Englisches Seminar

Fächerübergreifender Bachelor - Fach Englisch
Literaturvermittlung und Kulturmanagement

Seminar, SWS: 2
Meyer-Kovac, Jens

Di wöchentl. 14:00 - 16:00 14.04.2015 - 25.07.2015 1502 - 103

Kommentar


Zeit und Ort werden rechtzeitig bekannt gegeben.

Bemerkung
Teilnehmerzahl: 12 pro Studienfach, Anmeldung über Stud.IP.

Literatur
Generell: aktuelle Belletristik und Sachliteratur sowie Feuilletons, Kulturzeitschriften und -sendungen (Radio, TV), Verlagsprogramme
Bemmé, Sven-Oliver: Kultur-Projektmanagement : Kultur- und Organisationsprojekte erfolgreich managen. Wiesbaden, 2011

Foundations Literature and Culture (AcadF/AmerBritF1)

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

Vorlesung, SWS: 2
Hohaus (M. Ed.), Pascal

Mo wöchentl. 14:00 - 16:00 13.04.2015 - 25.07.2015 1502 - 703

Kommentar
"Language is mankind's greatest invention – except of course, that it was never invented." This is how Guy Deutscher opens his best-seller The Unfolding of Language. Language consists of hundreds of thousands of forms with even more functions; there are many different levels on which it can be described; it has an intricate structure and it allows for a bewildering complexity of expressing thoughts into sounds and back. This course is intended to convey some of this fascination by introducing students to the study of language on a scientific level.

In order to achieve this, it provides a first general introduction to English linguistics We will initially deal with questions related to the nature of language and then focus on the major areas in the study of linguistics, including phonetics and phonology, contrastive aspects of sound production, morphology and word-formation, phraseology or idiomatics, and traditional syntax. Areas such as semantics, pragmatics, and language variation will be tackled in LingF2.

Bemerkung
Registration – StudIP 1.3.2015-31.3.2015 / Prerequisites – none / Further Information - pascal.hohaus@engsem.
**Introduction to Linguistics II**

<table>
<thead>
<tr>
<th>Vorlesung, SWS: 2</th>
<th>Pfaff, Meike</th>
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**Kommentar**

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<th>16.04.2015 - 25.06.2015</th>
<th>1502 - 003</th>
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<td>16:00 - 18:00</td>
<td>09.07.2015 - 23.07.2015</td>
<td>1502 - 003</td>
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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**

Registration – StudIP 1.3.2015-31.3.2015 / Prerequisites – none / Further Information - meike.pfaff@engsem.~

Literatur

**Required Reading:**


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

**An Introduction to Content and Language Integrated Learning**

<table>
<thead>
<tr>
<th>Seminar, SWS: 2, Max. Teilnehmer: 25</th>
<th>Ball, Celia</th>
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</thead>
</table>

**Kommentar**

| Fr wöchentl. | 12:00 - 14:00 | 17.04.2015 - 25.07.2015 | 1502 - 609 |

This seminar will provide students with the basic knowledge of Content Language Integrated Learning practiced at German schools. Participants will gain some relevant theoretical background on the application of CLIL. Credits can be obtained by presenting
How to Teach Grammar

**Seminar, SWS: 2**
Ruhm, Hannah

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<td>25.07.2015 - 25.07.2015</td>
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**Kommentar**
Teaching grammar is an essential part of the language classroom. In this course we are going to study different approaches to grammar teaching. After evaluating theoretical concepts and different arguments for and against teaching grammar, we will take a look at grammar tasks and activities in schoolbooks, get to know a variety of creative and student-centered methods to teach grammar, using texts, games, role play, songs and stories. Taking a look at different practical examples from the classroom, we will address questions of differentiation, individualization and assessment and discuss how to develop grammar activities to cater for students with different abilities and needs. Participants will design teaching material and short teaching sequences to be used in the classroom.

**Bemerkung**
Assessment Tasks – will be specified in class ● Registration – StudIP (1.3.2015 - 31.3.2015) and via email ● Prerequisites – DidF1 ● Further Information: hannah.ruhm@gmx.de

**Intercultural Communication and Intercultural Learning**

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

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**Kommentar**
This project-oriented seminar is designed to thoroughly examine one of the key competences in Teaching English as a Foreign Language, the intercultural competence. We will start by looking at concepts of intercultural learning and intercultural communication, as well as newer concepts that go beyond that. After laying the theoretical ground, participants of this seminar will analyze practical possibilities for the implementation of intercultural competence and contextualize examples along Californian topics.

**Bemerkung**
Reader – Materials on StudIP ● Assessment Tasks – See course programme ● Registration – StudIP ● Size restriction – 30 ● Prerequisites – DidF ● Further Information – EMAIL claudia.mueller@tu-braunschweig.de

**Literatur**
Required Reading:
See course page on StudIP.
Introduction to English Language Teaching

Seminar, SWS: 2, Max. Teilnehmer: 40
Woltin, Alexander

Do wöchentl. 14:00 - 16:00 16.04.2015 - 25.07.2015 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 ● Size restriction – 40 ● Prerequisites – None ● Further Information – alexander.woltin@engsem.

Literatur
Required Reading
Please see the course page on StudIP.

Teaching Skills: Listening, Reading, Speaking, Writing and Mediation

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

Di wöchentl. 12:00 - 14:00 14.04.2015 - 25.07.2015 1502 - 615
Kommentar
Although teaching listening, reading, speaking, writing, and also mediation are/ have become important everyday activities in the EFL classroom and for future teachers of English as well, they are sometimes regarded with apprehension: speaking e.g. has only in the last two decades become a relevant aspect of teaching foreign languages, or teaching mediation has become compulsory since 2009 only (in Lower Saxony). Although the traditional skills-based approach has been criticized widely (namely because it aims at developing language skills by continuous practice, ignoring learners' mental processes), we will retain the traditional language skills classification in the seminar for practical reasons. At the same time, we will have a look at discussions of teaching skills in terms of communicative activities and competences (competences as the "sum of knowledge, skills and characteristics that allow a person to perform actions." [CoE 2001:9]) Based on an integrated skills and competences approach students will get to know various teaching methods and are asked to design little task-based teaching scenarios themselves.

Bemerkung
Reader – Material on StudIP ● Assessment Tasks – See course programme ● Registration – StudIP 01.03. - 31.03.2015 ● Size restriction – 40 ● Prerequisites – DidF ● Studiengänge – Med. ● Further Information – EMAIL gabriele.blell@engsem.

Literatur
Required Reading
See StudIP.

Foundations Language Practice (SP1/SP2)
Grammar (Gruppe 1)

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25
Foster (PhD M.A. [UK]), Darren Paul

Mo wöchentl. 12:00 - 14:00 13.04.2015 - 25.07.2015 1502 - 615 01. Gruppe
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**Grammar (Gruppe 2)**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25  
Foster (PhD M.A. [UK]), Darren Paul

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**Grammar (Gruppe 3)**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25  
Foster (PhD M.A. [UK]), Darren Paul

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**Grammar (Gruppe 4)**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25  
Foster (PhD M.A. [UK]), Darren Paul

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**Grammar (Gruppe 5)**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25  
Foster (PhD M.A. [UK]), Darren Paul

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SP2
Grammar (Gruppe 6)

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25
Foster (PhD M.A. [UK]), Darren Paul

Do wöchentl. 10:00 - 12:00 16.04.2015 - 25.07.2015 1502 - 709 06. Gruppe

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

Remark
Assessment Tasks – SL: regular homework tasks, PL: exam ● Registration – StudIP 06.03.2015 – 23.03.2015 ● Size restriction – 25 per group ● Prerequisites – SP1 ● Further Information – darren.foster@engsem.~

Vocabulary and Pronunciation (Blockseminar)

Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25
Foster (PhD M.A. [UK]), Darren Paul

Mi Einzel 10:00 - 15:30 01.04.2015 - 01.04.2015 1502 - 709
Do Einzel 10:00 - 15:30 02.04.2015 - 02.04.2015 1502 - 709
Di Einzel 10:00 - 15:30 07.04.2015 - 07.04.2015 1502 - 709
Mi Einzel 10:00 - 15:30 08.04.2015 - 08.04.2015 1502 - 709
Do Einzel 10:00 - 12:00 09.04.2015 - 09.04.2015 1502 - 709

Remark
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.

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

Vorlesung, SWS: 2
Haekel, Ralf

Fr wöchentl. 12:00 - 14:00 17.04.2015 - 25.07.2015 1208 - A001

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

In the 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. Moreover, they 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.

PLEASE NOTE: In addition to being taught live by Prof. Haekel, this lecture series is available on video as well (as taught by Prof. Emig in the 2014 summer term). Prof. Emig’s videos, slides and the electronic test for the Studienleistung (winter term 2013/14) are on studIP and may be accessed through registration with Prof. Heakel’s survey lecture.
A TUTORIAL BY MORITZ KIERMEIER WILL BE OFFERED FOR THOSE WHO WISH TO DO FURTHER WORK WITH THE MATERIAL.

DATES AND ROOMS WILL BE ANNOUNCED.

Bemerkung
Language in class – English ● Prerequisites for certificate – electronic test for Studienleistung, final 60-minute exam after lecture 2 in the summer term for Prüfungsleistung ● Further information – jana.gohrisch@engsem-

Das Tutorium zu dieser LV findet Do 18-20 in Raum 703 statt.

Literatur

Recommended Purchase:


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

Vorlesung, SWS: 2
Twelbeck, Kirsten

Mi wöchentl. 12:00 - 14:00 15.04.2015 - 25.07.2015 1208 - A001

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. Please note: this is not an online course and at this point I cannot promise that there will be a video recording (I’ll try to get someone from ELSA to do the recording but there is no guarantee). There will be quizzes (SL) that you must attend in person. Please note: there is also a tutorial to this class.

Bemerkung
Reader – course material on StudIP ● Assessment Tasks – 6 mini quizzes on assigned dates. You must pass four of them ● Registration – StudIP 01.03. - 31.03.2015 ● Studiengänge – FiBA, BSc, 3. Fach LG ● Further Information – kirsten.twelbeck@engsem-

Literatur

Recommended Reading


Intermediate Literature and Culture (AmerBritF3 / AmerF4 oder BritF4)
American Fiction after Postmodernism

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

Mo wöchentl. 10:00 - 12:00 13.04.2015 - 25.07.2015 1502 - 609

Kommentar
“The next real literary ‘rebels’ in this country might well emerge as some weird bunch of anti-rebels […] who treat of plain old untrendy human troubles and emotions in U.S. life with reverence and conviction. Who eschew self-consciousness and hip fatigue.” This is how David Foster Wallace envisioned authors in the wake of postmodern literature and its attempt to critique American society through the means of self-conscious irony and metafictional experiments. In this class, we will deal with the question how,
beyond Wallace’s bold claims, literature since the 1990s has dealt with the legacy of postmodernism. Where have experimental modes of writing persisted, and how? Where have more realist modes of writing (re-)emerged, and where and how are they mixed with postmodern irony, metafiction, and experimental narrative structures? We will discuss Jonathan Franzen’s *The Corrections* (2001) and at least one more novel which will be announced at the beginning of the semester on studIP. Please be warned that this is a class for students who enjoy reading.

**American Modernities**

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

**Kommentar**
This seminar takes Ezra Pound’s dictum “Make it new” as a starting point for its analysis of a particularly “modern” way of being in the world that relied, first and foremost, on a concept of change. Starting from a historical viewpoint we will view early 20th American modernist art and culture as an outcome of late nineteenth-century developments. Focusing on the first two decades of the twentieth century this seminar emphasizes the social, political, philosophical, and cultural events/trends that triggered the desire for change that drives modernism as a cultural phenomenon. This seminar, then, highlights the sense of crisis that was fundamental to those renewed notions of truth and identity that emerged in the early 20th century and that found creative expression in various interconnected art forms. We will pay particular attention to the distinctly “American” quality in the works of diverse American writers and artists such as Gertrude Stein, William Carlos Williams, Langston Hughes, William Faulkner, Anzia Yezierska, Sui Sin Far, Georgia O’Keeffe, Alfred Stieglitz, Frank Lloyd Wright, and Charlie Chaplin.

**Bemerkung**
*Reader* – additional course material on StudIP  ●  *Assessment Tasks* – will be specified on the syllabus (StudIP) before the semester starts. ●  *Registration* – StudIP 01.03. - 31.03.2015  ●  *Size Restriction* – 25  ●  *Studiengänge* – FüBA, BSc, MEd LG, 3. Fach MEd LG  ●  *Further Information* – florian.gross@engsem.~

**Literatur**
*Recommended Reading*
In preparation for this class please read Heinz Ickstadt’s chapter on American modernism in Hubert Zapf’s (ed.) *Amerikanische Literaturgeschichte*. The preliminary syllabus can be downloaded from StudIP before the semester starts.

**Approaching Shakespeare**

Seminar, SWS: 2
Bennett, Peter

**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 as well as book work. 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 in class ● Registration – Stud.IP StudIP 1.3.2015 - 31.3.2015 ● Size restriction – 30 ● Prerequisites – AmerBritF1 obligatory, BritF3 desirable (for FüBA and MEd students), none for others ● Further Information – peter.bennett@engsem.uni-hannover.de

Bemerkung

Assessment Tasks – will be specified in class ● Registration – Stud.IP StudIP 1.3.2015 - 31.3.2015 ● Size restriction – 30 ● Prerequisites – AmerBritF1 obligatory, BritF3 desirable (for FüBA and MEd students), none for others ● Further Information – peter.bennett@engsem.uni-hannover.de

BritF4

Literatur


Contemporary Irish Fiction

Seminar, SWS: 2
Haekel, Ralf

Fr wöchentl. 10:00 - 12:00 17.04.2015 - 25.07.2015 1502 - 703

Since 1990, Ireland has witnessed a number of momentous events and significant changes that fundamentally changed Irish society: the ceasefire of the IRA and the ensuing end of the Northern Irish Troubles; the so-called Celtic Tiger, years of unprecedented prosperity, and the subsequent breakdown of the national economy; furthermore, the abuse scandal, which became public in the 1990s and which fundamentally shattered the image of, and the belief in, the Catholic Church. All these events were, and still are, negotiated in one way or another in contemporary Irish novels, and traditional topics of Irish fiction such as selfhood, identity, the family and society were critically reflected. In this seminar, which will also serve as an introduction to Irish Studies, we will read four novels and discuss them in the light of these changes in contemporary Irish culture and society: John McGahern, Amongst Women; Colm Tóibín, The Heather Blazing; Anne Enright, The Gathering; and John Banville, The Sea.

Bemerkung

britF4

Literatur

Further Reading:

Literary, Cultural and Media Theory - New Approaches

Seminar, SWS: 2
Haekel, Ralf

Do wöchentl. 12:00 - 14:00 16.04.2015 - 25.07.2015 1502 - 003

It is the aim of this class to introduce students to the study of theoretical texts concerning cultural theory, media theory and literature. The so-called medial turn and the ever-growing importance of film, television and the internet in recent decades have not only led to a radical change in the humanities but also to an alteration of the way we read and investigate literature. The field of literary studies has been increasingly broadened in the light of this development and is nowadays read and interpreted in the light of cultural and media studies. After the crisis of theory (poststructuralism and deconstruction) at the turn of the millennium, media theory has become one of the most productive approaches to literature. While the relation between literature and other media has already been investigated in a number of critical studies, this seminar aims at discussing literature as a medium in its own right.

Bemerkung

AmerBritF3

Literatur

Introductory Literature:
Peter Barry, Beginning Theory, Manchester: Manchester UP, 2008.
Narratives of Un/Belonging

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

Do wöchentl. 14:00 - 16:00 16.04.2015 - 25.07.2015 1502 - 609

Kommentar
This is a class about more recent trends in so-called “minority fiction,” trends that have emerged in the context of cultural paradigms such as transnationalism, postcolonialism, post-imperialism, cultural hybridity, diasporic identity formation, and cultural mobility. We will focus on three novels that challenge older notions of “ethnic” belonging that rely on a national, generational, culturalist, or racial script. By closely examining Gish Jen’s *Mona in the Promised Land*, Jonathan Safran Foer’s *Everything is Illuminated*, and Taiye Selasi’s *Ghana Must Go* we will analyze three very different ways of responding to an earlier model of “writing difference.” Some of this literature, like Gish Jen’s novel, is surprisingly funny: centering on a Chinese American convert to Judaism, *Mona in the Promised Land* destabilizes identity concepts (“Chinese American” and Jewish American) and explores the limits of Asian American literature. While Foer’s novel, too, will make you laugh a lot, its suggested way of (un)belonging insists on transgenerational loss and trauma as fundamental to contemporary Jewish identities. While Foer’s book is set in Europe, Taiye Selasi’s brings us to Africa, highlighting the fact that the very category of belonging in one place alone has become increasingly problematic.

