Englisches Seminar

Fächerübergreifender Bachelor - Fach Englisch
LinguA³ - Linguistischer Arbeitskreis - Lectures on Language - Conferencias de Lingüística

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

Fr wöchentl. 10:00 - 12:00 11.04.2014 - 16.07.2014 1502 - 113
Kommentar


Das Seminar ist eine fächerübergreifende Veranstaltung der Germanistik und der Anglistik. Englischkenntnisse auf Abiturniveau werden vorausgesetzt. Aufgrund der besonderen Form der Lehrveranstaltung kann nur eine begrenzte Zahl von Teilnehmern aufgenommen werden!

Bemerkung
Teilnehmerzahl: 12 Studierende pro Fach, Anmeldung über Stud.IP.

Literatur
Wird in der Veranstaltung angegeben

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Foundations Linguistics (LingF1/Ling F2)
Introduction to Linguistics II

Vorlesung, SWS: 2
Shahrokny-Prehn, Arian

Fr wöchentl. 14:00 - 16:00 11.04.2014 - 13.06.2014 1208 - A001
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.

Bemerkung
LingF2
English Dialectology

Seminar, SWS: 2, Max. Teilnehmer: 25
Altendorf, Ulrike
Englisches Seminar

Sommer 2014

Do wöchentl. 14:00 - 16:00 10.04.2014 - 16.07.2014 1502 - 609
Kommentar This course will explore classic, recent and current studies in English Dialectology. It will also study the development of this branch of linguistics from a theoretical and methodological point of view. All case studies will be taken from inner-circle varieties of English with a particular focus on England. The course requires a solid knowledge of phonetics and phonology.

Bemerkung


Literatur

Required Reading
Please refer to the course page on StudIP.

English Sentences

Vorlesung, SWS: 2
Schulze, Rainer

Mo wöchentl. 10:00 - 12:00 14.04.2014 - 16.07.2014 1502 - 003
Kommentar The aim of this lecture is to present an overview of the grammar of English. Different grammatical concepts will be introduced, such as part-of-speech or word classes, sentence elements or phrases, and clause types. We will recognise that these concepts are not fixed linguistic entities but are described differently in grammars of English. Several varying approaches to these concepts will be discussed, paying special attention to the literature mentioned below.

Bemerkung


Literatur

Required Reading


or

Kreyer, Rolf. 2010. Introduction to English Syntax. Frankfurt/Main etc.: Peter Lang Verlag.

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

Introduction to Cognitive Linguistics

Seminar, SWS: 2, Max. Teilnehmer: 35
Shahrokny-Prehn, Arian

Fr wöchentl. 10:00 - 12:00 11.04.2014 - 16.07.2014 1502 - 615

Bemerkung zur Gruppe !!! Terminänderung !!!

Kommentar Cognitive Linguistics is a school of thought – rather than a single theory – that emerged from a dissatisfaction with primarily formal approaches to language description. It combines a number of individual strands of theory that all share the basic caveat that language is a part of our cognitive abilities and therefore follows certain general cognitive principles. Over the course of the semester we will learn more about the different theories within the cognitive enterprise and deal with topics such as Prototype Theory, conceptual metaphors and metonymies, frames, blends, etc.
Old English and Middle English
Seminar, SWS: 2, Max. Teilnehmer: 25
Pfaff, Meike

Do wöchentl. 10:00 - 12:00 10.04.2014 - 16.07.2014 1502 - 703

Kommentar
Hw æ t! According to the Historia ecclesiastica gentis Anglorum written by the Northumbrian monk Bede in the seventh century AD, Germanic people first settled in the British isle in the year 449 – the starting point for the development of the English language. This class is designed to acquire an in-depth understanding of the first two periods of the English language: Old English and Middle English. We will proceed chronologically and first look at Old English. We will discuss important events of the period and then take a close look at the different linguistic levels of Old English, i.e. its phonology, lexis and grammar. Once we have covered the basics, we will read and translate selected OE texts (Beowulf, Cædmon's Hymn, Riddles, etc.). When you have gained a good understanding of OE, we will proceed to the Middle English Period. You will learn how English had changed considerably when it resurfaced as a written language 200 years after the Norman Conquest. To this end, we will systematically trace the changes from Old English to Middle English on all linguistic levels, again taking into account major socio-historical factors of that period. We will practice reading and translating Middle English texts like (some of the) Canterbury Tales, Gawain and the Green Knight.

Advanced Linguistics (LingA1/LingA2)
Cognitive English Grammar I
Seminar, SWS: 2, Max. Teilnehmer: 30
Schulze, Rainer

Di wöchentl. 10:00 - 12:00 15.04.2014 - 16.07.2014 1502 - 703

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

We will start out with the cognitive framework: conceptual and linguistic categories, their combination in situations, the cognitive operations applied to them, and the organisation of conceptual structures into linguistic constructions. We will then continue with the category of ‘things’ and their linguistic structuring as nouns and noun phrases.
This seminar will offer a wealth of linguistic data and explanations; the didactic quality will be guaranteed by the frequent use of examples, overviews, chapter summaries, suggestions for further reading, and study questions.

**Learner Corpus Research**

Seminar, SWS: 2, Max. Teilnehmer: 25  
Altendorf, Ulrike

**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.

**Lexical Analysis**

Seminar, SWS: 2, Max. Teilnehmer: 30  
Schulze, Rainer

**Kommentar**  
In this seminar, we will offer a wide-ranging empirical investigation of word use and meaning in language. The seminar will fill the need for a lexically based, corpus-driven theoretical approach that will help students understand how words go together in collocational patterns and constructions to make meanings. Using a plethora of concordance lines from corpora and other texts, we will show how matching each use of a word against established contextual patterns plays a large part in determining the meaning of a sentence or utterance. We will also take into account the immense variability of everyday usage that will show that this variability is rule-governed rather than random. By studying words in context, we will be able to identify the 'normal' patterns of usage that are associated with each pattern. Thereby, and this will be one of the main findings in this seminar, lexical entropy (i.e. lack of order or predictability) can be reduced. The contents of this class will complement other theoretical approaches to language, including cognitive linguistics, construction grammar, priming theory, and pattern grammar.
**Principles of Language Change**

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

Do wöchentl. 16:00 - 18:00 10.04.2014 - 16.07.2014 1502 - 703

**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.

**Bemerkung**

The course requires a solid knowledge of phonetics and phonology.

**Literatur**

Required Reading

Projects in Linguistics

Seminar, SWS: 2, Max. Teilnehmer: 25
Altendorf, Ulrike

Kommentar
This course will introduce you to different theories and methods of linguistic research illustrated by a wide range of topics.

Bemerkung
LingA / FAL2.2


Literatur
Please refer to the course page on StudIP.

Valency, Patterns, Frames and Constructions

Seminar, SWS: 2, Max. Teilnehmer: 30
Schulze, Rainer

Kommentar
This seminar aims to bring together different papers in linguistics with a common interest in the prioritization of lexis at the expense of grammar. The course will serve as a forum for promoting discussions among advanced students interested in facets of collocation, colligation, semantic preference, semantic prosody, multi-word units, lexical bundles, patterns, constructions, etc., thus underlining the fact that lexis is systematically structured and that grammar is merely an outcome of lexical structure. All the papers will adopt a functionalist, construction-based, or usage-based view on language. Among them will be John Sinclair’s idiom principle, his lexical grammar approach and related theoretical assumptions, the pattern grammar work by Susan Hunston and Gill Francis, Michael Hoey’s theory of lexical priming, the lexical bundle approach presented by Douglas Biber, Stefan Gries’ and Anatol Stefanowitsch’s collostructional analysis, emergent grammar in American usage-based linguistics inspired by Paul Hopper, cognitive linguistics and construction grammar as masterminded by Ronald Langacker and Adele Goldberg and valency theory introduced by Lucien Tesnière. The fundamental questions that we will tackle in this seminar include the following:

- which larger strings of words do we find in language?
- which words or parts of speech may enter larger strings of words?
- what options/constraints/peculiarities are found in these strings?
- do particular words or parts of speech have individual grammar and/or meaning?
- what is the situation in earlier forms of English?

If it can be taken for granted that the grammatical dimensions of language derive from the human being’s uses of simple and complex linguistic symbols in patterned ways for purposes of interpersonal communication, then the repeated or recurrent display of simple and complex linguistic symbols can be assumed to show a particular windowing or to produce a particular perspectivisation of reality. Thus, it is the aim of this seminar to illustrate in exemplary fashion a non-generativist approach to language that is both lexis- and corpus-based, providing detailed micro-structural analyses in order to capture significant patterns of interaction between lexis and grammar.

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

Please check StudIP for updates and additional information as the semester approaches.
Foundations Literature and Culture (AcadF/AmerBritF1)
Introduction to Academic Writing and Research

Seminar, SWS: 1, Max. Teilnehmer: 25
Emig, Rainer

Do wöchentl.
Kommentar
The course will teach students the skills required for academic study. It will make
students reflect on their choice of English as a subject and outline what will be expected
of them in the course of their studies. It will explain the set-up of the degree schemes
in English Studies, and it will familiarise students with the services (e.g. libraries), tools
and media (e.g. dictionaries, anthologies, data bases) that support successful study and
research in their subject. The course will also teach students to read scholarly essays
and books profitably and critically, and to develop arguments and theses of their own.
Moreover, in order to prepare students for the formal requirements of written academic
texts, the basic conventions for notes and references will be practiced.

Bemerkung
Assessment Tasks – regular attendance, active participation in class, several small tests
● Prerequisites – none ● Studiengänge – FuBA, BScTE, LG3 ● Further Information –
rainer.emig@engsem.~

Literatur
Recommended Purchase:
Richard Humphrey, Ansgar Nünning and Simon Cooke. Essential Study Skills for
Bachelor/Master in English and American Studies. Uni-Wissen Anglistik/Amerikanistik.

Introduction to Literary Studies

Seminar, SWS: 2, Max. Teilnehmer: 30
Marquardt (Staatsexamen), Johanna

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

Bemerkung
Reader – copy shop Stork (Körnerstraße) from 1 April ● Assessment Tasks – will be
● Prerequisites – none ● Studiengänge – FuBA, B Sc.TE, Drittes Fach ● Further
Information – jana.gohrisch@engsem.~

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

*Bemerkung*  
*Reader* – copy shop Stork (Körnerstraße) from 1 April
*Assessment Tasks* – will be specified in class
*Registration* – StudIP 1.3.2014 - 31.3.2014
*Size restriction* – 30
*Prerequisites* – none
*Studiengänge* – FüBA, B. Sc.TE, Drittes Fach
*Further Information* – jana.gohrisch@engsem.

**Literatur**  
*Required Reading*

**Survey American Literature and Culture (AmerF2.1/AmerF2.2)**  
**Survey of American Literatures and Cultures II**

*Vorlesung, SWS: 2*
Twelbeck, Kirsten

This survey class provides an overview to the literary and cultural history of the United States in the 19th and 20th century (starting where AmerF2.1 in the winter semester ended). It will focus on the interactions between minorities and mainstream, marginalized groups and powerful parties, and investigate the emergence of cultural categories of distinction (the high, the low, and the middle) in order to get a grip on cultural developments from the American Renaissance to Postmodernism.

*Bemerkung*  
*AmerF2.2*
*Reader* – course material on StudIP
*Assessment Tasks* – will be specified in class
*Registration* – StudIP 1.3.2014 - 31.3.2014
*Studiengänge* – FüBA, B. Sc, ME. LbS, 3.
*Fach LG* – Kirsten.twelbeck@engsem.

*Recommended Reading*

**Survey British Literature and Culture (BritF2.1/Brit2.2)**  
**Survey of British Literatures and Cultures II**

*Vorlesung, SWS: 2*
Emig, Rainer

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

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.

### Assessment Tasks
- Mid-term test for Studienleistung
- Final 60-minute exam for Prüfungsleistung

### Registration
- StudIP from 1.3.2014

### Size restriction
- None

### Prerequisites
- None

### Studiengänge
- FüBA, BScTE, LG3, MEd LbS

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

### Reader
- Will be available from copy shop Stork from 14 April

### Assessment Tasks
- Will be specified at the first meeting

### Size restriction
- 30

### Prerequisites
- AmerBritF1 verpflichtend; AmerBritF3 erwünscht

### Studiengänge
- FüBA, B Sc. TE, MEd LG, LG 3. Fach

### Further Information
- lucia.kraemer@engsem.

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### Intermediate Literature and Culture (AmerBritF3 / AmerF4 oder BritF4)

**An Introduction to Cultural Studies**

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

**Krämer, Lucia**

**Di. wöchentl. 16:00 - 18:00 15.04.2014 - 16.07.2014 1502 - 703**

**Kommentar**

This course will familiarise students with the most important analytical tools and theoretical concepts in the field of Cultural Studies in order to enable them to engage competently and in analytical depth with texts and cultural phenomena from a Cultural Studies perspective.

You will most probably already have used many of the key terms at the heart of this course, such as ‘culture’, ‘identity’, ‘representation’, ‘power’, ‘ideology’, ‘class’, ‘gender’, ‘time’ or ‘space’. This seminar will show you, however, that these seemingly simple words denote theoretical concepts that are not simple at all but may in fact potentially challenge us to look at the world in a completely new light. You will learn and practise how to employ these concepts as tools for analysing texts (in the widest sense of the term). The wide range of examples we will work with includes short films, comedy sketches, ads, literary and newspaper texts, websites, and events such as the opening ceremony of the 2012 Olympics and the flotilla organised for the Queen’s diamond jubilee of the same year.

**Bemerkung**

Reader – will be available from copy shop Stork from 14 April

**Assessment Tasks**
- Will be specified at the first meeting

**Registration**
- StudIP 1.3.2014 - 31.3.2013

### Size restriction
- 30

### Prerequisites
- AmerBritF1 verpflichtend; AmerBritF3 erwünscht

### Studiengänge
- FüBA, B Sc. TE, MEd LG, LG 3. Fach

### Further Information
- lucia.kraemer@engsem.

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### Approaching Shakespeare

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

**Bennett, Peter**

**Fr. wöchentl. 12:00 - 14:00 11.04.2014 - 16.07.2014 1502 - 703**

**Kommentar**

This seminar will approach Shakespeare’s plays not as finished reading texts but as provisional performance scripts, rather like musical scores. We shall discover the practicalities of bringing the scripts to life and the choices and dilemmas that have to be resolved. We shall also see that these processes inevitably raise theoretical questions and debatable issues. The aim of the seminar will be to equip students with the ability and confidence to approach Shakespeare’s plays independently, and to offer insight not only into the practical challenges but also into the theoretical, ethical, historical, political
and cultural questions that confront anyone who engages with Shakespeare’s works. Participants should be prepared for some physical and vocal work as well as reading. Since we shall be referring to many plays, everyone is strongly urged to get hold of a copy of the Complete Works of Shakespeare in English. If you do not already own one, there are several inexpensive editions to choose from (all available from amazon.de).

**Assessment Tasks** — will be specified at the first meeting

**Registration** — StudIP

1.3.2014 - 31.3.2013

**Size restriction** — 30

**Prerequisites** — AmerBritF1 verpflichtend; AmerBritF3 erwünscht

**Studiengänge** — FüBA, BSc TE, MEd LG, LG 3.

**Further Information** — peter.bennett@engsem~

**Bemerkung**

**Literatur**


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**British Youth Cultures**

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

**Emig, Rainer**

**Kommentar**

This seminar will assess British Youth Cultures of the twentieth century and after. It will start with a brief definition and concise history of the concept of “Youth” and assess its cultural, economic and political status after its emergence in its modern shape around the time of the Second World War. It will then critically analyse its expressions in fashion, music, literature and the arts. Students are invited to contribute Youth Cultures of their choice to the seminar. All of them will be assessed analytically using notions of ideology such as hegemony and subversion, subculture and counter-culture, race, class, gender and sexuality, which will be introduced into the course by a range of theoretical approaches to the topic.

**Bemerkung**

**Assessment Tasks** — critical summary of a secondary text as Studienleistung; essay of approx. 3,000 words for Prüfungsleistung

**Registration** — StudIP

1.3.2014 - 31.3.2014

**Size restriction** — 40

**Prerequisites** — AmerBritF1 verpflichtend; AmerBritF3 erwünscht

**Studiengänge** — FüBA, BSc TE, MEd LG, LG 3

**Further Information** — rainer.emig@engsem~

**Literatur**

Recommended Reading:


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**Early 20th-Century Short Fiction**

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

**Grünkemeier, Ellen**

**Kommentar**

In this course, we shall read and discuss a selection of short fiction in English from the early twentieth century by much-acclaimed writers such as Elizabeth Bowen, E.M. Forster, James Joyce, D.H. Lawrence, Katherine Mansfield, George Orwell and Virginia Woolf. The sample of texts will help us explore realist and modernist modes of writing. In close readings, we will practise our analytical skills using the central categories known from the ‘Introduction to Literary Studies’ such as narration and focalisation, plot design and character construction. Moreover, we will locate the texts in their respective cultural and historical contexts of the early twentieth century.
Bemerkung

Reader – copy shop Stork (Körnerstraße) from 07 October ● Assessment Tasks – will be specified in class ● Registration – StudIP 01.03.2014 - 31.03.2014 ● Size restriction – 25 ● Prerequisites – AmerBritF1 verpflichtend; AmerBritF3 erwünscht ● Studiengänge – FüBA, BSc TE, M.Ed. LG, LG 3. Fach ● Further Information – ellen.gruenkemeier@engsem.

Literatur

Required Reading:

Many of the selected texts can be found in the *Norton Anthology of English Literature*; further texts will be made available in a reader.

**Seduction in America: Themes and Ideas from the Enlightenment to the Present Time**

Seminar, SWS: 2, Max. Teilnehmer: 25
Mayer, Ruth

Mi wöchentl. 12:00 - 14:00 16.04.2014 - 16.07.2014 1502 - 609

Kommentar

In this class we will be concerned with the significance of seduction as a theme and practice in American culture, from the early Republic to the twentieth century. We will be concerned with the moral and political discussions around the issue in the 18th century, and we will read two novels of seduction (Susanna Rowson's *Charlotte Temple* (excerpts), Hannah Webster Foster's *The Coquette*). Afterwards, we will turn to nineteenth-century texts which take up the theme in different guises and to different purposes. We will investigate the Gothic take on the subject matter, looking at authors such as George Lippard, engage with the African-American take on the subject matter in Harriet Jacobs' slave narrative, and then discuss realist and modernist reconceptualizations of seduction in the writings of Stephen Crane and Kate Chopin. The class will end with a reflection of filmic melodrama and its re-fashioning of the subject.

Bemerkung


Literatur


Additional material will be made available through StudIP.

**The Captivity Narrative**

Seminar, SWS: 2, Max. Teilnehmer: 25
Mayer, Ruth

Mo wöchentl. 10:00 - 12:00 14.04.2014 - 16.07.2014 1502 - 609

Kommentar

This course will be concerned with the representation and the changing significance of the theme of captivity in American cultural and literary history. Next to the slave narrative, the captivity narrative has been called *the* genuinely American literary genre, since it takes on a classical American theme – the encounter between the indigenous population and Europeans/white Americans – and involves in its enactment all sorts of classical American tropes – survival in the wilderness, (religious) righteousness vs. (sinful) corruption, individualism vs. a hostile community, civilization vs. savagery, etc. Yet by speaking in such general terms, one cannot do justice to the enormous variety of captivity narratives, from the very beginnings of Native/European contact (*The Narrative of Alvar Núñez Cabeza de Vaca* [1542]) to the present day (*The Missing* [2003]). Thus, the genre offers most interesting insights into changing paradigms of enacting selfhood and otherness, and in particular into changing perceptions of Native Americans and of gender in the American colonies and the United States. We will be reading, among other texts, Mary Rowlandson’s *The Narrative of the Captivity and Restoration of Mrs. Mary
Rowlandson (1682), A Narrative of the Life of Mrs. Mary Jemison (1824), and Sarah Wakefield’s Six Weeks in the Sioux Tepees (1864). In addition, we will watch films such as The Searchers (1956) or The Missing (2003).

Theories and Methods of Literary Studies

Seminar, SWS: 2, Max. Teilnehmer: 40
Emig, Rainer

Do wöchentl. 10:00 - 12:00 10.04.2014 - 16.07.2014 1502 - 003

Bemerkung zur Gruppe !!! Zeitänderung !!!

Kommentar

Oscar Wilde’s novel The Picture of Dorian Gray (1890) will serve as the central literary text in this seminar, which introduces students to literary theories and methods and illustrates them by applying them to Wilde’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.

In preparation for class you will be required to familiarize yourselves with the key ideas of these respective approaches and read selected theoretical texts by some of their main representatives. In class, we will then discuss and systematize these ideas and apply them to The Picture of Dorian Gray in order to demonstrate the practical value of these theories and practice their terminologies.

Bemerkung

Reader – copy shop Stork (Körnerstraße) from April ● Assessment Tasks – will be specified ● Registration – StudIP 1.3.2014 - 31.3.2014 ● Size restriction – 40 ● Prerequisites – AmerBritF3 ● Studiengänge – FüBA, BSc TE ● Further Information – rainer.emig@engsem.~

Literatur

Please buy the Oxford World’s Classics paperback edition of The Picture of Dorian Gray (ed. by Joseph Bristow) and read the novel prior to class. A reader with the theoretical texts covered in the seminar will be available from Copyshop Stork (Körnerstraße 3) from the beginning of April.

Recommended Reading:


The Renaissance (1485 - 1660): History, Literature and Culture

Seminar, SWS: 2, Max. Teilnehmer: 30
Gohrisch, Jana

Mi wöchentl. 10:00 - 12:00 16.04.2014 - 16.07.2014 1502 - 703

In this course, we shall explore the social, political and cultural developments from the end of the Wars of the Roses in 1485 to the Glorious Revolution in 1688/89, dealing with the Tudor and Stuart monarchy, the reformation and Puritanism, the rise of the middle classes and the English revolution. Students should be familiar with these topics.
from the ‘Survey Lecture’. In addition to watching and critically discussing parts of Simon Schama’s BBC History of Britain series, we will read Thomas More’s Utopia (1516), Shakespeare’s sonnets and his tragedy Othello (performed c. 1604) which will be of interest to us for its treatment of gender, class and race. In addition to poetry by John Donne, we will read Ben Jonson’s comedy Volpone (performed in 1606) for its representation of the values of the rising merchant classes. Throughout the course, we shall use the analytical categories acquired in the ‘Introduction to Literary Studies’.

**Assessment Tasks** – will be specified in class ● **Registration** – StudIP 1.3.2014 - 31.3.2014 ● **Size restriction** – 30 ● **Prerequisites** – AmerBritF1 verpflichtend; AmerBritF3 erwünscht ● **Studiengänge** – Fü.B.A., B. Sc.TE, Dittes Fach ● **Further Information** – jana.gohrisch@engsem.~

**Literatur**

*Required Reading:*


The *Norton Anthology* contains all the assigned texts except for *Othello*. Therefore, please bring your own copy of *Othello* (Arden edition) and read the play before the course starts. Additional material will be made available on StudIP.

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

*American Memories*

Seminar, SWS: 2, Max. Teilnehmer: 25
Twerpbeck, Kirsten

**Kommentar**

Memory is not fixed and stable but highly variable and changing over time. This is not only true on the individual and group level but also on the level of the nation itself. Symbols, monuments, and narrative myths are the vehicles for an ongoing negotiation process that defines the meaning of the nation. From its very beginnings, the United States has relied on narratives of freedom, democracy, justice, and renewal to inspire a sense of collective identity that speaks to American citizens on both the intellectual and the emotional level. In this seminar we will explore the changing politics of public memory and commemoration in America from Independence to 9/11. We will analyze the representation of US history on the Washington Mall and at the local level, with sessions on the discovery myth, the Civil War, the Civil Rights Movement, and Vietnam; we will also ask important questions about the place in public memory culture of women, African Americans, and other groups that have made America. By taking a close look at the debates around particular monuments and commemorative events and at artistic comments on these debates, we will gain a better understanding of America as a country in the making.

**Bemerkung**

AmerA / AAS1, AAS2

*Reader* – StudIP ● **Assessment Tasks** – will be specified ● **Registration** – StudIP 1.3.2014 - 31.3.2014 ● **Size restriction** – 25 ● **Prerequisites** – AmerF4/BritF4 for FüBA and MEd students, none for all others ● **Studiengänge** – FüBA, MAAS, MEd LG, LG 3. Fach ● **Further Information** – ruth.mayer@engsem.~

**An Introduction to Gender Studies**

Seminar, SWS: 2, Max. Teilnehmer: 30
Funk, Wolfgang

**Kommentar**

14-täglich 16:00 - 20:00 15.04.2014 - 16.07.2014 1502 - 615

**Ausfalltermin(e):** 29.04.2014, 27.05.2014

**Bemerkung**

16:00 - 20:00 22.04.2014 - 22.04.2014 1502 - 615
16:00 - 20:00 20.05.2014 - 20.05.2014 1502 - 615
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 history and current state of Feminism to the blossoming field of 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

Reader – will be available from copy shop Stork from 15 April
Assessment Tasks – will be specified at the first meeting
Size restriction – 30
Prerequisites – Modul Intermediate Literature and Culture
Studiengänge – FüBA, MAAS, MEd LG, LG 3. Fach, Transformation Studies
Further Information – wolfgang.funk@engsem~

Required Reading:
Charlotte Perkins Gilman, *Herland*, 1915. (The best edition is the Penguin Classics, which also includes *The Yellow Wallpaper* and other stories. Feel free to use any other editions you can get.)

If you’ve ever wondered what the specificities of ‘British humour’ are, and if you are willing to engage analytically with questions of how comedy works and to which ideological purposes comedy is put in selected television programmes, you might think about taking this course. Most of the TV programmes we will talk about in this seminar are considered milestones of British TV and belong to the canon of British popular culture which students should be familiar with. However, the seminar will go far beyond merely familiarising you with the respective TV shows – which in turn means that you have to be willing to invest considerable critical energy in your work with the texts. The course will introduce you to the typical formal and structural features of the sitcom genre and their link to the changing production modes the genre has undergone. You will learn about and apply theories of humour and you will practice your skills in critically analysing and interpreting sitcoms on the levels of both form and content.

Please note that the verbal comedy and dialects in some of the sitcoms require very solid English language comprehension skills.

Naturally, it would require too much time for you to watch entire box sets of British sitcoms. It would also be rather expensive for you to acquire them. We will therefore arrange screenings of selected episodes from the sitcoms covered in the course. They are:

*Fawlty Towers*, *Yes, Minister*, *The Thick of It*, *Black Adder*, *Absolutely Fabulous*, *The Vicar of Dibley*, *The Office*, *The Royle Family* and *Extras*

Assessment Tasks – will be specified at the first meeting
Registration – StudIP 1.3.2014 - 31.3.2013
Size restriction – 30
Prerequisites – Modul Intermediate Literature and Culture
Studiengänge – FüBA, MAAS, MEd LG, LG 3. Fach
Further Information – lucia.kraemer@engsem~

BritA / AAS2, AAS4
Canons, Masterpieces, Geniuses, and Literary Value: Reading Literary Theory

Seminar, SWS: 2, Max. Teilnehmer: 25
Mayer, Ruth

Di wöchentl. 12:00 - 14:00 15.04.2014 - 16.07.2014 1502 - 609
Kommentar
In this class we will look at theories of literature that discuss, contest, and reconsider the category of literary value. What is good literature? Is there such a thing as bad literature? What should we read and what should we teach? We will look at the emergence of canon critique in the course of the twentieth century, against the backdrop of discussions around the high, the low, and the middle, and we will be concerned with the rhetoric and logic of exclusion and access in literary studies. Obviously, students taking this class should not be averse to theory.

Bemerkung
Reader – StudIP • Assessment Tasks – will be specified • Registration – StudIP
1.3.2014 - 31.3.2014 • Size restriction – 25 • Prerequisites – AmerF4/BritF4 for FüBA and MEd students, none for all others • Studiengänge – FüBA, MAAS, MEd LG, LG 3.
Fach • Further Information – ruth.mayer@engsem.~

Classical Hollywood Cinema

Seminar, SWS: 2, Max. Teilnehmer: 25
Brasch (M. A.), Ilka

Fr wöchentl. 10:00 - 12:00 11.04.2014 - 16.07.2014 1502 - 609
Kommentar
This class covers what has been identified as “Classical Hollywood Cinema” – US-American popular cinema between 1917 and 1960. It aims at providing a film-historical overview from silent to sound film, to the Great Depression and regularized censorship, through the Second World War and to the 1950s. We will cover diverse genres such as comedy, melodrama, and the gangster film. We will view a range of films such as The Kid (1921), Noah's Ark (1928) and Stella Dallas (1937). However, we will also discuss critical questions about classicality, “continuity style” and periodization, as well as engage in formal analysis. Please note that there will be a number of film screenings in addition to our regular sessions and your weekly reading.

Bemerkung
Reader / AAS4

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

Contemporary New York City

Seminar, SWS: 2, Max. Teilnehmer: 25
Groß (M. A.), Florian

Di wöchentl. 10:00 - 12:00 15.04.2014 - 16.07.2014 1502 - 609
Kommentar
On November 5, 2013, Bill de Blasio won the election for mayor of New York City on a campaign platform of overcoming rising economic inequality in America’s largest city. Portraying contemporary New York City as a “tale of two cities,” the first Democratic mayor in two decades spoke for many New Yorkers (and, by extension, Americans) who criticize a widening gap between rich and poor people.

