" and of practicing oral exams through a mock exam.

### Examskolloquium

**Kolloquium**
**Kupetz, Rita**

| Markt | Das Examskolloquium ist geeignet für alle Studierenden, die nach Absprache eine schriftliche Abschlussarbeit in der Didaktik des Englischen verfassen (Bachelorarbeit und Masterarbeit).

Die Arbeiten werden konzeptionell beraten und begleitet.

Bei Bedarf bereiten sich ExamenskandidatInnen für die mündliche MEd-Prüfungen mittels Prüfungssimulation oder Beratung zum Thesenpapier auf die mündliche Prüfung vor (Komplexprüfung mit der Fachwissenschaft / Erziehungswissenschaft).


- Size restriction - none
- Prerequisites - none
- Studiengänge - MEd LBS, MEd LG, LG
- Further Information - rita.kupetz@engsem~

**Bemerkung**
Das Kolloquium findet in Raum 1502.729 (Büro Kupetz) statt.

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### Examskolloquium

**Kolloquium**
**Blell, Gabriele**

| Markt | Das Examskolloquium ist geeignet für alle Studierenden, die nach Absprache eine schriftliche Abschlussarbeit in der Didaktik des Englischen verfassen (Bachelorarbeit und Masterarbeit).

Die Arbeiten werden konzeptionell beraten und begleitet.

Bei Bedarf bereiten sich ExamenskandidatInnen für die mündliche MEd-Prüfungen mittels Prüfungssimulation oder Beratung zum Thesenpapier auf die mündliche Prüfung vor (Komplexprüfung mit der Fachwissenschaft / Erziehungswissenschaft).


- Size restriction - none
- Prerequisites - none
- Further Information - gabriele.blell@engsem~

**Bemerkung**
CO
**Englisches Seminar**

**Kolloquium zum Studienabschluss (Bachelor, Master, alte Studiengänge)**

### Kolloquium, SWS: 2, Max. Teilnehmer: 25

Gohrisch, Jana

Di, wöchentl., 16:00 - 18:00, 10.04.2012 - 21.07.2012, 1502 - 709 II 709

**Kommentar**

Das auf die gesamte Vorlesungszeit angelegte Examenskolloquium richtet sich an alle Studierenden, die kurz vor ihrer Abschlussprüfung (FüBA, MA AAS, Staatsexamen, Magister) stehen und diese im Bereich der englischen und amerikanischen Literatur- und Kulturwissenschaft 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.

**Lektüre- und Kaufempfehlungen:**


Registration - StudIP 1.3.2012 - 31.3.2012 ● Size restriction - 25 ● Prerequisites
- Erfolgreich abgeschlossene Studienleistung in Amer/BritA (oder äquivalenter Nachweis eines fortgeschrittenen Studiums) ● Studiengänge - Bachelor, Master, alte Studiengänge ● Further Information - jana.gohrisch@engsem.~

**Bemerkung**

AAS7

**Writing a Linguistic Thesis**

### Seminar, SWS: 2

Altendorf, Ulrike / Schulze, Rainer

Di, wöchentl., 12:00 - 14:00, 10.04.2012 - 21.07.2012, 1502 - 709 II 709

**Kommentar**

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

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

Registration - StudIP 1.3.2012 - 31.3.2012 ● Studiengänge - FüBA, MEd LG, Med Lbs, FAL, MA ● Further Information - ulrike.altendorf@engsem.~ or rainer.schulze@engsem.~

**Bemerkung**

FAL8