Bemerkung
Reader – additional course material on StudIP ● Assessment Tasks – will be specified on the syllabus (StudIP) before the semester starts. There will be a variety of tasks that involve active participation in the form of moderations, statements, response logs etc. ● Registration – StudIP 01.03. - 31.03.2015 ● Size Restriction – 25 ● Studiengänge – FüBA, BSc, MEd LG, 3. Fach MEd LG ● Further Information – kirsten.twelbeck@engsem.~ AmerF4

Literatur
Recommended Reading


New Literary Publications

Seminar, SWS: 2
Haekel, Ralf

Do 14-tägig 10:00 - 12:00 16.04.2015 - 25.07.2015 1502 - 613

Kommentar
In this seminar we will read and discuss works of fiction, drama and poetry which have been published only very recently (in the past 12 months). The intention is to approach new literature without any standard interpretation or preconceived notion in mind. Students will have the chance to practice their journalistic skills, as each participant should write two short literary reviews (roughly 2 pages each). We will meet on a regular basis every two weeks; so there should be enough time for every participant to be prepared. The course syllabus will be the result of a democratic process: suggestions can be made on StudIP by editing the Wiki page, and in the first session we will decide which books to read.

Bemerkung
BritF4

Oscar Wilde

Seminar, SWS: 2, Max. Teilnehmer: 25
Krämer, Lucia

Di wöchentl. 16:00 - 18:00 14.04.2015 - 25.07.2015 1502 - 613
This seminar is designed to give students an overview of the work and critical legacy of Oscar Wilde (1854-1900), one of the most notorious figures in British literary history, who because of his condemnation in an English court for homosexual behaviour is known even better for his life than his art. This course aims to redress the balance, although it will not (and cannot) wholly neglect Wilde’s biography. Although he is usually regarded as the key representative of late-Victorian decadent literature and aestheticist thought, Wilde’s oeuvre is as multi-faceted as his personality – in style, aesthetic purpose and choice of genre. We will deal with Wilde the poet, essayist, novelist and dramatist and analyse his use of the literary tendencies and aesthetic thinking of his time as well as his innovations, which have contributed to his revaluation as a forefather of postmodernism. Texts to be analysed include Wilde’s only novel *The Picture of Dorian Gray* and *The Importance of Being Earnest*, one of the funniest plays in the English language. However, we will start with a look at Wilde’s poetry and two of his essays, ‘The Decay of Lying’ and ‘The Soul of Man under Socialism’.

Please note that even though many of the texts we will read in this seminar are relatively short individually, you should not underestimate the overall reading workload for primary literature for this class.

**Assessment Tasks** – will be specified ● **Registration** – StudIP 1.3.2015 - 31.3.2015 ● **Size restriction** – 25 ● **Prerequisites** – SL and PL from AcadF and AmerBritF1 ● **Further Information** – lucia.kraemer@engsem.

**Required Reading:**

Unfortunately, there still is no good and affordable annotated edition of Wilde’s complete works in paperback. You should therefore buy the following edition:


Texts covered in the seminar not contained in this collection will be made available on Stud.IP.

**Recommended Reading:**


**Postcolonial Crime Fiction**

Seminar, SWS: 2
Jain-Warden (M. A.), Verena

**Kommentar**

Crime fiction has often been read as formulaic and conventional, a genre that confirms dominant ideology and re-establishes the belief in a coherent, knowable self and society. Contemporary crime novels often challenge such claims by destabilising notions of law and justice and by focusing on the complexities and contradictions of contemporary societies. Postcolonial crime fiction, in particular, engages with traditional conceptions of the role of narratives about crime and the nation in various ways.

We will begin this course by examining the connections between 19th-century crime fiction, such as Arthur Conan Doyle’s Sherlock Holmes stories, and empire. To what extent is Doyle’s detective fiction an attempt at reinforcing ideas of a ‘pure’ Englishness at the imperial centre, as opposed to the ‘degenerate’ colonial periphery? Does it question or empower British imperialism? From these questions we will move on to discuss an Indian counterpart of Sherlock Holmes, Byomkesh Bakshi, before engaging with three contemporary postcolonial crime novels: Kazuo Ishiguro’s *When We Were Orphans* (2000), Mukoma wa Ngugi’s *Nairobi Heat* (2009) and Lauren Beukes’s *Zoo City* (2010). All three novels can be read as postcolonial takes on popular subgenres of crime fiction,
the classical detective story, the African-American police procedural as well as the hard-boiled detective novel. At the same time, all three of them resist clear categorisation and open up questions about the appropriateness of genre distinctions in contemporary literature.

Bemerkung
Assessment Tasks – will be specified in class ● Registration – Stud.IP Stud.IP 1.3.2015 - 31.3.2015 ● Size restriction – 30 ● Prerequisites – AmerBritF1 obligatory, BritF3 desirable (for FüBA and MEd students), none for others ● Further Information – verena.jain-warden@engsem.~

Litatur
Required Reading:
Arthur Conan Doyle: “The Speckled Band”
Saradindu Bandyopadhyay: “The Menagerie”
Kazuo Ishiguro: When We Were Orphans
Mukoma Wa Ngugi: Nairobi Heat
Lauren Beukes: Zoo City

Any edition of the three novels will do. “The Speckled Band” and “The Menagerie” will be made available to you.

Reading 18th-Century British Classics

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

Kommentar
This course will familiarise students with 18th-century British classics of all three genres. Practising the analytical categories from the “Introduction to Literary Studies” and using the literary historical knowledge acquired in the survey lecture, we shall first read Daniel Defoe’s Robinson Crusoe (1719). This first modern novel in English relies on various modes and genres to produce the founding myth of the self-sufficient, male, bourgeois individual. Defoe’s classic will be followed by John Gay’s The Beggar’s Opera (1728), a unique parody of both the heroic and the sentimental comedy, William Hogarth’s satirical series of paintings Marriage à la Mode (1742/43), and Thomas Gray’s “Elegy Written in a Country Churchyard” (1751), a melancholy representation of transition and change in the wake of the agricultural revolution. Finally, we will discuss Laurence Sterne’s short and witty parody of the sentimental mode in late 18th-century literature and culture, A Sentimental Journey through France and Italy (1768).

Bemerkung
Assessment Tasks – will be specified in class ● Registration – Stud.IP 1.3.2015 - 31.3.2015 ● Size restriction – 30 ● Prerequisites – AmerBritF1 obligatory, BritF3 desirable (for FüBA and MEd students), none for others ● Further Information – jana.gohrisch@engsem.~

Litatur
Required Reading:
Defoe, Daniel. Robinson Crusoe (1719)
Gay, John. The Beggar’s Opera (1726)
Gray, Thomas. “Elegy Written in a Country Churchyard” (1751)
Hogarth, William. Marriage à la Mode (1742/43)
Sterne, Laurence. A Sentimental Journey through France and Italy (1768)

material will be made available on StudIP. Please read Robinson Crusoe before the course begins.

**Thomas Hardy: selected novels**

Seminar, SWS: 2
Bennett, Peter

**Kommentar**

Thomas Hardy’s novels, predominantly pastoral and ranging from romance to tragedy, have always enjoyed commercial success and academic respect. We shall study a representative selection of novels, paying attention to the historical context of their composition and the cultural dimension of their popular reception.

**Bemerkung**

*Assessment Tasks* – will be specified in class ● *Registration* – Stud.IP StudIP 1.3.2015 - 31.3.2015 ● *Size restriction* – 30 ● *Prerequisites* – AmerBritF1 obligatory, BritF3 desirable (for FüBA and MEd students), none for others ● *Further Information* – peter.bennett@engsem.uni-hannover.de

**Literatur**

*Required Reading:*

Far From the Madding Crowd
The Mayor of Casterbridge
Tess of the d’Urbervilles

Some very cheap editions are available, but students are strongly urged to buy the Penguin Classics annotated editions. Apart from the fact that the introductions and annotations are helpful, progress is much easier if everyone is working with the same pagination.

**Intermediate Linguistics (LingF3/LingF4)**

**Corpus Linguistics**

Seminar, SWS: 2, Max. Teilnehmer: 25
Gerckens (M. A.), Caroline

**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. During the seminar, students are expected to give presentations on selected articles. The /Prüfungsleistung/ will consist of a term paper. More information will be given later.

**Bemerkung**

*Registration* – Stud.IP 6.3.2015-23.3.2015 / *Size restriction* – 25 / *Prerequisites* – LingF1 and LingF2 / *Further Information* - caroline.gerckens@engsem.

**Literatur**

*Reader:*

– an electronic reader containing the texts discussed in class will be available from StudIP.

**Discourse**

Seminar, SWS: 2, Max. Teilnehmer: 30
Hohaus (M. Ed.), Pascal

**Kommentar**

This seminar is an introduction to contemporary discourse analysis. We will examine topics such as conversation analysis, language in social media, and discourse in content writing. The seminar will be discussion-based and will involve small group work and written assignments.

**Bemerkung**

*Registration* – Stud.IP 1.3.2015-23.3.2015 / *Size restriction* – 25 / *Prerequisites* – LingF1

**Literatur**

*Reader:*

– an electronic reader containing the texts discussed in class will be available from StudIP.
Most of what we know about the world we learn through discourse, be it news reports, academic texts, stories, novels or everyday communication. Language both represents and shapes the language users' perception and view of the social world. Discourse Analysis, then, in very general terms, investigates the relationship between language use, the mind and social structure. It analyses patterns of language use across written and spoken texts using a myriad of methods including, among others, systemic-functional analysis, analysis of text cohesion, conversational analysis, and intertextual analysis. In this course, we will examine the means by which discourse analysis (as a multidisciplinary discipline) explores language in performance. We will have a close look at those three spheres that any proper analysis of discourse analysis needs to take into account, namely text, society and cognition. We will discuss not only the most fundamental concepts of text linguistics, but also the more recent strand of Critical Discourse Analysis. As Discourse Analysis is very much about the application of linguistic concepts, we shall investigate historical and more recent discourses using authentic language material to gain insights into, say, the (re)production of power structures, ideologies and inequality. At the end of the course, students will be familiar with traditional and contemporary approaches to analysing discourse and will have a deep understanding about the links between text, cognition and social structure. They will develop a critical stance towards the social environment in it's linguistic aspects and will be able to apply a range of methods to analyse discourse systematically and critically. At the end of the course, students will be familiar with traditional and contemporary approaches to analysing discourse and will have a deep understanding about the links between text, cognition and social structure. They will develop a critical stance towards the social environment in it's linguistic aspects and will be able to apply a range of methods to analyse discourse systematically and critically.

**Registration** – StudIP 6.3.2015-23.3.2015 / Size restriction – 30 / Prerequisites – LingF1 and LingF2 / Further Information – pascal.hohaus@engsem~LingF4

**Literatur**


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**Early and Late Modern English**

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

**Pfaff, Meike**

**Do wöchentl. 10:00 - 12:00 16.04.2015 - 25.07.2015 1502 - 703**

**Kommentar**

Early Modern English comprises the linguistic period between 1500 and 1750 – 250 years in which English once again changed considerably. In fact, in Shakespeare's works we can find many linguistic "inconsistencies", and we must wonder if these are due to the author's stylistic extravagance or if they are not instead the direct reflection of language change in progress. In this course we will take a look at features of the phonology, grammar and vocabulary of the period that mark it off clearly from Middle English on the one hand and Late Modern English on the other. However, even though the rate of change slowed down noticeably after English had become standardized by around the end of the EModE period, English continued on its evolutionary path as is evident e.g. in the language of the works of Charles Dickens. These 19th century changes, that further shaped English into what it is today, will be dealt with in the final stages of the course.

**Bemerkung**

*Reader* – materials will be made available online on Stud.IP

*Assessment tasks* – in-class presentation plus term paper *Registration* – StudIP 6.3.2015-23.3.2015 / Size restriction – 30 / Prerequisites – LingF1 and LingF2 / Further Information - meike.pfaff@engsem~

**Literatur**


**English Dialectology**

Seminar, SWS: 2, Max. Teilnehmer: 30
Altendorf, Ulrike

Do wöchentl. 16:00 - 18:00 16.04.2015 - 25.07.2015 1502 - 703
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 emphasis on England. The course requires a solid knowledge of phonetics and phonology.


Further Information – ulrike.altendorf@engsem.~

Literatur

**Required Reading:**


**Phonetics and Phonology**

Vorlesung, SWS: 2
Altendorf, Ulrike

Do wöchentl. 18:00 - 20:00 16.04.2015 - 25.06.2015 1502 - 003
Fr Einzel 12:00 - 14:00 03.07.2015 - 03.07.2015 1502 - 003
Do wöchentl. 18:00 - 20:00 09.07.2015 - 25.07.2015 1502 - 003
Kommentar This course will introduce students to the study of both segmental and supra-segmental features of the major reference accents of English, RP and General American. If appropriate, the theoretical angle will also be contrastive, focussing on differences between German and English. Students will also develop skills in perceiving, articulating and transcribing vowel and consonant sounds using IPA symbols.

Bemerkung Registration – Stud.IP 1.3.2015-31.3.2015 / Prerequisites – LingF1 and LingF2 / Further Information – ulrike.altendorf@engsem.~

LingF3 / FAL1.1, FAL1.2

**Focus Module (AmerF4 oder BritF4 oder LingF4)**

American Fiction after Postmodernism

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

Mo wöchentl. 10:00 - 12:00 13.04.2015 - 25.07.2015 1502 - 609
Kommentar “The next real literary ‘rebels’ in this country might well emerge as some weird bunch of anti-rebels […] who treat of plain old untrendy human troubles and emotions in U.S. life with reverence and conviction. Who eschew self-consciousness and hip fatigue.” This is how David Foster Wallace envisioned authors in the wake of postmodern literature and its attempt to critique American society through the means of self-conscious irony and metatificational experiments. In this class, we will deal with the question how, beyond Wallace’s bold claims, literature since the 1990s has dealt with the legacy of postmodernism. Where have experimental modes of writing persisted, and how? Where
have more realistic modes of writing (re-)emerged, and where and how are they mixed with postmodern irony, metafiction, and experimental narrative structures? We will discuss Jonathan Franzen’s *The Corrections* (2001) and at least one more novel which will be announced at the beginning of the semester on studiIP. Please be warned that this is a class for students who enjoy reading.

**American Modernities**

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

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<th>Do wöchentl. 08:00 - 10:00 16.04.2015 - 25.07.2015 1502 - 609</th>
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<td><strong>Kommentar</strong> This seminar takes Ezra Pound’s dictum “Make it new” as a starting point for its analysis of a particularly “modern” way of being in the world that relied, first and foremost, on a concept of change. Starting from a historical viewpoint we will view early 20th American modernist art and culture as an outcome of late nineteenth-century developments. Focusing on the first two decades of the twentieth century this seminar emphasizes the social, political, philosophical, and cultural events/trends that triggered the desire for change that drives modernism as a cultural phenomenon. This seminar, then, highlights the sense of crisis that was fundamental to those renewed notions of truth and identity that emerged in the early 20th century and that found creative expression in various interconnected art forms. We will pay particular attention to the distinctly “American” quality in the works of diverse American writers and artists such as Gertrude Stein, William Carlos Williams, Langston Hughes, William Faulkner, Anzia Yezierska, Sui Sin Far, Georgia O’Keeffe, Alfred Stieglitz, Frank Lloyd Wright, and Charlie Chaplin.</td>
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**Bemerkung** Reader – all course material on StudiIP ● Assessment Tasks – will be specified on the syllabus (StudiIP) before the semester starts. There will be a variety of tasks that involve active participation in the form of moderations, statements, response logs etc. ● Registration – StudiIP 01.03. - 31.03.2015 ● Size Restriction – 25 ● Studiengänge – FüBA, BSc, MEd LG, 3. Fach MEd LG ● Further Information – Kirsten.twelbeck@engsem.~

**Literatur**

Recommended Reading

In preparation for this class please read Heinz Ickstadt’s chapter on American modernism in Hubert Zapf’s (ed.) *Amerikanische Literaturgeschichte*. The preliminary syllabus can be downloaded from StudiIP before the semester starts.