This discourse of economic inequality will form the backdrop for our exploration of the most recent transitional era in New York City. After tracing the city’s historical
development, we will analyze recent issues and phenomena related to New York: historical events (9/11, Hurricane Sandy), socio-economic developments (race relations, gentrification), social movements (Occupy Wall Street), and popular discourses (creative class/cities). We will also address recent architectural projects (High Line), popular figures (the contemporary hipster), as well as fictional representations of the ‘Big Apple’ in television, film, and literature.

Dickens: Texts and Contexts

Seminar, SWS: 2, Max. Teilnehmer: 25
Grünkemeier, Ellen

Required Reading
Please refer to the course page on StudIP.

John Gay, The Beggar’s Opera and its Historical and Cultural Context

Seminar, SWS: 2, Max. Teilnehmer: 30
Bennett, Peter

The Beggar’s Opera took the London theatre and opera scene both by surprise and by storm in 1728. It was a burlesque of (but not an attack on) the Italian opera which predominated in London at the time. For one thing, its theme of low-life thieves and whores in contemporary London contrasted radically with the typical themes of Italian opera, namely the doings of gods and heroes from the myths of the classical world. For another, its musical style could hardly have departed more from that of Italian opera. It is a so-called “ballad opera”, in which the dramatic text is interspersed with numerous songs, much like a modern musical. These songs consisted of short, new lyrics set to pre-existing and familiar folk and ballad melodies as well as a few airs stolen from

Sommer 2014
operatic works. Recitative and arias did not feature at all. *The Beggar's Opera* was also a political satire suggesting that the behaviour of thieves and racketeers had much in common with that of courtiers, merchant traders and statesmen. It has often been supposed that the main object of political satire was the corrupt and over-powerful chief Minister of State, Sir Robert Walpole.

The seminar will examine *The Beggar's Opera* in its cultural and historical contexts, particularly musical and political.

**Bemerkung**

Assessment Tasks – will be specified at the first meeting ● Registration – StudIP 1.3.2014 - 31.3.2014 ● Size restriction – 30 ● Prerequisites – Modul Intermediate Literature and Culture ● Studiengänge – FüBA, MAAS, MEd LG, LG 3. ● Further Information – peter.bennett@engsem~

**Literatur**

Required Reading:

John Gay, *The Beggar's Opera*. Students should obtain the Penguin Classics or the Oxford World's Classics edition. Please order in good time so as not to overload the supply chains of amazon-de and others. You will need your copy at the first meeting.

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**The Contemporary Novel: Trends and Developments**

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

Mayer, Ruth

**Mo wöchentl. 12:00 - 14:00 14.04.2014 - 16.07.2014 1502 - 609**

**Kommentar**

Storytelling is back in style. Many of the bestselling novels that were successful in the United States during the last years indulge in complicated plot lines, explore grand themes in epic dimensions, and do not shy away from pathos. Questions of identity take centre stage in many of these texts, they often revolve around concepts of race, ethnicity, nationality, and culture – and increasingly, they are no longer set in the United States and stem from authors born and raised elsewhere. In this class, we will focus on novels by 'new' African-American authors – authors born in Africa and educated in the United States who move between the continents and write about their experiences, drawing on a wide range of narrative conventions and cultural traditions. We will discuss Chimamanda Ngozi Adichie's *Half a Yellow Sun* (2006), Taiye Selasi's *Ghana Must Go* (2013), and at least one more (bulky) novel which will be announced at the beginning of the semester on StudIP. Please buy and read Adichie's and Selasi's text before the semester starts, and be warned that this is a class for students who enjoy reading. If you think that long and complex books should be avoided, this class is not for you.

**Bemerkung**

AmerA / AAS2, AAS3


**Literatur**

Required Reading


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**The Gothic in British Literature and Culture**

**Seminar, SWS: 2, Max. Teilnehmer: 90**

Emig, Rainer

**Do wöchentl. 14:00 - 16:00 10.04.2014 - 16.07.2014 1502 - 703**

**Bemerkung zur Gruppe**

!!! Zeitänderung !!!

**Kommentar**

Since its emergence in the late 18th century, the Gothic has proved one of the most fertile traditions in English-speaking literatures and cultures. Originally part of Romanticism, where it debated issues connected with the emerging middle class and its
values, but also nationalism and religion, it continued to thrive in the Victorian era, where it focused more on imperialist, racial, but also gender and sexual themes. It has continued to prosper in the twentieth- and twenty-first centuries, taking up and “modernising” some of its traditional aspects, such as the clash of rationalism and the supernatural, its transgressive potential for women and young people, and its critique of the status quo. The course, in interactive lecture format, will introduce classics of the Gothic genre, such as Horace Walpole, Clara Reeve, Ann Radcliffe, Matthew Lewis, William Beckford, Charles Maturin, Mary Shelley, Sheridan Le Fanu, Robert Louis Stevenson, Bram Stoker, and Angela Carter, and canonical writers who participate in Gothic modes, e.g. Jane Austen, Emily Bronte, George Eliot, and Oscar Wilde. It will conclude with a look at popular forms of the Gothic today, among them the British TV series Being Human – which combines, often in comic form, the Gothic supernatural and Social Realism.

**Assessment Tasks** – critical summary of a secondary text as Studienleistung; essay of approx. 5,000 words for Prüfungsleistung ● Registration – StudIP 1.3.2014 - 31.3.2014 ● Size restriction – 90 ● Prerequisites – Modul Intermediate Literature and Culture ● Studiengänge – FüBA, MAAS, MEd LG, LG3 ● Further Information – rainer.emig@engsem.

**Literatur**


**Twenty Years after Apartheid: South African Literature and Culture**

Seminar, SWS: 2, Max. Teilnehmer: 30
Gohrisch, Jana

Di wöchentl. 14:00 - 16:00 15.04.2014 - 16.07.2014 1502 - 703

In this seminar we will read fictional and historiographic texts about South Africa before and after the transition from the white minority rule of the apartheid system to a democratic society with the first democratic elections in 1994. We will begin with Sindiwe Magona’s Mother to Mother about post-apartheid violence, an issue which also features in Disgrace (1999), a novel by J. M. Coetzee, who won the Nobel Prize for Literature in 2003. Then, we will read short stories by Nadine Gordimer, who was awarded the Nobel Prize in 1991, and Phaswanes Mpe’s disturbing novel Welcome to Our Hillbrow (2001) about inner-city problems and HIV/AIDS. We shall discuss literary representations of the changing dynamics of power in South Africa, concentrating on issues of gender, race and class as well as on the narrative strategies and tropes employed by the texts (practicing the analytical terms from the ‘Introduction to Literary Studies’).

**Assessment Tasks** – will be specified in class ● Registration – StudIP 1.3.2014 - 31.3.2014 ● Size restriction – 30 ● Prerequisites – Modul Intermediate Literature and Culture ● Studiengänge – FüBA, M. Ed. LG, MAAS, MA Atlantic Studies, Transformation Studies ● Further Information – jana.gohrisch@engsem.

**Literatur**

Coetzee, J. M. Disgrace (1999)


Magona, Sindiwe. Mother to Mother (1998)

Mpe, Phaswane. Welcome to our Hillbrow (2001)

The short stories by Gordimer and some secondary material will be provided on StudIP. Please buy and bring your own copies of the novels by Coetzee, Magona and Mpe and read Sindiwe Magona’s Mother to Mother before the course begins.
**Focus Module (AmerF4 oder BritF4 oder LingF4)**

An Introduction to Cultural Studies

Seminar, SWS: 2, Max. Teilnehmer: 30
Krámer, Lucia

**Kommentar**

This course will familiarise students with the most important analytical tools and theoretical concepts in the field of Cultural Studies in order to enable them to engage competently and in analytical depth with texts and cultural phenomena from a Cultural Studies perspective.

You will most probably already have used many of the key terms at the heart of this course, such as ‘culture’, ‘identity’, ‘representation’, ‘power’, ‘ideology’, ‘class’, ‘gender’, ‘time’ or ‘space’. This seminar will show you, however, that these seemingly simple words denote theoretical concepts that are not simple at all but may in fact potentially challenge us to look at the world in a completely new light. You will learn and practise how to employ these concepts as tools for analysing texts (in the widest sense of the term). The wide range of examples we will work with includes short films, comedy sketches, ads, literary and newspaper texts, websites, and events such as the opening ceremony of the 2012 Olympics and the flotilla organised for the Queen’s diamond jubilee of the same year.

**Bemerkung**

Reader – will be available from copy shop Stork from 14 April ● Assessment Tasks – will be specified at the first meeting ● Registration – StudIP 1.3.2014 - 31.3.2013 ● Size restriction – 30 ● Prerequisites – AmerBritF1 verpflichtend; AmerBritF3 erwünscht ● Studiengänge – FüBA, B Sc. TE, MEd LG, LG 3. Fach ● Further Information – lucia.kraemer@engsem~ BritF4

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**Corpus Linguistics Blockseminar**

Seminar, Max. Teilnehmer: 25
Gerckens (M. A.), Caroline

**Kommentar**

Kursbeschreibung:

This seminar 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 plays an important role or can make valuable contributions. Hence, students taking this seminar should be interested in working with computers. Special attention will be paid to links between corpus linguistics and foreign language teaching (FLT). The Studienleistung will consist of several group works and short presentations during the seminar. Articles and other material will be provided beforehand. The Prüfungsleistung will consist of a term paper. More information will be given later.

Teilnehmergrenze: 25
Anmelden über StudIP
Caroline Gerckens (MA)

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**Early 20th-Century Short Fiction**

Seminar, SWS: 2. Max. Teilnehmer: 25
Grünkemeier, Ellen
**English Dialectology**

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

Do wöchentl. 14:00 - 16:00 10.04.2014 - 16.07.2014 1502 - 609

**Kommentar**
This course will explore classic, recent and current studies in English Dialectology. It will also study the development of this branch of linguistics from a theoretical and methodological point of view. All case studies will be taken from inner-circle varieties of English with a particular focus on England. The course requires a solid knowledge of phonetics and phonology.

**Bemerkung**


**Literatur**

Required Reading
Please refer to the course page on StudIP.

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**Introduction to Cognitive Linguistics**

**Seminar, SWS: 2, Max. Teilnehmer: 35**
Shahrokny-Prehn, Arian

Fr wöchentl. 10:00 - 12:00 10.04.2014 - 16.07.2014 1502 - 615

**Kommentar**
Cognitive Linguistics is a school of thought – rather than a single theory – that emerged from a dissatisfaction with primarily formal approaches to language description. It combines a number of individual strands of theory that all share the basic caveat that language is a part of our cognitive abilities and therefore follows certain general cognitive principles. Over the course of the semester we will learn more about the different theories within the cognitive enterprise and deal with topics such as Prototype Theory, conceptual metaphors and metonymies, frames, blends, etc.

**Bemerkung**

LingF4
<table>
<thead>
<tr>
<th>Old English and Middle English</th>
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<tbody>
<tr>
<td><strong>Seminar, SWS: 2, Max. Teilnehmer: 25</strong></td>
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<tr>
<td>Pfaff, Meike</td>
</tr>
</tbody>
</table>

**Do wöchentl. 10:00 - 12:00 10.04.2014 - 16.07.2014 1502 - 703**

**Kommentar**

*Hw æ t! According to the *Historia ecclesiastica gentis Anglorum* written by the Northumbrian monk Bede in the seventh century AD, Germanic people first settled in the British isle in the year 449 – the starting point for the development of the English language. This class is designed to acquire an in-depth understanding of the first two periods of the English language: Old English and Middle English. We will proceed chronologically and first look at Old English. We will discuss important events of the period and then take a close look at the different linguistic levels of Old English, i.e. its phonology, lexis and grammar. Once we have covered the basics, we will read and translate selected OE texts (Beowulf, Caedmon's Hymn, Riddles, etc.). When you have gained a good understanding of OE, we will proceed to the Middle English Period. You will learn how English had changed considerably when it resurfaced as a written language 200 years after the Norman Conquest. To this end, we will systematically trace the changes from Old English to Middle English on all linguistic levels, again taking into account major socio-historical factors of that period. We will practice reading and translating Middle English texts like (some of the) Canterbury Tales, Gawain and the Green Knight.*

**Bemerkung**

LingF4

*Reader – to be announced ● Registration – StudIP 1.3.2014 - 31.3.2014 ● Size restriction – 25 ● Prerequisites – LingF1, LingF2 ● Studiengänge – FüBA, BSc TE, 3. Fach LG, MEd LG ● Further Information – meike.pfaff@engsem.*

**Literatur**

*Required Reading*

Please refer to the course page on StudIP.

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<table>
<thead>
<tr>
<th>Seduction in America: Themes and Ideas from the Enlightenment to the Present Time</th>
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<tr>
<td><strong>Seminar, SWS: 2, Max. Teilnehmer: 25</strong></td>
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<tr>
<td>Mayer, Ruth</td>
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</tbody>
</table>

**Mi wöchentl. 12:00 - 14:00 16.04.2014 - 16.07.2014 1502 - 609**

**Kommentar**

*In this class we will be concerned with the significance of seduction as a theme and practice in American culture, from the early Republic to the twentieth century. We will be concerned with the moral and political discussions around the issue in the 18th century, and we will read two novels of seduction (Susanna Rowson's *Charlotte Temple* (excerpts), Hannah Webster Foster's *The Coquette*). Afterwards, we will turn to nineteenth-century texts which take up the theme in different guises and to different purposes. We will investigate the Gothic take on the subject matter, looking at authors such as George Lippard, engage with the African-American take on the subject matter in Harriet Jacobs' slave narrative, and then discuss realist and modernist reconceptualizations of seduction in the writings of Stephen Crane and Kate Chopin. The class will end with a reflection of filmic melodrama and its re-fashioning of the subject.*

**Bemerkung**

AmerF4

The Captivity Narrative

Seminar, SWS: 2, Max. Teilnehmer: 25
Mayer, Ruth

Mo wöchentl. 10:00 - 12:00 14.04.2014 - 16.07.2014 1502 - 609

Kommentar
This course will be concerned with the representation and the changing significance of the theme of captivity in American cultural and literary history. Next to the slave narrative, the captivity narrative has been called the genuinely American literary genre, since it takes on a classical American theme – the encounter between the indigenous population and Europeans/white Americans – and involves in its enactment all sorts of classical American tropes – survival in the wilderness, (religious) righteousness vs. (sinful) corruption, individualism vs. a hostile community, civilization vs. savagery, etc. Yet by speaking in such general terms, one cannot do justice to the enormous variety of captivity narratives, from the very beginnings of Native/European contact (The Narrative of Alvar Núñez Cabeza de Vaca [1542]) to the present day (The Missing [2003]). Thus, the genre offers most interesting insights into changing paradigms of enacting selfhood and otherness, and in particular into changing perceptions of Native Americans and of gender in the American colonies and the United States. We will be reading, among other texts, Mary Rowlandson’s The Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson (1682), A Narrative of the Life of Mrs. Mary Jemison (1824), and Sarah Wakefield’s Six Weeks in the Sioux Tepees (1864). In addition, we will watch films such as The Searchers (1956) or The Missing (2003).

Bemerkung
AmerF4

Required Reading

Foundations Language Practice (SP1/SP2)
Grammar

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25
Foster, Darren Paul

Mo wöchentl. 12:00 - 14:00 14.04.2014 - 16.07.2014 1502 - 703 01. Gruppe
Mo wöchentl. 14:00 - 16:00 14.04.2014 - 16.07.2014 1502 - 703 02. Gruppe
Di wöchentl. 14:00 - 16:00 15.04.2014 - 16.07.2014 1502 - 609 03. Gruppe
Mi wöchentl. 12:00 - 14:00 16.04.2014 - 16.07.2014 1502 - 703 04. Gruppe
Do wöchentl. 12:00 - 14:00 10.04.2014 - 16.07.2014 1502 - 703 05. Gruppe
Do wöchentl. 14:00 - 16:00 10.04.2014 - 16.07.2014 1502 - 615 06. Gruppe

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

Bemerkung

SP2
## Vocabulary and Pronunciation

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25  
Foster, Darren Paul  

<table>
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<th>Day</th>
<th>Time</th>
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<th>Additional Information</th>
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</thead>
<tbody>
<tr>
<td>Di</td>
<td>12:00 - 14:00</td>
<td>15.04.2014 - 16.07.2014</td>
<td>1502 - 613</td>
<td>What are galoshes, chanterelles and zephyrs? How are those words pronounced? Which verbs are useful for reporting academic research? Why do pear and bear rhyme, but not dear? What do subconscious and submarine have in common? What is the difference between extent and extend? English vocabulary, spelling and pronunciation can bewilder learners! This course aims to extend students' vocabulary and improve their pronunciation and spelling in order to improve their reading and writing skills.</td>
</tr>
</tbody>
</table>

### Bemerkung


SP1

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## Advanced Language Practice (SP3/SP4)

### Advanced Composition

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25  
Foster, Darren Paul  

<table>
<thead>
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<th>Day</th>
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<th>Additional Information</th>
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<tbody>
<tr>
<td>Di</td>
<td>10:00 - 12:00</td>
<td>15.04.2014 - 16.07.2014</td>
<td>1502 - 709</td>
<td>This course allows students to continue working on their writing skills. Various text types/genres will be covered. Aspects of style, register, vocabulary and grammar will be discussed as necessary.</td>
</tr>
</tbody>
</table>

### Bemerkung


SP4

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## Composition

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25  
Foster, Darren Paul  

<table>
<thead>
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<th>Day</th>
<th>Time</th>
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<tr>
<td>Mi</td>
<td>10:00 - 12:00</td>
<td>16.04.2014 - 16.07.2014</td>
<td>1502 - 709</td>
<td>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.</td>
</tr>
</tbody>
</table>

### Bemerkung


SP3

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

### Introduction to Content and Language Integrated Learning (CLIL)

Seminar, SWS: 2, Max. Teilnehmer: 25  
Ball, Celia  

<table>
<thead>
<tr>
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<th>Time</th>
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<td>Fr</td>
<td>12:00 - 14:00</td>
<td>11.04.2014 - 16.07.2014</td>
<td>1502 - 615</td>
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</tbody>
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Sommer 2014  
24
This seminar will provide students with the basic knowledge of Content Language Integrated Learning practised at German schools. Participants will gain some relevant theoretical background on the application of CLIL. Credits can be obtained by presenting a theoretical CLIL topic and preparing a sequence from a CLIL lesson. Trainee teachers from Hanover’s Studienseminar are also welcome, and the participation of the two groups should provide an opportunity for discussion of theoretical and practical aspects.

**Assessment Tasks** – will be specified in class  ●  **Registration** – StudIP 1.3.2014 - 31.3.2014  ●  **Size restriction** – around 25 (+ trainee teachers)  ●  **Prerequisites** – specific literature e.g. English schoolbooks for different subjects  ●  **Studiengänge** – FüBA, BSc, 3. Fach LG, LG  ●  **Further Information** – celia.ball@engsem.

**Reader** – Materials on StudiP from 1 April  ●  **Assessment Tasks** – regular attendance; learning journal  ●  **Registration** – StudIP 1.3.2014 - 31.3.2014  ●  **Size restriction** – 40  ●  **Prerequisites** – None  ●  **Studiengänge** – FüBA, BSc TE, 3. Fach LG  ●  **Further Information** – carmen.becker@engsem.

**Required Reading:** Relevant literature will be announced in the first meeting.

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**Introduction to English Language Teaching**

Seminar, SWS: 2, Max. Teilnehmer: 40  
Becker, Carmen

| Mo wöchentl. 10:00 - 12:00 14.04.2014 - 16.07.2014 1502 - 615 |
| This introductory methodology course is obligatory for all student teachers; we recommend participation in the 3rd/4th semester. The course gives an introduction into the complex subject matter of teaching and learning English as a foreign language with special regard to teacher education. The course is based on four aspects of EFL teaching and learning which we consider to be particularly relevant today: promoting intercultural communicative competence (ICC); (foreign) language learning as individual and collaborative achievement; developing learner- and learning-centred teaching; supporting task-based learning. The main issues will be introduced, relevant research will be summarized and discussed, and examples of good classroom practice are illustrated. |

An optional tutorial will be offered.

**Bemerung**  
**Reader** – Materials on StudiP from 1 April  ●  **Assessment Tasks** – regular attendance; learning journal  ●  **Registration** – StudIP 1.3.2014 - 31.3.2014  ●  **Size restriction** – 40  ●  **Prerequisites** – None  ●  **Studiengänge** – FüBA, BSc TE, 3. Fach LG  ●  **Further Information** – carmen.becker@engsem.

**didF1**

**Required Reading:**  
Please see the course page on StudiP.

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**Language Testing and Assessment**

Seminar, Max. Teilnehmer: 25  
Fellmann, Gabriela

| Mi wöchentl. 16:00 - 18:00 23.04.2014 - 16.07.2014 1502 - 615 |
| Tests and assessment are an integral part of foreign language learning and teaching. The seminar therefore provides an opportunity to explore a variety of key theoretical and practical issues involved in language testing and assessment. We will focus on test development, test design and data analysis as well as their relation to test results and their effects on the learning process. The seminar will also offer a review of influential articles by authors such as e.g. Canale, Swain, Moss, Alderson and discusses their contribution to the field. Students should be enabled to identify and select test formats appropriate for different ages, competence levels, skills and purposes. We will also develop a language test for a class in Year 9 at my school focussing on competence-oriented testing according to the “Kerncurriculum”, and evaluate the pupils’ tests. Alternatives to testing will be discussed thoroughly. |

**Bemerung**  
**Reader** – copy shop Stork (Körnerstraße) from 1 April  ●  **Assessment Tasks** – will be specified in class  ●  **Registration** – StudIP 1.3.2014 - 31.3.2014  ●  **Size restriction** – 25
Englisches Seminar

Sommer 2014

Prerequisites – DidF1 ● Studiengänge – FüBA, BSc, 3. Fach LG ● Further Information – gabriela.fellmann@engsem.

Literatur

Recommended Reading:

Teaching and Assessing Speaking - The Language Village Project

Seminar, SWS: 2, Max. Teilnehmer: 25
Becker, Carmen

Mi wöchentl. 10:00 - 12:00 16.04.2014 - 16.07.2014 1502 - 609

Kommentar
Speaking is a skill that poses a great challenge for most language learners. As research suggests, speaking needs to be developed independently of the grammar curriculum. It is a skill that is highly interactive and requires the ability to cooperate and take turns under time-pressure without careful planning. This course will first review the state of the art in developing speaking skills. We will discuss the most important research findings on the processes involved in oral language production in a foreign language as well as different approaches to skill development. Materials for teaching speaking will be critically examined. The succeeding sessions will be used to examine approaches to the assessment of speaking critically, and you will be able to take part actively in the “Language Village Project” at a school.

Please note: For a STUDIENLEISTUNG you will have to assist in the Sprachendorf-Projekt’!

Bemerkung
Reader – Materials on StudiP from 1 April ● Assessment Tasks – regular attendance; learning journal and active participation in the “Sprachendorf Projekt” ● Registration – StudiP 1.3.2014 - 31.3.2014 ● Size restriction – 25 ● Prerequisites – None ● Studiengänge – FüBA, BSc TE, 3. Fach LG ● Further Information – carmen.becker@engsem

Literatur

Required Reading:
Please see the course page on StudiP.

Language Practice Elective (SPE1/SPE2)
British Current Affairs

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25
Bennett, Peter

Do wöchentl. 14:00 - 16:00 17.04.2014 - 16.07.2014 1502 - 709

Kommentar
The topic of this class will serve as a vehicle for improving a variety of English-language skills and combining it with insights into contemporary British culture. Class activities will include reading, writing, translation, mediation, discussion and debate.

Bemerkung
SPE:
### Assessment Tasks
- SL: to be announced; PL: 90-min exam
- **Registration** – StudIP
- **1.3.2014 - 31.3.2014**
- **Size restriction** – 25
- **Prerequisites** – SP1 + SP2 (or SPAWR + SPCS)
- **Studiengänge** – FüBA
- **Further Information** – peter.bennett@engsem.

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

### Assessment Tasks
- SL: various written and oral tasks
- **Registration** – StudIP
- **1.3.2014 - 31.3.2014**
- **Size restriction** – 25
- **Prerequisites** – none
- **Studiengänge** – all
- **Further Information** – peter.bennett@engsem.

### English for Professional Use

**Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25**

**Bennett, Peter**

**Do wöchentl.** 12:00 - 14:00 17.04.2014 - 16.07.2014 1502 - 615

**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.

**Bemerkung**

**SPE:**

### Assessment Tasks
- SL: various written and oral tasks
- **Registration** – StudIP
- **1.3.2014 - 31.3.2014**
- **Size restriction** – 25
- **Prerequisites** – SP1 + SP2 (or SPAWR + SPCS)
- **Studiengänge** – FüBA
- **Further Information** – peter.bennett@engsem.

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

### Investigating Language Practice through Children's Literature

**Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25**

**Bennett, Peter**

**Fr wöchentl.** 10:00 - 12:00 18.04.2014 - 16.07.2014 1502 - 709

**Kommentar**
Using literature written for young children, we shall develop a variety of English-language skills (grammar, vocabulary, reading, listening, speaking and writing).

**Bemerkung**

**SPE:**

### Assessment Tasks
- SL: to be announced; PL: 90-min exam
- **Registration** – StudIP
- **1.3.2014 - 31.3.2014**
- **Size restriction** – 25
- **Prerequisites** – SP1 + SP2 (or SPAWR + SPCS)
- **Studiengänge** – FüBA
- **Further Information** – peter.bennett@engsem.

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

### Bachelorarbeit

**Sommer 2014**
Die Abschlussarbeit in der Linguistik

Seminar
Schulze, Rainer

Di wöchentl. 12:00 - 13:00 15.04.2014 - 16.07.2014 1502 - 709

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

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

FAL8

Registration – StudIP 1.3.2014 – 31.3.2014 ● Studiengänge – FüBA, BSc TE, MEd LbS, FAL, MEd LG ● Further Information – rainer.schulze@engsem.~

Kolloquium zum Studienabschluss in der Didaktik

Seminar, SWS: 1
Becker, Carmen

Mo wöchentl. 13:00 - 14:00 14.04.2014 - 16.07.2014 1502 - 709

Bemerkung zur Gruppe nach Absprache

Kommentar
Das Examensseminar ist geeignet für alle Studierenden, die nach Absprache eine schriftliche Abschlussarbeit in der Didaktik des Englischen verfassen (Bachelor oder Master). Die Arbeiten werden konzeptionell beraten und begleitet.

Bemerkung
Registration – StudIP 1.3.2014 - 31.3.2014 ● Prerequisites – None ● Further Information – carmen.becker@engsem.~

!!! TERMINE NACH ABSPRACHE !!!

Kolloquium zum Studienabschluss in der Literatur- und Kulturwissenschaft

Kolloquium, SWS: 2
Gohrisch, Jana

Di wöchentl. 16:00 - 18:00 15.04.2014 - 16.07.2014 1502 - 709

Kommentar
Das auf die gesamte Vorlesungszeit angelegte Examenskolloquium richtet sich an alle Studierenden, die kurz vor ihrem Studienabschluss im Bachelor oder Master stehen. Der Kursplan wird an den Bedarf der TeilnehmerInnen angepasst und umfasst die Literaturtheorie, Literaturgeschichte sowie die Analyse und Interpretation von Texten (mit praktischen Übungen). Besonders ausführlich besprechen wir die Anfertigung der Abschlussarbeit (Themenfindung, Recherche, Arbeits- und Schreibtechniken) und üben, eine Forschungsfrage zu entwickeln bzw. eine zentrale These zu formulieren. Studierende können ihre Projekte vorstellen und diskutieren.

Bemerkung
Assessment Tasks – none ● Registration – StudIP 01.03.2014 - 31.03.2014# Size restriction – none ● Prerequisites – (almost) completed FüBA or Master courses ● Studiengänge – all ● Further Information – jana.gohrisch@engsem.~

AAS7

Sommer 2014 28
Bachelor Technical Education - Fach Englisch

Basics Linguistics (LingF1/LingF2/LingF4)
Corpus Linguistics Blockseminar

Seminar, Max. Teilnehmer: 25
Gerckens (M. A.), Caroline

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Kommentar

This seminar 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 plays an important role or can make valuable contributions. Hence, students taking this seminar should be interested in working with computers. Special attention will be paid to links between corpus linguistics and foreign language teaching (FLT). The Studienleistung will consist of several group works and short presentations during the seminar. Articles and other material will be provided beforehand. The Prüfungsleistung will consist of a term paper. More information will be given later.

Teilnehmergrenze: 25
Anmelden über StudIP
Caroline Gerckens (MA)

English Dialectology

Seminar, SWS: 2, Max. Teilnehmer: 25
Altendorf, Ulrike

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<th>14:00 - 16:00</th>
<th>10.04.2014 - 16.07.2014</th>
<th>1502 - 609</th>
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Kommentar

This course will explore classic, recent and current studies in English Dialectology. It will also study the development of this branch of linguistics from a theoretical and methodological point of view. All case studies will be taken from inner-circle varieties of English with a particular focus on England. The course requires a solid knowledge of phonetics and phonology.

Bemerkung

LingF4


Literatur

Required Reading
Please refer to the course page on StudIP.