**Approaching Shakespeare**

**Seminar**, SWS: 2
Bennett, Peter

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<th>Do wöchentl. 12:00 - 14:00 16.04.2015 - 25.07.2015 1502 - 609</th>
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<tr>
<td><strong>Kommentar</strong> 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 as well as book work. Since</td>
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**Bemerkung** Reader – all course material on StudiIP ● Assessment Tasks – will be specified on the syllabus (StudiIP) before the semester starts. There will be a variety of tasks that involve active participation in the form of moderations, statements, response logs etc. ● Registration – StudiIP 01.03. - 31.03.2015 ● Size Restriction – 25 ● Studiengänge – FüBA, BSc, MEd LG, 3. Fach MEd LG ● Further Information – Kirsten.twelbeck@engsem.~

**Literatur**

Recommended Reading

In preparation for this class please read Heinz Ickstadt’s chapter on American modernism in Hubert Zapf’s (ed.) *Amerikanische Literaturgeschichte*. The preliminary syllabus can be downloaded from StudiIP before the semester starts.
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 in class ● Registration – Stud.IP StudIP 1.3.2015 - 31.3.2015 ● Size restriction – 30 ● Prerequisites – AmerBritF1 obligatory, BritF3 desirable (for FüBA and MEd students), none for others ● Further Information – peter.bennett@engsem.uni-hannover.de

BritF4

Contemporary Irish Fiction


Seminar, SWS: 2
Haekel, Ralf

Fr wöchentl. 10:00 - 12:00 17.04.2015 - 25.07.2015 1502 - 703

Since 1990, Ireland has witnessed a number of momentous events and significant changes that fundamentally changed Irish society: the ceasefire of the IRA and the ensuing end of the Northern Irish Troubles; the so-called Celtic Tiger, years of unprecedented prosperity, and the subsequent breakdown of the national economy; furthermore, the abuse scandal, which became public in the 1990s and which fundamentally shattered the image of, and the belief in, the Catholic Church. All these events were, and still are, negotiated in one way or another in contemporary Irish novels, and traditional topics of Irish fiction such as selfhood, identity, the family and society were critically reflected. In this seminar, which will also serve as an introduction to Irish Studies, we will read four novels and discuss them in the light of these changes in contemporary Irish culture and society: John McGahern, Amongst Women; Colm Tóibín, The Heather Blazing; Anne Enright, The Gathering; and John Banville, The Sea.

Further Reading:


English Dialectology

Seminar, SWS: 2, Max. Teilnehmer: 30
Altendorf, Ulrike

Do wöchentl. 16:00 - 18:00 16.04.2015 - 25.07.2015 1502 - 703

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 emphasis on England. The course requires a solid knowledge of phonetics and phonology.


Further Information – ulrike.altendorf@engsem.

Lit: Required Reading:
Narratives of Un/Belonging

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

Do wöchentl. 14:00 - 16:00 16.04.2015 - 25.07.2015 1502 - 609

Kommentar This is a class about more recent trends in so-called “minority fiction,” trends that have emerged in the context of cultural paradigms such as transnationalism, postcolonialism, post-imperialism, cultural hybridity, diasporic identity formation, and cultural mobility. We will focus on three novels that challenge older notions of “ethnic” belonging that rely on a national, generational, culturalist, or racial script. By closely examining Gish Jen’s *Mona in the Promised Land*, Jonathan Safran Foer’s *Everything is Illuminated*, and Taiye Selasi’s *Ghana Must Go* we will analyze three very different ways of responding to an earlier model of “writing difference.” Some of this literature, like Gish Jen’s novel, is surprisingly funny: centering on a Chinese American convert to Judaism, *Mona in the Promised Land* destabilizes identity concepts (“Chinese American” and Jewish American) and explores the limits of Asian American literature. While Foer’s novel, too, will make you laugh a lot, its suggested way of (un)belonging insists on transgenerational loss and trauma as fundamental to contemporary Jewish identities. While Foer’s book is set in Europe, Taiye Selasi’s brings us to Africa, highlighting the fact that the very category of belonging in one place alone has become increasingly problematic.

Bemerkung Reader – additional course material on StudIP ● Assessment Tasks – will be specified on the syllabus (StudIP) before the semester starts. There will be a variety of tasks that involve active participation in the form of moderations, statements, response logs etc. ● Registration – StudIP 01.03. - 31.03.2015 ● Size Restriction – 25 ● Studiengänge – FüBA, BSc, MEd LG, 3. Fach MEd LG ● Further Information – kirsten.twelbeck@engsem.~ AmerF4

Literatur Recommended Reading

New Literary Publications

Seminar, SWS: 2
Häkel, Ralf

Do 14-täglich 10:00 - 12:00 16.04.2015 - 25.07.2015 1502 - 613

Kommentar In this seminar we will read and discuss works of fiction, drama and poetry which have been published only very recently (in the past 12 months). The intention is to approach new literature without any standard interpretation or preconceived notion in mind. Students will have the chance to practice their journalistic skills, as each participant should write two short literary reviews (roughly 2 pages each). We will meet on a regular basis every two weeks; so there should be enough time for every participant to be prepared. The course syllabus will be the result of a democratic process: suggestions can be made on StudIP by editing the Wiki page, and in the first session we will decide which books to read.

Bemerkung BritF4

Oscar Wilde

Seminar, SWS: 2, Max. Teilnehmer: 25
Krämer, Lucia

Di wöchentl. 16:00 - 18:00 14.04.2015 - 25.07.2015 1502 - 613

Kommentar This seminar is designed to give students an overview of the work and critical legacy of Oscar Wilde (1854-1900), one of the most notorious figures in British literary history,
who because of his condemnation in an English court for homosexual behaviour is known even better for his life than his art. This course aims to redress the balance, although it will not (and cannot) wholly neglect Wilde’s biography. Although he is usually regarded as the key representative of late-Victorian decadent literature and aestheticist thought, Wilde’s oeuvre is as multi-faceted as his personality – in style, aesthetic purpose and choice of genre. We will deal with Wilde the poet, essayist, novelist and dramatist and analyse his use of the literary tendencies and aesthetic thinking of his time as well as his innovations, which have contributed to his revaluation as a forefather of postmodernism. Texts to be analysed include Wilde’s only novel The Picture of Dorian Gray and The Importance of Being Earnest, one of the funniest plays in the English language. However, we will start with a look at Wilde’s poetry and two of his essays, ‘The Decay of Lying’ and ‘The Soul of Man under Socialism’.

Please note that even though many of the texts we will read in this seminar are relatively short individually, you should not underestimate the overall reading workload for primary literature for this class.

**Assessment Tasks** – will be specified
**Registration** – StudIP 1.3.2015 - 31.3.2015
**Size restriction** – 25
**Prerequisites** – SL and PL from AcadF and AmerBritF1
**Further Information** – lucia.kraemer@engsem.

**Literatur**

**Required Reading:**

Unfortunately, there still is no good and affordable annotated edition of Wilde’s complete works in paperback. You should therefore buy the following edition:


Texts covered in the seminar not contained in this collection will be made available on Stud.IP.

**Recommended Reading:**


**Postcolonial Crime Fiction**

Seminar, SWS: 2
Jain-Warden (M. A.), Verena

Mo wöchentl. 10:00 - 12:00 13.04.2015 - 25.07.2015 1502 - 703

Crime fiction has often been read as formulaic and conventional, a genre that confirms dominant ideology and re-establishes the belief in a coherent, knowable self and society. Contemporary crime novels often challenge such claims by destabilising notions of law and justice and by focusing on the complexities and contradictions of contemporary societies. Postcolonial crime fiction, in particular, engages with traditional conceptions of the role of narratives about crime and the nation in various ways.

We will begin this course by examining the connections between 19th-century crime fiction, such as Arthur Conan Doyle’s Sherlock Holmes stories, and empire. To what extent is Doyle’s detective fiction an attempt at reinforcing ideas of a ‘pure’ Englishness at the imperial centre, as opposed to the ‘degenerate’ colonial periphery? Does it question or empower British imperialism? From these questions we will move on to discuss an Indian counterpart of Sherlock Holmes, Byomkesh Bakshi, before engaging with three contemporary postcolonial crime novels: Kazuo Ishiguro’s When We Were Orphans (2000), Mukoma wa Ngugi’s Nairobi Heat (2009) and Lauren Beukes’s Zoo City (2010). All three novels can be read as postcolonial takes on popular subgenres of crime fiction, the classical detective story, the African-American police procedural as well as the hard-boiled detective novel. At the same time, all three of them resist clear categorisation.
and open up questions about the appropriateness of genre distinctions in contemporary literature.

Bemerkung

Assessment Tasks – will be specified in class ● Registration – Stud.IP StudIP 1.3.2015 - 31.3.2015 ● Size restriction – 30 ● Prerequisites – AmerBritF1 obligatory, BritF3 desirable (for FüBA and MEd students), none for others ● Further Information – verena.jain-warden@engsem.edu

BritF4

Literatur

Required Reading:

Arthur Conan Doyle: “The Speckled Band”
Saradindu Bandyopadhyay: “The Menagerie”
Kazuo Ishiguro: When We Were Orphans
Mukoma Wa Ngugi: Nairobi Heat
Lauren Beukes: Zoo City

Any edition of the three novels will do. “The Speckled Band” and “The Menagerie” will be made available to you.

Thomas Hardy: selected novels

Seminar, SWS: 2
Bennett, Peter

Do wöchentl. 10:00 - 12:00 16.04.2015 - 25.07.2015 1502 - 609

Kommentar

Thomas Hardy's novels, predominantly pastoral and ranging from romance to tragedy, have always enjoyed commercial success and academic respect. We shall study a representative selection of novels, paying attention to the historical context of their composition and the cultural dimension of their popular reception.

Bemerkung

Assessment Tasks – will be specified in class ● Registration – Stud.IP StudIP 1.3.2015 - 31.3.2015 ● Size restriction – 30 ● Prerequisites – AmerBritF1 obligatory, BritF3 desirable (for FüBA and MEd students), none for others ● Further Information – peter.bennett@engsem.uni-hannover.de

BritF4

Literatur

Required Reading:

Far From the Madding Crowd
The Mayor of Casterbridge
Tess of the d’Urbervilles

Some very cheap editions are available, but students are strongly urged to buy the Penguin Classics annotated editions. Apart from the fact that the introductions and annotations are helpful, progress is much easier if everyone is working with the same pagination.

Advanced Literature and Culture (AmerA/BritA)

Epistolary Fiction

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

Di wöchentl. 12:00 - 14:00 14.04.2015 - 25.07.2015 1502 - 703

Kommentar

This seminar investigates the changes that the genre of epistolary fiction has undergone in the wake of recent developments in communication media and the impact of these developments on personal communication. Samuel Richardson’s eighteenth-century novel Pamela; or, Virtue Rewarded (1740), probably the most famous representative of the genre, as well as discussions about the genre of the letter will be the starting points by means of which we establish the key features of epistolary fiction. Against this
backdrop we then engage with three recent texts (two novels and one short story) that have adapted the genre to a contemporary media environment. Apart from adopting a structuralist approach that investigates generic change, our analyses of these texts will concentrate on their postmodernist features on the levels of both text and ideas.

Students wishing to take part in the seminar should have read volume I of Richardson’s *Pamela* by the beginning of the semester.

*Bemerkung*

Assessment Tasks – will be specified ● Registration – StudIP 1.3.2014 - 31.3.2015 ● Size restriction – 30 ● Prerequisites – Module Intermediate Literature and Culture ● Further Information – lucia.kraemer@engsem.

**Literatur**

**Required Reading** :
- Richardson, Samuel. *Pamela; or, Virtue Rewarded* (1740) [Please buy a good annotated edition. There are several acceptable ones in paperback, e.g. in the Penguin Classics or Oxford World’s Classics series.]
- Harris, Joanne. *Blueeyed Boy* (2010)

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**Introduction to Gender Studies**

Seminar, Max. Teilnehmer: 30  
Gohrisch, Jana | Pardey (B. A.), Hannah

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**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 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](http://www.engsem.uni-hannover.de/genderstudies.html)

Please note that there will be an organisational meeting on Tue, 14 April 2015, 18:00-20:00, Rm 1502.609. Attendance is mandatory.

**Bemerkung**

Reader – will be available from copy shop Stork ● Assessment Tasks – will be specified at the first meeting ● Registration – StudIP 1.3.2015 - 31.3.2015 ● Size restriction – 30 ● Prerequisites – AmerF4/BritF4 (for FüBA and MEd students), none for others ● Studiengänge – FüBA, MAAS, MEd LG, LG 3. Fach, Transformation Studies ● Further Information – hannah.pardey@googlemail.com

**Literatur**

Required Purchase:

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**Literatures from Southern Africa**

Seminar, SWS: 2, Max. Teilnehmer: 30  
Gohrisch, Jana
This course complements the LingA course on “Englishes in Southern Africa”. Parallel to the linguistic explorations of English, we shall read contemporary Anglophone literature from South Africa and Zimbabwe practicing the analytical terms from the ‘Introduction to Literary Studies’ as well as the skills acquired in the theory course BritF3. We will listen to (and read) recent Anglophone spoken word poetry by well-known South African performers such as Lebogang Mashile and Lesego Rampolokeng from South Africa and study two South African novels. Zakes Mda’s magic-realist *Ways of Dying* (1995) is set in the immediate transition period from apartheid to democracy. Kopano Matlwa’s prize-winning novel *Coconut* (2007) contrasts the adolescence of two black girls in Johannesburg after apartheid. We shall finish with another coming-of-age novel, *We Need New Names* (2013) by NoViolet Bulawayo (Elizabeth Zandile Tshele) from Zimbabwe, which was shortlisted for the 2013 Guardian First Book Award.

**Assessment Tasks** – will be specified in class
- **Registration** – StudIP 1.3.2015 - 31.3.2015
- **Size restriction** – 30
- **Prerequisites** – Modul Intermediate Literature and Culture (for FüBA and MEd students), none for others
- **Further Information** – jana.gohrisch@engsem.

**Literatur**

*Required Reading:*

Bulawayo, NoViolet. *We Need New Names* (2013)


Please buy and bring your own copies of the novels by Bulawayo, Matlwa and Mda and read Mda and Matlwa before the course begins. The poetry as well as additional material will be provided on StudIP.
Narratives of World-Building

Seminar, SWS: 2, Max. Teilnehmer: 25
Soller (M. A.), Bettina

Kommentar
Fr wöchentl. 10:00 - 12:00 17.04.2015 - 25.07.2015 1502 - 615
The creation of worlds that differ from the reality we live in is a staple of human creativity and has brought forth a wealth of material in the U.S. American context. This class will investigate imagined worlds beginning with late nineteenth century and early twentieth century novels like Edward Bellamy’s *Looking Backward: 2000 - 1887* (1888) and Charlotte Perkins Gilman’s *Herland* (1915) and move across time to finish with contemporary instantiations like the transmedial zombie series *Walking Dead* (2003-) and the *Hunger Games* franchise. We will start by familiarizing ourselves with recent theories about worldbuilding such as Mark J.P. Wolf’s *Building Imaginary Worlds: The Theory and History of Subcreation* (2012). With a specific focus on their media specificity, we will then investigate examples including novels, comics, film, and TV series.

Bemerkung
Reader – additional course material on StudIP ● Assessment Tasks – will be specified on the syllabus (StudIP) before the semester starts. ● Registration – StudIP 01.03. - 31.03.2015 ● Size Restriction – 25 ● Studiengänge – FüBA, MAAS, MEd LG, 3. Fach MEd LG ● Further Information – bettina.soller@engsem.

New York City: Emergence of an American Metropolis

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

Kommentar
Di wöchentl. 10:00 - 12:00 14.04.2015 - 25.07.2015 1502 - 609
Between the 1853 “Exhibition of the Industry of All Nations” and the 1939/1940 World’s Fair, New York City’s population grew from 500,000 to 7.8 million, and the United States evolved from a largely rural nation with an urban population of less than 15% to a quintessentially modern society whose population primarily lived in cities. Transnational developments such as the industrial revolution, urbanization, and immigration, as well as the impact of rapid technological progress, will form the backdrop of our exploration of this transitional era in American’s largest city. After tracing the city’s historical development, we will analyze issues and phenomena related to New York in the second half of the 19th and the first half of the 20th century: significant historical events, major socio-economic developments, and iconic architectural and infrastructural projects. In this class, we will relate the city’s historical backdrop to various representations of New York across the media, from poetry (Walt Whitman’s “Crossing Brooklyn Ferry”), comics (*The Yellow Kid*), and non-fiction (Jacob Riis’ *How the Other Half Lives*) to photography (Berenice Abbott’s *Changing New York*) and film (*The Crowd*). In our consideration of New York City from the Gilded Age to the ‘Roaring Twenties’ and the Great Depression, we will also deal with two (long) novels, William Dean Howell’s *A Hazard of New Fortunes* (1890) and John Dos Passos’ *Manhattan Transfer* (1925).

Bemerkung
Reader – additional course material on StudIP ● Assessment Tasks – will be specified on the syllabus (StudIP) before the semester starts. ● Registration – StudIP 01.03. - 31.03.2015 ● Size Restriction – 25 ● Studiengänge – FüBA, MAAS, MEd LG, 3. Fach MEd LG ● Further Information – florian.gross@engsem.

Literatur
Recommended Reading

Post-Multicultural Britain? Ethnic Minority Writing Today

Seminar, SWS: 2, Max. Teilnehmer: 30
Gohrisch, Jana
Englisches Seminar
SoSe 2015

Kommentar

After a brief spell of multiculturalism as an official integrative politics under Labour at the end of the 20th century, the Conservatives renounced multiculturalism as a political concept. Has Britain now become post-multicultural? Will ethnic minority writing continue to be a boom-area in publishing? What are its themes, modes and genres? How do writers represent cultural diversity? We shall inquire into the uses and abuses of cultural stereotyping, a topic well-suited for discussion with participants of a Leistungskurs Englisch in school.

To find preliminary answers, we shall study some non-fictional and theoretical material before we explore texts by Caribbean and South Asian writers. Reading chronologically and practicing the analytical terms from the ‘Introduction to Literary Studies’ and the BritF3 theory course, we will cover Caryl Phillips’s postmodern novel Cambridge (1991), which is set in the Caribbean after the abolition of the slave trade. From here we move into present-day London, the setting of Monica Ali’s much-acclaimed realist novel Brick Lane (2003). Both challenge stereotypes of the (post)colonial Other but affirm them at the same time. To round off our course, we shall read some poems from Daljit Nagra’s debut collection Look We Have Coming to Dover (2007), which is famous for its linguistic versatility and ironic overtones, and watch and discuss Ken Loach’s award winning feature film about Eastern European migrants in Britain It’s a Free World (2007).

Bemerkung

Assessment Tasks – will be specified in class ● Registration – StudIP 1.3.2015 - 31.3.2015 ● Size restriction – 30 ● Prerequisites – Modul Intermediate Literature and Culture (for FüBA and MEd students), none for others ● Further Information – jana.goehrisch@engsem.

Literatur

Nagra, Daljit. Look We Have Coming to Dover (2007)

Please buy and bring your own copies of the novels and read Caryl Phillip’s Cambridge before the course begins. I will put the poems and the non-fictional material on StudIP.

Reading James Joyce – Dubliners, A Portrait of the Artist as a Young Man and Ulysses

Seminar, SWS: 2
Haekel, Ralf

Kommentar

James Joyce is undoubtedly one of the most important writers of the twentieth century. Said to have written "nothing but masterpieces", his works include the short story collection Dubliners , the autobiographical novel A Portrait of the Artist as a Young Man , the modernist masterpiece Ulysses and the complex final novel Finnegans Wake . This class is intended to give you an introduction to the works of James Joyce from the more accessible early prose to the more complex style of Ulysses . The focus of this seminar, however, will be on this last novel which may be called the paradigmatic novel of classical modernism. Ulysses is and remains a difficult novel, a text that needs to be read not just once but at least twice in order to get the uncountable puns and hidden meanings. But, on the other hand, Ulysses is an immensely enjoyable read, often hilariously funny and a genuine comedie humaine .

Bemerkung

Literatur

In this seminar we will practice a close reading of the texts. Participants are therefore expected to have read Dubliners before the beginning of term and to be thoroughly prepared for each session.

The All Jamaica Library: Fiction from the 1900s
Throughout the early 1900s the Jamaican author and journalist Thomas MacDermot published four volumes of his *All Jamaica Library*. The series was meant to promote Jamaican writers and to make their texts available to the reading public in Jamaica and beyond. Literary scholars have doubted the literary quality of the texts but at the same time celebrated the *All Jamaica Library* as the beginning of Jamaican literature. In this course we will consider these texts within their historical and literary contexts to engage with issues such as nationalism, colonialism, literary canons, orality and economic aspects of literary production.

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

**Registration** – StudIP 1.3.2015 - 31.3.2015

**Size restriction** – 30

**Prerequisites** – Module Intermediate Literature and Culture (for FüBA and MEd students), none for others

**Further Information** – EMAIL henning.marquardt@engsem.

Please download the texts and read Redcam’s *Beck’s Buckra Baby* in advance. More Jamaican short stories, poems and contextualising non-fictional material as well as secondary texts will be provided via StudIP.

**Theatre of the Absurd - Beckett, Pinter, Orton**

Absurdity, a term that describes the meaninglessness of the human condition in a world where religion, metaphysics and transcendentalism are no longer seen as having any value, goes back to existentialist philosophy. Often connected with Camus’s text *The Myth of Sisyphus*, the concept cannot be separated from its historical context, gaining popularity in Europe around the time of WWII. While writers and theatre practitioners engaging with the idea of absurdity did not define their works as ‘theatre of the absurd’ (the term was coined later), plays by Samuel Beckett and Harold Pinter, among others, express the senselessness of human life both on the level of subject-matter and of form.

In this course, we will analyse several ‘absurdist’ plays to find out how the absurd can be staged. We will look in detail at Beckett’s plays *Waiting for Godot* and *Endgame* and Pinter’s *The Dumb Waiter*. Finally we will see beyond narrow definitions of the ‘theatre of the absurd’ and will discuss the influence of the absurd tradition on Joe Orton’s play *What the Butler Saw* and contemporary examples such as Monty Python’s Flying Circus.

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

**Registration** – Stud.IP 1.3.2015 - 31.3.2015

**Size restriction** – 30

**Prerequisites** – Module Intermediate Literature and Culture (for FüBA and MEd students), none for others

**Further Information** – EMAIL verena.jain-warden@engsem.

Please download the texts and read Beckett’s *Waiting for Godot* and *Endgame*. We will analyse several ‘absurdist’ plays to find out how the absurd can be staged. We will look in detail at Beckett’s plays *Waiting for Godot* and *Endgame* and Pinter’s *The Dumb Waiter*. Finally we will see beyond narrow definitions of the ‘theatre of the absurd’ and will discuss the influence of the absurd tradition on Joe Orton’s play *What the Butler Saw* and contemporary examples such as Monty Python’s Flying Circus.

**Required Reading:**

Camus, Albert: *The Myth of Sisyphus*

Beckett, Samuel: *Waiting for Godot*

*Endgame*
Pinter, Harold: *The Dumb Waiter*
Orton, Joe: *What the Butler Saw*

Any edition of the plays and Camus’s text will do.

**Recommended Reading:**
Esslin, Martin: *The Theatre of the Absurd*

### Theories of American Culture

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

Twelbeck, Kirsten

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**Filmviewing**

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**Bemerkung zur Gruppe**

**Filmviewing**

What is culture? What do we study when we study culture and why? What concepts of culture are in use today and why, and how can they be used fruitfully in critical practice? Questions such as these will preoccupy us throughout this seminar. Focusing on the United States as a particularly dynamic and influential culture we will first look at aspects of the so-called “American experience” that have been theorized by critics like Leo Marx, Richard Slotkin, or Jane Tompkins. What basic assumptions are implicitly inscribed in these theories? How have they shaped our perception of the United States as exceptional, as “different”? In a second step we will trace the shift from Americanists’ use of concepts of culture to “cultural studies” with its emphasis on popular culture, media studies, multiculturalism, and gender. What aspects from British Cultural Studies have been applied to an American Studies framework and how? How has Postcolonial Theory been used to theorize America? How have American Studies scholars approached the complex interaction of cultures that make up the contemporary United States? How have theories of American culture and methods of “doing” such theories shaped our understanding of the United States? How have they shaped *American Studies* as an academic field?

**Bemerkung**

**Reader** – all course material on StudIP ● **Assessment Tasks** – will be specified on the syllabus (StudIP) before the semester starts. There will be a variety of tasks most of which demand thorough preparation and close reading. Active participation is a must; you will be asked to prepare statements or response logs, and there will also be minor exams. ● **Registration** – StudIP 01.03. - 31.03.2015 ● **Size Restriction** – 25 ● **Studiengänge** – FÜBA, MAAS, MEd LG, 3. Fach MEd LG ● **Further Information** – kirsten.twelbeck@engsem.~AmerA, AAS1, AAS3

**Literatur**

In preparation of this seminar you may want to read Carolyn Porter, “‘What We Know that We Don’t Know’: Remapping American Literary Studies,” *American Literary History* 6.3 (1994): 467-526.

### Advanced Linguistics (LingA1/LingA2)

**Communicative Altruism**

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

Schulze, Rainer

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**Kommentar**

We use politeness every day when interacting with other people. Yet politeness is an impressively complex linguistic process, and studying it can tell us a lot about the social
and cultural values of social groups or even a whole society, helping us to understand how humans ‘encode’ states of mind in their words. The traditional, stereotypical view is that people in selected English-speaking cultures are indirect, deferential and polite - sometimes more polite than seems necessary, at least when compared to German-speaking environments. This advanced seminar will take a fresh look at the phenomenon, showing that the situation is far more complex than these stereotypes would suggest. The seminar will offer an account of a wide range of politeness phenomena in English, illustrated by hundreds of examples of actual language use taken largely from authentic British and American sources. We will take a pragmatic approach that is based on the controversial notion that politeness is communicative altruism, and drawing on neo-Gricean thinking, we will reject the prevalent view that it is impossible to apply the terms ‘polite’ or ‘impolite’ to linguistic phenomena. We will cover all major speech acts that are either positively or negatively associated with politeness, such as requests, apologies, compliments, offers, criticisms, good wishes, condolences, congratulations, agreement, and disagreement. If time permits, we will also deal with impoliteness and the related phenomena of irony (‘mock politeness’) and banter (‘mock impoliteness’).

**Literatur**

*Required Reading:*

The following textbook will be used in class and is recommended for purchase:


Please make sure that you order your copy of the book asap.

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**Construction Grammar**

Seminar, SWS: 2, Max. Teilnehmer: 25
Schulze, Rainer

Di. wöchentl. 16:00 - 18:00 14.04.2015 - 25.07.2015 1502 - 609

Kommater

This advanced seminar aims to explain how knowledge of language is organised in the speakers’ minds. Its central claim will be that linguistic knowledge can be fully described as knowledge of constructions, which are generally defined as symbolic units that connect a linguistic form with meaning. This seminar will elucidate this fascinating idea and familiarise students with the central concepts of Construction Grammar, as applied to English constructions. In the process, it will explain how the theory of Construction Grammar relates to issues of language processing, language acquisition, and language variation and change.

**Bemerkung**

Registration – StudIP 1.3.2015-31.3.2015 / Size restriction – 25 / Prerequisites – LingF1-LingF4 (FüBA) / Further Information - rainer.schulze@engsem.

**Literatur**

*Required Reading:*

The following textbook will be used in class and is recommended for purchase:


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**English and German in Comparison and Contrast**

Vorlesung, SWS: 2
Diewald, Gabriele | Schulze, Rainer

Di. wöchentl. 10:00 - 12:00 14.04.2015 - 25.07.2015 1502 - 003

Kommater

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

**Literatur**

**Required Reading:**

The following textbook will be used in class and is recommended for purchase: König, Ekkehard and Volker Gast. 2012. *Understanding English-German Contrasts*. Berlin: Erich Schmidt Verlag. Please make sure that you order your copy of the book asap.

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**Englisches in Southern Africa**

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**Kommentar**

Southern Africa is the southernmost region of the African continent, comprising the following five countries: South Africa, Namibia, Botswana, Lesotho, and Swaziland. The linguistic map of this region is complex and has attracted the interest of linguists from various backgrounds. From an Anglistic perspective, the language situation and the varieties of English in South Africa are certainly among the best described, but more recently the development of English in the other countries, most notably in Namibia, have also come into focus. In this class, we will look at the historical/colonial background of the region, take into consideration language policy and language planning or educational issues as well as the contemporary linguistic make-up of the region's countries. In addition, we will explore linguistic practices, such as code-switching and code-mixing strategies, and describe the linguistic features of the Englishes spoken in this part of the world. The latter will include – among other things – the analysis of hitherto unpublished and publicly unavailable data from Namibia collected in the framework of an ongoing research project at Bielefeld University. Eventually, we may also look at the use of English (and other languages) in various forms of cultural expression, such as music, literature, and the media.

**Bemerkung**

Registration – StudIP 1.3.2015-31.3.2015 / Size restriction – 25 / Prerequisites – LingF1-F4 (FüBA) / Further Information - anne.schroeder@uni-bielefeld.de

**Literatur**

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

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**Frame Semantics**

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| Mo wöchentl. | 10:00 - 12:00 | 13.04.2015 - 25.07.2015 | 1502 - 709 |

**Kommentar**

This advanced course provides extensive insights into the structure and analysis of word meanings. Introducing Charles Fillmore’s theory of Frame Semantics, the first part will discuss the openness and richness of word meanings, reflecting the rich variety of human experiences (cf., for example, *Tuesday, barber* or *alimony*). These words necessitate an understanding of concepts (or semantic frames) such as repeatable calendar events, grooming and hair, and marriage and divorce. From this we will learn that a theory of word meaning needs to include more than the small linguistically significant set of primitive concepts proposed by a number of linguists, among them Ray Jackendoff or Anna Wierzbicka.

The second part of the course will present the concept of semantic frame as developed by Fillmore and his associates. Frames offer rich conceptual backgrounds against which
word meanings are understood. In this part of the course, we will learn how frames are discovered and described, how they are distinguished from and linked to other frames, and how frame-semantic information is syntactically relevant. If time permits, we will also explore how semantic frames can be applied to cross-linguistic analysis.

The third part of the course will employ the FrameNet database http://framenet.icsi.berkeley.edu to analyse the meaning of a given word as a network of interrelated senses. Some of these senses are more central, or basic, and others are less central, or peripheral. In this approach, the processes of metaphor and metonymy are central in describing the full range of meanings which a particular word can evoke.

Finally, we will look at how Frame Semantics integrates with Construction Grammar.

Reader – copy shop Stork (Körnerstraße) from 1 April / Registration – StudIP 1.3.2015-31.3.2015 / Size restriction – 25 / Prerequisites – LingF1-LingF4 (FüBA) / Further Information - rainer.schulze@engsem.

LingA1, LingA2 / FAL1.1, FAL1.2 / FAL2.1, FAL2.2

Required Reading: see Reader . 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. 14:00 - 16:00 17.04.2015 - 25.07.2015 1502 - 703
Ausfalltermin(e): 08.05.2015

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

Registration – StudIP 01.09.2015-30.09.2015 / Size Restriction – 25 / Prerequisites – LingF1-F4 (FüBA) / Further Information - ulrike.altendorf@engsem~

LingA1, LingA2 / FAL2, FAL7

Required Reading: Please refer to the course page on Stud.IP

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

Seminar, SWS: 2, Max. Teilnehmer: 25
Altendorf, Ulrike | Lotze, Netaya

Di wöchentl. 16:00 - 18:00 14.04.2015 - 25.07.2015 1502 - 116
Di Einzel 18:00 - 22:00 23.06.2015 - 23.06.2015 1502 - 116

Kommentar


Leistungsnachweise:

Germanistik: Durch inhaltliche Vor- oder Nachbereitung der Vorträge im Begleitseminar können Sie Prüfungsleistungen (Referat + Ausarbeitung) oder Studienleistungen (Referat) erwerben. Durch organisatorische Mitarbeit können Sie Schlüsselkompetenzen (Palakt-, Flyer-Werbung, Pressemitteilung, Anmoderation) oder auch Studienleistungen (Protokoll oder Bericht) erwerben.
Englisches Seminar


Termine der Tagung und des Gastvortrags im SoSe 2015:
Tagung: 01./02.05.2015 Gastvortrag: 30.06.2015

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

Assessment Tasks

Für Studierende, die eine Studienleistung in LingA1 / LingA2 erbringen wollen, ist ein Referat mit anschließender Diskussion vorgesehen. Prüfungsleistungen können nicht abgelegt werden.