Introduction to Cognitive Linguistics

Seminar, SWS: 2, Max. Teilnehmer: 35
Shahrokny-Prehn, Arian

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<th>10.04.2014 - 16.07.2014</th>
<th>1502 - 615</th>
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Bemerkung zur Gruppe

!!! Terminänderung !!!

Kommentar

Cognitive Linguistics is a school of thought – rather than a single theory – that emerged from a dissatisfaction with primarily formal approaches to language description. It combines a number of individual strands of theory that all share the basic caveat that language is a part of our cognitive abilities and therefore follows certain general cognitive...
principles. Over the course of the semester we will learn more about the different theories within the cognitive enterprise and deal with topics such as Prototype Theory, conceptual metaphors and metonymies, frames, blends, etc.

**Bemerkung**

LingF4

*Registration* — StudIP 1.3.2014 - 31.3.2014 ● *Size restriction* — 35 ● *Prerequisites* — LingF1, LingF2 ● *Studiengänge* — FüBA, BSc TE, 3. Fach LG, MEd LG ● *Further Information* — arian.shahrokny@engsem.

**Literatur**


### Introduction to Linguistics II

**Vorlesung, SWS: 2**

Shahrokny-Prehn, Arian

<table>
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**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.

**Bemerkung**

LingF2

*Registration* — StudIP 1.3.2014 - 31.3.2014 ● *Prerequisites* — LingF1 ● *Studiengänge* — FüBA, MEd LbS., 3. Fach LG ● *Further Information* — arian.shahrokny-prehn@engsem.

**Literatur**


### Introduction to Linguistics II

**Vorlesung, SWS: 2**

Pfaff, Meike

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<th>Gruppe</th>
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<th>10.04.2014 - 16.07.2014</th>
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**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.
Old English and Middle English

Seminar, SWS: 2, Max. Teilnehmer: 25
Pfaff, Meike

Do wöchentl. 10:00 - 12:00 10.04.2014 - 16.07.2014 1502 - 703

Kommentar

Hw æ t ! According to the Historia ecclesiastica gentis Anglorum written by the Northumbrian monk Bede in the seventh century AD, Germanic people first settled in the British isle in the year 449 – the starting point for the development of the English language. This class is designed to acquire an in-depth understanding of the first two periods of the English language: Old English and Middle English. We will proceed chronologically and first look at Old English. We will discuss important events of the period and then take a close look at the different linguistic levels of Old English, i.e. its phonology, lexis and grammar. Once we have covered the basics, we will read and translate selected OE texts (Beowulf, Cædmon's Hymn, Riddles, etc.). When you have gained a good understanding of OE, we will proceed to the Middle English Period. You will learn how English had changed considerably when it resurfaced as a written language 200 years after the Norman Conquest. To this end, we will systematically trace the changes from Old English to Middle English on all linguistic levels, again taking into account major socio-historical factors of that period. We will practice reading and translating Middle English texts like (some of the) Canterbury Tales, Gawain and the Green Knight.

Bemerkung

LingF4


Literatur

Required Reading

Please refer to the course page on StudIP.

Foundations Literature and Culture (AcadF/AmerBritF1)

Introduction to Academic Writing and Research

Seminar, SWS: 1, Max. Teilnehmer: 25
Emig, Rainer

Do wöchentl. 09:00 - 10:00 10.04.2014 - 16.07.2014 1502 - 709

Kommentar

The course will teach students the skills required for academic study. It will make students reflect on their choice of English as a subject and outline what will be expected of them in the course of their studies. It will explain the set-up of the degree schemes in English Studies, and it will familiarise students with the services (e.g. libraries), tools and media (e.g. dictionaries, anthologies, data bases) that support successful study and research in their subject. The course will also teach students to read scholarly essays and books profitably and critically, and to develop arguments and theses of their own. Moreover, in order to prepare students for the formal requirements of written academic texts, the basic conventions for notes and references will be practiced.

Bemerkung

Assessment Tasks – regular attendance, active participation in class, several small tests for Studienleistung ● Registration – StudIP 1.3.2014 - 31.3.2014 ● Size restriction – 25 ● Prerequisites – none ● Studiengänge – FüBA, BScTE, LG3 ● Further Information – rainer.emig@engsem.~

Sommer 2014 31
**Introduction to Literary Studies**

**Seminar, SWS: 2, Max. Teilnehmer: 30**
Marquardt (Staatsexamen), Johanna

**Di** wöchentl. 18:00 - 20:00 15.04.2014 - 16.07.2014 1502 - 609

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

**Bemerkung**
*Reader* – copy shop Stork (Körnerstraße) from 1 April
*Assessment Tasks* – will be specified in class
*Registration* – StudIP 1.3.2014 - 31.3.2014
*Size restriction* – 30
*Prerequisites* – none
*Studiengänge* – FüBA, B. Sc.TE, Drittes Fach
*Further Information* – jana.gohrisch@engsem.~

**Literatur**

**Required Reading:**

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

**Grammar**

**Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25**
Foster, Darren Paul

**Mo** wöchentl. 12:00 - 14:00 14.04.2014 - 16.07.2014 1502 - 703 01. Gruppe
**Mo** wöchentl. 14:00 - 16:00 14.04.2014 - 16.07.2014 1502 - 703 02. Gruppe
**Di** wöchentl. 14:00 - 16:00 15.04.2014 - 16.07.2014 1502 - 609 03. Gruppe
**Mi** wöchentl. 12:00 - 14:00 16.04.2014 - 16.07.2014 1502 - 703 04. Gruppe
This course allows students to revise and extend their knowledge of the usage of grammatical structures, style and vocabulary through an investigative approach.

**Assessment Tasks** – SL: oral presentation. PL: exam ● **Registration** – Doodle 1.3.2014 – 2.4.2014 ● **Size restriction** – 25 per group ● **Prerequisites** – SP1 ● **Studiengänge** – FüBA, BSc TE, LG 3. Fach ● **Further Information** – anne.gans@engsem.~

**Vocabulary and Pronunciation**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25
Foster, Darren Paul

Di wöchentl. 12:00 - 14:00 15.04.2014 - 16.07.2014 1502 - 613
Kommentar What are galoshes, chanterelles and zephyrs? How are those words pronounced? Which verbs are useful for reporting academic research? Why do pear and bear rhyme, but not dear? What do subconscious and submarine have in common? What is the difference between extent and extend? English vocabulary, spelling and pronunciation can bewilder learners! This course aims to extend students' vocabulary and improve their pronunciation and spelling in order to improve their reading and writing skills.

**Assessment Tasks** – SL: regular homework tasks, test ● **Registration** – StudIP 1.3.2014 – 31.03.2014 ● **Size restriction** – 25 ● **Prerequisites** – none ● **Studiengänge** – FüBA, BSc TE, LG 3. Fach ● **Further Information** – anne.gans@engsem.~

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

Introduction to Content and Language Integrated Learning (CLIL)

Seminar, SWS: 2, Max. Teilnehmer: 25
Ball, Celia

Fr wöchentl. 12:00 - 14:00 11.04.2014 - 16.07.2014 1502 - 615
Kommentar This seminar will provide students with the basic knowledge of Content Language Integrated Learning practised at German schools. Participants will gain some relevant theoretical background on the application of CLIL. Credits can be obtained by presenting a theoretical CLIL topic and preparing a sequence from a CLIL lesson. Trainee teachers from Hanover’s Studienseminar are also welcome, and the participation of the two groups should provide an opportunity for discussion of theoretical and practical aspects.

**Assessment Tasks** – will be specified in class ● **Registration** – StudIP 1.3.2014 - 31.3.2014 ● **Size restriction** – around 25 (+ trainee teachers) ● **Prerequisites** – specific literature e.g. English schoolbooks for different subjects ● **Studiengänge** – FüBA, BSc, LG 3. Fach LG ● **Further Information** – celia.ball@engsem.~

**Literatur**

*Required Reading:*

 Relevant literature will be announced in the first meeting.

**Introduction to English Language Teaching**

Seminar, SWS: 2, Max. Teilnehmer: 40
Becker, Carmen

Mo wöchentl. 10:00 - 12:00 14.04.2014 - 16.07.2014 1502 - 615
Kommentar This introductory methodology course is obligatory for all student teachers; we recommend participation in the 3rd/4th semester. The course gives an introduction into the complex subject matter of teaching and learning English as a foreign language with special regard to teacher education. The course is based on four aspects of EFL teaching and learning which we consider to be particularly relevant today: promoting
intercultural communicative competence (ICC); (foreign) language learning as individual and collaborative achievement; developing learner- and learning-centred teaching; supporting task-based learning. The main issues will be introduced, relevant research will be summarized and discussed, and examples of good classroom practice are illustrated.

An optional tutorial will be offered.

Bemerkung

Reader – Materials on StudIP from 1 April ● Assessment Tasks – regular attendance; learning journal ● Registration – StudIP 1.3.2014 - 31.3.2014 ● Size restriction – 40 ● Prerequisites – None ● Studiengänge – FüBA, BSc TE, 3. Fach LG ● Further Information – carmen.becker@engsem

DidF1

Literatur

Required Reading:

Please see the course page on StudIP.

Language Testing and Assessment

Seminar, Max. Teilnehmer: 25
Fallmann, Gabriela

Mi wöchentl. 16:00 - 18:00 23.04.2014 - 16.07.2014 1502 - 615

Tests and assessment are an integral part of foreign language learning and teaching. The seminar therefore provides an opportunity to explore a variety of key theoretical and practical issues involved in language testing and assessment. We will focus on test development, test design and data analysis as well as their relation to test results and their effects on the learning process. The seminar will also offer a review of influential articles by authors such as e.g. Canale, Swain, Moss, Alderson and discusses their contribution to the field. Students should be enabled to identify and select test formats appropriate for different ages, competence levels, skills and purposes. We will also develop a language test for a class in Year 9 at my school focussing on competence-oriented testing according to the “Kerncurriculum”, and evaluate the pupils’ tests. Alternatives to testing will be discussed thoroughly.

Bemerkung

Reader – copy shop Stork (Körnerstraße) from 1 April ● Assessment Tasks – will be specified in class ● Registration – StudIP 1.3.2014 - 31.3.2014 ● Size restriction – 25 ● Prerequisites – DidF1 ● Studiengänge – FüBA, BSc, 3. Fach LG ● Further Information –gabriela.fellmann@engsem.

DidF2

Literatur

Recommended Reading:


Teaching and Assessing Speaking - The Language Village Project

Seminar, SWS: 2, Max. Teilnehmer: 25
Becker, Carmen

Mi wöchentl. 10:00 - 12:00 16.04.2014 - 16.07.2014 1502 - 609

Speaking is a skill that poses a great challenge for most language learners. As research suggests, speaking needs to be developed independently of the grammar curriculum. It is a skill that is highly interactive and requires the ability to cooperate and take turns.
under time-pressure without careful planning. This course will first review the state of the art in developing speaking skills. We will discuss the most important research findings on the processes involved in oral language production in a foreign language as well as different approaches to skill development. Materials for teaching speaking will be critically examined. The succeeding sessions will be used to examine approaches to the assessment of speaking critically, and you will be able to take part actively in the “Language Village Project” at a school.

Please note: For a Studienleistung you will have to assist in the Sprachendorf-Projekt”!

**Bemerkung**

*Reader* – Materials on StudIP from 1 April ● *Assessment Tasks* – regular attendance; learning journal and active participation in the “Sprachendorf Projekt” ● *Registration* – StudIP 1.3.2014 - 31.3.2014 ● *Size restriction* – 25 ● *Prerequisites* – None ● *Studiengänge* – FüBA, BSc TE, 3. Fach LG ● *Further Information* – carmen.becker@engsem~

**Literatur**

*Required Reading:*

Please see the course page on StudIP.

**Survey American Literature and Culture (AmerF2.1/AmerF2.2)**

*Survey of American Literatures and Cultures II*

**Vorlesung, SWS: 2**

**Twelbeck, Kirsten**

**Kommentar**

This survey class provides an overview to the literary and cultural history of the United States in the 19th and 20th century (starting where AmerF2.1 in the winter semester ended). It will focus on the interactions between minorities and mainstream, marginalized groups and powerful parties, and investigate the emergence of cultural categories of distinction (the high, the low, and the middle) in order to get a grip on cultural developments from the American Renaissance to Postmodernism.

**Bemerkung**

*AmerF2.2*

*Reader* – course material on StudIP ● *Assessment Tasks* – will be specified in class ● *Registration* – StudIP 1.3.2014 - 31.3.2014 ● *Studiengänge* – FüBA, BSc, MEd. LbS, 3. Fach LG ● *Further Information* – kirsten.twelbeck@engsem~

**Literatur**

*Recommended Reading*


**Survey British Literature and Culture (BritF2.1/Brit2.2)**

*Survey of British Literatures and Cultures II*

**Vorlesung, SWS: 2**

**Emig, Rainer**

**Kommentar**

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

Bemerkung


Literatur

Recommended Purchase:


Schlüsselkompetenzen

Für weitere Veranstaltungen siehe das Angebot des Zentrums für Schlüsselkompetenzen.

British Current Affairs

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25

Bennett, Peter

Do wöchentl. 14:00 - 16:00 17.04.2014 - 16.07.2014 1502 - 709

Kommentar

The topic of this class will serve as a vehicle for improving a variety of English-language skills and combining it with insights into contemporary British culture. Class activities will include reading, writing, translation, mediation, discussion and debate.

Bemerkung

SPE:


SK:

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


English for Professional Use

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25

Bennett, Peter

Do wöchentl. 12:00 - 14:00 17.04.2014 - 16.07.2014 1502 - 615

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.

Bemerkung

SPE:

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


English Theatre Workshop
Seminar, SWS: 4
Bennett, Peter

Mi wöchentl. 14:00 - 18:00 16.04.2014 - 16.07.2014 1501 - -119
So wöchentl. 14:00 - 18:00 15.06.2014 - 13.07.2014 1501 - -119

Kommentar
Sonstige Termine: Additional rehearsals every Sunday 15.06.14 – 13.07.14 14:00/18:00

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

SKET

Bemerkung
This course counts for BOTH Bereich A “Sprach-, Medien und Darstellungskompetenzen” AND Bereich B “Allgemeine Kompetenzen zur Förderung der Berufsbeziffigung”.


SK

Investigating Language Practice through Children’s Literature
Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25
Bennett, Peter

Fr wöchentl. 10:00 - 12:00 18.04.2014 - 16.07.2014 1502 - 709

Kommentar
Using literature written for young children, we shall develop a variety of English-language skills (grammar, vocabulary, reading, listening, speaking and writing).

Bemerkung
SPE:


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


Intermediate Literature and Culture (AmerBritF3/AmerF4 oder BritF4)
An Introduction to Cultural Studies

Seminar, SWS: 2, Max. Teilnehmer: 30
Krämer, Lucia

Di wöchentl. 16:00 - 18:00 15.04.2014 - 16.07.2014 1502 - 703

Kommentar
This course will familiarise students with the most important analytical tools and theoretical concepts in the field of Cultural Studies in order to enable them to engage competently and in analytical depth with texts and cultural phenomena from a Cultural Studies perspective.

You will most probably already have used many of the key terms at the heart of this course, such as 'culture', 'identity', 'representation', 'power', 'ideology', 'class', 'gender', 'time' or 'space'. This seminar will show you, however, that these seemingly simple words denote theoretical concepts that are not simple at all but may in fact potentially challenge us to look at the world in a completely new light. You will learn and practise how to employ these concepts as tools for analysing texts (in the widest sense of the term). The wide range of examples we will work with includes short films, comedy sketches, ads, literary and newspaper texts, websites, and events such as the opening ceremony of the 2012 Olympics and the flotilla organised for the Queen's diamond jubilee of the same year.

Bemerkung
Reader – will be available from copy shop Stork from 14 April ● Assessment Tasks – will be specified at the first meeting ● Registration – StudIP 1.3.2014 - 31.3.2013 ● Size restriction – 30 ● Prerequisites – AmerBritF1 verpflichtend; AmerBritF3 erwünscht ● Studiengänge – FüBA, B Sc. TE, MEd LG, LG 3. Fach ● Further Information – lucia.kraemer@engsem~

Approaching Shakespeare

Seminar, SWS: 2, Max. Teilnehmer: 30
Bennett, Peter

Fr wöchentl. 12:00 - 14:00 11.04.2014 - 16.07.2014 1502 - 703

Kommentar
This seminar will approach Shakespeare’s plays not as finished reading texts but as provisional performance scripts, rather like musical scores. We shall discover the practicalities of bringing the scripts to life and the choices and dilemmas that have to be resolved. We shall also see that these processes inevitably raise theoretical questions and debatable issues. The aim of the seminar will be to equip students with the ability and confidence to approach Shakespeare’s plays independently, and to offer insight not only into the practical challenges but also into the theoretical, ethical, historical, political and cultural questions that confront anyone who engages with Shakespeare’s works. Participants should be prepared for some physical and vocal work as well as reading. Since we shall be referring to many plays, everyone is strongly urged to get hold of a copy of the Complete Works of Shakespeare in English. If you do not already own one, there are several inexpensive editions to choose from (all available from amazon.de).

Bemerkung
Assessment Tasks – will be specified at the first meeting ● Registration – StudIP 1.3.2014 - 31.3.2013 ● Size restriction – 30 ● Prerequisites – AmerBritF1 verpflichtend; AmerBritF3 erwünscht ● Studiengänge – FüBA, B Sc. TE, MEd LG, LG 3. Fach ● Further Information – peter.bennett@engsem~

Literatur

British Youth Cultures

Seminar, SWS: 2, Max. Teilnehmer: 40
Emig, Rainer

Sommer 2014
This seminar will assess British Youth Cultures of the twentieth century and after. It will start with a brief definition and concise history of the concept of “Youth” and assess its cultural, economic and political status after its emergence in its modern shape around the time of the Second World War. It will then critically analyse its expressions in fashion, music, literature and the arts. Students are invited to contribute Youth Cultures of their choice to the seminar. All of them will be assessed analytically using notions of ideology such as hegemony and subversion, subculture and counter-culture, race, class, gender and sexuality, which will be introduced into the course by a range of theoretical approaches to the topic.

Assessment Tasks – critical summary of a secondary text as Studienleistung; essay of approx. 3,000 words for Prüfungsleistung

Size restriction – 40
Prerequisites – AmerBritF1 verpflichtend; AmerBritF3 erwünscht
Studiengänge – FüBA, BScTE, MEd LG, LG3
Further Information – rainer.emig@engsem~

Recommended Reading:

In this course, we shall read and discuss a selection of short fiction in English from the early twentieth century by much-acclaimed writers such as Elizabeth Bowen, E.M. Forster, James Joyce, D.H. Lawrence, Katherine Mansfield, George Orwell and Virginia Woolf. The sample of texts will help us explore realist and modernist modes of writing. In close readings, we will practise our analytical skills using the central categories known from the ‘Introduction to Literary Studies’ such as narration and focalisation, plot design and character construction. Moreover, we will locate the texts in their respective cultural and historical contexts of the early twentieth century.

Reader – copy shop Stork (Körnerstraße) from 07 October
Assessment Tasks – will be specified in class
Registration – StudIP 01.03.2014 - 31.03.2014
Size restriction – 25
Prerequisites – AmerBritF1 verpflichtend; AmerBritF3 erwünscht
Studiengänge – FüBA, BSc TE, M.Ed. LG, LG 3. Fach
Further Information – ellen.gruenkemeier@engsem~

Many of the selected texts can be found in the Norton Anthology of English Literature; further texts will be made available in a reader.

In this class we will be concerned with the significance of seduction as a theme and practice in American culture, from the early Republic to the twentieth century. We will be concerned with the moral and political discussions around the issue in the 18th century, and we will read two novels of seduction (Susanna Rowson’s Charlotte
Temple (excerpts), Hannah Webster Foster's *The Coquette*). Afterwards, we will turn to nineteenth-century texts which take up the theme in different guises and to different purposes. We will investigate the Gothic take on the subject matter, looking at authors such as George Lippard, engage with the African-American take on the subject matter in Harriet Jacobs' slave narrative, and then discuss realist and modernist reconceptualizations of seduction in the writings of Stephen Crane and Kate Chopin. The class will end with a reflection of filmic melodrama and its re-fashioning of the subject.

**Required Reading**


Additional material will be made available through StudIP.

**The Captivity Narrative**

Seminar, SWS: 2, Max. Teilnehmer: 25
Mayer, Ruth

Mo wöchentl. 10:00 - 12:00 14.04.2014 - 16.07.2014 1502 - 609

**Kommentar**

This course will be concerned with the representation and the changing significance of the theme of captivity in American cultural and literary history. Next to the slave narrative, the captivity narrative has been called the genuinely American literary genre, since it takes on a classical American theme – the encounter between the indigenous population and Europeans/white Americans – and involves in its enactment all sorts of classical American tropes – survival in the wilderness, (religious) righteousness vs. (sinful) corruption, individualism vs. a hostile community, civilization vs. savagery, etc. Yet by speaking in such general terms, one cannot do justice to the enormous variety of captivity narratives, from the very beginnings of Native/European contact (*The Narrative of Alvar Nuñez Cabeza de Vaca* [1542]) to the present day (*The Missing* [2003]). Thus, the genre offers most interesting insights into changing paradigms of enacting selfhood and otherness, and in particular into changing perceptions of Native Americans and of gender in the American colonies and the United States. We will be reading, among other texts, Mary Rowlandson's *The Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson* (1682), A *Narrative of the Life of Mrs. Mary Jemison* (1824), and Sarah Wakefield's *Six Weeks in the Sioux Tepees* (1864). In addition, we will watch films such as *The Searchers* (1956) or *The Missing* (2003).

**Theories and Methods of Literary Studies**

Seminar, SWS: 2, Max. Teilnehmer: 40
Emig, Rainer

Do wöchentl. 10:00 - 12:00 10.04.2014 - 16.07.2014 1502 - 003

**Bemerkung zur Gruppe**

!!! Zeitänderung !!!
Kommentar

Oscar Wilde’s novel *The Picture of Dorian Gray* (1890) will serve as the central literary text in this seminar, which introduces students to literary theories and methods and illustrates them by applying them to Wilde’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.

In preparation for class you will be required to familiarize yourselves with the key ideas of these respective approaches and read selected theoretical texts by some of their main representatives. In class, we will then discuss and systematize these ideas and apply them to *The Picture of Dorian Gray* in order to demonstrate the practical value of these theories and practice their terminologies.

Bemerkung

Reader – copy shop Stork (Körnerstraße) from April

Assessment Tasks – will be specified in class


Size restriction – 40

Prerequisites – AmerBritF1

Studiengänge – FüBA, BScTE

Further Information – rainer.emig@engsem.

Literatur

Please buy the Oxford World’s Classics paperback edition of *The Picture of Dorian Gray* (ed. by Joseph Bristow) and read the novel prior to class. A reader with the theoretical texts covered in the seminar will be available from Copyshop Stork (Körnerstraße 3) from the beginning of April.

Recommended Reading:


The Renaissance (1485 - 1660): History, Literature and Culture

SWS: 2, Max. Teilnehmer: 30

Gohrisch, Jana

Mi wöchentl. 10:00 - 12:00 16.04.2014 - 16.07.2014 1502 - 703

Kommentar

In this course, we shall explore the social, political and cultural developments from the end of the Wars of the Roses in 1485 to the Glorious Revolution in 1688/89, dealing with the Tudor and Stuart monarchy, the reformation and Puritanism, the rise of the middle classes and the English revolution. Students should be familiar with these topics from the ‘Survey Lecture’. In addition to watching and critically discussing parts of Simon Schama’s BBC *History of Britain* series, we will read Thomas More’s *Utopia* (1516), Shakespeare’s sonnets and his tragedy *Othello* (performed c. 1604) which will be of interest to us for its treatment of gender, class and race. In addition to poetry by John Donne, we will read Ben Jonson’s comedy *Volpone* (performed in 1606) for its representation of the values of the rising merchant classes. Throughout the course, we shall use the analytical categories acquired in the ‘Introduction to Literary Studies’. Throughout the course, we shall use the analytical categories acquired in the ‘Introduction to Literary Studies’.

Bemerkung

Assessment Tasks – will be specified in class


Size restriction – 30

Prerequisites – AmerBritF1

AmerBritF3 erwünscht

Studiengänge – Fü.B.A., B. Sc.TE, Drittes Fach

Further Information – jana.gohrisch@engsem.

Literatur

Required Reading:


The *Norton Anthology* contains all the assigned texts except for *Othello*. Therefore, please bring your own copy of *Othello* (Arden edition) and read the play before the course starts. Additional material will be made available on StudIP.
Masterstudiengang Lehramt Gymnasium - Fach Englisch
LinguA³ - Linguistischer Arbeitskreis - Lectures on Language - Conferencias de Lingüística

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

Fr wöchentl. 10:00 - 12:00 11.04.2014 - 16.07.2014 1502 - 113

Kommentar


Das Seminar ist eine fächerübergreifende Veranstaltung der Germanistik und der Anglistik. Englischkenntnisse auf Abiturniveau werden vorausgesetzt. Aufgrund der besonderen Form der Lehrveranstaltung kann nur eine begrenzte Zahl von Teilnehmern aufgenommen werden!

Bemerkung
Teilnehmerzahl: 12 Studierende pro Fach, Anmeldung über Stud.IP.

Literatur
Wird in der Veranstaltung angegeben

Fachpraktikum Englisch (DidPA/DidFP): Erst- und Zweifach
Fachpraktikum für das Lehramt an Gymnasien / M.Ed. (im Block)

Fachpraktikum, Max. Teilnehmer: 4
Fallmann, Gabriela

Kommentar
Das Blockpraktikum findet im September/Oktober 2014 an Schulen in Hannover, Peine und Sehnde statt. Die Teilnahme ist limitiert und die Plätze werden in der Reihenfolge der Anmeldung vergeben.

Gruppe Fallmann:
Das Fachpraktikum ist betreut und wird am Ratsgymnasium Peine durchgeführt (Teilnehmer 4). Die Plätze werden in der Reihenfolge der Anmeldung vergeben.

Bemerkung
5 Wochen am Ratsgymnasium Peine (15.09.2014 - 17.10.2014)
Registration – StudIP 1.3.2014 - 31.3.2014 ● Size restriction – 4 ● Prerequisites – DidF1+F2, DidPA ● Studiengänge - MEd. LG ● Further Information – gabriela.fellmann@engsem.

DidFP

Fachpraktikum für das Lehramt an Gymnasien / M.Ed. (im Block)

Fachpraktikum, Max. Teilnehmer: 4
Blell, Gabriele
### Kommentar

Das Blockpraktikum findet im September/Oktober 2014 an Schulen in Hannover, Peine und Sehnde statt. Die Teilnahme ist limitiert und die Plätze werden in der Reihenfolge der Anmeldung vergeben.

### Gruppe Blell:

Das Fachpraktikum ist betreut und wird an der IGS Mühlenberg durchgeführt. (Teilnehmer 4) Anmeldungen direkt (per Email) bei Prof. Dr. Gabriele Blell bis zum 31.03.2014.

5 Wochen an der IGS Mühlenberg (22.09.2014 - 24.10.2014)

### Bemerkung

Reader – Materialien in StudiIP ab 1. April

- Assessment Tasks – s. Kursprogramm
- Registration – s. oben
- Size restriction – 4
- Prerequisites – DidF, DidPA
- Studiengänge – MEd.
- Further Information – gabriele.bell@engsem.~

### Literatur

Required Reading:

Vgl. Veranstaltungsseite StudiIP

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### Fachpraktikum für das Lehramt an Gymnasien / M.Ed. (im Block)

Fachpraktikum, Max. Teilnehmer: 5
Becker, Carmen

### Kommentar

Das Blockpraktikum findet im September/Oktober 2014 an Schulen in Hannover, Peine und Sehnde statt. Die Teilnahme ist limitiert und die Plätze werden in der Reihenfolge der Anmeldung vergeben.

Carmen Becker:


5 Wochen an der KGS Sehnde (15.09.2014 - 17.10.2014)

### Bemerkung

Registration – StudiIP 1.3.2014 - 31.3.2014

- Size restriction – 6
- Prerequisites – DidPA
- Further Information – carmen.becker@engsem.~

### Literatur

Pflichtlektüre:

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### Planung und Analyse von Englischunterricht

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

**Kommentar**

Dieses Seminar ist obligatorisch für alle Lehramtsstudierenden. Im M. Ed. ist diese Veranstaltung Teil des Moduls Fachpraktikum Englisch. Für die noch traditionellen Studiengänge (Staatsexamen) ist diese Veranstaltung praktikumsvorbereitend, wenn Sie das Fachpraktikum im Fach Englisch absolvieren. Sie ist praktikumsersetzend, wenn Sie das Fachpraktikum in einem anderen Fach durchlaufen.


**Bemerkung**

Reader – cf. Seminar plan

- Assessment Tasks – cf. Seminar plan
- Registration – StudiIP 1.3.2014 - 31.3.2014
- Size restriction – 25
- Prerequisites – DidF, ASP
- Studiengänge – MEd., M Lbs
- Further Information – alexander.woltin@engsem.~

**Literatur**

- Pflichtlektüre:
Planung und Analyse von Englischunterricht

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

Do wöchentl. 08:00 - 10:00 10.04.2014 - 16.07.2014 1502 - 615
Kommentar

Dieses Seminar ist obligatorisch für alle Lehramtsstudierenden. Im M. Ed. ist diese Veranstaltung Teil des Moduls Fachpraktikum Englisch. Für die noch traditionellen Studiengänge (Staatsexamen) ist diese Veranstaltung praktikumsvorbereitend, wenn Sie das Fachpraktikum im Fach Englisch absolvieren. Sie ist praktikumsersetzend, wenn Sie das Fachpraktikum in einem anderen Fach durchlaufen.