Registration - StudIP 1.3.2015-31.3.2015
Size registration - 25
Prerequisites - LingF1-F4
Further Information - ulrike.altendorf@engsem.uni-hannover.de

LingA1, LingA2 / FAL3

Required reading:
will be discussed in class

Sociolinguistic Typology

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

Fr wöchentl. 12:00 - 14:00 17.04.2015 - 25.07.2015 1502 - 703
Ausfalltermin(e): 08.05.2015

Kommentar
This course will present Peter Trudgill's recently developed theory of sociolinguistic typology and three case studies to which it can be applied. We will also look at alternative accounts which contradict or shed doubt on this theory.

Bemerkung
Assessment Tasks – Prüfungsleistung: oral exam (30 minutes) / Registration – StudIP 1.3.2015-31.3.2015 / Size Restriction – 25 / Prerequisites – Participants are expected to have successfully completed Ling F1-Ling4 (FüBA) / Further Information - ulrike.altendorf@engsem.~

Literatur
LingA1, LingA2 / FAL4, FAL5

Required Reading: Please refer to the course page on Stud.IP

Advanced Language Practice (SP3/SP4)
Advanced Composition (Gruppe 1)

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25
Foster (PhD M.A. [UK]), Darren Paul

Mo wöchentl. 08:00 - 10:00 13.04.2015 - 25.07.2015 1502 - 615 01. Gruppe
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
Assessment Tasks – SL: written tasks. PL: 90-min exam ● Registration – StudIP 06.03.2015 – 23.03.2015 ● Size restriction – 25 ● Prerequisites – SP1, SP2 + SP3 ● Further Information – darren.foster@engsem.~
Advanced Composition (Gruppe 2)

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25
Schneller (M. A. / B. A. [USA]), Jill

Di wöchentl. 10:00 - 12:00 14.04.2015 - 25.07.2015 1502 - 613 02. Gruppe

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
Assessment Tasks – SL: written tasks. PL: 90-min exam
Registration – StudIP
06.03.2015 – 23.03.2015 ● Size restriction – 25 ● Prerequisites – SP1, SP2 + SP3 ●
Further Information – jill.schneller@engsem.

Advanced Composition (Gruppe 3)

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25
Schneller (M. A. / B. A. [USA]), Jill

Di wöchentl. 12:00 - 14:00 14.04.2015 - 25.07.2015 1502 - 613 03. Gruppe

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
Assessment Tasks – SL: written tasks. PL: 90-min exam
Registration – StudIP
06.03.2015 – 23.03.2015 ● Size restriction – 25 ● Prerequisites – SP1, SP2 + SP3 ●
Further Information – jill.schneller@engsem.

Advanced Composition (Gruppe 4)

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25
Schneller (M. A. / B. A. [USA]), Jill

Mi wöchentl. 10:00 - 12:00 15.04.2015 - 25.07.2015 1502 - 613 04. Gruppe

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
Assessment Tasks – SL: written tasks. PL: 90-min exam
Registration – StudIP
06.03.2015 – 23.03.2015 ● Size restriction – 25 ● Prerequisites – SP1, SP2 + SP3 ●
Further Information – jill.schneller@engsem.

Advanced Composition (Gruppe 5)

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25
Foster (PhD M.A. [UK]), Darren Paul

Mi wöchentl. 12:00 - 14:00 15.04.2015 - 25.07.2015 1502 - 703 05. Gruppe

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
Assessment Tasks – SL: written tasks. PL: 90-min exam
Registration – StudIP
06.03.2015 – 23.03.2015 ● Size restriction – 25 ● Prerequisites – SP1, SP2 + SP3 ●
Further Information – darren.foster@engsem.
### Language Practice Elective (SPE1/SPE2)

**English for Professional Use**

<table>
<thead>
<tr>
<th>Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25</th>
<th>Bennett, Peter</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Do</strong> wöchentl. 14:00 - 16:00 14.04.2015 - 25.07.2015 1502 - 709</td>
<td>This course deals with language and communication in professional contexts (organisations, trade fairs, public situations, etc). Forms of communication include applications, resumes and CVs, presentations and interviews, social conventions, official letters, emails, faxes, memos, minute taking, reports, notices, telephoning.</td>
</tr>
<tr>
<td><strong>Bemerkung</strong></td>
<td><strong>SPE:</strong></td>
</tr>
<tr>
<td>Assessment Tasks – SL: various written and oral tasks; PL: 90-min exam ● Registration – StudIP 01.03.2015 – 31.03.2015 ● Size restriction – 25 ● Prerequisites – SP1 + SP2 (or SPAWR + SPCS) ● Further Information – peter.bennett@engsem.~</td>
<td></td>
</tr>
<tr>
<td><strong>Kommentar</strong></td>
<td><strong>SK:</strong></td>
</tr>
<tr>
<td>This course counts for EITHER Bereich A “Sprach-, Medien und Darstellungskompetenzen” OR Bereich B “Allgemeine Kompetenzen zur Förderung der Berufsbefähigung”.</td>
<td></td>
</tr>
<tr>
<td>Assessment Tasks – SL: various written and oral tasks ● Registration – StudIP 01.03.2015 – 31.03.2015 ● Size restriction – 25 ● Prerequisites – none ● Further Information – peter.bennett@engsem.~</td>
<td></td>
</tr>
</tbody>
</table>

**Investigating Language Practice through Children’s Literature**

<table>
<thead>
<tr>
<th>Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25</th>
<th>Bennett, Peter</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fr</strong> wöchentl. 10:00 - 12:00 17.04.2015 - 25.07.2015 1502 - 709</td>
<td>Using literature written for young children, we shall develop a variety of English-language skills (grammar, vocabulary, reading, listening, speaking and writing).</td>
</tr>
<tr>
<td><strong>Bemerkung</strong></td>
<td><strong>SPE:</strong></td>
</tr>
<tr>
<td>Assessment Tasks – SL: to be announced; PL: 90-min exam ● Registration – StudIP 01.03.2015 – 31.03.2015 ● Size restriction – 25 ● Prerequisites – SP1 + SP2 (or SPAWR + SPCS) ● Further Information – peter.bennett@engsem.~</td>
<td></td>
</tr>
<tr>
<td><strong>SK:</strong></td>
<td>This course counts for EITHER Bereich A “Sprach-, Medien und Darstellungskompetenzen” OR Bereich B “Allgemeine Kompetenzen zur Förderung der Berufsbefähigung”.</td>
</tr>
<tr>
<td>Assessment Tasks – SL: various written and oral tasks ● Registration – StudIP 01.03.2015 – 31.03.2015 ● Size restriction – 25 ● Prerequisites – none ● Further Information – peter.bennett@engsem.~</td>
<td></td>
</tr>
</tbody>
</table>

**Media and Journalism English**

<table>
<thead>
<tr>
<th>Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25</th>
<th>Bennett, Peter</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fr</strong> wöchentl. 12:00 - 14:00 17.04.2015 - 25.07.2015 1502 - 613</td>
<td>We shall explore and analyse the English used in journalism in various media, and practise writing it.</td>
</tr>
<tr>
<td><strong>Bemerkung</strong></td>
<td><strong>SPE:</strong></td>
</tr>
<tr>
<td>Assessment Tasks – SL: to be announced; PL: 90-min exam ● Registration – StudIP 01.03.2015 – 31.03.2015 ● Size restriction – 25 ● Prerequisites – SP1 + SP2 (or SPAWR + SPCS) ● Further Information – peter.bennett@engsem.~</td>
<td></td>
</tr>
<tr>
<td><strong>SK:</strong></td>
<td>This course counts for EITHER Bereich A “Sprach-, Medien und Darstellungskompetenzen” OR Bereich B “Allgemeine Kompetenzen zur Förderung der Berufsbefähigung”.</td>
</tr>
<tr>
<td>Assessment Tasks – SL: various written and oral tasks ● Registration – StudIP 01.03.2015 – 31.03.2015 ● Size restriction – 25 ● Prerequisites – none ● Further Information – peter.bennett@engsem.~</td>
<td></td>
</tr>
</tbody>
</table>
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 01.03.2015 - 31.03.2015 ● Size restriction – 25 ● Prerequisites – none ● Further Information – peter.bennett@engsem.

Bachelorarbeit
Die Abschlussarbeit in der Linguistik

Seminars, SWS: 1
Schulze, Rainer

Di wöchentl. 12:00 - 13:00 14.04.2015 - 25.07.2015 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…

Registration – Please register for this class via StudIP before classes begin / Further Information - rainer.schulze@engsem.

FAL8

Examenskolloquium

Kolloquium, SWS: 1
Blell, Gabriele

Di wöchentl. 16:00 - 17:00 14.04.2015 - 25.07.2015 1502 - 709

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 ● Prerequisites – None ● Further Information – gabriele.blell@engsem.

Kolloquium zum Studienabschluss in der Literatur- und Kulturwissenschaft

Kolloquium, SWS: 2
Gohrisch, Jana

Mi wöchentl. 08:00 - 10:00 15.04.2015 - 25.07.2015 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.

SoSe 2015 33
**Bachelor Technical Education - Fach Englisch**

**Basics Linguistics (LingF1/LingF2/LingF4)**

*Corpus Linguistics*

Seminar, SWS: 2, Max. Teilnehmer: 25
Gerckens (M. A.), Caroline

<table>
<thead>
<tr>
<th>Di</th>
<th>Einzel</th>
<th>08:30 - 17:00 26.05.2015 - 26.05.2015</th>
<th>3109 - 208</th>
</tr>
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<tbody>
<tr>
<td>Mi</td>
<td>Einzel</td>
<td>08:30 - 17:00 27.05.2015 - 27.05.2015</td>
<td>3109 - 208</td>
</tr>
<tr>
<td>Do</td>
<td>Einzel</td>
<td>08:30 - 17:00 28.05.2015 - 28.05.2015</td>
<td>3109 - 208</td>
</tr>
<tr>
<td>Fr</td>
<td>Einzel</td>
<td>08:30 - 17:00 29.05.2015 - 29.05.2015</td>
<td>3109 - 208</td>
</tr>
</tbody>
</table>

**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. During the seminar, students are expected to give presentations on selected articles. The /Prüfungsleistung/ will consist of a term paper. More information will be given later.

**Bemerkung**

Assessment Tasks – none  ●  Registration – StudIP 01.03.2015 - 31.03.2015  ●  Size restriction – none  ●  Prerequisites – (almost) completed FüBA or Master courses  ●  Further Information – jana.goehrisch@engsem.

Bachelorarbeit, Masterarbeit / AAS7 / Atlantic Studies: Masterarbeit

**Discourse**

Seminar, SWS: 2, Max. Teilnehmer: 30
Hohaus (M. Ed.), Pascal

<table>
<thead>
<tr>
<th>Mo</th>
<th>wöchentl. 12:00 - 14:00 13.04.2015 - 25.07.2015</th>
<th>1502 - 703</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mo</td>
<td>Einzel 12:00 - 14:00 20.07.2015 - 20.07.2015</td>
<td>1502 - 003</td>
</tr>
</tbody>
</table>

**Bemerkung zur Gruppe Klausur**

Most of what we know about the world we learn through discourse, be it news reports, academic texts, stories, novels or everyday communication. Language both represents and shapes the language users’ perception and view of the social world. Discourse Analysis, then, in very general terms, investigates the relationship between language use, the mind and social structure. It analyses patterns of language use across written and spoken texts using a myriad of methods including, among others, systemic-functional analysis, analysis of text cohesion, conversational analysis, and intertextual analysis. In this course, we will examine the means by which discourse analysis (as a multidisciplinary discipline) explores language in performance. We will have a close look at those three spheres that any proper analysis of discourse analysis needs to take into account, namely text, society and cognition. We will discuss not only the most fundamental concepts of text linguistics, but also the more recent strand of Critical Discourse Analysis. As Discourse Analysis is very much about the application of linguistic concepts, we shall investigate historical and more recent discourses using authentic language material to gain insights into, say, the (re)production of power structures, ideologies and inequality. At the end of the course, students will be familiar with traditional and contemporary approaches to analysing discourse and will have a deep understanding about the links between text, cognition and social structure. They will
develop a critical stance towards the social environment in its linguistic aspects and will
be able to apply a range of methods to analyse discourse systematically and critically.

**Registration** – StudIP 6.3.2015-23.3.2015 / Size restriction – 30 / Prerequisites –
LingF1 and LingF2 / Further Information – pascal.hohaus@engsem

**Literatur**

**Recommended Reading** – Fairclough, Norman et al. (2003) (eds.) Discourse and
contemporary social change. Lang.

Routledge.


### Early and Late Modern English

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

**Do wöchentl. 10:00 - 12:00 16.04.2015 - 25.07.2015 1502 - 703**

**Kommentar**

Early Modern English comprises the linguistic period between 1500 and 1750 – 250
years in which English once again changed considerably. In fact, in Shakespeare's works
we can find many linguistic "inconsistencies", and we must wonder if these are due to the
author's stylistic extravagance or if they are not instead the direct reflection of language
change in progress. In this course we will take a look at features of the phonology,
grant and vocabulary of the period that mark it off clearly from Middle English on
the one hand and Late Modern English on the other. However, even though the rate of
change slowed down noticeably after English had become standardized by around the
end of the EModE period, English continued on its evolutionary path as is evident e.g. in
the language of the works of Charles Dickens. These 19th century changes, that further
shaped English into what it is today, will be dealt with in the final stages of the course.

**Bemerkung**

**Reader** – materials will be made available online on Stud.IP

**Assessment tasks** – in-class presentation plus term paper

**Literatur**

**Recommended Reading** – Barber, Charles. 21997. Early Modern English. Edinburgh:
Arnold. Bailey, Richard W. Nineteenth-Century English. Ann Arbor: The University of
Michigan Press.

### English Dialectology

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

**Do wöchentl. 16:00 - 18:00 16.04.2015 - 25.07.2015 1502 - 703**

**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 emphasis on England. The course requires a solid knowledge
of phonetics and phonology.

**Bemerkung**

**Registration** – Stud.IP 6.3.2015-23.3.2015 / Size restriction – 30 / Prerequisites –
Participants are expected to have successfully completed LingF1 and Ling F2 /
Requirements – Prüfungsleistung: oral exam (20 minutes). Bitte beachten Sie:
Studienleistungen werden NICHT vor Bestehen der Abschlussklausur und NICHT
vor Abschluss des Kurses in der letzten Woche der Vorlesungszeit bescheinigt.
Prüfungsleistungen können erst in den ersten 4 Wochen nach Abschluss der
Vorlesungszeit erbracht werden.

**Further Information** – ulrike.altendorf@engsem.
### Introduction to Linguistics I

**Vorlesung, SWS: 2**  
Hohaus (M. Ed.), Pascal

**Mo wöchentl. 14:00 - 16:00 13.04.2015 - 25.07.2015 1502 - 703**

**Kommentar**

"Language is mankind’s greatest invention – except of course, that it was never invented." This is how Guy Deutscher opens his best-seller *The Unfolding of Language*. Language consists of hundreds of thousands of forms with even more functions; there are many different levels on which it can be described; it has an intricate structure and it allows for a bewildering complexity of expressing thoughts into sounds and back. This course is intended to convey some of this fascination by introducing students to the study of language on a scientific level.

In order to achieve this, it provides a first general introduction to English linguistics We will initially deal with questions related to the nature of language and then focus on the major areas in the study of linguistics, including phonetics and phonology, contrastive aspects of sound production, morphology and word-formation, phraseology or idiomatics, and traditional syntax. Areas such as semantics, pragmatics, and language variation will be tackled in LingF2.