Es ist vorgesehen, dass Unterricht in der IGS Mühlenberg durchgeführt wird!

Bemerkung


Literatur

Pflichtlektüre:


Recommended Reading:


**Advanced Methodology (DidA): Erst- und Zweitfach**

*Applied Linguistics in Language Teaching/Learning*

Seminar, SWS: 2, Max. Teilnehmer: 30
Gnutzmann, Claus

| Mi | wöchentl. 10:00 - 12:00 23.04.2014 - 16.07.2014 1502 - 613 |
| Mi Einzel | 12:00 - 14:00 14.05.2014 - 14.05.2014 1502 - 608 |
| Mi Einzel | 12:00 - 14:00 14.05.2014 - 14.05.2014 1502 - 615 |

**Kommentar**

Applied Linguistics (AL) is an interdisciplinary domain of research and practice consisting of a linguistic and a non-linguistic component. Thus, a sub-discipline of AL such as sociolinguistics draws from sociology and linguistics whereas error analysis is related to (contrastive) linguistics, psychology as well as to pedagogy. In its narrow sense, AL refers to language teaching and learning including language education. In its wider sense, it refers to the application of linguistic theory to the solution of all kinds of interdisciplinary problems involving a linguistic and a non-linguistic component. This seminar consists of two major parts both relating to language teaching and learning. In addition to providing a review of the core components of language teaching such as pronunciation, grammar and vocabulary, the course will deal with topics such as language awareness, error analysis, and classroom models for the teaching of English.

For technical reasons, the class cannot take place every week. There may be two or three extra sessions on Wednesday afternoon to make up for morning classes that may have to be cancelled.

**Bemerkung**


**Literatur**

*Required Reading:*

*Recommended Reading:*


**Interaction and Language Development in the English Language Classroom**

Seminar, SWS: 2, Max. Teilnehmer: 25
Becker, Carmen

| Mo | wöchentl. 08:00 - 10:00 14.04.2014 - 16.07.2014 1502 - 615 |

**Kommentar**

This course will review the research on conversational interaction and SLA and consider the implications of this research in the process of foreign language learning and teaching. The impact of pushed output upon language development will be discussed and various approaches facilitating conversational interaction critically examined. You will be encouraged to develop tasks promoting interaction and examine their impact on the language development of learners at lower and upper secondary level by conducting, carrying out, and evaluating your own mini-action research projects at school.

**Bemerkung**

Multilingual Education: English as a Gateway to Other Languages

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

Kommentar

Multilingualism and multilingual/multicultural education have become an important issue in German schools during the last decade. Gnutzmann goes so far as to describe multilingual competence as a new and holistic competence for the German classroom in general (Gnutzmann 2004: 45). However, the manifold results from theoretical and empirical research have not yet contributed satisfactorily to a cross-curricular and widely accepted uniform (multi-)language pedagogy. The rich multilingual resources of all learners in German schools, having either a German or other linguistic and cultural background (e.g. immigrant children), have not been exhausted by far. During the seminar selected issues of multilingualism and multilingual education will be discussed (e.g. intercomprehension, plurilingual literature and teaching or code-switching/mixing). The concept of MAPs (Mehrsprachige AufgabenPlattformen or Plurilingual Tasks) (Leitzke-Ungerer 2012: 53-77) will be introduced.

Bemerkung


Literatur

Required Reading:

See course page on StudIP.

Staging Language Learning

Seminar, SWS: 2, Max. Teilnehmer: 25
Becker, Carmen

Kommentar

"From the sage on the stage to the guide on the side" describes the new challenges that have to be met by language teachers. In order to carry out the principles of ‘student and process orientation as well as learner autonomy’, a completely new direction in foreign language teaching is necessary. Staging Foreign Language Learning is an innovative concept to foster the development of an intercultural communicative competence using drama as well as a variety of methods and media in communicative situations.

In this course we will first focus on the theoretical principles behind the concept of staging and then explore different methods and materials. Furthermore, we will develop, implement and evaluate our own staging courses, lessons, and materials.

Bemerkung


Teaching Films: Shorts and Documentaries

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

Kommentar

Students enjoy watching movies and television for a variety of reasons. For one, they get exposure to authentic language in a non-threatening setting. Secondly, movies and video provide common ground to students of any cultural background. From the teaching perspective, film as a text-genre has been fully accepted for the EFL classroom in Lower
Saxony since 2003. The course is designed to help you to teach especially nonfictional motion pictures such as documentaries, mockumentaries or docufictions (overlaps with reality television or fictional narratives included). Some of the objectives of the course will be: critically analyze and understand the purpose for the use of basic film/video techniques and teaching methods; understand and apply different critical approaches to studying film (e.g. semiotics) and teach them in a task-based learning context; develop ‘reading/viewing’ skills through a range of classroom activities that demonstrate how audience interaction works to create meaning in film. Selected films from the 2013 ‘up-and-coming’ film festival in Hannover will be partially used for discussion.

Bemerkung

Reader – Materials on StudIP from 1 April ● Assessment Tasks – See course programme ● Registration – StudIP 1.3.2014 - 31.3.2014 ● Size restriction – 30 ● Prerequisites – DidF ● Studiengänge – MEd ● Further Information – gabriele.blell@engsem~

Literatur

Required Reading:

See course page on StudIP.

Advanced Studies (LingA/LingA2 oder AmerA/BritA): Erst- und Zweiftach

British Sitcoms

Seminar, SWS: 2, Max. Teilnehmer: 30
Krämer, Lucia

Di wöchentl. 12:00 - 14:00 15.04.2014 - 16.07.2014 1502 - 703
Mi wöchentl. 14:00 - 16:00 30.04.2014 - 16.07.2014 1502 - 613

Kommentar

If you’ve ever wondered what the specificities of ‘British humour’ are, and if you are willing to engage analytically with questions of how comedy works and to which ideological purposes comedy is put in selected television programmes, you might think about taking this course. Most of the TV programmes we will talk about in this seminar are considered milestones of British TV and belong to the canon of British popular culture which students should be familiar with. However, the seminar will go far beyond merely familiarising you with the respective TV shows – which in turn means that you have to be willing to invest considerable critical energy in your work with the texts. The course will introduce you to the typical formal and structural features of the sitcom genre and their link to the changing production modes the genre has undergone. You will learn about and apply theories of humour and you will practice your skills in critically analysing and interpreting sitcoms on the levels of both form and content.

Please note that the verbal comedy and dialects in some of the sitcoms require very solid English language comprehension skills.

Naturally, it would require too much time for you to watch entire box sets of British sitcoms. It would also be rather expensive for you to acquire them. We will therefore arrange screenings of selected episodes from the sitcoms covered in the course. They are:

Fawlty Towers, Yes, Minister, The Thick of It, Black Adder, Absolutely Fabulous, The Vicar of Dibley, The Office, The Royle Family and Extras

Assessment Tasks – will be specified at the first meeting ● Registration – StudIP 1.3.2014 - 31.3.2013 ● Size restriction – 30 ● Prerequisites – Modul Intermediate Literature and Culture ● Studiengänge – FüBÄ, MAAS, MEd LG, LG 3. Fach ● Further Information – lucia.kraemer@engsem~

Literatur

Recommended Background Reading:


Canons, Masterpieces, Geniuses, and Literary Value: Reading Literary Theory
Englisches Seminar
Seminar, SWS: 2, Max. Teilnehmer: 25
Mayer, Ruth

Di wochentl. 12:00 - 14:00 15.04.2014 - 16.07.2014 1502 - 609
Kommentar
In this class we will look at theories of literature that discuss, contest, and reconsider the category of literary value. What is good literature? Is there such a thing as bad literature? What should we read and what should we teach? We will look at the emergence of canon critique in the course of the twentieth century, against the backdrop of discussions around the high, the low, and the middle, and we will be concerned with the rhetoric and logic of exclusion and access in literary studies. Obviously, students taking this class should not be averse to theory.

Bemerkung

Cognitive English Grammar I
Seminar, SWS: 2, Max. Teilnehmer: 30
Schulze, Rainer

Di wochentl. 10:00 - 12:00 15.04.2014 - 16.07.2014 1502 - 703
Kommentar
This seminar will introduce students to cognitive linguistic theory and will show that Cognitive Grammar helps us to gain a better understanding of the grammar of English. The notions of motivation and meaningfulness are central to the approach pursued in this seminar.

We will start out with the cognitive framework: conceptual and linguistic categories, their combination in situations, the cognitive operations applied to them, and the organisation of conceptual structures into linguistic constructions. We will then continue with the category of ‘things’ and their linguistic structuring as nouns and noun phrases.

This seminar will offer a wealth of linguistic data and explanations; the didactic quality will be guaranteed by the frequent use of examples, overviews, chapter summaries, suggestions for further reading, and study questions.

Bemerkung
LingA / FAL2.1, FAL2.2


Literatur
Required Reading

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

Contemporary New York City
Seminar, SWS: 2, Max. Teilnehmer: 25
Groß (M. A.), Florian

Di wochentl. 10:00 - 12:00 15.04.2014 - 16.07.2014 1502 - 609
Kommentar
On November 5, 2013, Bill de Blasio won the election for mayor of New York City on a campaign platform of overcoming rising economic inequality in America’s largest city. Portraying contemporary New York City as a “tale of two cities,” the first Democratic mayor in two decades spoke for many New Yorkers (and, by extension, Americans) who criticize a widening gap between rich and poor people.
This discourse of economic inequality will form the backdrop for our exploration of the most recent transitional era in New York City. After tracing the city’s historical development, we will analyze recent issues and phenomena related to New York: historical events (9/11, Hurricane Sandy), socio-economic developments (race relations, gentrification), social movements (Occupy Wall Street), and popular discourses (creative class/cities). We will also address recent architectural projects (High Line), popular figures (the contemporary hipster), as well as fictional representations of the ‘Big Apple’ in television, film, and literature.

Dickens: Texts and Contexts

Charles Dickens is one of the most influential English authors. In this seminar we will study two of his major novels, *Oliver Twist* (1838) and *David Copperfield* (1849/50), both of which explore new ways of representing the social realities of life in 19th-century England. In addition to our close readings, we will locate the novels in their political, historical and cultural contexts. Our discussion will include issues such as the literary marketplace, serial publication, class, crime, poverty, religion, childhood and education. These text- and context-oriented approaches to the novels will make up the larger part of our seminar, but we will also study the enduring appeal of Dickens’s writing by taking into consideration film versions and other adaptations.

Please read *Oliver Twist* prior to the first class meeting.

John Gay, *The Beggar’s Opera and its Historical and Cultural Context*

*The Beggar’s Opera* took the London theatre and opera scene both by surprise and by storm in 1728. It was a burlesque of (but not an attack on) the Italian opera which predominated in London at the time. For one thing, its theme of low-life thieves and whores in contemporary London contrasted radically with the typical themes of Italian opera, namely the doings of gods and heroes from the myths of the classical world. For another, its musical style could hardly have departed more from that of Italian opera. It is a so-called “ballad opera”, in which the dramatic text is interspersed with numerous...
songs, much like a modern musical. These songs consisted of short, new lyrics set to pre-existing and familiar folk and ballad melodies as well as a few airs stolen from operatic works. Recitative and arias did not feature at all. *The Beggar’s Opera* was also a political satire suggesting that the behaviour of thieves and racketeers had much in common with that of courtiers, merchant traders and statesmen. It has often been supposed that the main object of political satire was the corrupt and over-powerful chief Minister of State, Sir Robert Walpole.

The seminar will examine *The Beggar’s Opera* in its cultural and historical contexts, particularly musical and political.

**Bemerkung**

*Assessment Tasks* – will be specified at the first meeting  ● *Registration* – StudIP 1.3.2014 - 31.3.2013 ● *Size restriction* – 30  ● *Prerequisites* – Modul Intermediate Literature and Culture ● *Studiengänge* – FüBA, MAAS, MEd LG, LG 3. ● *Further Information* – peter.bennett@engsem~

**Literatur**

Required Reading:

John Gay, *The Beggar's Opera*. Students should obtain the Penguin Classics or the Oxford World’s Classics edition. Please order in good time so as not to overload the supply chains of amazon-de and others. You will need your copy at the first meeting.

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**Learner Corpus Research**

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

**Altendorf, Ulrike**

**Fr wöchentl. 12:00 - 14:00 11.04.2014 - 16.07.2014 1502 - 613**

**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.

**Bemerkung**

*LingA / FAL7.1, FAL7.2*


**Literatur**

Required Reading

Please refer to the course page on StudIP.

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**Lexical Analysis**

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

**Schulze, Rainer**

**Mo wöchentl. 16:00 - 18:00 14.04.2014 - 16.07.2014 1502 - 703**

**Kommentar**

In this seminar, we will offer a wide-ranging empirical investigation of word use and meaning in language. The seminar will fill the need for a lexically based, corpus-driven theoretical approach that will help students understand how words go together in collocational patterns and constructions to make meanings. Using a plethora of concordance lines from corpora and other texts, we will show how matching each use of a word against established contextual patterns plays a large part in determining the meaning of a sentence or utterance. We will also take into account the immense variability of everyday usage that will show that this variability is rule-governed rather than random. By studying words in context, we will be able to identify the ‘normal’ patterns of usage that are associated with each pattern. Thereby, and this will be one of the
main findings in this seminar, lexical entropy (i.e. lack of order or predictability) can be reduced. The contents of this class will complement other theoretical approaches to language, including cognitive linguistics, construction grammar, priming theory, and pattern grammar.

Bemerkung
LingA2 / FAL2.1, FAL2.2

Prerequisites – LingF1-LingF4 ● Sudiengänge – FüBA, MEd Lbs, FAL, Med LG, LG 3.
Fach ● Further Information – rainer.schulze@engsem.

Literatur

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

LinguA³ - Linguistischer Arbeitskreis - Lectures on Language - Conferencias de Lingüística

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

Fr wöchentl. 10:00 - 12:00 11.04.2014 - 16.07.2014 1502 - 113

Kommentar


Das Seminar ist eine fächerübergreifende Veranstaltung der Germanistik und der Anglistik. Englischkenntnisse auf Abiturniveau werden vorausgesetzt. Aufgrund der besonderen Form der Lehrveranstaltung kann nur eine begrenzte Zahl von Teilnehmern aufgenommen werden!

Bemerkung
Teilnehmerzahl: 12 Studierende pro Fach, Anmeldung über Stud.IP.

Literatur
Wird in der Veranstaltung angegeben

Principles of Language Change

Seminar, SWS: 2, Max. Teilnehmer: 25
Altendorf, Ulrike

Do wöchentl. 16:00 - 18:00 10.04.2014 - 16.07.2014 1502 - 703

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.

Bemerkung
The course requires a solid knowledge of phonetics and phonology.

LingA / FAL4.1, FAL4.2

Required Reading

Projects in Linguistics

Seminar, SWS: 2, Max. Teilnehmer: 25
Altendorf, Ulrike

Fr wöchentl. 14:00 - 16:00 11.04.2014 - 16.07.2014 1502 - 703

Kommentar
This course will introduce you to different theories and methods of linguistic research illustrated by a wide range of topics.

Bemerkung
LingA / FAL2.2


Literatur
Required Reading

Please refer to the course page on StudIP.

The Contemporary Novel: Trends and Developments

Seminar, SWS: 2, Max. Teilnehmer: 25
Mayer, Ruth

Mo wöchentl. 12:00 - 14:00 14.04.2014 - 16.07.2014 1502 - 609

Kommentar
Storytelling is back in style. Many of the bestselling novels that were successful in the United States during the last years indulge in complicated plot lines, explore grand themes in epic dimensions, and do not shy away from pathos. Questions of identity take centre stage in many of these texts, they often revolve around concepts of race, ethnicity, nationality, and culture – and increasingly, they are no longer set in the United States and stem from authors born and raised elsewhere. In this class, we will focus on novels by 'new' African-American authors – authors born in Africa and educated in the United States who move between the continents and write about their experiences, drawing on a wide range of narrative conventions and cultural traditions. We will discuss Chimamanda Ngozi Adichie's *Half a Yellow Sun* (2006), Taiye Selasi's *Ghana Must Go* (2013), and at least one more (bulky) novel which will be announced at the beginning of the semester on StudIP. Please buy and read Adichie's and Selasi's text before the semester starts, and be warned that this is a class for students who enjoy reading. If you think that long and complex books should be avoided, this class is not for you.

Bemerkung
AmerA / AAS2, AAS3


Literatur
Required Reading


Valency, Patterns, Frames and Constructions

Seminar, SWS: 2, Max. Teilnehmer: 30
Schulze, Rainer

Di wöchentl. 16:00 - 18:00 15.04.2014 - 16.07.2014 1502 - 609

Kommentar
This seminar aims to bring together different papers in linguistics with a common interest in the prioritization of lexis at the expense of grammar. The course will serve...
as a forum for promoting discussions among advanced students interested in facets of collocation, colligation, semantic preference, semantic prosody, multi-word units, lexical bundles, patterns, constructions, etc., thus underlining the fact that lexis is systematically structured and that grammar is merely an outcome of lexical structure. All the papers will adopt a functionalist, construction-based, or usage-based view on language. Among them will be John Sinclair’s idiom principle, his lexical grammar approach and related theoretical assumptions, the pattern grammar work by Susan Hunston and Gill Francis, Michael Hoey’s theory of lexical priming, the lexical bundle approach presented by Douglas Biber, Stefan Gries’ and Anatol Stefanowitsch’s collostructional analysis, emergent grammar in American usage-based linguistics inspired by Paul Hopper, cognitive linguistics and construction grammar as masterminded by Ronald Langacker and Adele Goldberg and valency theory introduced by Lucien Tesnière. The fundamental questions that we will tackle in this seminar include the following:

- which larger strings of words do we find in language?
- which words or parts of speech may enter larger strings of words?
- what options/constraints/peculiarities are found in these strings?
- do particular words or parts of speech have individual grammar and/or meaning?
- what is the situation in earlier forms of English?

If it can be taken for granted that the grammatical dimensions of language derive from the human being’s uses of simple and complex linguistic symbols in patterned ways for purposes of interpersonal communication, then the repeated or recurrent display of simple and complex linguistic symbols can be assumed to show a particular windowing or to produce a particular perspectivisation of reality. Thus, it is the aim of this seminar to illustrate in exemplary fashion a non-generativist approach to language that is both lexis- and corpus-based, providing detailed micro-structural analyses in order to capture significant patterns of interaction between lexis and grammar.

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

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

Bemerkung
LingA1 / FAL2.1, FAL2.2


Intermediate and Advanced Linguistics (LingF3/LingA1/LingA2): nur Zweittfach
Cognitive English Grammar I

Seminar, SWS: 2, Max. Teilnehmer: 30
Schulze, Rainer

Di wöchentl. 10:00 - 12:00 15.04.2014 - 16.07.2014 1502 - 703
Kommentar
This seminar will introduce students to cognitive linguistic theory and will show that Cognitive Grammar helps us to gain a better understanding of the grammar of English. The notions of motivation and meaningfulness are central to the approach pursued in this seminar.

We will start out with the cognitive framework: conceptual and linguistic categories, their combination in situations, the cognitive operations applied to them, and the organisation of conceptual structures into linguistic constructions. We will then continue with the category of ‘things’ and their linguistic structuring as nouns and noun phrases.
This seminar will offer a wealth of linguistic data and explanations; the didactic quality will be guaranteed by the frequent use of examples, overviews, chapter summaries, suggestions for further reading, and study questions.

**Registration** – StudIP 1.3.2014 - 31.3.2014  ●  **Size restriction** – 30  ●  **Prerequisites** – LingF1-LingF4  ●  **Studiengänge** – FüBA, MEd Lbs, FAL, Med LG, LG 3. Fach  ●  **Further Information** – rainer.schulze@engsem.~

**Literatur**

Required Reading


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

**English Sentences**

**Vorlesung, SWS: 2**

Schulze, Rainer

Mo wöchentl. 10:00 - 12:00 14.04.2014 - 16.07.2014  1502 - 003

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

**Bemerkung**

LingF3 / FAL1.1, FAL1.2

**Registration** – StudIP 1.3.2013 - 31.3.2014  ●  **Prerequisites** – LingF1-LingF2  ●  **Studiengänge** – FüBA, 3. Fach LG, MEd LG, MEd LbS,  ●  **Further Information** – rainer.schulze@engsem.~

**Literatur**

Required Reading


or

Kreyer, Rolf. 2010. *Introduction to English Syntax*. Frankfurt/Main etc.: Peter Lang Verlag.

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

**Learner Corpus Research**

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

Altendorf, Ulrike

Fr wöchentl. 12:00 - 14:00 11.04.2014 - 16.07.2014  1502 - 613

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.

**Bemerkung**

LingA / FAL7.1, FAL7.2
Lexical Analysis

In this seminar, we will offer a wide-ranging empirical investigation of word use and meaning in language. The seminar will fill the need for a lexically based, corpus-driven theoretical approach that will help students understand how words go together in collocational patterns and constructions to make meanings. Using a plethora of concordance lines from corpora and other texts, we will show how matching each use of a word against established contextual patterns plays a large part in determining the meaning of a sentence or utterance. We will also take into account the immense variability of everyday usage that will show that this variability is rule-governed rather than random. By studying words in context, we will be able to identify the ‘normal’ patterns of usage that are associated with each pattern. Thereby, and this will be one of the main findings in this seminar, lexical entropy (i.e. lack of order or predictability) can be reduced. The contents of this class will complement other theoretical approaches to language, including cognitive linguistics, construction grammar, priming theory, and pattern grammar.

Bemerkung


Ihre Studien- und Prüfungsleistungen (Module S4 oder S5) erwerben Sie durch inhaltliche Vor- bzw. Nachbereitung der Themen der Gastvorträge (Referate/Hausarbeiten). Ihre Qualifikation im Bereich Schlüsselkompetenzen erwerben Sie durch organisatorische Vor- und Nachbereitung der Gastvorträge im Begleitseminar (Verfassen von Pressemitteilungen, Gestalten von Plakaten und Flyern, der Übernahme organisatorischer Aufgaben im Vorfeld des Vortrages usw.). Das Seminar findet freitags von 10-12 Uhr statt, die Vorträge sind drei Mal dienstags von 18-20 Uhr, die Sitzung zur organisatorischen Vorbereitung ebenfalls dienstags. Vortragstermine sind der 13.05.2014, der 03.06.2014 und der 01.07.2014. Der Besuch aller drei Gastvorträge
ist verpflichtender Teil der Lehrveranstaltung und wird durch den Ausfall je einer Seminarsitzung kompensiert.
Das Seminar ist eine fächerübergreifende Veranstaltung der Germanistik und der Anglistik. Englischkenntnisse auf Abiturniveau werden vorausgesetzt. Aufgrund der besonderen Form der Lehrveranstaltung kann nur eine begrenzte Zahl von Teilnehmern aufgenommen werden!

Bemerkung

Teilnehmerzahl: 12 Studierende pro Fach, Anmeldung über Stud.IP.

Literatur

Wird in der Veranstaltung angegeben

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**Principles of Language Change**

Seminar, SWS: 2, Max. Teilnehmer: 25
Altendorf, Ulrike

Do wöchentl. 16:00 - 18:00 10.04.2014 - 16.07.2014  1502 - 703

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.

Bemerkung

LingA / FAL4.1, FAL4.2

Literatur

Required Reading

Please refer to the course page on StudIP.

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**Projects in Linguistics**

Seminar, SWS: 2, Max. Teilnehmer: 25
Altendorf, Ulrike

Fr wöchentl. 14:00 - 16:00 11.04.2014 - 16.07.2014  1502 - 703

Kommentar

This course will introduce you to different theories and methods of linguistic research illustrated by a wide range of topics.

Bemerkung

LingA / FAL2.2

Literatur

Required Reading

Please refer to the course page on StudIP.

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**Valency, Patterns, Frames and Constructions**

Seminar, SWS: 2, Max. Teilnehmer: 30
Schulze, Rainer

Di wöchentl. 16:00 - 18:00 15.04.2014 - 16.07.2014  1502 - 609

Kommentar

This seminar aims to bring together different papers in linguistics with a common interest in the prioritization of lexis at the expense of grammar. The course will serve as a forum for promoting discussions among advanced students interested in facets of collocation, colligation, semantic preference, semantic prosody, multi-word units, lexical bundles, patterns, constructions, etc., thus underlining the fact that lexis is systematically structured and that grammar is merely an outcome of lexical structure. All the papers will adopt a functionalist, construction-based, or usage-based view on language. Among them will be John Sinclair's idiom principle, his lexical grammar approach and related theoretical assumptions, the pattern grammar work by Susan Hunston and Gill Francis,
Michael Hoey’s theory of lexical priming, the lexical bundle approach presented by Douglas Biber, Stefan Gries’ and Anatol Stefanowitsch’s collocutional analysis, emergent grammar in American usage-based linguistics inspired by Paul Hopper, cognitive linguistics and construction grammar as masterminded by Ronald Langacker and Adele Goldberg and valency theory introduced by Lucien Tesnière. The fundamental questions that we will tackle in this seminar include the following:

- which larger strings of words do we find in language?
- which words or parts of speech may enter larger strings of words?
- what options/constraints/peculiarities are found in these strings?
- do particular words or parts of speech have individual grammar and/or meaning?
- what is the situation in earlier forms of English?

If it can be taken for granted that the grammatical dimensions of language derive from the human being’s uses of simple and complex linguistic symbols in patterned ways for purposes of interpersonal communication, then the repeated or recurrent display of simple and complex linguistic symbols can be assumed to show a particular windowing or to produce a particular perspectivisation of reality. Thus, it is the aim of this seminar to illustrate in exemplary fashion a non-generativist approach to language that is both lexis- and corpus-based, providing detailed micro-structural analyses in order to capture significant patterns of interaction between lexis and grammar.

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

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

Seminar, SWS: 2, Max. Teilnehmer: 40
Emig, Rainer

Fr wöchentl. 10:00 - 12:00 11.04.2014 - 16.07.2014 1502 - 703

Kommentar
This seminar will assess British Youth Cultures of the twentieth century and after. It will start with a brief definition and concise history of the concept of "Youth" and assess its cultural, economic and political status after its emergence in its modern shape around the time of the Second World War. It will then critically analyse its expressions in fashion, music, literature and the arts. Students are invited to contribute Youth Cultures of their choice to the seminar. All of them will be assessed analytically using notions of ideology such as hegemony and subversion, subculture and counter-culture, race, class, gender and sexuality, which will be introduced into the course by a range of theoretical approaches to the topic.

Bemerkung
Assessment Tasks — critical summary of a secondary text as Studienleistung; essay of approx. 3,000 words for Prüfungsleistung
Registration — StudIP 1.3.2014 - 31.3.2014
Size restriction — 40
Prerequisites — AmerBritF1 verpflichtend; AmerBritF3 erwünscht
Studiengänge — FüBA, BScTE, MEd LG, LG3
Further Information — rainer.emig@engsem

Literatur
Recommended Reading:

Corpus Linguistics Blockseminar

Seminar, Max. Teilnehmer: 25
Gerckens (M. A.), Caroline

Di Einzel 08:30 - 17:30 10.06.2014 - 10.06.2014 1502 - 809
Block 08:30 - 17:00 10.06.2014 - 13.06.2014 1502 - 615
Mi Einzel 08:30 - 17:30 11.06.2014 - 11.06.2014 1502 - 809
Do Einzel 08:30 - 17:30 12.06.2014 - 12.06.2014 1502 - 809
Fr Einzel 08:30 - 17:30 13.06.2014 - 13.06.2014 1502 - 809

Kommentar
This seminar 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 plays an important role or can make valuable contributions. Hence, students taking this seminar should be interested in working with computers. Special attention will be paid to links between corpus linguistics and foreign language teaching (FLT). The Studienleistung will consist of several group works and short presentations during the seminar. Articles and other material will be provided beforehand. The Prüfungsleistung will consist of a term paper. More information will be given later.
Teilnehmergrenze: 25
Anmelden über StudIP
Caroline Gerckens (MA)

Early 20th-Century Short Fiction
Englisches Seminar

Seminar, SWS: 2, Max. Teilnehmer: 25
Grünkemeier, Ellen

Do wöchentl. 10:00 - 12:00 10.04.2014 - 16.07.2014 1502 - 613
Kommentar
In this course, we shall read and discuss a selection of short fiction in English from the early twentieth century by much-acclaimed writers such as Elizabeth Bowen, E.M. Forster, James Joyce, D.H. Lawrence, George Orwell and Virginia Woolf. The sample of texts will help us explore realist and modernist modes of writing. In close readings, we will practise our analytical skills using the central categories known from the ‘Introduction to Literary Studies’ such as narration and focalisation, plot design and character construction. Moreover, we will locate the texts in their respective cultural and historical contexts of the early twentieth century.

Bemerkung
Reader – copy shop Stork (Körnerstraße) from 07 October ● Assessment Tasks – will be specified in class ● Registration – StudIP 01.03.2014 - 31.03.2014 ● Size restriction – 25 ● Prerequisites – AmerBritF1 verpflichtend; AmerBritF3 erwünscht ● Studiengänge – FüBA, BSc TE, M.Ed. LG, LG 3. Fach ● Further Information – ellen.gruenkemeier@engsem.