**Bemerkung**

*Registration* – StudIP 1.3.2015-31.3.2015 / *Prerequisites* – none / *Further Information* - pascal.hohaus@engsem.~

**Literatur**

*Required Reading:*


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### Introduction to Linguistics II

**Vorlesung, SWS: 2**  
Pfaff, Meike

**Di wöchentl. 08:00 - 10:00 14.04.2015 - 25.07.2015 1502 - 003**

**Kommentar**

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

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

**Bemerkung**

*Registration* – StudIP 1.3.2015-31.3.2015 / *Prerequisites* – none / *Further Information* - caroline.gerckens@engsem.~

**Literatur**

*Required Reading:*

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**

Registration – StudIP 1.3.2015-31.3.2015 / Prerequisites – none / Further Information - meike.pfaff@engsem.~

**Literatur**

*Required Reading:*


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**Foundations Literature and Culture (AcadF/AmerBritF1)**

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

*An Introduction to Content and Language Integrated Learning*

Seminar, SWS: 2, Max. Teilnehmer: 25

Ball, Celia

**Kommentar**

This seminar will provide students with the basic knowledge of Content Language Integrated Learning practiced at German schools. Participants will gain some relevant theoretical background on the application of CLIL. Credits can be obtained by presenting a theoretical CLIL topic and preparing a sequence from a CLIL lesson. Trainee teachers from Hanover *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 01.03. - 31.03.2015 ● 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.~

**Literatur**

*Required Reading*

Relevant literature will be announced in the first meeting

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**How to Teach Grammar**

Seminar, SWS: 2

Ruhm, Hannah

**Kommentar**

Teaching grammar is an essential part of the language classroom. In this course we are going to study different approaches to grammar teaching. After evaluating theoretical concepts and different arguments for and against teaching grammar, we will take a look at grammar tasks and activities in schoolbooks, get to know a variety of creative and student-centered methods to teach grammar, using texts, games, role play, songs and stories. Taking a look at different practical examples from the classroom, we will address questions of differentiation, individualization and assessment and discuss how to develop
grammar activities to cater for students with different abilities and needs. Participants will design teaching material and short teaching sequences to be used in the classroom.

**Intercultural Communication and Intercultural Learning**

Seminar, SWS: 2, Max. Teilnehmer: 30
Müller, Claudia

<table>
<thead>
<tr>
<th>Day</th>
<th>Type</th>
<th>Time</th>
<th>Dates</th>
<th>Room</th>
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<td>12:00 - 15:00</td>
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<td>10:00 - 16:00</td>
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<td>28.05.2015 - 28.05.2015</td>
<td>1502 - 615</td>
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</table>

**Kommentar**

This project-oriented seminar is designed to thoroughly examine one of the key competences in Teaching English as a Foreign Language, the intercultural competence. We will start by looking at concepts of intercultural learning and intercultural communication, as well as newer concepts that go beyond that. After laying the theoretical ground, participants of this seminar will analyze practical possibilities for the implementation of intercultural competence and contextualize examples along Californian topics.

**Bemerkung**

Reader – Materials on StudIP ● Assessment Tasks – See course programme ● Registration – StudIP ● Size restriction – 30 ● Prerequisites – DidF ● Further Information – EMAIL claudia.mueller@tu-braunschweig.de

**Literatur**

Required Reading: See course page on StudIP.

**Introduction to English Language Teaching**

Seminar, SWS: 2, Max. Teilnehmer: 40
Woltin, Alexander

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<th>Dates</th>
<th>Room</th>
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<td>16.04.2015 - 25.07.2015</td>
<td>1502 - 615</td>
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**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 ● Size restriction – 40 ● Prerequisites – None ● Further Information – alexander.woltin@engsem.

**Literatur**

Required Reading

Please see the course page on StudIP.

**Teaching Skills: Listening, Reading, Speaking, Writing and Mediation**

Seminar, SWS: 2, Max. Teilnehmer: 40
Blell, Gabriele
Although teaching listening, reading, speaking, writing, and also mediation are/ have become important everyday activities in the EFL classroom and for future teachers of English as well, they are sometimes regarded with apprehension: speaking e.g. has only in the last two decades become a relevant aspect of teaching foreign languages, or teaching mediation has become compulsory since 2009 only (in Lower Saxony).

Although the traditional skills-based approach has been criticized widely (namely because it aims at developing language skills by continuous practice, ignoring learners' mental processes), we will retain the traditional language skills classification in the seminar for practical reasons. At the same time, we will have a look at discussions of teaching skills in terms of communicative activities and competences (competences as the "sum of knowledge, skills and characteristics that allow a person to perform actions." [CoE 2001:9]) Based on an integrated skills and competences approach students will get to know various teaching methods and are asked to design little task-based teaching scenarios themselves.

**Bemerkung**

- Reader – Material on StudIP
- Assessment Tasks – See course programme
- Registration – StudIP 01.03. - 31.03.2015
- Size restriction – 40
- Prerequisites – DidF
- Studiengänge – Med.
- Further Information – EMAIL gabriele.blell@engsem.

**Literatur**

- Required Reading
  
  See StudIP.

---

### Foundations Language Practice (SP1/SP2)

**Grammar (Gruppe 1)**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25
Foster (PhD M.A. [UK]), Darren Paul

**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**

- Assessment Tasks – SL: regular homework tasks, PL: exam
- Registration – StudIP 06.03.2015 – 23.03.2015
- Size restriction – 25 per group
- Prerequisites – SP1
- Further Information – darren.foster@engsem.

**SP2**

### Grammar (Gruppe 2)

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25
Foster (PhD M.A. [UK]), Darren Paul

**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**

- Assessment Tasks – SL: regular homework tasks, PL: exam
- Registration – StudIP 06.03.2015 – 23.03.2015
- Size restriction – 25 per group
- Prerequisites – SP1
- Further Information – darren.foster@engsem.

**SP2**

### Grammar (Gruppe 3)

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25
Foster (PhD M.A. [UK]), Darren Paul

**Kommentar**

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

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SoSe 2015
Bemerkung

Assessment Tasks – SL: regular homework tasks, PL: exam ● Registration – StudIP 06.03.2015 – 23.03.2015 ● Size restriction – 25 per group ● Prerequisites – SP1 ● Further Information – darren.foster@engsem.

SP2

Grammar (Gruppe 4)

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25
Foster (PhD M.A. [UK]), Darren Paul

Mi wöchentl. 10:00 - 12:00 15.04.2015 - 25.07.2015 1502 - 703 04. 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
Assessment Tasks – SL: regular homework tasks, PL: exam ● Registration – StudIP 06.03.2015 – 23.03.2015 ● Size restriction – 25 per group ● Prerequisites – SP1 ● Further Information – darren.foster@engsem.

SP2

Grammar (Gruppe 5)

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25
Foster (PhD M.A. [UK]), Darren Paul

Do wöchentl. 08:00 - 10:00 16.04.2015 - 25.07.2015 1502 - 709 05. 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
Assessment Tasks – SL: regular homework tasks, PL: exam ● Registration – StudIP 06.03.2015 – 23.03.2015 ● Size restriction – 25 per group ● Prerequisites – SP1 ● Further Information – darren.foster@engsem.

SP2

Grammar (Gruppe 6)

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25
Foster (PhD M.A. [UK]), Darren Paul

Do wöchentl. 10:00 - 12:00 16.04.2015 - 25.07.2015 1502 - 709 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
Assessment Tasks – SL: regular homework tasks, PL: exam ● Registration – StudIP 06.03.2015 – 23.03.2015 ● Size restriction – 25 per group ● Prerequisites – SP1 ● Further Information – darren.foster@engsem.

SP2

Vocabulary and Pronunciation (Blockseminar)

Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25
Foster (PhD M.A. [UK]), Darren Paul

MI Einzel 10:00 - 15:30 01.04.2015 - 01.04.2015 1502 - 709
DI Einzel 10:00 - 15:30 07.04.2015 - 07.04.2015 1502 - 709
MI Einzel 10:00 - 15:30 08.04.2015 - 08.04.2015 1502 - 709
DI Einzel 10:00 - 15:30 09.04.2015 - 09.04.2015 1502 - 709

Bemerkung zur Gruppe
Klausur

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

**Survey of British Literatures and Cultures II**

**Vorlesung, SWS: 2**

Haekel, Ralf

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**Kommentar**

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

In the 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. Moreover, they 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.

**PLEASE NOTE:** In addition to being taught live by Prof. Haekel, this lecture series is available on video as well (as taught by Prof. Emig in the 2014 summer term). Prof. Emig’s videos, slides and the electronic test for the Studienleistung (winter term 2013/14) are on studIP and may be accessed through registration with Prof. Heakel’s survey lecture.

A TUTORIAL BY MORITZ KIERMEIER WILL BE OFFERED FOR THOSE WHO WISH TO DO FURTHER WORK WITH THE MATERIAL.

**DATES AND ROOMS WILL BE ANNOUNCED.**

**Literatur**

**Recommended Purchase:**


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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

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**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. Please note: this is not an online course and at this point I cannot promise that there will be a video recording (I'll try to get someone from ELSA to do the recording but there is no guarantee). There will be quizzes (SL) that you must attend in person. Please note: there is also a tutorial to this class.

Bemerkung

Reader – course material on StudIP ● Assessment Tasks – 6 mini quizzes on assigned dates. You must pass four of them ● Registration – StudIP 01.03. - 31.03.2015 ● Studiengänge – FüBA, BSc, 3. Fach LG ● Further Information – kirsten.twelbeck@engsem.~

Literatur

Recommended Reading


Intermediate Literature and Culture (AmerBritF3/AmerF4 oder BritF4)

American Fiction after Postmodernism

Seminar, SWS: 2, Max. Teilnehmer: 25

Groß (M. A.), Florian

Mo wöchentl. 10:00 - 12:00 13.04.2015 - 25.07.2015 1502 - 609

Kommentar

“The next real literary ‘rebels’ in this country might well emerge as some weird bunch of anti-rebels [...] who treat of plain old untrendy human troubles and emotions in U.S. life with reverence and conviction. Who eschew self-consciousness and hip fatigue.” This is how David Foster Wallace envisioned authors in the wake of postmodern literature and its attempt to critique American society through the means of self-conscious irony and metafictional experiments. In this class, we will deal with the question how, beyond Wallace’s bold claims, literature since the 1990s has dealt with the legacy of postmodernism. Where have experimental modes of writing persisted, and how? Where have more realist modes of writing (re-)emerged, and where and how are they mixed with postmodern irony, metafiction, and experimental narrative structures? We will discuss Jonathan Franzen’s The Corrections (2001) and at least one more novel which will be announced at the beginning of the semester on studIP. Please be warned that this is a class for students who enjoy reading.

Bemerkung

Reader – additional course material on StudIP ● Assessment Tasks – will be specified on the syllabus (StudIP) before the semester starts. ● Registration – StudIP 01.03. - 31.03.2015 ● Size Restriction – 25 ● Studiengänge – FüBA, BSc, MEd LG, 3. Fach MEd LG ● Further Information –florian.gross@engsem.~

Literatur

Recommended Reading


American Modernities

Seminar, SWS: 2, Max. Teilnehmer: 25

Twelbeck, Kirsten

Do wöchentl. 08:00 - 10:00 16.04.2015 - 25.07.2015 1502 - 609

Kommentar

This seminar takes Ezra Pound’s dictum “Make it new” as a starting point for its analysis of a particularly “modern” way of being in the world that relied, first and foremost, on a concept of change. Starting from a historical viewpoint we will view early 20th American modernist art and culture as an outcome of late nineteenth-century developments.
Focusing on the first two decades of the twentieth century this seminar emphasizes the social, political, philosophical, and cultural events/trends that triggered the desire for change that drives modernism as a cultural phenomenon. This seminar, then, highlights the sense of crisis that was fundamental to those renewed notions of truth and identity that emerged in the early 20th century and that found creative expression in various interconnected art forms. We will pay particular attention to the distinctly “American” quality in the works of diverse American writers and artists such as Gertrude Stein, William Carlos Williams, Langston Hughes, William Faulkner, Anzia Yezierska, Sui Sin Far, Georgia O’Keeffe, Alfred Stieglitz, Frank Lloyd Wright, and Charlie Chaplin.

Bemerkung

Reader – all course material on StudIP ● Assessment Tasks – will be specified on the syllabus (StudIP) before the semester starts. There will be a variety of tasks that involve active participation in the form of moderations, statements, response logs etc. ● Registration – StudIP 01.03. - 31.03.2015 ● Size Restriction – 25 ● Studiengänge – FüBA, BSc, MEd LG, 3. Fach MEd LG ● Further Information – kirsten.twelbeck@engsem.uni-hannover.de

Literatur

Recommended Reading

In preparation for this class please read Heinz Ickstadt’s chapter on American modernism in Hubert Zapf’s (ed.) Amerikanische Literaturgeschichte. The preliminary syllabus can be downloaded from StudIP before the semester starts.

Approaching Shakespeare

Seminar, SWS: 2
Bennett, Peter

Do wöchentl. 12:00 - 14:00 16.04.2015 - 25.07.2015 1502 - 609

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 as well as book work. 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 in class ● Registration – Stud.IP StudIP 1.3.2015 - 31.3.2015 ● Size restriction – 30 ● Prerequisites – AmerBritF1 obligatory, BritF3 desirable (for FüBA and MEd students), none for others ● Further Information – peter.bennett@engsem.uni-hannover.de

Literatur


Contemporary Irish Fiction

Seminar, SWS: 2
Haekel, Ralf

Fr wöchentl. 10:00 - 12:00 17.04.2015 - 25.07.2015 1502 - 703

Kommentar

Since 1990, Ireland has witnessed a number of momentous events and significant changes that fundamentally changed Irish society: the ceasefire of the IRA and the ensuing end of the Northern Irish Troubles; the so-called Celtic Tiger, years of unprecedented prosperity, and the subsequent breakdown of the national economy; furthermore, the abuse scandal, which became public in the 1990s and which fundamentally shattered the image of, and the belief in, the Catholic Church. All these events were, and still are, negotiated in one way or another in contemporary Irish novels, and traditional topics of Irish fiction such as selfhood, identity, the family and society were
critically reflected. In this seminar, which will also serve as an introduction to Irish Studies, we will read four novels and discuss them in the light of these changes in contemporary Irish culture and society: John McGahern, *Amongst Women*; Colm Tóibín, *The Heather Blazing*; Anne Enright, *The Gathering*; and John Banville, *The Sea*.

**Further Reading:**


### Literary, Cultural and Media Theory - New Approaches

**Seminar, SWS: 2**

**Haekel, Ralf**

**Do wöchentl. 12:00 - 14:00 16.04.2015 - 25.07.2015 1502 - 003**

**Kommentar**

It is the aim of this class to introduce students to the study of theoretical texts concerning cultural theory, media theory and literature. The so-called medial turn and the ever-growing importance of film, television and the internet in recent decades have not only led to a radical change in the humanities but also to an alteration of the way we read and investigate literature. The field of literary studies has been increasingly broadened in the light of this development and is nowadays read and interpreted in the light of cultural and media studies. After the crisis of theory (poststructuralism and deconstruction) at the turn of the millennium, media theory has become one of the most productive approaches to literature. While the relation between literature and other media has already been investigated in a number of critical studies, this seminar aims at discussing literature as a medium in its own right.

**Bemerkung**

AmerBritF3

**Literatur**

*Introductory Literature*:


### Narratives of Un/Belonging

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

**Twelbeck, Kirsten**

**Do wöchentl. 14:00 - 16:00 16.04.2015 - 25.07.2015 1502 - 609**

**Kommentar**

This is a class about more recent trends in so-called “minority fiction,” trends that have emerged in the context of cultural paradigms such as transnationalism, postcolonialism, post-imperialism, cultural hybridity, diasporic identity formation, and cultural mobility. We will focus on three novels that challenge older notions of “ethnic” belonging that rely on a national, generational, culturalist, or racial script. By closely examining Gish Jen’s *Mona in the Promised Land*, Jonathan Safran Foer’s *Everything is Illuminated*, and Taiye Selasi’s *Ghana Must Go* we will analyze three very different ways of responding to an earlier model of “writing difference.” Some of this literature, like Gish Jen’s novel, is surprisingly funny: centering on a Chinese American convert to Judaism, *Mona in the Promised Land* destabilizes identity concepts (“Chinese American” and Jewish American) and explores the limits of Asian American literature. While Foer’s novel, too, will make you laugh a lot, its suggested way of (un)belonging insists on transgenerational loss and trauma as fundamental to contemporary Jewish identities. While Foer’s book is set in Europe, Taiye Selasi’s brings us to Africa, highlighting the fact that the very category of belonging in one place alone has become increasingly problematic.

**Bemerkung**

*Reader* – additional course material on StudIP ● *Assessment Tasks* – will be specified on the syllabus (StudIP) before the semester starts. There will be a variety of tasks that involve active participation in the form of moderations, statements, response
Englisches Seminar

logs etc. ● Registration – StudIP 01.03. - 31.03.2015 ● Size Restriction – 25 ● Studiengänge – FüBA, BSc, MEd LG, 3. Fach MEd LG ● Further Information – kirsten.twelbeck@engsem.~ AmerF4

Literatur

Recommended Reading

Please buy Gish Jen, Mona in the Promised Land (London: Granta 1996); Jonathan Safran Foer, Everything is Illuminated (NY. Penguin 2002); and Taiye Selasi, Ghana Must Go (NY: Penguin 2013). If these editions are not available or if you own a different one you may use that too. I strongly recommend reading Jen’s book before the semester starts.

New Literary Publications

Seminar, SWS: 2
Haekel, Ralf

Do 14-täglich 10:00 - 12:00 16.04.2015 - 25.07.2015 1502 - 613

Kommentar

In this seminar we will read and discuss works of fiction, drama and poetry which have been published only very recently (in the past 12 months). The intention is to approach new literature without any standard interpretation or preconceived notion in mind. Students will have the chance to practice their journalistic skills, as each participant should write two short literary reviews (roughly 2 pages each). We will meet on a regular basis every two weeks; so there should be enough time for every participant to be prepared. The course syllabus will be the result of a democratic process: suggestions can be made on StudIP by editing the Wiki page, and in the first session we will decide which books to read.

Bemerkung

BritF4

Oscar Wilde

Seminar, SWS: 2, Max. Teilnehmer: 25
Krämer, Lucia

Di wöchentl. 16:00 - 18:00 14.04.2015 - 25.07.2015 1502 - 613

Kommentar

This seminar is designed to give students an overview of the work and critical legacy of Oscar Wilde (1854-1900), one of the most notorious figures in British literary history, who because of his condemnation in an English court for homosexual behaviour is known even better for his life than his art. This course aims to redress the balance, although it will not (and cannot) wholly neglect Wilde’s biography. Although he is usually regarded as the key representative of late-Victorian decadent literature and aestheticist thought, Wilde’s oeuvre is as multi-faceted as his personality – in style, aesthetic purpose and choice of genre. We will deal with Wilde the poet, essayist, novelist and dramatist and analyse his use of the literary tendencies and aesthetic thinking of his time as well as his innovations, which have contributed to his revaluation as a forefather of postmodernism. Texts to be analysed include Wilde’s only novel The Picture of Dorian Gray and The Importance of Being Earnest, one of the funniest plays in the English language. However, we will start with a look at Wilde’s poetry and two of his essays, ‘The Decay of Lying’ and ‘The Soul of Man under Socialism’.

Please note that even though many of the texts we will read in this seminar are relatively short individually, you should not underestimate the overall reading workload for primary literature for this class.

Bemerkung

Assessment Tasks – will be specified ● Registration – StudIP 1.3.2015 - 31.3.2015 ● Size restriction – 25 ● Prerequisites – SL and PL from AcadF and AmerBritF1 ● Further Information – lucia.kraemer@engsem.~

Literatur

Required Reading:

Unfortunately, there still is no good and affordable annotated edition of Wilde’s complete works in paperback. You should therefore buy the following edition:

Texts covered in the seminar not contained in this collection will be made available on Stud.IP.

**Recommended Reading:**


**Reading 18th-Century British Classics**

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

Mi wöchentl. 10:00 - 12:00 15.04.2015 - 25.07.2015 1502 - 709

**Kommentar**
This course will familiarise students with 18th-century British classics of all three genres. Practising the analytical categories from the “Introduction to Literary Studies” and using the literary historical knowledge acquired in the survey lecture, we shall first read Daniel Defoe’s *Robinson Crusoe* (1719). This first modern novel in English relies on various modes and genres to produce the founding myth of the self-sufficient, male, bourgeois individual. Defoe’s classic will be followed by John Gay’s *The Beggar’s Opera* (1728), a unique parody of both the heroic and the sentimental comedy, William Hogarth’s satirical series of paintings *Marriage à la Mode* (1742/43), and Thomas Gray’s “Elegy Written in a Country Churchyard” (1751), a melancholy representation of transition and change in the wake of the agricultural revolution. Finally, we will discuss Laurence Sterne’s short and witty parody of the sentimental mode in late 18th-century literature and culture, *A Sentimental Journey through France and Italy* (1768).

**Bemerkung**
Assessment Tasks – will be specified in class ● Registration – StudIP 1.3.2015 - 31.3.2015 ● Size restriction – 30 ● Prerequisites – AmerBritF1 obligatory, BritF3 desirable (for FüBA and MEd students), none for others ● Further Information – jana.gohrisch@engsem.

Bennett, Peter

**Literatur**

**Required Reading:**

Defoe, Daniel. *Robinson Crusoe* (1719)
Gay, John. *The Beggar’s Opera* (1726)
Gray, Thomas. “Elegy Written in a Country Churchyard” (1751)
Hogarth, William. *Marriage à la Mode* (1742/43)
Sterne, Laurence. *A Sentimental Journey through France and Italy* (1768)


**Thomas Hardy: selected novels**

**Seminar, SWS: 2**
Bennett, Peter

Do wöchentl. 10:00 - 12:00 16.04.2015 - 25.07.2015 1502 - 609

**Kommentar**
Thomas Hardy’s novels, predominantly pastoral and ranging from romance to tragedy, have always enjoyed commercial success and academic respect. We shall study a
representative selection of novels, paying attention to the historical context of their composition and the cultural dimension of their popular reception.

**Bemerkung**

Assessment Tasks – will be specified in class ● Registration – Stud.IP StudIP 1.3.2015 - 31.3.2015 ● Size restriction – 30 ● Prerequisites – AmerBritF1 obligatory, BritF3 desirable (for FüBA and MEd students), none for others ● Further Information – peter.bennett@engsem.uni-hannover.de

BritF4

**Literatur**

Required Reading:

Far From the Madding Crowd
The Mayor of Casterbridge
Tess of the d’Urbervilles

Some very cheap editions are available, but students are strongly urged to buy the Penguin Classics annotated editions. Apart from the fact that the introductions and annotations are helpful, progress is much easier if everyone is working with the same pagination.

**Schlüsselkompetenzen**

Für weitere Veranstaltungen siehe das Angebot des Zentrums für Schlüsselkompetenzen.

**English for Professional Use**

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

Do wöchentl. 14:00 - 16:00 16.04.2015 - 25.07.2015 1502 - 709

Kommentar

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

**Bemerkung**

Assessment Tasks – SL: various written and oral tasks; PL: 90-min exam ● Registration – StudIP 01.03.2015 – 31.03.2015 ● Size restriction – 25 ● Prerequisites – SP1 + SP2 (or SPAWR + SPCS) ● 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 01.03.2015 - 31.03.2015 ● Size restriction – 25 ● Prerequisites – none ● Further Information – peter.bennett@engsem.~

**English Theatre Workshop**

Seminar, SWS: 4
Bennett, Peter

Mi wöchentl. 14:00 - 18:00 15.04.2015 - 25.07.2015 1501 - 119
So wöchentl. 14:00 - 18:00 31.05.2015 - 19.07.2015 1501 - 119

Kommentar

Additional rehearsals every Sunday 31.05.15 – 19.07.15 (14:00 - 18:00 Uhr)

The aim, as usual, will be to perform an English-language play in the final week of the teaching period. The chosen play will be announced no later than the first meeting, possibly beforehand on our Internet homepage (see below for the address). All students who might be interested are warmly invited to the first meeting, which begins punctually at 14.00. Come and find out what is happening. Nobody is asked to commit themselves in the first two weeks.
The Theatre Workshop exists first and foremost for the pleasure of creating theatre in English. Credits for key competencies can be obtained incidentally, but that is not what the workshop is for and should not be the main reason for taking part.

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

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

Assessment Tasks – full, regular, active participation ● Registration – StudIP 01.3.2015 - 31.3.2015 ● Size restriction – none ● Prerequisites – none ● Further Information – peter.bennett@engsem.~

SKET

Investigating Language Practice through Children’s Literature

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

Fr wöchentl. 10:00 - 12:00 17.04.2015 - 25.07.2015 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

Assessment Tasks – SL: to be announced; PL: 90-min exam ● Registration StudIP 01.03.2015 – 31.03.2015 ● Size restriction – 25 ● Prerequisites – SP1 + SP2 (or SPAWR + SPCS) ● 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 01.03.2015 - 31.03.2015 ● Size restriction – 25 ● Prerequisites – none ● Further Information – peter.bennett@engsem.~

Media and Journalism English

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

Fr wöchentl. 12:00 - 14:00 17.04.2015 - 25.07.2015 1502 - 613

Kommentar We shall explore and analyse the English used in journalism in various media, and practise writing it.

Bemerkung

Assessment Tasks – SL: to be announced; PL: 90-min exam ● Registration StudIP 01.03.2015 – 31.03.2015 ● Size restriction – 25 ● Prerequisites – SP1 + SP2 (or SPAWR + SPCS) ● 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 01.03.2015 - 31.03.2015 ● Size restriction – 25 ● Prerequisites – none ● Further Information – peter.bennett@engsem.~

Masterstudiengang Lehramt Gymnasium - Fach Englisch
Communicative Altruism

Seminar, SWS: 2, Max. Teilnehmer: 25
Schulze, Rainer

Mo wöchentl. 16:00 - 18:00  13.04.2015 - 25.07.2015  1502 - 703

Kommentar
We use politeness every day when interacting with other people. Yet politeness is an impressively complex linguistic process, and studying it can tell us a lot about the social and cultural values of social groups or even a whole society, helping us to understand how humans 'encode' states of mind in their words. The traditional, stereotypical view is that people in selected English-speaking cultures are indirect, deferential and polite - sometimes more polite than seems necessary, at least when compared to German-speaking environments. This advanced seminar will take a fresh look at the phenomenon, showing that the situation is far more complex than these stereotypes would suggest. The seminar will offer an account of a wide range of politeness phenomena in English, illustrated by hundreds of examples of actual language use taken largely from authentic British and American sources. We will take a pragmatic approach that is based on the controversial notion that politeness is communicative altruism, and drawing on neo-Gricean thinking, we will reject the prevalent view that it is impossible to apply the terms 'polite' or 'impolite' to linguistic phenomena. We will cover all major speech acts that are either positively or negatively associated with politeness, such as requests, apologies, compliments, offers, criticisms, good wishes, condolences, congratulations, agreement, and disagreement. If time permits, we will also deal with impoliteness and the related phenomena of irony ('mock politeness') and banter ('mock impoliteness').

Bemerkung
Registration – StudIP 1.3.2015-31.3.2015 / Size restriction – 25 / Prerequisites – LingF1-LingF4 (FuBA) / Further Information - rainer.schulze@engsem.

Literatur
Required Reading:

The following textbook will be used in class and is recommended for purchase:
Please make sure that you order your copy of the book asap.

Construction Grammar

Seminar, SWS: 2, Max. Teilnehmer: 25
Schulze, Rainer

Di wöchentl. 16:00 - 18:00 14.04.2015 - 25.07.2015  1502 - 609

Kommentar
This advanced seminar aims to explain how knowledge of language is organised in the speakers’ minds. Its central claim will be that linguistic knowledge can be fully described as knowledge of constructions, which are generally defined as symbolic units that connect a linguistic form with meaning. This seminar will elucidate this fascinating idea and familiarise students with the central concepts of Construction Grammar, as applied to English constructions. In the process, it will explain how the theory of Construction Grammar relates to issues of language processing, language acquisition, and language variation and change.

Bemerkung
Registration – StudIP 1.3.2015-31.3.2015 / Size restriction – 25 / Prerequisites – LingF1-LingF4 (FuBA) / Further Information - rainer.schulze@engsem.

Literatur
Required Reading:

The following textbook will be used in class and is recommended for purchase:

English and German in Comparison and Contrast
Englisches Seminar

SoSe 2015

Vorlesung, SWS: 2
Diewald, Gabriele | Schulze, Rainer

Di wöchentl. 10:00 - 12:00 14.04.2015 - 25.07.2015 1502 - 003
Kommentar This seminar will present a comprehensive and fine-grained analysis of the major contrasts between English and German with the aim of showing how far once two closely related languages have moved apart and of providing new foundations for the study and the teaching of English from the perspective of German and the study of German from the perspective of English. This advanced seminar will be based on a thorough exploration of the relevant literature on the two languages and on language typology in general.

Bemerkung Registration – StudIP 1.3.2015-31.3.2015 / Size restriction – none / Prerequisites – LingF1-LingF4 / Further Information – gabriele.diewald@germanistik@uni-hannover.de / rainer.schulze@engsem.

Literatur Required Reading:
The following textbook will be used in class and is recommended for purchase: König, Ekkehard and Volker Gast. 2012. Understanding English-German Contrasts. Berlin: Erich Schmidt Verlag. Please make sure that you order your copy of the book asap.

Englishes in Southern Africa

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

Di Einzel 08:00 - 18:00 26.05.2015 - 26.05.2015 1502 - 703
Mi Einzel 08:00 - 18:00 27.05.2015 - 27.05.2015 1502 - 703
Do Einzel 08:00 - 18:00 28.05.2015 - 28.05.2015 1502 - 703
Fr Einzel 08:00 - 18:00 29.05.2015 - 29.05.2015 1502 - 703
Kommentar Southern Africa is the southernmost region of the African continent, comprising the following five countries: South Africa, Namibia, Botswana, Lesotho, and Swaziland. The linguistic map of this region is complex and has attracted the interest of linguists from various backgrounds. From an Anglicist perspective, the language situation and the varieties of English in South Africa are certainly among the best described, but more recently the development of English in the other countries, most notably in Namibia, have also come into focus. In this class, we will look at the historical/colonial background of the region, take into consideration language policy and language planning or educational issues as well as the contemporary linguistic make-up of the region’s countries. In addition, we will explore linguistic practices, such as code-switching and code-mixing strategies, and describe the linguistic features of the Englishes spoken in this part of the world. The latter will include – among other things – the analysis of hitherto unpublished and publicly unavailable data from Namibia collected in the framework of an ongoing research project at Bielefeld University. Eventually, we may also look at the use of English (and other languages) in various forms of cultural expression, such as music, literature, and the media.

Bemerkung Registration – StudIP 1.3.2015-31.3.2015 / Size restriction – 25 / Prerequisites – LingF1-F4 (FüBA) / Further Information - anne.schroeder@uni-bielefeld.de

Literatur Required Reading: Please refer to the course page on Stud.IP

Frame Semantics

Seminar, SWS: 2, Max. Teilnehmer: 25
Schulze, Rainer

Mo wöchentl. 10:00 - 12:00 13.04.2015 - 25.07.2015 1502 - 709
Kommentar This advanced course provides extensive insights into the structure and analysis of word meanings. Introducing Charles Fillmore’s theory of Frame Semantics, the first part will discuss the openness and richness of word meanings, reflecting the rich variety of human
experiences (cf., for example, *Tuesday, barber* or *alimony*). These words necessitate an understanding of concepts (or semantic frames) such as repeatable calendar events, grooming and hair, and marriage and divorce. From this we will learn that a theory of word meaning needs to include more than the small linguistically significant set of primitive concepts proposed by a number of linguists, among them Ray Jackendoff or Anna Wierzbicka.

The second part of the course will present the concept of semantic frame as developed by Fillmore and his associates. Frames offer rich conceptual backgrounds against which word meanings are understood. In this part of the course, we will learn how frames are discovered and described, how they are distinguished from and linked to other frames, and how frame-semantic information is syntactically relevant. If time permits, we will also explore how semantic frames can be applied to cross-linguistic analysis.

The third part of the course will employ the FrameNet database http://framenet.icsi.berkeley.edu to analyse the meaning of a given word as a network of interrelated senses. Some of these senses are more central, or basic, and others are less central, or peripheral. In this approach, the processes of metaphor and metonymy are central in describing the full range of meanings which a particular word can evoke. Finally, we will look at how Frame Semantics integrates with Construction Grammar.

**Bemerkung**

*Reader* – copy shop Stork (Körnerstraße) from 1 April / *Registration* – StudIP 1.3.2015-31.3.2015 / *Size restriction* – 25 / *Prerequisites* – LingF1-LingF4 (FüBA) / *Further Information* - rainer.schulze@engsem.

**Literatur**

Required Reading: see *Reader*. Please check StudIP for updates and additional information as the semester approaches.