Literatur
Required Reading:
Many of the selected texts can be found in the Norton Anthology of English Literature; further texts will be made available in a reader.

English Dialectology

Seminar, SWS: 2, Max. Teilnehmer: 25
Altendorf, Ulrike

Do wöchentl. 14:00 - 16:00 10.04.2014 - 16.07.2014 1502 - 609
Kommentar
This course will explore classic, recent and current studies in English Dialectology. It will also study the development of this branch of linguistics from a theoretical and methodological point of view. All case studies will be taken from inner-circle varieties of English with a particular focus on England. The course requires a solid knowledge of phonetics and phonology.

Bemerkung

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

Introduction to Cognitive Linguistics

Seminar, SWS: 2, Max. Teilnehmer: 35
Shahrokny-Prehn, Arian

Fr wöchentl. 10:00 - 12:00 11.04.2014 - 16.07.2014 1502 - 615
Bemerkung zur Gruppe
!!! Terminänderung !!!

Kommentar
Cognitive Linguistics is a school of thought – rather than a single theory – that emerged from a dissatisfaction with primarily formal approaches to language description. It combines a number of individual strands of theory that all share the basic caveat that language is a part of our cognitive abilities and therefore follows certain general cognitive principles. Over the course of the semester we will learn more about the different theories within the cognitive enterprise and deal with topics such as Prototype Theory, conceptual metaphors and metonymies, frames, blends, etc.
Old English and Middle English

Seminar, SWS: 2, Max. Teilnehmer: 25
Pfaff, Meike

Do wöchentl. 10:00 - 12:00 10.04.2014 - 16.07.2014 1502 - 703

Kommentar

Hw æ t! According to the Historia ecclesiastica gentis Anglorum written by the Northumbrian monk Bede in the seventh century AD, Germanic people first settled in the British isle in the year 449 – the starting point for the development of the English language. This class is designed to acquire an in-depth understanding of the first two periods of the English language: Old English and Middle English. We will proceed chronologically and first look at Old English. We will discuss important events of the period and then take a close look at the different linguistic levels of Old English, i.e. its phonology, lexis and grammar. Once we have covered the basics, we will read and translate selected OE texts (Beowulf, Cædmon's Hymn, Riddles, etc.). When you have gained a good understanding of OE, we will proceed to the Middle English Period. You will learn how English had changed considerably when it resurfaced as a written language 200 years after the Norman Conquest. To this end, we will systematically trace the changes from Old English to Middle English on all linguistic levels, again taking into account major socio-historical factors of that period. We will practice reading and translating Middle English texts like (some of the) Canterbury Tales, Gawain and the Green Knight.

Seduction in America: Themes and Ideas from the Enlightenment to the Present Time

Seminar, SWS: 2, Max. Teilnehmer: 25
Mayer, Ruth

Mi wöchentl. 12:00 - 14:00 16.04.2014 - 16.07.2014 1502 - 609

Kommentar

In this class we will be concerned with the significance of seduction as a theme and practice in American culture, from the early Republic to the twentieth century. We will be concerned with the moral and political discussions around the issue in the 18th century, and we will read two novels of seduction (Susanna Rowson's Charlotte Temple (excerpts), Hannah Webster Foster's The Coquette ). Afterwards, we will turn to nineteenth-century texts which take up the theme in different guises and to different purposes. We will investigate the Gothic take on the subject matter, looking at authors such as George Lippard, engage with the African-American take on the subject matter in Harriet Jacobs' slave narrative, and then discuss realist and modernist reconceptualizations of seduction in the writings of Stephen Crane and Kate Chopin. The class will end with a reflection of filmic melodrama and its re-fashioning of the subject.
**The Captivity Narrative**

Seminar, SWS: 2, Max. Teilnehmer: 25

Mayer, Ruth

Mo wöchentl. 10:00 - 12:00 14.04.2014 - 16.07.2014 1502 - 609

This course will be concerned with the representation and the changing significance of the theme of captivity in American cultural and literary history. Next to the slave narrative, the captivity narrative has been called the genuinely American literary genre, since it takes on a classical American theme – the encounter between the indigenous population and Europeans/white Americans – and involves in its enactment all sorts of classical American tropes – survival in the wilderness, (religious) righteousness vs. (sinful) corruption, individualism vs. a hostile community, civilization vs. savagery, etc. Yet by speaking in such general terms, one cannot do justice to the enormous variety of captivity narratives, from the very beginnings of Native/European contact (*The Narrative of Alvar Nuñez Cabeza de Vaca* [1542]) to the present day (*The Missing* [2003]). Thus, the genre offers most interesting insights into changing paradigms of enacting selfhood and otherness, and in particular into changing perceptions of Native Americans and of gender in the American colonies and the United States. We will be reading, among other texts, Mary Rowlandson’s *The Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson* (1682), *A Narrative of the Life of Mrs. Mary Jemison* (1824), and Sarah Wakefield’s *Six Weeks in the Sioux Tepees* (1864). In addition, we will watch films such as *The Searchers* (1956) or *The Missing* (2003).

**Bemerkung**

AmerF4

**Literatur**


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**Advanced Literature and Culture (AmerA/BritA): nur Zweitfach**

**American Memories**

Seminar, SWS: 2, Max. Teilnehmer: 25

Twelbeck, Kirsten

Do wöchentl. 12:00 - 14:00 10.04.2014 - 16.07.2014 1502 - 609

Memory is not fixed and stable but highly variable and changing over time. This is not only true on the individual and group level but also on the level of the nation itself. Symbols, monuments, and narrative myths are the vehicles for an ongoing negotiation process that defines the meaning of the nation. From its very beginnings, the United States has relied on narratives of freedom, democracy, justice, and renewal to inspire a sense of collective identity that speaks to American citizens on both the intellectual and the emotional level. In this seminar we will explore the changing politics of public memory and commemoration in America from Independence to 9/11. We will analyze the representation of US history on the Washington Mall and at the local level, with
sessions on the discovery myth, the Civil War, the Civil Rights Movement, and Vietnam; we will also ask important questions about the place in public memory culture of women, African Americans, and other groups that have made America. By taking a close look at the debates around particular monuments and commemorative events and at artistic comments on these debates, we will gain a better understanding of America as a country in the making.

**An Introduction to Gender Studies**

Seminar, SWS: 2, Max. Teilnehmer: 30
Funk, Wolfgang

**Di** 14-täglich 16:00 - 20:00 15.04.2014 - 16.07.2014 1502 - 615

Analysing the development of gender studies, from classical notions about the origins of human gender to the implications of queer thinking, Feminism to the blossoming field of 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.

**Bemerkung**

Reader – StudIP • Assessment Tasks – will be specified • Registration – StudIP 1.3.2014 - 31.3.2014 • Size restriction – 25 • Prerequisites – AmerF4/BritF4 for FüBA and MEd students. none for all others • Studiengänge – FüBA, MAAS, MEd LG, LG 3. Fach • Further Information – ruth.mayer@engsem.~

**Literatur**

Required Reading:
Charlotte Perkins Gilman, *Herland*, 1915. (The best edition is the Penguin Classics, which also includes *The Yellow Wallpaper* and other stories. Feel free to use any other editions you can get.)

**British Sitcoms**

Seminar, SWS: 2, Max. Teilnehmer: 30
Krämer, Lucia

**Di** wöchentl. 12:00 - 14:00 15.04.2014 - 16.07.2014 1502 - 703
**Mi** wöchentl. 14:00 - 16:00 30.04.2014 - 16.07.2014 1502 - 613

Analyse of British sitcoms from the 1950s to the present day, focusing on the development of British comedy and the influence of its cultural context.

**Bemerkung**

Reader – will be available from copy shop Stork from 15 April • Assessment Tasks – will be specified at the first meeting • Registration – StudIP 1.3.2014 - 31.3.2014 • Size restriction – 30 • Prerequisites – Modul Intermediate Literature and Culture • Studiengänge – FüBA, MAAS, MEd LG, LG 3. Fach, Transformation Studies • Further Information – wolfgang.funk@engsem.~

**Literatur**

Required Reading:
Charlotte Perkins Gilman, *Herland*, 1915. (The best edition is the Penguin Classics, which also includes *The Yellow Wallpaper* and other stories. Feel free to use any other editions you can get.)

**Kommentar**

If you’ve ever wondered what the specificities of ‘British humour’ are, and if you are willing to engage analytically with questions of how comedy works and to which ideological purposes comedy is put in selected television programmes, you might think about taking this course. Most of the TV programmes we will talk about in this seminar are considered milestones of British TV and belong to the canon of British popular culture which students should be familiar with. However, the seminar will go far beyond merely familiarising you
with the respective TV shows – which in turn means that you have to be willing to invest considerable critical energy in your work with the texts. The course will introduce you to the typical formal and structural features of the sitcom genre and their link to the changing production modes the genre has undergone. You will learn about and apply theories of humour and you will practice your skills in critically analysing and interpreting sitcoms on the levels of both form and content.

Please note that the verbal comedy and dialects in some of the sitcoms require very solid English language comprehension skills.

Naturally, it would require too much time for you to watch entire box sets of British sitcoms. It would also be rather expensive for you to acquire them. We will therefore arrange screenings of selected episodes from the sitcoms covered in the course. They are:

- Fawlty Towers
- Yes, Minister
- The Thick of It
- Black Adder
- Absolutely Fabulous
- The Vicar of Dibley
- The Office
- The Royle Family
- Extras

| Bemerkung | Assessment Tasks – will be specified at the first meeting | Registration – StudIP 1.3.2014 - 31.3.2013 | Size restriction – 30 | Prerequisites – Modul Intermediate Literature and Culture | Studiengänge – FüBA, MAAS, MEd LG, LG 3. Fach | Further Information – lucia.kraemer@engsem~
---|---|---|---|---|---|---
| Literatur | BritA / AAS2, AAS4 |

**Canons, Masterpieces, and Literary Value: Reading Literary Theory**

| Seminar, SWS: 2, Max. Teilnehmer: 25 Mayer, Ruth |
| Di wöchentl. | 12:00 - 14:00 15.04.2014 - 16.07.2014 1502 - 609 |
| Kommentar | In this class we will look at theories of literature that discuss, contest, and reconsider the category of literary value. What is good literature? Is there such a thing as bad literature? What should we read and what should we teach? We will look at the emergence of canon critique in the course of the twentieth century, against the backdrop of discussions around the high, the low, and the middle, and we will be concerned with the rhetoric and logic of exclusion and access in literary studies. Obviously, students taking this class should not be averse to theory. |

**Classical Hollywood Cinema**

| Seminar, SWS: 2, Max. Teilnehmer: 25 Brasch (M. A.), Ilka |
| Fr wöchentl. | 10:00 - 12:00 11.04.2014 - 16.07.2014 1502 - 609 |
| Kommentar | This class covers what has been identified as “Classical Hollywood Cinema” – US-American popular cinema between 1917 and 1960. It aims at providing a film-historical overview from silent to sound film, to the Great Depression and regularized censorship, through the Second World War and to the 1950s. We will cover diverse genres such as comedy, melodrama, and the gangster film. We will view a range of films such as The Kid (1921), Noah’s Ark (1928) and Stella Dallas (1937). However, we will also discuss critical questions about classicality, “continuity style” and periodization, as well as engage in formal analysis. Please note that there will be a number of film screenings in addition to our regular sessions and your weekly reading. |
| Bemerkung | AmerA / AAS4 |
Contemporary New York City

Groß (M. A.), Florian

Di. wöchentl. 10:00 - 12:00 15.04.2014 - 16.07.2014 1502 - 609

Kommentar

On November 5, 2013, Bill de Blasio won the election for mayor of New York City on a campaign platform of overcoming rising economic inequality in America’s largest city. Portraying contemporary New York City as a “tale of two cities,” the first Democratic mayor in two decades spoke for many New Yorkers (and, by extension, Americans) who criticize a widening gap between rich and poor people.

This discourse of economic inequality will form the backdrop for our exploration of the most recent transitional era in New York City. After tracing the city’s historical development, we will analyze recent issues and phenomena related to New York: historical events (9/11, Hurricane Sandy), socio-economic developments (race relations, gentrification), social movements (Occupy Wall Street), and popular discourses (creative class/cities). We will also address recent architectural projects (High Line), popular figures (the contemporary hipster), as well as fictional representations of the ‘Big Apple’ in television, film, and literature.

Bemerkung

AmerA / AAS3, AAS4

Dickens: Texts and Contexts

Seminar, SWS: 2. Max. Teilnehmer: 25
Grünkemeier, Ellen

Do. wöchentl. 14:00 - 16:00 10.04.2014 - 16.07.2014 1502 - 613

Kommentar

Charles Dickens is one of the most influential English authors. In this seminar we will study two of his major novels, Oliver Twist (1838) and David Copperfield (1849/50), both of which explore new ways of representing the social realities of life in 19th-century England. In addition to our close readings, we will locate the novels in their political, historical and cultural contexts. Our discussion will include issues such as the literary marketplace, serial publication, class, crime, poverty, religion, childhood and education. These text- and context-oriented approaches to the novels will make up the larger part of our seminar, but we will also study the enduring appeal of Dickens’s writing by taking into consideration film versions and other adaptations.

Bemerkung

Assessment Tasks – will be specified in class ● Registration – StudIP 01.03.2014 - 31.03.2014 ● Size restriction – 25 ● Prerequisites – Modul Intermediate Literature and Culture ● Studiengänge – FüBA, MAAS, M.Ed. LG; LG 3. Fach, ● Further Information – ellen.gruenkemeier@engsem.~

Literatur

Required Reading:

Please read Oliver Twist prior to the first class meeting.
A reader with theoretical texts and context-related materials will be provided. Please get hold of the following novels, preferably in well-annotated editions as, for example, from Penguin or Oxford Classics:

Charles Dickens, *Oliver Twist* (1838)

Charles Dickens, *David Copperfield* (1849/50)

**John Gay, The Beggar's Opera and its Historical and Cultural Context**

Seminar, SWS: 2, Max. Teilnehmer: 30
Bennett, Peter

Mi wöchentl. 10:00 - 12:00 16.04.2014 - 16.07.2014 1502 - 615

*The Beggar's Opera* took the London theatre and opera scene both by surprise and by storm in 1728. It was a burlesque of (but not an attack on) the Italian opera which predominated in London at the time. For one thing, its theme of low-life thieves and whores in contemporary London contrasted radically with the typical themes of Italian opera, namely the doings of gods and heroes from the myths of the classical world. For another, its musical style could hardly have departed more from that of Italian opera. It is a so-called “ballad opera”, in which the dramatic text is interspersed with numerous songs, much like a modern musical. These songs consisted of short, new lyrics set to pre-existing and familiar folk and ballad melodies as well as a few airs stolen from operatic works. Recitative and arias did not feature at all. *The Beggar's Opera* was also a political satire suggesting that the behaviour of thieves and racketeers had much in common with that of courtiers, merchant traders and statesmen. It has often been supposed that the main object of political satire was the corrupt and over-powerful chief Minister of State, Sir Robert Walpole.

The seminar will examine *The Beggar's Opera* in its cultural and historical contexts, particularly musical and political.

Bemerkung
BritA / AAS2

**Assessment Tasks** – will be specified at the first meeting ● **Registration** – StudIP 1.3.2014 - 31.3.2013 ● **Size restriction** – 30 ● **Prerequisites** – Modul Intermediate Literature and Culture ● **Studiengänge** – FüBA, MAAS, MEd LG, LG 3. ● **Further Information** – peter.bennett@engsem~

**Literatur**
Required Reading:

John Gay, *The Beggar's Opera*. Students should obtain the Penguin Classics or the Oxford World's Classics edition. Please order in good time so as not to overload the supply chains of amazon-de and others. You will need your copy at the first meeting.

**The Contemporary Novel: Trends and Developments**

Seminar, SWS: 2, Max. Teilnehmer: 25
Mayer, Ruth

Mo wöchentl. 12:00 - 14:00 14.04.2014 - 16.07.2014 1502 - 609

Storytelling is back in style. Many of the bestselling novels that were successful in the United States during the last years indulge in complicated plot lines, explore grand themes in epic dimensions, and do not shy away from pathos. Questions of identity take centre stage in many of these texts, they often revolve around concepts of race, ethnicity, nationality, and culture – and increasingly, they are no longer set in the United States and stem from authors born and raised elsewhere. In this class, we will focus on novels by 'new' African-American authors – authors born in Africa and educated in the United States who move between the continents and write about their experiences, drawing on a wide range of narrative conventions and cultural traditions. We will discuss Chimamanda Ngozi Adichie's *Half a Yellow Sun* (2006), Taiye Selasi's *Ghana Must Go* (2013), and at least one more (bulky) novel which will be announced at the beginning of the semester on StudIP. Please buy and read Adichie's and Selasi's text before the semester starts, and be warned that this is a class for students who enjoy reading. If you think that long and complex books should be avoided, this class is not for you.
The Gothic in British Literature and Culture

Seminar, SWS: 2, Max. Teilnehmer: 90
Emig, Rainer

Do wöchentl. 14:00 - 16:00 10.04.2014 - 16.07.2014 1502 - 703

Kommentar
Since its emergence in the late 18th century, the Gothic has proved one of the most fertile traditions in English-speaking literatures and cultures. Originally part of Romanticism, where it debated issues connected with the emerging middle class and its values, but also nationalism and religion, it continued to thrive in the Victorian era, where it focused more on imperialist, racial, but also gender and sexual themes. It has continued to prosper in the twentieth- and twenty-first centuries, taking up and “modernising” some of its traditional aspects, such as the clash of rationalism and the supernatural, its transgressive potential for women and young people, and its critique of the status quo. The course, in interactive lecture format, will introduce classics of the Gothic genre, such as Horace Walpole, Clara Reeve, Ann Radcliffe, Matthew Lewis, William Beckford, Charles Maturin, Mary Shelley, Sheridan Le Fanu, Robert Louis Stevenson, Bram Stoker, and Angela Carter, and canonical writers who participate in Gothic modes, e.g. Jane Austen, Emily Bronte, George Eliot, and Oscar Wilde. It will conclude with a look at popular forms of the Gothic today, among them the British TV series Being Human – which combines, often in comic form, the Gothic supernatural and Social Realism.

Bemerkung
Assessment Tasks – critical summary of a secondary text as Studienleistung; essay of approx. 5,000 words for Prüfungsleistung

Literatur
Recommended Reading:

Twenty Years after Apartheid: South African Literature and Culture

Seminar, SWS: 2, Max. Teilnehmer: 30
Gohrisch, Jana

Di wöchentl. 14:00 - 16:00 15.04.2014 - 16.07.2014 1502 - 703

Kommentar
In this seminar we will read fictional and historiographic texts about South Africa before and after the transition from the white minority rule of the apartheid system to a democratic society with the first democratic elections in 1994. We will begin with Sindiwe Magona’s Mother to Mother about post-apartheid violence, an issue which also features in Disgrace (1999), a novel by J. M. Coetzee, who won the Nobel Prize for Literature in...
2003. Then, we will read short stories by Nadine Gordimer, who was awarded the Nobel Prize in 1991, and Phaswanes Mpe’s disturbing novel *Welcome to Our Hillbrow* (2001) about inner-city problems and HIV/AIDS. We shall discuss literary representations of the changing dynamics of power in South Africa, concentrating on issues of gender, race and class as well as on the narrative strategies and tropes employed by the texts (practicing the analytical terms from the 'Introduction to Literary Studies').

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


**Size restriction**  – 30

**Prerequisites**  – Modul Intermediate Literature and Culture

**Studiengänge**  – FüB.A., M. Ed. LG, MAAS, MA Atlantic Studies, Transformation Studies

**Further Information**  – jana.gohrisch@engsem.

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**Literatur**

**Required Reading:**

- Coetzee, J. M. *Disgrace* (1999)
- Mpe, Phaswane. *Welcome to our Hillbrow* (2001)

The short stories by Gordimer and some secondary material will be provided on StudIP. Please buy and bring your own copies of the novels by Coetzee, Magona and Mpe and read Sindiwe Magona’s *Mother to Mother* before the course begins.

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**Masterarbeit / Master Thesis: Erst- und Zweitfach**

**Die Abschlussarbeit in der Linguistik**

**Seminar**

Schulze, Rainer

**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...

**Bemerkung**


**Studiengänge**  – FüB.A, BSc TE, MEd LbS, FAL, MEd LG

**Further Information**  – rainer.schulze @engsem.

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**Doktorandenkolloquium**

**Kolloquium, SWS: 2**

Blell, Gabriele | Becker, Carmen

**Block**


**Kommentar**

Das Doktorandenkolloquium findet statt in Zusammenarbeit mit der Didaktik des Spanischen (Prof. Dr. Andrea Rössler) und ist für interessierte Studierende der Lehramtsstudiengänge geöffnet.

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Sommer 2014
**Englisches Seminar**

**Sommer 2014**

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**Bemerkung**

Further Information – gabriele.bell@engsem.~/roessler@romanistik.phil.~/carmen.becker@engsem.~

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**Kolloquium zum Studienabschluss in der Didaktik**

Seminar, SWS: 1  
Becker, Carmen

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<th>Mo wöchentl. 13:00 - 14:00 14.04.2014 - 16.07.2014 1502 - 709</th>
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**Bemerkung zur Gruppe nach Absprache**

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**Kommentar**

Das Examensseminar ist geeignet für alle Studierenden, die nach Absprache eine schriftliche Abschlussarbeit in der Didaktik des Englischen verfassen (Bachelor oder Master). Die Arbeiten werden konzeptionell beraten und begleitet.

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**Bemerkung**

Prerequisites – None  
Further Information – carmen.becker@engsem.~

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***TERMINE NACH ABSPRACHE !!!***

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**Kolloquium zum Studienabschluss in der Literatur- und Kulturwissenschaft**

Kolloquium, SWS: 2  
Gohrisch, Jana

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**Bemerkung**

Assessment Tasks – none  
Registration – StudIP 01.03.2014 - 31.03.2014  
Size restriction – none  
Prerequisites – (almost) completed FüBA or Master courses  
Studiengänge – all  
Further Information – jana.gohrisch@engsem.~

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AAS7

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**Ergänzungsstudiengang Lehramt an Gymnasien - Fach Englisch**

**LinguA³ - Linguistischer Arbeitskreis - Lectures on Language - Conferencias de Lingüística**

Seminar, SWS: 2  
Alttendorf, Ulrike | Mathias, Alexa

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<th>Fr wöchentl. 10:00 - 12:00 11.04.2014 - 16.07.2014 1502 - 113</th>
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**Kommentar**


Ihre Studien- und Prüfungsleistungen (Module S4 oder S5) erwerben Sie durch inhaltliche Vor- bzw. Nachbereitung der Themen der Gastvorträge (Referate/ Hausarbeiten). Ihre Qualifikation im Bereich Schlüsselkompetenzen erwerben Sie durch organisatorische Vor- und Nachbereitung der Gastvorträge im Begleitseminar (Verfassen von Pressemittteilungen, Gestalten von Plakaten und Flyern, der Übernahme organisatorischer Aufgaben im Vorfeld des Vortrages usw.). Das Seminar findet freitags von 10-12 Uhr statt, die Vorträge sind drei Mal dienstags von 18-20 Uhr, die Sitzung
Englisches Seminar

Das Seminar ist eine fächerübergreifende Veranstaltung der Germanistik und der Anglistik. Englischkenntnisse auf Abiturniveau werden vorausgesetzt.
Aufgrund der besonderen Form der Lehrveranstaltung kann nur eine begrenzte Zahl von Teilnehmern aufgenommen werden!

Bemerkung
Teilnehmerzahl: 12 Studierende pro Fach, Anmeldung über Stud.IP.

Literatur
Wird in der Veranstaltung angegeben

Foundations Linguistics (LingF1/LingF2)
Introduction to Linguistics II

Vorlesung, SWS: 2
Shahrokny-Prehn, Arian

Fr wöchentl. 14:00 - 16:00 11.04.2014 - 13.06.2014 1208 - A001
Bemerkung zur Gruppe
!!! Terminänderung !!!

Fr Einzel
14:00 - 16:00 20.06.2014 - 20.06.2014 1211 - 105
Fr wöchentl. 14:00 - 16:00 27.06.2014 - 11.07.2014 1208 - A001

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.

Bemerkung
LingF2


Literatur
Required Reading

Introduction to Linguistics II

Vorlesung, SWS: 2
Pfaff, Meike

Do wöchentl. 16:00 - 18:00 10.04.2014 - 16.07.2014 1502 - 003
Do Einzel 16:00 - 18:00 19.06.2014 - 19.06.2014 1502 - 103

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

Bemerkung
LingF2
Foundations Methodology of Teaching English as a Foreign Language (DidF1/DidF2)
Introduction to Content and Language Integrated Learning (CLIL)

Seminar, SWS: 2, Max. Teilnehmer: 25
Ball, Celia

Fr wöchentl. 12:00 - 14:00 11.04.2014 - 16.07.2014 1502 - 615

Kommentar
This seminar will provide students with the basic knowledge of Content Language Integrated Learning practised at German schools. Participants will gain some relevant theoretical background on the application of CLIL. Credits can be obtained by presenting a theoretical CLIL topic and preparing a sequence from a CLIL lesson. Trainee teachers from Hanover’s Studienseminar are also welcome, and the participation of the two groups should provide an opportunity for discussion of theoretical and practical aspects.

Bemerkung
Assessment Tasks – will be specified in class • Registration – StudIP 1.3.2014 - 31.3.2014 • Size restriction – around 25 (+ trainee teachers) • Prerequisites – specific literature e.g. English schoolbooks for different subjects • Studiengänge – FüBA, BSc, 3. Fach LG, LG • Further Information – meike.pfaff@engsem.

Literatur
Required Reading:

Introduction to English Language Teaching

Seminar, SWS: 2, Max. Teilnehmer: 40
Becker, Carmen

Mo wöchentl. 10:00 - 12:00 14.04.2014 - 16.07.2014 1502 - 615

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

Bemerkung
Reader – Materials on StudIP from 1 April • Assessment Tasks – regular attendance; learning journal • Registration – StudIP 1.3.2014 - 31.3.2014 • Size restriction – 40 • Prerequisites – None • Studiengänge – FüBA, BSc TE, 3. Fach LG • Further Information – carmen.becker@engsem.

Literatur
Required Reading:
Please see the course page on StudIP.

Language Testing and Assessment

Seminar, Max. Teilnehmer: 25
Fellmann, Gabriela

Mi wöchentl. 16:00 - 18:00 23.04.2014 - 16.07.2014 1502 - 615
Tests and assessment are an integral part of foreign language learning and teaching. The seminar therefore provides an opportunity to explore a variety of key theoretical and practical issues involved in language testing and assessment. We will focus on test development, test design and data analysis as well as their relation to test results and their effects on the learning process. The seminar will also offer a review of influential articles by authors such as e.g. Canale, Swain, Moss, Alderson and discusses their contribution to the field. Students should be enabled to identify and select test formats appropriate for different ages, competence levels, skills and purposes. We will also develop a language test for a class in Year 9 at my school focussing on competence-oriented testing according to the “Kerncurriculum”, and evaluate the pupils’ tests. Alternatives to testing will be discussed thoroughly.

Speaking is a skill that poses a great challenge for most language learners. As research suggests, speaking needs to be developed independently of the grammar curriculum. It is a skill that is highly interactive and requires the ability to cooperate and take turns under time-pressure without careful planning. This course will first review the state of the art in developing speaking skills. We will discuss the most important research findings on the processes involved in oral language production in a foreign language as well as different approaches to skill development. Materials for teaching speaking will be critically examined. The succeeding sessions will be used to examine approaches to the assessment of speaking critically, and you will be able to take part actively in the “Language Village Project” at a school.

Please note: For a Studienleistung you will have to assist in the Sprachendorf-Projekt”!

Required Reading:
Please see the course page on StudIP.
### Advanced Methodology (DidA/DidPA)

**Applied Linguistics in Language Teaching/Learning**

| Mi | wöchentl. | 10:00 - 12:00 | 23.04.2014 - 16.07.2014 | 1502 - 613 |
| Mi Einzel | 12:00 - 14:00 | 14.05.2014 - 14.05.2014 | 1502 - 608 |
| Mi Einzel | 12:00 - 14:00 | 14.05.2014 - 14.05.2014 | 1502 - 615 |

**Kommentar**
Applied Linguistics (AL) is an interdisciplinary domain of research and practice consisting of a linguistic and a non-linguistic component. Thus, a sub-discipline of AL such as sociolinguistics draws from sociology and linguistics whereas error analysis is related to (contrastive) linguistics, psychology as well as to pedagogy. In its narrow sense, AL refers to language teaching and learning including language education. In its wider sense, it refers to the application of linguistic theory to the solution of all kinds of interdisciplinary problems involving a linguistic and a non-linguistic component. This seminar consists of two major parts both relating to language teaching and learning. In addition to providing a review of the core components of language teaching such as pronunciation, grammar and vocabulary, the course will deal with topics such as language awareness, error analysis, and classroom models for the teaching of English.

For technical reasons, the class cannot take place every week. There may be two or three extra sessions on Wednesday afternoon to make up for morning classes that may have to be cancelled.

**Bemerkung**

**Literatur**

**Required Reading:**

**Recommended Reading:**

### Interaction and Language Development in the English Language Classroom

| Mo | wöchentl. | 08:00 - 10:00 | 14.04.2014 - 16.07.2014 | 1502 - 615 |

**Kommentar**
This course will review the research on conversational interaction and SLA and consider the implications of this research in the process of foreign language learning and teaching. The impact of pushed output upon language development will be discussed and various approaches facilitating conversational interaction critically examined. You will be encouraged to develop tasks promoting interaction and examine their impact on the language development of learners at lower and upper secondary level by conducting, carrying out, and evaluating your own mini-action research projects at school.

**Bemerkung**

**Literatur**


**DidA**

### Multilingual Education: English as a Gateway to Other Languages

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

**Bemerkung**

**Literatur**

**Required Reading:**

**Recommended Reading:**
Englisch Seminar

Sommer 2014

Di wöchentl. 14:00 - 16:00 15.04.2014 - 16.07.2014 1502 - 615
Kommentar Multilingualism and multilingual/multicultural education have become an important issue in German schools during the last decade. Gnutzmann goes so far as to describe multilingual competence as a new and holistic competence for the German classroom in general (Gnutzmann 2004: 45). However, the manifold results from theoretical and empirical research have not yet contributed satisfactorily to a cross-curricular and widely accepted uniform (multi-)language pedagogy. The rich multilingual resources of all learners in German schools, having either a German or other linguistic and cultural background (e.g. immigrant children), have not been exhausted by far. During the seminar selected issues of multilingualism and multilingual education will be discussed (e.g. intercomprehension, plurilingual literature and teaching or code-switching/mixing). The concept of MAPs ( Mehrsprachige AufgabenPlattformen or Plurilingual Tasks ) (Leitzke-Ungerer 2012: 53-77) will be introduced.


Literatur

Planung und Analyse von Englischunterricht

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

Mo wöchentl. 16:00 - 18:00 14.04.2014 - 16.07.2014 1502 - 615
Kommentar Dieses Seminar ist obligatorisch für alle Lehramtsstudierenden. Im M. Ed. ist diese Veranstaltung Teil des Moduls Fachpraktikum Englisch. Für die noch traditionellen Studiengänge (Staatsexamen) ist diese Veranstaltung praktikumsvorbereitend, wenn Sie das Fachpraktikum im Fach Englisch absolvieren. Sie ist praktikumsetzend, wenn Sie das Fachpraktikum in einem anderen Fach durchlaufen.


Literatur

Pflichtlektüre:

Recommended Reading:
Englisches Seminar


Planung und Analyse von Englischunterricht

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

**Do wöchentl. 08:00 - 10:00 10.04.2014 - 16.07.2014 1502 - 615**

**Kommentar**

Dieses Seminar ist obligatorisch für alle Lehramtsstudierenden. Im M. Ed. ist diese Veranstaltung Teil des Moduls Fachpraktikum Englisch. Für die noch traditionellen Studiengänge (Staatsexamen) ist diese Veranstaltung praktikumsvorbereitend, wenn Sie das Fachpraktikum im Fach Englisch absolvieren. Sie ist praktikumssetzend, wenn Sie das Fachpraktikum im einen anderen Fach durchlaufen.


**Bemerkung**

*Es ist vorgesehen, dass Unterricht in der IGS Mühlenberg durchgeführt wird!* 

**Literatur**

*Pflichtlektüre:*

*Recommended Reading:*


Staging Language Learning

Seminar, SWS: 2, Max. Teilnehmer: 25
Becker, Carmen

**Di wöchentl. 10:00 - 12:00 15.04.2014 - 16.07.2014 1502 - 615**

"From the sage on the stage to the guide on the side" describes the new challenges that have to be met by language teachers. In order to carry out the principles of ‘student and process orientation as well as learner autonomy’, a completely new direction in foreign
language teaching is necessary. Staging Foreign Language Learning is an innovative concept to foster the development of an intercultural communicative competence using drama as well as a variety of methods and media in communicative situations.

In this course we will first focus on the theoretical principles behind the concept of staging and then explore different methods and materials. Furthermore, we will develop, implement and evaluate our own staging courses, lessons, and materials.

**Teaching Films: Shorts and Documentaries**

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

**Di** wöchentl. 12:00 - 14:00 15.04.2014 - 16.07.2014 1502 - 615

Kommentar Students enjoy watching movies and television for a variety of reasons. For one, they get exposure to authentic language in a non-threatening setting. Secondly, movies and video provide common ground to students of any cultural background. From the teaching perspective, film as a text-genre has been fully accepted for the EFL classroom in Lower Saxony since 2003. The course is designed to help you to teach especially nonfictional motion pictures such as documentaries, mokumentaries or docufictions (overlaps with reality television or fictional narratives included). Some of the objectives of the course will be: critically analyze and understand the purpose for the use of basic film/video techniques and teaching methods; understand and apply different critical approaches to studying film (e.g. semiotics) and teach them in a task-based learning context; develop ‘reading/viewing’ skills through a range of classroom activities that demonstrate how audience interaction works to create meaning in film. Selected films from the 2013 ‘up-and coming’ film festival in Hannover will be partially used for discussion.

**Intermediate Linguistics (LingF3/LingF4)**

**Corpus Linguistics Blockseminar**

Seminar, Max. Teilnehmer: 25
Gerckens (M. A.), Caroline

**Di** Einzel 08:30 - 17:30 10.06.2014 - 10.06.2014 1502 - 809
Block 08:30 - 17:00 10.06.2014 - 13.06.2014 1502 - 615
**Mi** Einzel 08:30 - 17:30 11.06.2014 - 11.06.2014 1502 - 809
**Do** Einzel 08:30 - 17:30 12.06.2014 - 12.06.2014 1502 - 809
**Fr** Einzel 08:30 - 17:30 13.06.2014 - 13.06.2014 1502 - 809

Kommentar This seminar 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 plays an important role or can make valuable contributions. Hence, students taking this seminar should be interested in working with computers. Special attention will be paid to links between corpus linguistics and foreign language teaching (FLT). The Studienleistung will consist of several group works and
short presentations during the seminar. Articles and other material will be provided beforehand. The Prüfungsleistung will consist of a term paper. More information will be given later.

Teilnehmergrenze: 25
Anmelden über StudIP
Caroline Gerckens (MA)

<table>
<thead>
<tr>
<th>English Dialectology</th>
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<tr>
<td>Seminar, SWS: 2, Max. Teilnehmer: 25</td>
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<tr>
<td>Altendorf, Ulrike</td>
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<td>Do wöchentl. 14:00 - 16:00 10.04.2014 - 16.07.2014 1502 - 609</td>
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<th>English Sentences</th>
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<td>Vorlesung, SWS: 2</td>
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<td>Schulze, Rainer</td>
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<td>Mo wöchentl. 10:00 - 12:00 14.04.2014 - 16.07.2014 1502 - 003</td>
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<td>Kommentar</td>
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<td>Literatur</td>
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| or |

| Kreyer, Rolf. 2010. *Introduction to English Syntax*. Frankfurt/Main etc.: Peter Lang Verlag. |

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

<table>
<thead>
<tr>
<th>Introduction to Cognitive Linguistics</th>
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<td>Seminar, SWS: 2, Max. Teilnehmer: 35</td>
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<td>Shahrokny-Prehn, Arian</td>
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Cognitive Linguistics is a school of thought – rather than a single theory – that emerged from a dissatisfaction with primarily formal approaches to language description. It combines a number of individual strands of theory that all share the basic caveat that language is a part of our cognitive abilities and therefore follows certain general cognitive principles. Over the course of the semester we will learn more about the different theories within the cognitive enterprise and deal with topics such as Prototype Theory, conceptual metaphors and metonymies, frames, blends, etc.

### Old English and Middle English

Seminar, SWS: 2, Max. Teilnehmer: 25
Pfaff, Meike

**Do** wöchentl. 10:00 - 12:00 10.04.2014 - 16.07.2014 1502 - 703

**Kommentar**

According to the *Historia ecclesiastica gentis Anglorum* written by the Northumbrian monk Bede in the seventh century AD, Germanic people first settled in the British isle in the year 449 – the starting point for the development of the English language. This class is designed to acquire an in-depth understanding of the first two periods of the English language: Old English and Middle English. We will proceed chronologically and first look at Old English. We will discuss important events of the period and then take a close look at the different linguistic levels of Old English, i.e. its phonology, lexis and grammar. Once we have covered the basics, we will read and translate selected OE texts (Beowulf, Caedmon's Hymn, Riddles, etc.). When you have gained a good understanding of OE, we will proceed to the Middle English Period. You will learn how English had changed considerably when it resurfaced as a written language 200 years after the Norman Conquest. To this end, we will systematically trace the changes from Old English to Middle English on all linguistic levels, again taking into account major socio-historical factors of that period. We will practice reading and translating Middle English texts like (some of the) Canterbury Tales, Gawain and the Green Knight.

### Advanced Linguistics (LingA1/LingA2)

Cognitive English Grammar I

Seminar, SWS: 2, Max. Teilnehmer: 30
Schulze, Rainer

**Di** wöchentl. 10:00 - 12:00 15.04.2014 - 16.07.2014 1502 - 703
Kommentar

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

We will start out with the cognitive framework: conceptual and linguistic categories, their combination in situations, the cognitive operations applied to them, and the organisation of conceptual structures into linguistic constructions. We will then continue with the category of ‘things’ and their linguistic structuring as nouns and noun phrases.

This seminar will offer a wealth of linguistic data and explanations; the didactic quality will be guaranteed by the frequent use of examples, overviews, chapter summaries, suggestions for further reading, and study questions.

Bemerkung

LingA / FAL2.1, FAL2.2


Literatur


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

Learner Corpus Research

Seminar, SWS: 2, Max. Teilnehmer: 25
Altendorf, Ulrike

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.

Bemerkung

LingA / FAL7.1, FAL7.2


Literatur

Please refer to the course page on StudIP.

Lexical Analysis

Seminar, SWS: 2, Max. Teilnehmer: 30
Schulze, Rainer

Kommentar

In this seminar, we will offer a wide-ranging empirical investigation of word use and meaning in language. The seminar will fill the need for a lexically based, corpus-driven theoretical approach that will help students understand how words go together in collocational patterns and constructions to make meanings. Using a plethora of concordance lines from corpora and other texts, we will show how matching each use of a word against established contextual patterns plays a large part in determining the meaning of a sentence or utterance. We will also take into account the immense variability of everyday usage that will show that this variability is rule-governed rather than
random. By studying words in context, we will be able to identify the ‘normal’ patterns of usage that are associated with each pattern. Thereby, and this will be one of the main findings in this seminar, lexical entropy (i.e. lack of order or predictability) can be reduced. The contents of this class will complement other theoretical approaches to language, including cognitive linguistics, construction grammar, priming theory, and pattern grammar.

Bemerkung
LingA2 / FAL2.1, FAL2.2

Prerequisites – LingF1-LingF4 ● Sudiengänge – FüBA, MEd Lbs, FAL, Med LG, LG 3.
Fach ● Further Information – rainer.schulze@engsem.

Literatur


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

LinguA³ - Linguistischer Arbeitskreis - Lectures on Language - Conferencias de Lingüística

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

Fr wöchentl. 10:00 - 12:00 11.04.2014 - 16.07.2014 1502 - 113

Kommentar


Das Seminar ist eine fächerübergreifende Veranstaltung der Germanistik und der Anglistik. Englischkenntnisse auf Abiturniveau werden vorausgesetzt. Aufgrund der besonderen Form der Lehrveranstaltung kann nur eine begrenzte Zahl von Teilnehmern aufgenommen werden!

Bemerkung
Teilnehmerzahl: 12 Studierende pro Fach, Anmeldung über Stud.IP.

Literatur

Wird in der Veranstaltung angegeben

Principles of Language Change

Seminar, SWS: 2, Max. Teilnehmer: 25
Altendorf, Ulrike

Do wöchentl. 16:00 - 18:00 10.04.2014 - 16.07.2014 1502 - 703

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.
Englisches Seminar

### Bemerkung

LingA / FAL4.1, FAL4.2


### Literatur

*Required Reading*

Please refer to the course page on StudIP.

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### Projects in Linguistics

#### Seminar, SWS: 2, Max. Teilnehmer: 25
Altendorf, Ulrike

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<td>This course will introduce you to different theories and methods of linguistic research illustrated by a wide range of topics.</td>
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### Bemerkung

LingA / FAL2.2


### Literatur

*Required Reading*

Please refer to the course page on StudIP.

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### Valency, Patterns, Frames and Constructions

#### Seminar, SWS: 2, Max. Teilnehmer: 30
Schulze, Rainer

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| This seminar aims to bring together different papers in linguistics with a common interest in the prioritization of lexis at the expense of grammar. The course will serve as a forum for promoting discussions among advanced students interested in facets of collocation, colligation, semantic preference, semantic prosody, multi-word units, lexical bundles, patterns, constructions, etc., thus underlining the fact that lexis is systematically structured and that grammar is merely an outcome of lexical structure. All the papers will adopt a functionalist, construction-based, or usage-based view on language. Among them will be John Sinclair’s idiom principle, his lexical grammar approach and related theoretical assumptions, the pattern grammar work by Susan Hunston and Gill Francis, Michael Hoey’s theory of lexical priming, the lexical bundle approach presented by Douglas Biber, Stefan Gries’ and Anatol Stefanowitsch’s collostructional analysis, emergent grammar in American usage-based linguistics inspired by Paul Hopper, cognitive linguistics and construction grammar as masteredmined by Ronald Langacker and Adele Goldberg and valency theory introduced by Lucien Tesnière. The fundamental questions that we will tackle in this seminar include the following:

- which larger strings of words do we find in language?
- which words or parts of speech may enter larger strings of words?
- what options/constraints/peculiarities are found in these strings?
- do particular words or parts of speech have individual grammar and/or meaning?
- what is the situation in earlier forms of English?

If it can be taken for granted that the grammatical dimensions of language derive from the human being’s uses of simple and complex linguistic symbols in patterned ways for purposes of interpersonal communication, then the repeated or recurrent display of simple and complex linguistic symbols can be assumed to show a particular windowing or to produce a particular perspectivevisation of reality. Thus, it is the aim of this seminar to illustrate in exemplary fashion a non-generativist approach to language that is both

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Sommer 2014 80
lexis- and corpus-based, providing detailed micro-structural analyses in order to capture significant patterns of interaction between lexis and grammar.

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

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

Bemerkung
LingA1 / FAL2.1, FAL2.2


Introduction to Academic Writing and Research
Seminar, SWS: 1, Max. Teilnehmer: 25
Emig, Rainer

Do wöchentl. 09:00 - 10:00 10.04.2014 - 16.07.2014 1502 - 709

Kommentar
The course will teach students the skills required for academic study. It will make students reflect on their choice of English as a subject and outline what will be expected of them in the course of their studies. It will explain the set-up of the degree schemes in English Studies, and it will familiarise students with the services (e.g. libraries), tools and media (e.g. dictionaries, anthologies, data bases) that support successful study and research in their subject. The course will also teach students to read scholarly essays and books profitably and critically, and to develop arguments and theses of their own. Moreover, in order to prepare students for the formal requirements of written academic texts, the basic conventions for notes and references will be practiced.

Bemerkung
Assessment Tasks – regular attendance, active participation in class, several small tests for Studienleistung ● Registration – StudIP 1.3.2014 - 31.3.2014 ● Size restriction – 25 ● Prerequisites – none ● Studiengänge – FüBA, BScTE, LG3 ● Further Information – rainer.emig@engsem.~

AcadF

Recommended Purchase:

Introduction to Literary Studies
Seminar, SWS: 2, Max. Teilnehmer: 30
Marquardt (Staatsexamen), Johanna

Di wöchentl. 18:00 - 20:00 15.04.2014 - 16.07.2014 1502 - 609

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

Bemerkung
Reader – copy shop Stork (Körnerstraße) from 1 April ● Assessment Tasks – will be specified in class ● Registration – StudIP 1.3.2014 - 31.3.2014 ● Size restriction – 30 ● Prerequisites – none ● Studiengänge – FüBA, B. Sc. TE, Drittes Fach ● Further Information – jana.gohrisch@engsem.~

AmerBritF1

Literatur
*Required Reading:*
### Introduction to Literary Studies

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

**Kommentar: 08:00 - 10:00 16.04.2014 - 16.07.2014 1502 - 703**

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

**Bemerkung:**

*Reader – copy shop Stork (Körnerstraße) from 1 April ● Assessment Tasks – will be specified in class ● Registration – StudIP 1.3.2014 - 31.3.2014 ● Size restriction – 30 ● Prerequisites – none ● Studiengänge – FüBA, B. Sc.TE, Drittes Fach ● Further Information – jana.gohrisch@engsem.*

**Literatur:**


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### Survey American Literature and Culture (AmerF2.1/AmerF2.2)

**Survey of American Literatures and Cultures II**

**Vorlesung, SWS: 2**  
Twelbeck, Kirsten

**Kommentar: 12:00 - 14:00 16.04.2014 - 16.07.2014 1101 - F102**

This survey class provides an overview to the literary and cultural history of the United States in the 19th and 20th century (starting where AmerF2.1 in the winter semester ended). It will focus on the interactions between minorities and mainstream, marginalized groups and powerful parties, and investigate the emergence of cultural categories of distinction (the high, the low, and the middle) in order to get a grip on cultural developments from the American Renaissance to Postmodernism.

**Bemerkung:**

*AmerF2.2  
*Reader – course material on StudIP ● Assessment Tasks – will be specified in class ● Registration – StudIP 1.3.2014 - 31.3.2014 ● Studiengänge – FüBA, BSc, MEd. LbS, 3. Fach LG ● Further Information – kirsten.twelbeck@engsem.*

**Literatur:**


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### Survey British Literature and Culture (BritF2.1/Brit2.2)

**Survey of British Literatures and Cultures II**

**Vorlesung, SWS: 2**  
Emig, Rainer

**Kommentar: 12:00 - 14:00 11.04.2014 - 16.07.2014 1208 - A001**

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

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.

Bemerkung
Assessment Tasks – mid-term test for Studienleistung, final 60-minute exam for Prüfungsleistung ● Registration – StudIP from 1.3.2014 ● Size restriction – none ● Prerequisites – none ● Studiengänge – FüBA, BScTE, LG3, MEd LbS ● Further Information – rainer.emig@engsem.

Literatur
Recommended Purchase:

Intermediate Literature and Culture (AmerBritF3 / AmerF4 oder BritF4)
*An Introduction to Cultural Studies*

Seminar, SWS: 2, Max. Teilnehmer: 30
Krämer, Lucia

Kommentar
Di wöchentl. 16:00 - 18:00 15.04.2014 - 16.07.2014 1502 - 703
This course will familiarise students with the most important analytical tools and theoretical concepts in the field of Cultural Studies in order to enable them to engage competently and in analytical depth with texts and cultural phenomena from a Cultural Studies perspective.

You will most probably already have used many of the key terms at the heart of this course, such as ‘culture’, ‘identity’, ‘representation’, ‘power’, ‘ideology’, ‘class’, ‘gender’, ‘time’ or ‘space’. This seminar will show you, however, that these seemingly simple words denote theoretical concepts that are not simple at all but may in fact potentially challenge us to look at the world in a completely new light. You will learn and practise how to employ these concepts as tools for analysing texts (in the widest sense of the term). The wide range of examples we will work with includes short films, comedy sketches, ads, literary and newspaper texts, websites, and events such as the opening ceremony of the 2012 Olympics and the flotilla organised for the Queen’s diamond jubilee of the same year.

Bemerkung
Reader – will be available from copy shop Stork from 14 April ● Assessment Tasks – will be specified at the first meeting ● Registration – StudIP 1.3.2014 - 31.3.2013 ● Size restriction – 30 ● Prerequisites – AmerBritF1 verpflichtend; AmerBritF3 erwünscht ● Studiengänge – FüBA, B Sc. TE, MEd LG, LG 3. Fach ● Further Information – lucia.kraemer@engsem~

Approaching Shakespeare

Seminar, SWS: 2, Max. Teilnehmer: 30
Bennett, Peter

Fr wöchentl. 12:00 - 14:00 11.04.2014 - 16.07.2014 1502 - 703
This seminar will approach Shakespeare’s plays not as finished reading texts but as provisional performance scripts, rather like musical scores. We shall discover the practicalities of bringing the scripts to life and the choices and dilemmas that have to be resolved. We shall also see that these processes inevitably raise theoretical questions and debatable issues. The aim of the seminar will be to equip students with the ability and confidence to approach Shakespeare’s plays independently, and to offer insight not only into the practical challenges but also into the theoretical, ethical, historical, political and cultural questions that confront anyone who engages with Shakespeare’s works. Participants should be prepared for some physical and vocal work as well as reading. Since we shall be referring to many plays, everyone is strongly urged to get hold of a copy of the Complete Works of Shakespeare in English. If you do not already own one, there are several inexpensive editions to choose from (all available from amazon.de).

**Assessment Tasks** – will be specified at the first meeting

**Registration** – StudIP 1.3.2014 - 31.3.2013

**Size restriction** – 30

**Prerequisites** – AmerBritF1 verpflichtend; AmerBritF3 erwünscht

**Studiengänge** – FüBA, BSc TE, MEd LG, LG 3.

**Further Information** – peter.bennett@engsem~

**British Youth Cultures**

Seminar, SWS: 2, Max. Teilnehmer: 40

**Emig, Rainer**

Fr wöchentl. 10:00 - 12:00 11.04.2014 - 16.07.2014 1502 - 703

This seminar will assess British Youth Cultures of the twentieth century and after. It will start with a brief definition and concise history of the concept of "Youth" and assess its cultural, economic and political status after its emergence in its modern shape around the time of the Second World War. It will then critically analyse its expressions in fashion, music, literature and the arts. Students are invited to contribute Youth Cultures of their choice to the seminar. All of them will be assessed analytically using notions of ideology such as hegemony and subversion, subculture and counter-culture, race, class, gender and sexuality, which will be introduced into the course by a range of theoretical approaches to the topic.

**Assessment Tasks** – critical summary of a secondary text as Studienleistung; essay of approx. 3,000 words for Prüfungsleistung


**Size restriction** – 40

**Prerequisites** – AmerBritF1 verpflichtend; AmerBritF3 erwünscht

**Studiengänge** – FüBA, BSc TE, MEd LG, LG 3.

**Further Information** – rainer.emig@engsem~

**Literatur**

Recommended Reading:


**Early 20th-Century Short Fiction**

Seminar, SWS: 2, Max. Teilnehmer: 25

**Grünkemeier, Ellen**

Do wöchentl. 10:00 - 12:00 10.04.2014 - 16.07.2014 1502 - 613

In this course, we shall read and discuss a selection of short fiction in English from the early twentieth century by much-acclaimed writers such as Elizabeth Bowen, E.M.
Forster, James Joyce, D.H. Lawrence, Katherine Mansfield, George Orwell and Virginia Woolf. The sample of texts will help us explore realist and modernist modes of writing. In close readings, we will practise our analytical skills using the central categories known from the ‘Introduction to Literary Studies’ such as narration and focalisation, plot design and character construction. Moreover, we will locate the texts in their respective cultural and historical contexts of the early twentieth century.

Bemerkung

Reader – copy shop Stork (Körnerstraße) from 07 October ● Assessment Tasks – will be specified in class ● Registration – StudIP 01.03.2014 - 31.03.2014 ● Size restriction – 25 ● Prerequisites – AmerBritF1 verpflichtend; AmerBritF3 erwünscht ● Studiengänge – FüBA, BSc TE, M.Ed. LG, LG 3. Fach ● Further Information – ellen.gruenkemeier@engsem.~

Lit: 25

Prerequisites – AmerBritF1

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

Further Information – ruth.mayer@engsem.~

Literatur

Required Reading:

Many of the selected texts can be found in the Norton Anthology of English Literature; further texts will be made available in a reader.

Seduction in America: Themes and Ideas from the Enlightenment to the Present Time

Seminar, SWS: 2, Max. Teilnehmer: 25
Mayer, Ruth

Mo wöchentl. 10:00 - 12:00 14.04.2014 - 16.07.2014 1502 - 609

In this class we will be concerned with the significance of seduction as a theme and practice in American culture, from the early Republic to the twentieth century. We will be concerned with the moral and political discussions around the issue in the 18th century, and we will read two novels of seduction (Susanna Rowson's Charlotte Temple (excerpts), Hannah Webster Foster's The Coquette). Afterwards, we will turn to nineteenth-century texts which take up the theme in different guises and to different purposes. We will investigate the Gothic take on the subject matter, looking at authors such as George Lippard, engage with the African-American take on the subject matter in Harriet Jacobs' slave narrative, and then discuss realist and modernist reconceptualizations of seduction in the writings of Stephen Crane and Kate Chopin. The class will end with a reflection of filmic melodrama and its re-fashioning of the subject.

Bemerkung


Literatur

Required Reading


Additional material will be made available through StudIP.

The Captivity Narrative

Seminar, SWS: 2, Max. Teilnehmer: 25
Mayer, Ruth

Mo wöchentl. 10:00 - 12:00 14.04.2014 - 16.07.2014 1502 - 609

This course will be concerned with the representation and the changing significance of the theme of captivity in American cultural and literary history. Next to the slave narrative, the captivity narrative has been called the genuinely American literary genre, since it takes on a classical American theme – the encounter between the indigenous population and Europeans/white Americans – and involves in its enactment all sorts of classical American tropes – survival in the wilderness, (religious) righteousness vs. (sinful) corruption, individualism vs. a hostile community, civilization vs. savagery, etc. Yet by speaking in such general terms, one cannot do justice to the enormous variety of captivity
narratives, from the very beginnings of Native/European contact (The Narrative of Alvar Núñez Cabeza de Vaca [1542]) to the present day (The Missing [2003]). Thus, the genre offers most interesting insights into changing paradigms of enacting selfhood and otherness, and in particular into changing perceptions of Native Americans and of gender in the American colonies and the United States. We will be reading, among other texts, Mary Rowlandson's The Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson (1682), A Narrative of the Life of Mrs. Mary Jemison (1824), and Sarah Wakefield's Six Weeks in the Sioux Tepees (1864). In addition, we will watch films such as The Searchers (1956) or The Missing (2003).
Englisches Seminar

Sommer 2014

Mi wöchentl. 10:00 - 12:00 16.04.2014 - 16.07.2014 1502 - 703

Kommentar
In this course, we shall explore the social, political and cultural developments from the end of the Wars of the Roses in 1485 to the Glorious Revolution in 1688/89, dealing with the Tudor and Stuart monarchy, the reformation and Puritanism, the rise of the middle classes and the English revolution. Students should be familiar with these topics from the ‘Survey Lecture’. In addition to watching and critically discussing parts of Simon Schama’s BBC History of Britain series, we will read Thomas More’s Utopia (1516), Shakespeare’s sonnets and his tragedy Othello (performed c. 1604) which will be of interest to us for its treatment of gender, class and race. In addition to poetry by John Donne, we will read Ben Jonson’s comedy Volpone (performed in 1606) for its representation of the values of the rising merchant classes. Throughout the course, we shall use the analytical categories acquired in the ‘Introduction to Literary Studies’.

Bemerkung
Assessment Tasks – will be specified in class ● Registration – StudIP 1.3.2014 - 31.3.2014 ● Size restriction – 30 ● Prerequisites – AmerBritF1 verpflichtend; AmerBritF3 erwünscht ● Studiengänge – Fü.B.A., B. Sc.TE, Drittes Fach ● Further Information – jana.gohrisch@engsem.

Literatur

Required Reading:
William Shakespeare. Othello (Arden edition)
The Norton Anthology contains all the assigned texts except for Othello. Therefore, please bring your own copy of Othello (Arden edition) and read the play before the course starts. Additional material will be made available on StudIP.

Advanced Literature and Culture (AmerA/BritA)

American Memories

Seminar, SWS: 2, Max. Teilnehmer: 25
Twelbeck, Kirsten

Do wöchentl. 12:00 - 14:00 10.04.2014 - 16.07.2014 1502 - 609

Kommentar
Memory is not fixed and stable but highly variable and changing over time. This is not only true on the individual and group level but also on the level of the nation itself. Symbols, monuments, and narrative myths are the vehicles for an ongoing negotiation process that defines the meaning of the nation. From its very beginnings, the United States has relied on narratives of freedom, democracy, justice, and renewal to inspire a sense of collective identity that speaks to American citizens on both the intellectual and the emotional level. In this seminar we will explore the changing politics of public memory and commemoration in America from Independence to 9/11. We will analyze the representation of US history on the Washington Mall and at the local level, with sessions on the discovery myth, the Civil War, the Civil Rights Movement, and Vietnam; we will also ask important questions about the place in public memory culture of women, African Americans, and other groups that have made America. By taking a close look at the debates around particular monuments and commemorative events and at artistic comments on these debates, we will gain a better understanding of America as a country in the making.

Bemerkung
AmerA / AAS1, AAS2


An Introduction to Gender Studies

Seminar, SWS: 2, Max. Teilnehmer: 30
### English Seminar

**Funk, Wolfgang**

**Di** 14-täglich 16:00 - 20:00 15.04.2014 - 16.07.2014 1502 - 615

Ausfalltermin(e): 29.04.2014, 27.05.2014

**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 history and current state of Feminism to the blossoming field of Masculinity Studies. We will also attempt to apply the theoretical findings to literary texts by reading pertinent works from the 18\textsuperscript{th} to the 21\textsuperscript{st} 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](http://www.engsem.uni-hannover.de/genderstudies.html)

**Bemerkung**

Reader – will be available from copy shop Stork from 15 April

Assessment Tasks – will be specified at the first meeting


Size restriction – 30

Prerequisites – Modul Intermediate Literature and Culture

Studiengänge – FüBA, MAAS, MEd LG, LG 3. Fach, Transformation Studies

Further Information – wolfgang.funk@engsem-~

**Literatur**

Required Reading:

Charlotte Perkins Gilman, *Herland*, 1915. (The best edition is the Penguin Classics, which also includes *The Yellow Wallpaper* and other stories. Feel free to use any other editions you can get.)

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### British Sitcoms

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

Krämer, Lucia

**Di** wöchentl. 12:00 - 14:00 15.04.2014 - 16.07.2014 1502 - 703

**Mi** wöchentl. 14:00 - 16:00 30.04.2014 - 16.07.2014 1502 - 613

**Bemerkung zur Gruppe**

Filmscreenings

**Kommentar**

If you've ever wondered what the specificities of 'British humour' are, and if you are willing to engage analytically with questions of how comedy works and to which ideological purposes comedy is put in selected television programmes, you might think about taking this course. Most of the TV programmes we will talk about in this seminar are considered milestones of British TV and belong to the canon of British popular culture which students should be familiar with. However, the seminar will go far beyond merely familiarising you with the respective TV shows – which in turn means that you have to be willing to invest considerable critical energy in your work with the texts. The course will introduce you to the typical formal and structural features of the sitcom genre and their link to the changing production modes the genre has undergone. You will learn about and apply theories of humour and you will practice your skills in critically analysing and interpreting sitcoms on the levels of both form and content.

Please note that the verbal comedy and dialects in some of the sitcoms require very solid English language comprehension skills.

Naturally, it would require too much time for you to watch entire box sets of British sitcoms. It would also be rather expensive for you to acquire them. We will therefore arrange screenings of selected episodes from the sitcoms covered in the course. They are:

*Fawlty Towers*, *Yes, Minister*, *The Thick of It*, *Black Adder*, *Absolutely Fabulous*, *The Vicar of Dibley*, *The Office*, *The Royle Family* and *Extras*
### Assessment Tasks
- will be specified at the first meeting

### Registration
- StudIP

### Size restriction
- 30

### Prerequisites
- Modul Intermediate

### Literature and Culture
- **Studiengänge**
  - FüBA, MAAS, MEd LG, LG 3.

### Further Information
- lucia.kraemer@engsem~

### Assessment Tasks
- will be specified

### Registration
- StudIP

### Size restriction
- 25

### Prerequisites
- AmerF4/BritF4 for FüBA and MEd students, none for all others

### Studiengänge
- FüBA, MAAS, MEd LG, LG 3. Fach

### Further Information
- ruth.mayer@engsem~

### Reader
- StudIP

### Assessment Tasks
- will be specified

### Registration
- StudIP

### Size restriction
- 25

### Prerequisites
- AmerF4/BritF4 for FüBA and MEd students, none for all others

### Studiengänge
- FüBA, MAAS, MEd LG, LG 3. Fach

### Further Information
- ilka.brasch@engsem~

### Required Reading

Please refer to the course page on StudIP.

### Canons, Masterpieces, Geniuses, and Literary Value: Reading Literary Theory

#### Seminar, SWS: 2, Max. Teilnehmer: 25
Mayer, Ruth

**Di.** wöchentlich. 12:00 - 14:00 15.04.2014 - 16.07.2014 1502 - 609

**Kommentar**

In this class we will look at theories of literature that discuss, contest, and reconsider the category of literary value. What is good literature? Is there such a thing as bad literature? What should we read and what should we teach? We will look at the emergence of canon critique in the course of the twentieth century, against the backdrop of discussions around the high, the low, and the middle, and we will be concerned with the rhetoric and logic of exclusion and access in literary studies. Obviously, students taking this class should not be averse to theory.

**Bemerkung**

AmerA / AAS1

### Classical Hollywood Cinema

#### Seminar, SWS: 2, Max. Teilnehmer: 25
Brasch (M. A.), Ilka

**Fr.** wöchentlich. 10:00 - 12:00 11.04.2014 - 16.07.2014 1502 - 609

**Kommentar**

This class covers what has been identified as “Classical Hollywood Cinema” – US-American popular cinema between 1917 and 1960. It aims at providing a film-historical overview from silent to sound film, to the Great Depression and regularized censorship, through the Second World War and to the 1950s. We will cover diverse genres such as comedy, melodrama, and the gangster film. We will view a range of films such as *The Kid* (1921), *Noah's Ark* (1928) and *Stella Dallas* (1937). However, we will also discuss critical questions about classicality, “continuity style” and periodization, as well as engage in formal analysis. Please note that there will be a number of film screenings in addition to our regular sessions and your weekly reading.

**Bemerkung**

AmerA / AAS4

### Contemporary New York City

#### Seminar, SWS: 2, Max. Teilnehmer: 25
Groß (M. A.), Florian

**Di.** wöchentlich. 10:00 - 12:00 15.04.2014 - 16.07.2014 1502 - 609

**Kommentar**

On November 5, 2013, Bill de Blasio won the election for mayor of New York City on a campaign platform of overcoming rising economic inequality in America’s largest city.
Portraying contemporary New York City as a “tale of two cities,” the first Democratic mayor in two decades spoke for many New Yorkers (and, by extension, Americans) who criticize a widening gap between rich and poor people.

This discourse of economic inequality will form the backdrop for our exploration of the most recent transitional era in New York City. After tracing the city’s historical development, we will analyze recent issues and phenomena related to New York: historical events (9/11, Hurricane Sandy), socio-economic developments (race relations, gentrification), social movements (Occupy Wall Street), and popular discourses (creative class/cities). We will also address recent architectural projects (High Line), popular figures (the contemporary hipster), as well as fictional representations of the ‘Big Apple’ in television, film, and literature.

Dickens: Texts and Contexts

Seminar, SWS: 2, Max. Teilnehmer: 25
Grünkemeier, Ellen

Do wöchentl. 14:00 - 16:00 10.04.2014 - 16.07.2014 1502 - 613

Charles Dickens is one of the most influential English authors. In this seminar we will study two of his major novels, *Oliver Twist* (1838) and *David Copperfield* (1849/50), both of which explore new ways of representing the social realities of life in 19th-century England. In addition to our close readings, we will locate the novels in their political, historical and cultural contexts. Our discussion will include issues such as the literary marketplace, serial publication, class, crime, poverty, religion, childhood and education. These text- and context-oriented approaches to the novels will make up the larger part of our seminar, but we will also study the enduring appeal of Dickens’s writing by taking into consideration film versions and other adaptations.

*Please read Oliver Twist prior to the first class meeting.*

Bemerkung

Assessment Tasks – will be specified in class ● Registration – StudIP 01.03.2014 - 31.03.2014 ● Size restriction – 25 ● Prerequisites – Modul Intermediate Literature and Culture ● Studiengänge – FüBA, MAAS, M.Ed. LG; LG 3. Fach, ● Further Information – ellen.gruenkemeier@engsem.~

Literatur

Required Reading:

A reader with theoretical texts and context-related materials will be provided. Please get hold of the following novels, preferably in well-annotated editions as, for example, from Penguin or Oxford Classics:

Charles Dickens, *Oliver Twist* (1838)

Charles Dickens, *David Copperfield* (1849/50)

John Gay, *The Beggar’s Opera and its Historical and Cultural Context*

Seminar, SWS: 2, Max. Teilnehmer: 30
Bennett, Peter

Mi wöchentl. 10:00 - 12:00 16.04.2014 - 16.07.2014 1502 - 615

*The Beggar’s Opera* took the London theatre and opera scene both by surprise and by storm in 1728. It was a burlesque of (but not an attack on) the Italian opera which predominated in London at the time. For one thing, its theme of low-life thieves and whores in contemporary London contrasted radically with the typical themes of Italian opera seria.
The seminar will examine The Beggar's Opera in its cultural and historical contexts, particularly musical and political.

**Bemerkung**

Assessment Tasks – will be specified at the first meeting • Registration – StudIP 1.3.2014 - 31.3.2013 • Size restriction – 30 • Prerequisites – Modul Intermediate Literature and Culture • Studiengänge – FüBA, MAAS, MEd LG, LG 3. • Further Information – peter.bennett@engsem~

**Literatur**

Required Reading:

John Gay, The Beggar’s Opera. Students should obtain the Penguin Classics or the Oxford World’s Classics edition. Please order in good time so as not to overload the supply chains of amazon-de and others. You will need your copy at the first meeting.
Since its emergence in the late 18th century, the Gothic has proved one of the most fertile traditions in English-speaking literatures and cultures. Originally part of Romanticism, where it debated issues connected with the emerging middle class and its values, but also nationalism and religion, it continued to thrive in the Victorian era, where it focused more on imperialist, racial, but also gender and sexual themes. It has continued to prosper in the twentieth- and twenty-first centuries, taking up and “modernising” some of its traditional aspects, such as the clash of rationalism and the supernatural, its transgressive potential for women and young people, and its critique of the status quo. The course, in interactive lecture format, will introduce classics of the Gothic genre, such as Horace Walpole, Clara Reeve, Ann Radcliffe, Matthew Lewis, William Beckford, Charles Maturin, Mary Shelley, Sheridan Le Fanu, Robert Louis Stevenson, Bram Stoker, and Angela Carter, and canonical writers who participate in Gothic modes, e.g. Jane Austen, Emily Bronte, George Eliot, and Oscar Wilde. It will conclude with a look at popular forms of the Gothic today, among them the British TV series Being Human which combines, often in comic form, the Gothic supernatural and Social Realism.

Assessment Tasks – critical summary of a secondary text as Studienleistung; essay of approx. 5,000 words for Prüfungsleistung


Size restriction – 90

Prerequisites – Modul Intermediate Literature and Culture

Studiengänge – FüBA, MAAS, MEd LG, LG3

Further Information – rainer.emig@engsem

BritA / AAS2, AAS3, AAS4

Recommended Reading:


Seminar, SWS: 2, Max. Teilnehmer: 30
Gohrisch, Jana

In this seminar we will read fictional and historiographic texts about South Africa before and after the transition from the white minority rule of the apartheid system to a democratic society with the first democratic elections in 1994. We will begin with Sindiwe Magona’s Mother to Mother about post-apartheid violence, an issue which also features in Disgrace (1999), a novel by J. M. Coetzee, who won the Nobel Prize for Literature in 2003. Then, we will read short stories by Nadine Gordimer, who was awarded the Nobel Prize in 1991, and Phaswanes Mpe’s disturbing novel Welcome to Our Hillbrow (2001) about inner-city problems and HIV/AIDS. We shall discuss literary representations of the changing dynamics of power in South Africa, concentrating on issues of gender, race and class as well as on the narrative strategies and tropes employed by the texts (practicing the analytical terms from the ‘Introduction to Literary Studies’).

Assessment Tasks – will be specified in class


Size restriction – 30

Prerequisites – Modul Intermediate Literature and Culture

Studiengänge – FüBA, M. Ed. LG, MAAS, MA Atlantic Studies, Transformation Studies

Further Information – jana.gohrisch@engsem

BritA / AAS3, AAS5

Required Reading:

Coetzee, J. M. Disgrace (1999)

Mpe, Phaswane. *Welcome to our Hillbrow* (2001)

The short stories by Gordimer and some secondary material will be provided on StudIP. Please buy and bring your own copies of the novels by Coetzee, Magona and Mpe and read Sindiwe Magona's *Mother to Mother* before the course begins.

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

**Grammar**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25
Foster, Darren Paul

| Mo wöchentl. | 12:00 - 14:00 | 14.04.2014 - 16.07.2014 | 1502 - 703 | 01. Gruppe |
| Mo wöchentl. | 14:00 - 16:00 | 14.04.2014 - 16.07.2014 | 1502 - 703 | 02. Gruppe |
| Di wöchentl. | 14:00 - 16:00 | 15.04.2014 - 16.07.2014 | 1502 - 609 | 03. Gruppe |
| Mi wöchentl. | 12:00 - 14:00 | 16.04.2014 - 16.07.2014 | 1502 - 703 | 04. Gruppe |
| Do wöchentl. | 12:00 - 14:00 | 10.04.2014 - 16.07.2014 | 1502 - 703 | 05. Gruppe |
| Do wöchentl. | 14:00 - 16:00 | 10.04.2014 - 16.07.2014 | 1502 - 615 | 06. Gruppe |

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

**Bemerkung**


**Vocabulary and Pronunciation**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25
Foster, Darren Paul

| Di wöchentl. | 12:00 - 14:00 | 15.04.2014 - 16.07.2014 | 1502 - 613 |

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

**Bemerkung**


**Advanced Language Practice (SP3/SP4)**

**Advanced Composition**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25
Foster, Darren Paul

| Di wöchentl. | 10:00 - 12:00 | 15.04.2014 - 16.07.2014 | 1502 - 709 |

**Kommentar**
This course allows students to continue working on their writing skills. Various text types/genres will be covered. Aspects of style, register, vocabulary and grammar will be discussed as necessary.

**Bemerkung**


SP4
Composition

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25
Foster, Darren Paul

Mi wöchentl. 10:00 - 12:00 16.04.2014 - 16.07.2014 1502 - 709

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

Bemerkung

Masterstudiengang an berufsbildenden Schulen - Fach Englisch
LinguA³ - Linguistischer Arbeitskreis - Lectures on Language - Conferencias de Lingüística

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

Fr wöchentl. 10:00 - 12:00 11.04.2014 - 16.07.2014 1502 - 113

Kommentar


Das Seminar ist eine fächerübergreifende Veranstaltung der Germanistik und der Anglistik. Englischkenntnisse auf Abiturniveau werden vorausgesetzt.

Aufgrund der besonderen Form der Lehrveranstaltung kann nur eine begrenzte Zahl von Teilnehmern aufgenommen werden!

Bemerkung
Teilnehmerzahl: 12 Studierende pro Fach, Anmeldung über Stud.IP.

Literatur
Wird in der Veranstaltung angegeben

Intermediate and Advanced Linguistics (LingF3/LingA1/LingA2)
Cognitive English Grammar I

Seminar, SWS: 2, Max. Teilnehmer: 30
Schulze, Rainer

Di wöchentl. 10:00 - 12:00 15.04.2014 - 16.07.2014 1502 - 703

Kommentar
This seminar will introduce students to cognitive linguistic theory and will show that Cognitive Grammar helps us to gain a better understanding of the grammar of English.
The notions of motivation and meaningfulness are central to the approach pursued in this seminar. We will start out with the cognitive framework: conceptual and linguistic categories, their combination in situations, the cognitive operations applied to them, and the organisation of conceptual structures into linguistic constructions. We will then continue with the category of ‘things’ and their linguistic structuring as nouns and noun phrases.

This seminar will offer a wealth of linguistic data and explanations; the didactic quality will be guaranteed by the frequent use of examples, overviews, chapter summaries, suggestions for further reading, and study questions.

Bemerkung
LingA / FAL2.1, FAL2.2


Literatur

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

English Sentences

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

Mo wöchentl. 10:00 - 12:00 14.04.2014 - 16.07.2014 1502 - 003

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

Bemerkung
LingF3 / FAL1.1, FAL1.2


Literatur
*Required Reading*


or

Kreyer, Rolf. 2010. *Introduction to English Syntax*. Frankfurt/Main etc.: Peter Lang Verlag.

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

**Learner Corpus Research**

Seminar, SWS: 2, Max. Teilnehmer: 25
Altendorf, Ulrike

Fr wöchentl. 12:00 - 14:00 11.04.2014 - 16.07.2014 1502 - 613

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.
Lexical Analysis

Seminar, SWS: 2, Max. Teilnehmer: 30
Schulze, Rainer

Mo wochentl. 16:00 - 18:00 14.04.2014 - 16.07.2014 1502 - 703

Kommentar
In this seminar, we will offer a wide-ranging empirical investigation of word use and meaning in language. The seminar will fill the need for a lexically based, corpus-driven theoretical approach that will help students understand how words go together in collocational patterns and constructions to make meanings. Using a plethora of concordance lines from corpora and other texts, we will show how matching each use of a word against established contextual patterns plays a large part in determining the meaning of a sentence or utterance. We will also take into account the immense variability of everyday usage that will show that this variability is rule-governed rather than random. By studying words in context, we will be able to identify the 'normal' patterns of usage that are associated with each pattern. Thereby, and this will be one of the main findings in this seminar, lexical entropy (i.e. lack of order or predictability) can be reduced. The contents of this class will complement other theoretical approaches to language, including cognitive linguistics, construction grammar, priming theory, and pattern grammar.

Bemerkung
LingA2 / FAL2.1, FAL2.2


Literatur

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

**Bemerkung**

Teilnehmerzahl: 12 Studierende pro Fach, Anmeldung über Stud.IP.

**Literatur**

Wird in der Veranstaltung angegeben

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**Principles of Language Change**

Seminar, SWS: 2, Max. Teilnehmer: 25
Altendorf, Ulrike

**Kommentar**

Do wöchentl. 16:00 - 18:00 10.04.2014 - 16.07.2014 1502 - 703

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.

**Bemerkung**

LingA / FAL4.1, FAL4.2


**Literatur**

Required Reading

Please refer to the course page on StudIP.

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**Projects in Linguistics**

Seminar, SWS: 2, Max. Teilnehmer: 25
Altendorf, Ulrike

**Kommentar**

Fr wöchentl. 14:00 - 16:00 11.04.2014 - 16.07.2014 1502 - 703

This course will introduce you to different theories and methods of linguistic research illustrated by a wide range of topics.

**Bemerkung**

LingA / FAL2.2


**Literatur**

Required Reading

Please refer to the course page on StudIP.

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**Valency, Patterns, Frames and Constructions**

Seminar, SWS: 2, Max. Teilnehmer: 30
Schulze, Rainer

**Kommentar**

Di wöchentl. 16:00 - 18:00 15.04.2014 - 16.07.2014 1502 - 609

This seminar aims to bring together different papers in linguistics with a common interest in the prioritization of lexis at the expense of grammar. The course will serve as a forum for promoting discussions among advanced students interested in facets of collocation, colligation, semantic preference, semantic prosody, multi-word units, lexical bundles, patterns, constructions, etc., thus underlining the fact that lexis is systematically
structured and that grammar is merely an outcome of lexical structure. All the papers will adopt a functionalist, construction-based, or usage-based view on language. Among them will be John Sinclair’s idiom principle, his lexical grammar approach and related theoretical assumptions, the pattern grammar work by Susan Hunston and Gill Francis, Michael Hoey’s theory of lexical priming, the lexical bundle approach presented by Douglas Biber, Stefan Gries’ and Anatol Stefanowitsch’s collostructional analysis, emergent grammar in American usage-based linguistics inspired by Paul Hopper, cognitive linguistics and construction grammar as masterminded by Ronald Langacker and Adele Goldberg and valency theory introduced by Lucien Tesnière. The fundamental questions that we will tackle in this seminar include the following:

- which larger strings of words do we find in language?
- which words or parts of speech may enter larger strings of words?
- what options/constraints/peculiarities are found in these strings?
- do particular words or parts of speech have individual grammar and/or meaning?
- what is the situation in earlier forms of English?

If it can be taken for granted that the grammatical dimensions of language derive from the human being’s uses of simple and complex linguistic symbols in patterned ways for purposes of interpersonal communication, then the repeated or recurrent display of simple and complex linguistic symbols can be assumed to show a particular windowing or to produce a particular perspectivisation of reality. Thus, it is the aim of this seminar to illustrate in exemplary fashion a non-generativist approach to language that is both lexis- and corpus-based, providing detailed micro-structural analyses in order to capture significant patterns of interaction between lexis and grammar.

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

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

Advanced Language Practice (SP3/SP4)
Advanced Composition

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25
Foster, Darren Paul

Di. wöchentl. 10:00 - 12:00 15.04.2014 - 16.07.2014 1502 - 709

This course allows students to continue working on their writing skills. Various text types/genres will be covered. Aspects of style, register, vocabulary and grammar will be discussed as necessary.

Assessment Tasks – SL: written tasks. PL: 90-min exam • Registration – StudIP
1.3.2014 - 31.3.2014 • Size restriction – 25 • Prerequisites – SP1, SP2 + SP3 • Studiengänge – FüBA, MEd Lbs, LG 3. Fach • Further Information – anne.gans@engsem.~

Composition

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25
Foster, Darren Paul
Englisches Seminar

Sommer 2014

Mi wöchentl. 10:00 - 12:00 16.04.2014 - 16.07.2014 1502 - 709

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

Bemerkung

SP3

Advanced Methodology of Teaching English as a Foreign Language (DidA1/DidPA)

Applied Linguistics in Language Teaching/Learning

Seminar, SWS: 2, Max. Teilnehmer: 30
Gnutzmann, Claus

Mi wöchentl. 10:00 - 12:00 23.04.2014 - 16.07.2014 1502 - 613

Mi Einzel 12:00 - 14:00 14.05.2014 - 14.05.2014 1502 - 608

Mi Einzel 12:00 - 14:00 14.05.2014 - 14.05.2014 1502 - 615

Kommentar
Applied Linguistics (AL) is an interdisciplinary domain of research and practice consisting of a linguistic and a non-linguistic component. Thus, a sub-discipline of AL such as sociolinguistics draws from sociology and linguistics whereas error analysis is related to (contrastive) linguistics, psychology as well as to pedagogy. In its narrow sense, AL refers to language teaching and learning including language education. In its wider sense, it refers to the application of linguistic theory to the solution of all kinds of interdisciplinary problems involving a linguistic and a non-linguistic component. This seminar consists of two major parts both relating to language teaching and learning. In addition to providing a review of the core components of language teaching such as pronunciation, grammar and vocabulary, the course will deal with topics such as language awareness, error analysis, and classroom models for the teaching of English.

For technical reasons, the class cannot take place every week. There may be two or three extra sessions on Wednesday afternoon to make up for morning classes that may have to be cancelled.

Bemerkung

Required Reading:

Recommended Reading:


Interaction and Language Development in the English Language Classroom

Seminar, SWS: 2, Max. Teilnehmer: 25
Becker, Carmen

Mo wöchentl. 08:00 - 10:00 14.04.2014 - 16.07.2014 1502 - 615

Kommentar
This course will review the research on conversational interaction and SLA and consider the implications of this research in the process of foreign language learning and teaching. The impact of pushed output upon language development will be discussed and various approaches facilitating conversational interaction critically examined. You will be encouraged to develop tasks promoting interaction and examine their impact on the language development of learners at lower and upper secondary level by conducting, carrying out, and evaluating your own mini-action research projects at school.
Multilingual Education: English as a Gateway to Other Languages

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

Di wöchentl. 14:00 - 16:00 15.04.2014 - 16.07.2014 1502 - 615

Multilingualism and multilingual/multicultural education have become an important issue in German schools during the last decade. Gnutzmann goes so far as to describe multilingual competence as a new and holistic competence for the German classroom in general (Gnutzmann 2004: 45). However, the manifold results from theoretical and empirical research have not yet contributed satisfactorily to a cross-curricular and widely accepted uniform (multi-)language pedagogy. The rich multilingual resources of all learners in German schools, having either a German or other linguistic and cultural background (e.g. immigrant children), have not been exhausted by far. During the seminar selected issues of multilingualism and multilingual education will be discussed (e.g. intercomprehension, plurilingual literature and teaching or code-switching/mixing). The concept of MAPs ( Mehrsprachige AufgabenPlattformen or Plurilingual Tasks ) (Leitzke-Ungerer 2012: 53-77) will be introduced.

Bemerkung

Bemerkung

Planung und Analyse von Englischunterricht

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

Mo wöchentl. 16:00 - 18:00 14.04.2014 - 16.07.2014 1502 - 615

Dieses Seminar ist obligatorisch für alle Lehramtsstudierenden. Im M. Ed. ist diese Veranstaltung Teil des Moduls Fachpraktikum Englisch. Für die noch traditionellen Studiengänge (Staatsexamen) ist diese Veranstaltung praktikumsvorbereitend, wenn Sie das Fachpraktikum im Fach Englisch absolvieren. Sie ist praktikumsersetzend, wenn Sie das Fachpraktikum in einem anderen Fach durchlaufen.


Bemerkung

Bemerkung

Literatur

Required Reading:
See course page on StudIP.

Literatur

Required Reading:
**Englisches Seminar**

**Sommer 2014**

**Recommended Reading:**


**Planung und Analyse von Englischunterricht**

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

**Blell, Gabriele**

**Do wöchentl. 08:00 - 10:00 10.04.2014 - 16.07.2014 1502 - 615**

**Kommentar**

Dieses Seminar ist obligatorisch für alle Lehramtsstudierenden. Im M. Ed. ist diese Veranstaltung Teil des Moduls Fachpraktikum Englisch. Für die noch traditionellen Studiengänge (Staatsexamen) ist diese Veranstaltung praktikumsvorbereitend, wenn Sie das Fachpraktikum im Fach Englisch absolvieren. Sie ist praktikumsersetzend, wenn Sie das Fachpraktikum in einem anderen Fach durchlaufen.


**Es ist vorgesehen, dass Unterricht in der IGS Mühlenberg durchgeführt wird!**


**Bemerkung**

**Literatur**

**Pflichtlektüre:**


**Recommended Reading:**


Staging Language Learning

Seminar, SWS: 2, Max. Teilnehmer: 25
Becker, Carmen

Di wöchentl. 10:00 - 12:00 15.04.2014 - 16.07.2014 1502 - 615

Kommentar
"From the sage on the stage to the guide on the side" describes the new challenges that have to be met by language teachers. In order to carry out the principles of ‘student and process orientation as well as learner autonomy’, a completely new direction in foreign language teaching is necessary. Staging Foreign Language Learning is an innovative concept to foster the development of an intercultural communicative competence using drama as well as a variety of methods and media in communicative situations.

In this course we will first focus on the theoretical principles behind the concept of staging and then explore different methods and materials. Furthermore, we will develop, implement and evaluate our own staging courses, lessons, and materials.

Bemerkung

Teaching Films: Shorts and Documentaries

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

Di wöchentl. 12:00 - 14:00 15.04.2014 - 16.07.2014 1502 - 615

Kommentar
Students enjoy watching movies and television for a variety of reasons. For one, they get exposure to authentic language in a non-threatening setting. Secondly, movies and video provide common ground to students of any cultural background. From the teaching perspective, film as a text-genre has been fully accepted for the EFL classroom in Lower Saxony since 2003. The course is designed to help you to teach especially nonfictional motion pictures such as documentaries, mockumentaries or docufictions (overlaps with reality television or fictional narratives included). Some of the objectives of the course will be: critically analyze and understand the purpose for the use of basic film/video techniques and teaching methods; understand and apply different critical approaches to studying film (e.g. semiotics) and teach them in a task-based learning context; develop ‘reading/viewing’ skills through a range of classroom activities that demonstrate how audience interaction works to create meaning in film. Selected films from the 2013 ‘up-and coming’ film festival in Hannover will be partially used for discussion.

Bemerkung

Literatur
Required Reading:
See course page on StudIP.

Survey American Literature and Culture (AmerF2.1/AmerF2.2)
Survey of American Literatures and Cultures II

Vorlesung, SWS: 2
Twebeck, Kirsten

Mi wöchentl. 12:00 - 14:00 16.04.2014 - 16.07.2014 1101 - F102

Sommer 2014
This survey class provides an overview to the literary and cultural history of the United States in the 19th and 20th century (starting where AmerF2.1 in the winter semester ended). It will focus on the interactions between minorities and mainstream, marginalized groups and powerful parties, and investigate the emergence of cultural categories of distinction (the high, the low, and the middle) in order to get a grip on cultural developments from the American Renaissance to Postmodernism.

### Survey of British Literatures and Cultures II (BritF2.1/Brit2.2)

**Vorlesung, SWS: 2**
- Emig, Rainer

**Fr** wöchentl. 12:00 - 14:00 11.04.2014 - 16.07.2014 1208 - A001

**Kommentar**

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

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.

**Bemerkung**

- Assessment Tasks – mid-term test for Studienleistung, final 60-minute exam for Prüfungsleistung
- Registration – StudIP from 1.3.2014

**Literatur**

- Recommended Purchase:

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**Masterarbeit / Master Thesis**

**Die Abschlussarbeit in der Linguistik**

**Seminar**
- Schulze, Rainer

**Di** wöchentl. 12:00 - 13:00 15.04.2014 - 16.07.2014 1502 - 709
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 database research, avoiding plagiarism, etc.

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

Regsitration – StudIP 1.3.2014 – 31.3.2014 ● Studiengänge – FüBA, BSc TE, MEd LbS, FAL, MEd LG ● Further Information – rainer.schulze@engsem.~
der Abschlussarbeit (Themenfindung, Recherche, Arbeits- und Schreibtechniken) und
üben, eine Forschungsfrage zu entwickeln bzw. eine zentrale These zu formulieren.
Studierende können ihre Projekte vorstellen und diskutieren.

Bemerkung

Assessment Tasks – none ● Registration – StudIP 01.03.2014 - 31.03.2014# Size
restriction – none ● Prerequisites – (almost) completed FüBA or Master courses ●
Studiengänge – all ● Further Information – jana.gohrisch@engsem.

Masterstudiengang Advanced Anglophone Studies

Theory and Method (AAS1)
American Memories

Seminar, SWS: 2, Max. Teilnehmer: 25
Twelbeck, Kirsten

Do wöchentl. 12:00 - 14:00 10.04.2014 - 16.07.2014 1502 - 609
Kommentar Memory is not fixed and stable but highly variable and changing over time. This is not
only true on the individual and group level but also on the level of the nation itself.
Symbols, monuments, and narrative myths are the vehicles for an ongoing negotiation
process that defines the meaning of the nation. From its very beginnings, the United
States has relied on narratives of freedom, democracy, justice, and renewal to inspire
a sense of collective identity that speaks to American citizens on both the intellectual
and the emotional level. In this seminar we will explore the changing politics of public
memory and commemoration in America from Independence to 9/11. We will analyze
the representation of US history on the Washington Mall and at the local level, with
sessions on the discovery myth, the Civil War, the Civil Rights Movement, and Vietnam;
we will also ask important questions about the place in public memory culture of women,
African Americans, and other groups that have made America. By taking a close look
at the debates around particular monuments and commemorative events and at artistic
comments on these debates, we will gain a better understanding of America as a country
in the making.

Bemerkung AmerA / AAS1, AAS2

Reader – StudIP ● Assessment Tasks – will be specified ● Registration – StudIP
and MEd students, none for all others ● Studiengänge – FüBA, MAAS, MEd LG, LG 3.
Fach ● Further Information – ruth.mayer@engsem.

Canons, Masterpieces, Geniuses, and Literary Value: Reading Literary Theory

Seminar, SWS: 2, Max. Teilnehmer: 25
Mayer, Ruth

Di wöchentl. 12:00 - 14:00 15.04.2014 - 16.07.2014 1502 - 609
Kommentar In this class we will look at theories of literature that discuss, contest, and reconsider
the category of literary value. What is good literature? Is there such a thing as bad literature?
What should we read and what should we teach? We will look at the emergence of canon
critique in the course of the twentieth century, against the backdrop of discussions around
the high, the low, and the middle, and we will be concerned with the rhetoric and logic of
exclusion and access in literary studies. Obviously, students taking this class should not
be averse to theory.

Bemerkung AmerA / AAS1

Reader – StudIP ● Assessment Tasks – will be specified ● Registration – StudIP
and MEd students, none for all others ● Studiengänge – FüBA, MAAS, MEd LG, LG 3.
Fach ● Further Information – ruth.mayer@engsem.
Epochs and Phenomena in Anglophone Literatures and Cultures (AAS2)
American Memories

Seminar, SWS: 2, Max. Teilnehmer: 25
Tweelbeck, Kirsten

Do wöchentl. 12:00 - 14:00 10.04.2014 - 16.07.2014 1502 - 609
Kommentar
Memory is not fixed and stable but highly variable and changing over time. This is not only true on the individual and group level but also on the level of the nation itself. Symbols, monuments, and narrative myths are the vehicles for an ongoing negotiation process that defines the meaning of the nation. From its very beginnings, the United States has relied on narratives of freedom, democracy, justice, and renewal to inspire a sense of collective identity that speaks to American citizens on both the intellectual and the emotional level. In this seminar we will explore the changing politics of public memory and commemoration in America from Independence to 9/11. We will analyze the representation of US history on the Washington Mall and at the local level, with sessions on the discovery myth, the Civil War, the Civil Rights Movement, and Vietnam; we will also ask important questions about the place in public memory culture of women, African Americans, and other groups that have made America. By taking a close look at the debates around particular monuments and commemorative events and at artistic comments on these debates, we will gain a better understanding of America as a country in the making.

Bemerkung
AmerA / AAS1, AAS2

British Sitcoms

Seminar, SWS: 2, Max. Teilnehmer: 30
Krämer, Lucia

Di wöchentl. 12:00 - 14:00 15.04.2014 - 16.07.2014 1502 - 703
Mi wöchentl. 14:00 - 16:00 30.04.2014 - 16.07.2014 1502 - 613
Bemerkung zur Gruppe
Filmscreenings

Kommentar
If you’ve ever wondered what the specificities of ‘British humour’ are, and if you are willing to engage analytically with questions of how comedy works and to which ideological purposes comedy is put in selected television programmes, you might think about taking this course. Most of the TV programmes we will talk about in this seminar are considered milestones of British TV and belong to the canon of British popular culture which students should be familiar with. However, the seminar will go far beyond merely familiarising you with the respective TV shows – which in turn means that you have to be willing to invest considerable critical energy in your work with the texts. The course will introduce you to the typical formal and structural features of the sitcom genre and their link to the changing production modes the genre has undergone. You will learn about and apply theories of humour and you will practice your skills in critically analysing and interpreting sitcoms on the levels of both form and content.

Please note that the verbal comedy and dialects in some of the sitcoms require very solid English language comprehension skills.

Naturally, it would require too much time for you to watch entire box sets of British sitcoms. It would also be rather expensive for you to acquire them. We will therefore arrange screenings of selected episodes from the sitcoms covered in the course. They are:

Fawlty Towers, Yes, Minister, The Thick of It, Black Adder, Absolutely Fabulous, The Vicar of Dibley, The Office, The Royle Family and Extras
Bemerkung

Assessment Tasks – will be specified at the first meeting ● Registration – StudIP 1.3.2014 - 31.3.2013 ● Size restriction – 30 ● Prerequisites – Modul Intermediate Literature and Culture ● Studiengänge – FüBA, MAAS, MEd LG, LG 3. Fach ● Further Information – lucia.kraemer@engsem

Litratur

Recommended Background Reading:


**Dickens: Texts and Contexts**

Seminar, SWS: 2, Max. Teilnehmer: 25
Grünkemeier, Ellen

Do wöchentl. 14:00 - 16:00 10.04.2014 - 16.07.2014 1502 - 613

Kommentar

Charles Dickens is one of the most influential English authors. In this seminar we will study two of his major novels, *Oliver Twist* (1838) and *David Copperfield* (1849/50), both of which explore new ways of representing the social realities of life in 19th-century England. In addition to our close readings, we will locate the novels in their political, historical and cultural contexts. Our discussion will include issues such as the literary marketplace, serial publication, class, crime, poverty, religion, childhood and education. These text- and context-oriented approaches to the novels will make up the larger part of our seminar, but we will also study the enduring appeal of Dickens’s writing by taking into consideration film versions and other adaptations.

Please read *Oliver Twist* prior to the first class meeting.

**Bemerkung**

Assessment Tasks – will be specified in class ● Registration – StudIP 01.03.2014 - 31.03.2014 ● Size restriction – 25 ● Prerequisites – Modul Intermediate Literature and Culture ● Studiengänge – FüBA, MAAS, M.Ed. LG; LG 3. Fach, ● Further Information – ellen.gruenkemeier@engsem.

Litratur

Recommended Reading:

A reader with theoretical texts and context-related materials will be provided. Please get hold of the following novels, preferably in well-annotated editions as, for example, from Penguin or Oxford Classics:

Charles Dickens, *Oliver Twist* (1838)

Charles Dickens, *David Copperfield* (1849/50)

**John Gay, The Beggar’s Opera and its Historical and Cultural Context**

Seminar, SWS: 2, Max. Teilnehmer: 30
Bennett, Peter

Mi wöchentl. 10:00 - 12:00 16.04.2014 - 16.07.2014 1502 - 615

Kommentar

*The Beggar’s Opera* took the London theatre and opera scene both by surprise and by storm in 1728. It was a burlesque of (but not an attack on) the Italian opera which predominated in London at the time. For one thing, its theme of low-life thieves and whores in contemporary London contrasted radically with the typical themes of Italian opera, namely the doings of gods and heroes from the myths of the classical world. For another, its musical style could hardly have departed more from that of Italian opera. It is a so-called “ballad opera”, in which the dramatic text is interspersed with numerous songs, much like a modern musical. These songs consisted of short, new lyrics set to pre-existing and familiar folk and ballad melodies as well as a few airs stolen from operatic works. Recitative and arias did not feature at all. *The Beggar’s Opera* was also a political satire suggesting that the behaviour of thieves and racketeers had much in common with that of courtiers, merchant traders and statesmen. It has often been supposed that the main object of political satire was the corrupt and over-powerful chief Minister of State, Sir Robert Walpole.
The seminar will examine *The Beggar’s Opera* in its cultural and historical contexts, particularly musical and political.

**Bemerkung**

BritA / AAS2

*Assessment Tasks* – will be specified at the first meeting

*Registration* – StudIP

1.3.2014 - 31.3.2013

*Size restriction* – 30

*Prerequisites* – Modul Intermediate

Literature and Culture  
*Studiengänge* – FüBA, MAAS, MEd LG, LG 3.

*Further Information* – peter.bennett@engsem.

**Literatur**

Required Reading:

John Gay, *The Beggar’s Opera*. Students should obtain the Penguin Classics or the Oxford World’s Classics edition. Please order in good time so as not to overload the supply chains of amazon-de and others. You will need your copy at the first meeting.

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**The Contemporary Novel: Trends and Developments**

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

**Mo wöchentl. 12:00 - 14:00 14.04.2014 - 16.07.2014 1502 - 609**

**Kommentar**

Storytelling is back in style. Many of the bestselling novels that were successful in the United States during the last years indulge in complicated plot lines, explore grand themes in epic dimensions, and do not shy away from pathos. Questions of identity take centre stage in many of these texts, they often revolve around concepts of race, ethnicity, nationality, and culture – and increasingly, they are no longer set in the United States and stem from authors born and raised elsewhere. In this class, we will focus on novels by ‘new’ African-American authors – authors born in Africa and educated in the United States who move between the continents and write about their experiences, drawing on a wide range of narrative conventions and cultural traditions. We will discuss Chimamanda Ngozi Adichie's *Half a Yellow Sun* (2006), Taiye Selasi's *Ghana Must Go* (2013), and at least one more (bulky) novel which will be announced at the beginning of the semester on StudIP. Please buy and read Adichie’s and Selasi’s text before the semester starts, and be warned that this is a class for students who enjoy reading. If you think that long and complex books should be avoided, this class is not for you.

**Bemerkung**

AmerA / AAS2, AAS3

*Reader* – StudIP  
*Assessment Tasks* – will be specified  
*Registration* – StudIP

1.3.2014 - 31.3.2014

*Size restriction* – 25

*Prerequisites* – AmerF4/BritF4 for FüBA and MEd students, none for all others  
*Studiengänge* – FüBA, MAAS, MEd LG, LG 3.

*Fach*  
*Further Information* – ruth.mayer@engsem.

**Literatur**


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**The Gothic in British Literature and Culture**

**Seminar, SWS: 2, Max. Teilnehmer: 90**  
Emig, Rainer

**Do wöchentl. 14:00 - 16:00 10.04.2014 - 16.07.2014 1502 - 703**

**Bemerkung zur Gruppe**

!!! Zeitänderung !!!

**Kommentar**

Since its emergence in the late 18th century, the Gothic has proved one of the most fertile traditions in English-speaking literatures and cultures. Originally part of Romanticism, where it debated issues connected with the emerging middle class and its values, but also nationalism and religion, it continued to thrive in the Victorian era, where it focused more on imperialist, racial, but also gender and sexual themes. It has continued to prosper in the twentieth- and twenty-first centuries, taking up and “modernising” some of its traditional aspects, such as the clash of rationalism and the supernatural, its transgressive potential for women and young people, and its critique of the status quo. The course, in interactive lecture format, will introduce classics of the Gothic genre,
such as Horace Walpole, Clara Reeve, Ann Radcliffe, Matthew Lewis, William Beckford, Charles Maturin, Mary Shelley, Sheridan Le Fanu, Robert Louis Stevenson, Bram Stoker, and Angela Carter, and canonical writers who participate in Gothic modes, e.g. Jane Austen, Emily Bronte, George Eliot, and Oscar Wilde. It will conclude with a look at popular forms of the Gothic today, among them the British TV series Being Human – which combines, often in comic form, the Gothic supernatural and Social Realism.

**Assessment Tasks** – critical summary of a secondary text as *Studienleistung*; essay of approx. 5,000 words for *Prüfungsleistung* ● *Registration* – StudIP 1.3.2014 - 31.3.2014 ● *Size restriction* – 90 ● *Prerequisites* – Modul Intermediate Literature and Culture ● *Studiengänge* – FüBA, MAAS, MEd LG, LG3 ● *Further Information* – rainer.emig@engsem~

**BritA / AAS2, AAS3, AAS4**

**Recommended Reading:**


**Independent Studies (AAS6)**

**Independent Studies: Organising a Conference**

**Seminar, SWS: 2**

Marquardt (Staatsexamen), Johanna

**Mi wöchentl. 12:00 - 14:00 16.04.2014 - 16.07.2014 1502 - 613**

This course is designed as a project class for advanced students who would like to get an insight into the organisation of international academic conferences. It is organised in the context of the next annual conference of the Deutsche Anglistenverband, to be held in Hanover in September 2014. The year marks the tercentenary of the accession of the Hanoverian Kings to the throne of the United Kingdom of Great Britain and Ireland, and the conference therefore focuses on the 18th century. The aims of the seminar are twofold: firstly, we will critically engage with cultural, social, political and literary developments of the 18th century and its implementation into university programmes; secondly, we will look at and actively participate in the various processes of organising such an event and compiling the programme.

The class is targeted in particular at students of the master programmes *Advanced Anglophone Studies* and *Atlantic Studies in History and Culture* but also at advanced students with a special interest in the 18th century.

**Registration** – StudIP 1.3.2013 - 31.3.2013 ● *Studiengänge* – MAAS, MA

Atlantic Studies ● *Further Information* – see www.anglistenverband.de and www.anglistentag2014.uni-hannover.de, or contact: johanna.marquardt@engsem~

**AAS6**

**Required reading:**


**MA-Thesis (AAS7)**

**Doktorandenkolloquium**

**Kolloquium, SWS: 2**

Rohloff, Heide
## Forschungskolloquium

<table>
<thead>
<tr>
<th>Kolloquium, SWS: 2</th>
<th>Gohrisch, Jana</th>
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<tbody>
<tr>
<td>Mi 14-täglich 18:00 - 20:00 16.04.2014 - 16.07.2014 1502 - 709</td>
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</tbody>
</table>

**Bemerkung zur Gruppe**

Das Kolloquium findet nach Absprache in ihrem Dienstzimmer (Geb. 1502, R. 737) statt.

**Programmaushang erfolgt**

### Kolloquium zum Studienabschluss in der Literatur- und Kulturwissenschaft

<table>
<thead>
<tr>
<th>Kolloquium, SWS: 2</th>
<th>Gohrisch, Jana</th>
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<tr>
<td>Di wöchentl. 16:00 - 18:00 15.04.2014 - 16.07.2014 1502 - 709</td>
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</table>

**Kommentar**

Das auf die gesamte Vorlesungszeit angelegte Examenskolloquium richtet sich an alle Studierenden, die kurz vor ihrem Studienabschluss im Bachelor oder Master stehen. Der Kursplan wird an den Bedarf der TeilnehmerInnen angepasst und umfasst die Literaturtheorie, Literaturgeschichte sowie die Analyse und Interpretation von Texten (mit praktischen Übungen). Besonders ausführlich besprechen wir die Anfertigung der Abschlussarbeit (Themenfindung, Recherche, Arbeits- und Schreibtechniken) und üben, eine Forschungsfrage zu entwickeln bzw. eine zentrale These zu formulieren. Studierende können ihre Projekte vorstellen und diskutieren.

**Bemerkung**

- Assessment Tasks – none
- Registration – StudIP 01.03.2014 - 31.03.2014
- Size restriction – none
- Prerequisites – (almost) completed FüBA or Master courses
- Studiengänge – all
- Further Information – jana.gohrisch@engsem.

### Professional Skills (AAS8)

### Electives (AAS9)

### Research and Internship (AAS10)

### Concepts of Race, Class, and Gender (AAS3)

#### An Introduction to Gender Studies

<table>
<thead>
<tr>
<th>Seminar, SWS: 2, Max. Teilnehmer: 30</th>
<th>Funk, Wolfgang</th>
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<tr>
<td>Di 14-täglich 16:00 - 20:00 15.04.2014 - 16.07.2014 1502 - 615</td>
<td></td>
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</table>

**Ausfalltermin(e):** 29.04.2014, 27.05.2014
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 history and current state of Feminism to the blossoming field of 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.

Contemporary New York City

On November 5, 2013, Bill de Blasio won the election for mayor of New York City on a campaign platform of overcoming rising economic inequality in America’s largest city. Portraying contemporary New York City as a “tale of two cities,” the first Democratic mayor in two decades spoke for many New Yorkers (and, by extension, Americans) who criticize a widening gap between rich and poor people.

This discourse of economic inequality will form the backdrop for our exploration of the most recent transitional era in New York City. After tracing the city’s historical development, we will analyze recent issues and phenomena related to New York: historical events (9/11, Hurricane Sandy), socio-economic developments (race relations, gentrification), social movements (Occupy Wall Street), and popular discourses (creative class/cities). We will also address recent architectural projects (High Line), popular figures (the contemporary hipster), as well as fictional representations of the ‘Big Apple’ in television, film, and literature.

Required Reading: Charlotte Perkins Gilman, *Herland*, 1915. (The best edition is the Penguin Classics, which also includes *The Yellow Wallpaper* and other stories. Feel free to use any other editions you can get.)

Dickens: Texts and Contexts

Please refer to the course page on StudIP.
Englisches Seminar

Kommentar

Charles Dickens is one of the most influential English authors. In this seminar we will study two of his major novels, *Oliver Twist* (1838) and *David Copperfield* (1849/50), both of which explore new ways of representing the social realities of life in 19th-century England. In addition to our close readings, we will locate the novels in their political, historical and cultural contexts. Our discussion will include issues such as the literary marketplace, serial publication, class, crime, poverty, religion, childhood and education. These text- and context-oriented approaches to the novels will make up the larger part of our seminar, but we will also study the enduring appeal of Dickens’s writing by taking into consideration film versions and other adaptations.

Please read *Oliver Twist* prior to the first class meeting.

Bemerkung

Assessment Tasks – will be specified in class ● Registration – StudIP 01.03.2014 - 31.03.2014 ● Size restriction – 25 ● Prerequisites – Modul Intermediate Literature and Culture ● Studiengänge – FüBA, MAAS, M.Ed. LG; LG 3. Fach, ● Further Information – ellen.gruenkemeier@engsem.

Literatur

Required Reading:

A reader with theoretical texts and context-related materials will be provided. Please get hold of the following novels, preferably in well-annotated editions as, for example, from Penguin or Oxford Classics:

Charles Dickens, *Oliver Twist* (1838)

Charles Dickens, *David Copperfield* (1849/50)

The Contemporary Novel: Trends and Developments

Seminar, SWS: 2, Max. Teilnehmer: 25
Mayer, Ruth

Kommentar

Storytelling is back in style. Many of the bestselling novels that were successful in the United States during the last years indulge in complicated plot lines, explore grand themes in epic dimensions, and do not shy away from pathos. Questions of identity take centre stage in many of these texts, they often revolve around concepts of race, ethnicity, nationality, and culture – and increasingly, they are no longer set in the United States and stem from authors born and raised elsewhere. In this class, we will focus on novels by ‘new’ African-American authors – authors born in Africa and educated in the United States who move between the continents and write about their experiences, drawing on a wide range of narrative conventions and cultural traditions. We will discuss Chimamanda Ngozi Adichie’s *Half a Yellow Sun* (2006), Taiye Selasi’s *Ghana Must Go* (2013), and at least one more (bulky) novel which will be announced at the beginning of the semester on StudIP. Please buy and read Adichie’s and Selasi’s text before the semester starts, and be warned that this is a class for students who enjoy reading. If you think that long and complex books should be avoided, this class is not for you.

Bemerkung

AmerA / AAS2, AAS3

Literatur

Required Reading


The Gothic in British Literature and Culture

Seminar, SWS: 2, Max. Teilnehmer: 90
Emig, Rainer

Kommentar

Donnächentl. 14:00 - 16:00 10.04.2014 - 16.07.2014 1502 - 703

Bemerkung


Literatur

Required Reading


Since its emergence in the late 18th century, the Gothic has proved one of the most fertile traditions in English-speaking literatures and cultures. Originally part of Romanticism, where it debated issues connected with the emerging middle class and its values, but also nationalism and religion, it continued to thrive in the Victorian era, where it focused more on imperialist, racial, but also gender and sexual themes. It has continued to prosper in the twentieth- and twenty-first centuries, taking up and “modernising” some of its traditional aspects, such as the clash of rationalism and the supernatural, its transgressive potential for women and young people, and its critique of the status quo. The course, in interactive lecture format, will introduce classics of the Gothic genre, such as Horace Walpole, Clara Reeve, Ann Radcliffe, Matthew Lewis, William Beckford, Charles Maturin, Mary Shelley, Sheridan Le Fanu, Robert Louis Stevenson, Bram Stoker, and Angela Carter, and canonical writers who participate in Gothic modes, e.g. Jane Austen, Emily Bronte, George Eliot, and Oscar Wilde. It will conclude with a look at popular forms of the Gothic today, among them the British TV series Being Human – which combines, often in comic form, the Gothic supernatural and Social Realism.


In this seminar we will read fictional and historiographic texts about South Africa before and after the transition from the white minority rule of the apartheid system to a democratic society with the first democratic elections in 1994. We will begin with Sindiwe Magona’s Mother to Mother about post-apartheid violence, an issue which also features in Disgrace (1999), a novel by J. M. Coetzee, who won the Nobel Prize for Literature in 2003. Then, we will read short stories by Nadine Gordimer, who was awarded the Nobel Prize in 1991, and Phaswanes Mpe’s disturbing novel Welcome to Our Hillbrow (2001) about inner-city problems and HIV/AIDS. We shall discuss literary representations of the changing dynamics of power in South Africa, concentrating on issues of gender, race and class as well as on the narrative strategies and tropes employed by the texts (practicing the analytical terms from the ‘Introduction to Literary Studies’).


Coetzee, J. M. Disgrace (1999)
The short stories by Gordimer and some secondary material will be provided on StudIP. Please buy and bring your own copies of the novels by Coetzee, Magona and Mpe and read Sindiwe Magona’s *Mother to Mother* before the course begins.

### Media, Cultural Communication and Popular Culture (AAS4)

#### British Sitcoms

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

<table>
<thead>
<tr>
<th>Krämer, Lucia</th>
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**Di wöchentl.** 12:00 - 14:00 15.04.2014 - 16.07.2014 1502 - 703  
**Mi wöchentl.** 14:00 - 16:00 30.04.2014 - 16.07.2014 1502 - 613

**Kommentar**

If you’ve ever wondered what the specificities of ‘British humour’ are, and if you are willing to engage analytically with questions of how comedy works and to which ideological purposes comedy is put in selected television programmes, you might think about taking this course. Most of the TV programmes we will talk about in this seminar are considered milestones of British TV and belong to the canon of British popular culture which students should be familiar with. However, the seminar will go far beyond merely familiarising you with the respective TV shows – which in turn means that you have to be willing to invest considerable critical energy in your work with the texts. The course will introduce you to the typical formal and structural features of the sitcom genre and their link to the changing production modes the genre has undergone. You will learn about and apply theories of humour and you will practice your skills in critically analysing and interpreting sitcoms on the levels of both form and content.

Please note that the verbal comedy and dialects in some of the sitcoms require very solid English language comprehension skills.

Naturally, it would require too much time for you to watch entire box sets of British sitcoms. It would also be rather expensive for you to acquire them. We will therefore arrange screenings of selected episodes from the sitcoms covered in the course. They are:

- *Fawlty Towers*, *Yes, Minister*, *The Thick of It*, *Black Adder*, *Absolutely Fabulous*, *The Vicar of Dibley*, *The Office*, *The Royle Family* and *Extras*

**Bemerkung**

Assessment Tasks – will be specified at the first meeting  
Registration – StudIP 1.3.2014 - 31.3.2013  
Size restriction – 30  
Prerequisites – Modul Intermediate  
Literature and Culture  
Further Information – lucia.kraemer@engsem~

**Literatur**

Recommended Background Reading:  

### Classical Hollywood Cinema

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

<table>
<thead>
<tr>
<th>Brasch (M. A.), Ilka</th>
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**Fr wöchentl.** 10:00 - 12:00 11.04.2014 - 16.07.2014 1502 - 609

**Kommentar**

This class covers what has been identified as “Classical Hollywood Cinema” – US-American popular cinema between 1917 and 1960. It aims at providing a film-historical overview from silent to sound film, to the Great Depression and regularized censorship, through the Second World War and to the 1950s. We will cover diverse genres such as comedy, melodrama, and the gangster film. We will view a range of films such as *The Kid* (1921), *Noah’s Ark* (1928) and *Stella Dallas* (1937). However, we will also discuss
critical questions about classicality, “continuity style” and periodization, as well as engage in formal analysis. Please note that there will be a number of film screenings in addition to our regular sessions and your weekly reading.

**Bemerkung**

AmerA / AAS4

*Reader – StudIP ● Assessment Tasks – will be specified ● Registration – StudIP

**Literatur**

Please refer to the course page on StudIP.

### Contemporary New York City

**Seminar, SWS: 2, Max. Teilnehmer: 25**
**Groß (M. A.), Florian**

- **Di wöchentlich**: 10:00 - 12:00
- **15.04.2014 - 16.07.2014**
- **1502 - 609**

**Kommentar**

On November 5, 2013, Bill de Blasio won the election for mayor of New York City on a campaign platform of overcoming rising economic inequality in America’s largest city. Portraying contemporary New York City as a “tale of two cities,” the first Democratic mayor in two decades spoke for many New Yorkers (and, by extension, Americans) who criticize a widening gap between rich and poor people.

This discourse of economic inequality will form the backdrop for our exploration of the most recent transitional era in New York City. After tracing the city’s historical development, we will analyze recent issues and phenomena related to New York: historical events (9/11, Hurricane Sandy), socio-economic developments (race relations, gentrification), social movements (Occupy Wall Street), and popular discourses (creative class/cities). We will also address recent architectural projects (High Line), popular figures (the contemporary hipster), as well as fictional representations of the ‘Big Apple’ in television, film, and literature.

**Bemerkung**

AmerA / AAS3, AAS4

*Reader – StudIP ● Assessment Tasks – will be specified ● Registration – StudIP

**Literatur**

Please refer to the course page on StudIP.

### The Gothic in British Literature and Culture

**Seminar, SWS: 2, Max. Teilnehmer: 90**
**Emig, Rainer**

- **Do wöchentlich**: 14:00 - 16:00
- **1502 - 703**

**Kommentar**

Since its emergence in the late 18th century, the Gothic has proved one of the most fertile traditions in English-speaking literatures and cultures. Originally part of Romanticism, where it debated issues connected with the emerging middle class and its values, but also nationalism and religion, it continued to thrive in the Victorian era, where it focused more on imperialist, racial, but also gender and sexual themes. It has continued to prosper in the twentieth- and twenty-first centuries, taking up and “modernising” some of its traditional aspects, such as the clash of rationalism and the supernatural, its transgressive potential for women and young people, and its critique of the status quo. The course, in interactive lecture format, will introduce classics of the Gothic genre, such as Horace Walpole, Clara Reeve, Ann Radcliffe, Matthew Lewis, William Beckford, Charles Maturin, Mary Shelley, Sheridan Le Fanu, Robert Louis Stevenson, Bram Stoker, and Angela Carter, and canonical writers who participate in Gothic modes, e.g. Jane
Austen, Emily Bronte, George Eliot, and Oscar Wilde. It will conclude with a look at popular forms of the Gothic today, among them the British TV series Being Human – which combines, often in comic form, the Gothic supernatural and Social Realism.

**Bemerkung**


BritA / AAS2, AAS3, AAS4

**Literatur**

Recommended Reading:


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**New English Literatures and Cultures (AAS5)**

**Twenty Years after Apartheid: South African Literature and Culture**

Seminar, SWS: 2, Max. Teilnehmer: 30
Gohrisch, Jana

Di wöchentl. 14:00 - 16:00 15.04.2014 - 16.07.2014 1502 - 703

**Kommentar**

In this seminar we will read fictional and historiographic texts about South Africa before and after the transition from the white minority rule of the apartheid system to a democratic society with the first democratic elections in 1994. We will begin with Sindiwe Magona's *Mother to Mother* about post-apartheid violence, an issue which also features in *Disgrace* (1999), a novel by J. M. Coetzee, who won the Nobel Prize for Literature in 2003. Then, we will read short stories by Nadine Gordimer, who was awarded the Nobel Prize in 1991, and Phaswanes Mpe's disturbing novel *Welcome to Our Hillbrow* (2001) about inner-city problems and HIV/AIDS. We shall discuss literary representations of the changing dynamics of power in South Africa, concentrating on issues of gender, race and class as well as on the narrative strategies and tropes employed by the texts (practicing the analytical terms from the 'Introduction to Literary Studies').

**Bemerkung**


BritA / AAS3, AAS5

**Literatur**

Required Reading:

Coetzee, J. M. *Disgrace* (1999)


Mpe, Phaswane. *Welcome to our Hillbrow* (2001)

The short stories by Gordimer and some secondary material will be provided on StudIP. Please buy and bring your own copies of the novels by Coetzee, Magona and Mpe and read Sindiwe Magona's *Mother to Mother* before the course begins.

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**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 Multilateralität / Multilingualism and Multiliteracies (FAL 6)**

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

**Masterarbeit / M. A. Thesis**

**Magister / Staatsexamensstudiengänge**

**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**

**Examensseminare / Exam Seminars**