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**Learner Corpus Research**

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

| Fr wöchentl. 14:00 - 16:00 17.04.2015 - 25.07.2015 1502 - 703 |
| Ausfalltermin(e): 08.05.2015 |

**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**

*Registration* – StudIP 01.09.2015-30.09.2015 / *Size Restriction* – 25 / *Prerequisites* – LingF1-F4 (FüBA) / *Further Information* - ulrike.altendorf@engsem

**Literatur**

Required Reading: Please refer to the course page on Stud.IP

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

Seminar, SWS: 2, Max. Teilnehmer: 25
Altendorf, Ulrike | Lotze, Netaya

| Di wöchentl. 16:00 - 18:00 14.04.2015 - 25.07.2015 1502 - 116 |
| Di Einzel 18:00 - 22:00 23.06.2015 - 23.06.2015 1502 - 116 |

**Kommentar**

Leistungsnachweise:
Germanistik: Durch inhaltliche Vor- oder Nachbereitung der Vorträge im Begleitseminar können Sie Prüfungsleistungen (Referat + Ausarbeitung) oder Studienleistungen (Referat) erwerben. Durch organisatorische Mitarbeit können Sie Schlüsselkompetenzen (Palakt-, Flyer-Werbung, Pressemitteilung, Anmoderation) oder auch Studienleistungen (Protokoll oder Bericht) erwerben.
Termine der Tagung und des Gastvortrags im SoSe 2015:
Tagung: 01./02.05.2015 Gastvortrag: 30.06.2015
Das Seminar ist eine fächerübergreifende Veranstaltung der Germanistik und der Anglistik. Englischkenntnisse auf Abiturniveau werden vorausgesetzt.

Bemerkung
Assessment Tasks
Für Studierende, die eine Studienleistung in LingA1 / LingA2 erbringen wollen, ist ein Referat mit anschließender Diskussion vorgesehen. Prüfungsleistungen können nicht abgelegt werden.
Registration - StudIP 1.3.2015-31.3.2015
Size registration - 25
Prerequisites - LingF1-F4
Further Information - ulrike.altendorf@engsem.uni-hannover.de

Literatur
Required reading:
will be discussed in class

Phonetics and Phonology

Vorlesung, SWS: 2
Altendorf, Ulrike

Do wöchentl. 18:00 - 20:00 16.04.2015 - 25.06.2015 1502 - 003
Fr Einzel 12:00 - 14:00 03.07.2015 - 03.07.2015 1502 - 003
Do wöchentl. 18:00 - 20:00 09.07.2015 - 25.07.2015 1502 - 003

Kommentar
This course will introduce students to the study of both segmental and supra-segmental features of the major reference accents of English, RP and General American. If appropriate, the theoretical angle will also be contrastive, focussing on differences between German and English. Students will also develop skills in perceiving, articulating and transcribing vowel and consonant sounds using IPA symbols.

Bemerkung
Registration – StudIP 1.3.2015-31.3.2015 / Prerequisites – LingF1 and LingF2 / Further Information – ulrike.altendorf@engsem.

Sociolinguistic Typology

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

Fr wöchentl. 12:00 - 14:00 17.04.2015 - 25.07.2015 1502 - 703
Ausfalltermin(e): 08.05.2015

LingF3 / FAL1.1, FAL1.2
This course will present Peter Trudgill's recently developed theory of sociolinguistic typology and three case studies to which it can be applied. We will also look at alternative accounts which contradict or shed doubt on this theory.

**Assessment Tasks** – Prüfungsleistung: oral exam (30 minutes) / **Registration** – StudIP 1.3.2015-31.3.2015 / **Size Restriction** – 25 / **Prerequisites** – Participants are expected to have successfully completed Ling F1-Ling4 (FüBA) / **Further Information** - ulrike.altendorf@engsem.~

**Literatur**

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

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### Focus Module (AmerF4 oder BritF4 oder LingF4): nur Zweiftach

#### American Fiction after Postmodernism

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

**Groß (M. A.), Florian**

**Mo wöchentl. 10:00 - 12:00 13.04.2015 - 25.07.2015 1502 - 609**

This seminar takes Ezra Pound's dictum “Make it new” as a starting point for its analysis of a particularly “modern” way of being in the world that relied, first and foremost, on a concept of change. Starting from a historical viewpoint we will view early 20th American modernist art and culture as an outcome of late nineteenth-century developments. Focusing on the first two decades of the twentieth century this seminar emphasizes the social, political, philosophical, and cultural events/trends that triggered the desire for change that drives modernism as a cultural phenomenon. This seminar, then, highlights the sense of crisis that was fundamental to those renewed notions of truth and identity that emerged in the early 20th century and that found creative expression in various interconnected art forms. We will pay particular attention to the distinctly “American” quality in the works of diverse American writers and artists such as Gertrude Stein,
William Carlos Williams, Langston Hughes, William Faulkner, Anzia Yezierska, Sui Sin Far, Georgia O’Keeffe, Alfred Stieglitz, Frank Lloyd Wright, and Charlie Chaplin.

**Bemerkung**

*Reader* – all course material on StudIP  
*Assessment Tasks* – will be specified on the syllabus (StudIP) before the semester starts. There will be a variety of tasks that involve active participation in the form of moderations, statements, response logs etc.  
*Registration* – StudIP 01.03. - 31.03.2015  
*Size Restriction – 25*  
*Studiengänge* – FüBA, BSc, MEd LG, 3. Fach MEd LG  
*Further Information* – kirsten.twelbeck@engsem.

**Literatur**

Recommended Reading

In preparation for this class please read Heinz Ickstadt’s chapter on American modernism in Hubert Zapf’s (ed.) *Amerikanische Literaturgeschichte*. The preliminary syllabus can be downloaded from StudIP before the semester starts.

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**Contemporary Irish Fiction**

**Seminar, SWS: 2**  
Haekel, Ralf

Fr wöchentl. 10:00 - 12:00 17.04.2015 - 25.07.2015  1502 - 703

**Kommentar**

Since 1990, Ireland has witnessed a number of momentous events and significant changes that fundamentally changed Irish society: the ceasefire of the IRA and the ensuing end of the Northern Irish Troubles; the so-called Celtic Tiger, years of unprecedented prosperity, and the subsequent breakdown of the national economy; furthermore, the abuse scandal, which became public in the 1990s and which fundamentally shattered the image of, and the belief in, the Catholic Church. All these events were, and still are, negotiated in one way or another in contemporary Irish novels, and traditional topics of Irish fiction such as selfhood, identity, the family and society were critically reflected. In this seminar, which will also serve as an introduction to Irish Studies, we will read four novels and discuss them in the light of these changes in contemporary Irish culture and society: John McGahern, *Amongst Women*; Colm Tóibín, *The Heather Blazing*; Anne Enright, *The Gathering*; and John Banville, *The Sea*.

**Bemerkung**

BritF4

**Literatur**

Further Reading:


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**Corpus Linguistics**

**Seminar, SWS: 2, Max. Teilnehmer: 25**  
Gerckens (M. A.), Caroline

| Di | Einzel | 08:30 - 17:00 26.05.2015 - 26.05.2015 1502 - 208 |
| Mi | Einzel | 08:30 - 17:00 27.05.2015 - 27.05.2015 1502 - 208 |
| Do | Einzel | 08:30 - 17:00 28.05.2015 - 28.05.2015 1502 - 208 |
| Fr | Einzel | 08:30 - 17:00 29.05.2015 - 29.05.2015 1502 - 208 |

**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. During the seminar, students are expected to give presentations on selected articles. The /Prüfungsleistung/ will consist of a term paper. More information will be given later.

**Bemerkung**

*Registration – StudIP 6.3.2015-23.3.2015*  
*Size restriction – 25*  
*Prerequisites –* LingF1 and LingF2  
*Further Information* - caroline.gerckens@engsem.

**Literatur**

*Reader:* – an electronic reader containing the texts discussed in class will be available from StudIP.
**Discourse**

Seminar, SWS: 2, Max. Teilnehmer: 30  
Hohaus (M. Ed.), Pascal

Mo wochentl. 12:00 - 14:00 13.04.2015 - 25.07.2015 1502 - 703  
Mo Einzel 12:00 - 14:00 20.07.2015 - 20.07.2015 1502 - 003  
Gruppe

Kommentar

Most of what we know about the world we learn through discourse, be it news reports, academic texts, stories, novels or everyday communication. Language both represents and shapes the language users' perception and view of the social world. Discourse Analysis, then, in very general terms, investigates the relationship between language use, the mind and social structure. It analyses patterns of language use across written and spoken texts using a myriad of methods including, among others, systemic-functional analysis, analysis of text cohesion, conversational analysis, and intertextual analysis. In this course, we will examine the means by which discourse analysis (as a multidisciplinary discipline) explores language in performance. We will have a close look at those three spheres that any proper analysis of discourse analysis needs to take into account, namely text, society and cognition. We will discuss not only the most fundamental concepts of text linguistics, but also the more recent strand of Critical Discourse Analysis. As Discourse Analysis is very much about the application of linguistic concepts, we shall investigate historical and more recent discourses using authentic language material to gain insights into, say, the (re)production of power structures, ideologies and inequality. At the end of the course, students will be familiar with traditional and contemporary approaches to analysing discourse and will have a deep understanding about the links between text, cognition and social structure. They will develop a critical stance towards the social environment in it's linguistic aspects and will be able to apply a range of methods to analyse discourse systematically and critically.

Bemerkung

*Registration* – StudIP 6.3.2015-23.3.2015 / *Size restriction* – 30 / *Prerequisites* – LingF1 and LingF2 / *Further Information* – pascal.hohaus@engsem.

Literatur


**Early and Late Modern English**

Seminar, SWS: 2, Max. Teilnehmer: 30  
Pfaff, Meike

Do wochentl. 10:00 - 12:00 16.04.2015 - 25.07.2015 1502 - 703  
Kommentar

Early Modern English comprises the linguistic period between 1500 and 1750 – 250 years in which English once again changed considerably. In fact, in Shakespeare's works we can find many linguistic "inconsistencies", and we must wonder if these are due to the author's stylistic extravagance or if they are not instead the direct reflection of language change in progress. In this course we will take a look at features of the phonology, grammar and vocabulary of the period that mark it off clearly from Middle English on the one hand and Late Modern English on the other. However, even though the rate of change slowed down noticeably after English had become standardized by around the end of the EModE period, English continued on its evolutionary path as is evident e.g. in the language of the works of Charles Dickens. These 19th century changes, that further shaped English into what it is today, will be dealt with in the final stages of the course.

Bemerkung

*Reader* – materials will be made available online on Stud.IP /
Englisches Seminar

Assessment tasks – in-class presentation plus term paper Registration – StudIP
6.3.2015-23.3.2015 / Size restriction – 30 / Prerequisites – LingF1 and LingF2 / Further Information - melike.pfaff@engsem.

Literatur


English Dialectology

Seminar, SWS: 2, Max. Teilnehmer: 30
Altendorf, Ulrike

Do wöchentl. 16:00 - 18:00 16.04.2015 - 25.07.2015 1502 - 703

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 emphasis on England. The course requires a solid knowledge of phonetics and phonology.

Bemerkung


Further Information – ulrike.altendorf@engsem.

Literatur

- Required Reading:
  

Narratives of Un/Belonging

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

Do wöchentl. 14:00 - 16:00 16.04.2015 - 25.07.2015 1502 - 609

Kommentar

This is a class about more recent trends in so-called “minority fiction,” trends that have emerged in the context of cultural paradigms such as transnationalism, postcolonialism, post-imperialism, cultural hybridity, diasporic identity formation, and cultural mobility. We will focus on three novels that challenge older notions of “ethnic” belonging that rely on a national, generational, culturalist, or racial script. By closely examining Gish Jen’s *Mona in the Promised Land*, Jonathan Safran Foer’s *Everything is Illuminated*, and Taiye Selasi’s *Ghana Must Go* we will analyze three very different ways of responding to an earlier model of “writing difference.” Some of this literature, like Gish Jen’s novel, is surprisingly funny: centering on a Chinese American convert to Judaism, *Mona in the Promised Land* destabilizes identity concepts (“Chinese American” and Jewish American) and explores the limits of Asian American literature. While Foer’s novel, too, will make you laugh a lot, its suggested way of (un)belonging insists on transgenerational loss and trauma as fundamental to contemporary Jewish identities. While Foer’s book is set in Europe, Taiye Selasi’s brings us to Africa, highlighting the fact that the very category of belonging in one place alone has become increasingly problematic.

Bemerkung

Reader – additional course material on StudIP ● Assessment Tasks – will be specified on the syllabus (StudIP) before the semester starts. There will be a variety of tasks that involve active participation in the form of moderations, statements, response
New Literary Publications

Seminar, SWS: 2
Haekel, Ralf

Do 14-täglich 10:00 - 12:00 16.04.2015 - 25.07.2015 1502 - 613

Commentary
In this seminar we will read and discuss works of fiction, drama and poetry which have been published only very recently (in the past 12 months). The intention is to approach new literature without any standard interpretation or preconceived notion in mind. Students will have the chance to practice their journalistic skills, as each participant should write two short literary reviews (roughly 2 pages each). We will meet on a regular basis every two weeks; so there should be enough time for every participant to be prepared. The course syllabus will be the result of a democratic process: suggestions can be made on StudIP by editing the Wiki page, and in the first session we will decide which books to read.

Comment
BritF4

Oscar Wilde

Seminar, SWS: 2, Max. Teilnehmer: 25
Krämer, Lucia

Di wöchentl. 16:00 - 18:00 14.04.2015 - 25.07.2015 1502 - 613

Commentary
This seminar is designed to give students an overview of the work and critical legacy of Oscar Wilde (1854-1900), one of the most notorious figures in British literary history, who because of his condemnation in an English court for homosexual behaviour is known even better for his life than his art. This course aims to redress the balance, although it will not (and cannot) wholly neglect Wilde's biography. Although he is usually regarded as the key representative of late-Victorian decadent literature and aestheticist thought, Wilde's oeuvre is as multi-faceted as his personality – in style, aesthetic purpose and choice of genre. We will deal with Wilde the poet, essayist, novelist and dramatist and analyse his use of the literary tendencies and aesthetic thinking of his time as well as his innovations, which have contributed to his revaluation as a forefather of postmodernism. Texts to be analysed include Wilde's only novel The Picture of Dorian Gray and The Importance of Being Earnest, one of the funniest plays in the English language. However, we will start with a look at Wilde's poetry and two of his essays, 'The Decay of Lying' and 'The Soul of Man under Socialism'.

Please note that even though many of the texts we will read in this seminar are relatively short individually, you should not underestimate the overall reading workload for primary literature for this class.

Comment
Assessment Tasks – will be specified
Registration – StudIP 1.3.2015 - 31.3.2015
Size restriction – 25
Prerequisites – SL and PL from AcadF and AmerBritF1
Further Information – lucia.kraemer@engsem.~

BritF4

Literature
Required Reading:
Unfortunately, there still is no good and affordable annotated edition of Wilde's complete works in paperback. You should therefore buy the following edition:

Texts covered in the seminar not contained in this collection will be made available on Stud.IP.

**Recommended Reading:**


**Postcolonial Crime Fiction**

**Seminar, SWS: 2**
Jain-Warden (M. A.), Verena

**Mo wöchentl. 10:00 - 12:00 13.04.2015 - 25.07.2015**
1502 - 703

**Kommentar**

Crime fiction has often been read as formulaic and conventional, a genre that confirms dominant ideology and re-establishes the belief in a coherent, knowable self and society. Contemporary crime novels often challenge such claims by destabilising notions of law and justice and by focusing on the complexities and contradictions of contemporary societies. Postcolonial crime fiction, in particular, engages with traditional conceptions of the role of narratives about crime and the nation in various ways.

We will begin this course by examining the connections between 19th-century crime fiction, such as Arthur Conan Doyle’s Sherlock Holmes stories, and empire. To what extent is Doyle’s detective fiction an attempt at reinforcing ideas of a ‘pure’ Englishness at the imperial centre, as opposed to the ‘degenerate’ colonial periphery? Does it question or empower British imperialism? From these questions we will move on to discuss an Indian counterpart of Sherlock Holmes, Byomkesh Bakshi, before engaging with three contemporary postcolonial crime novels: Kazuo Ishiguro’s *When We Were Orphans* (2000), Mukoma Wa Ngugi’s *Nairobi Heat* (2009) and Lauren Beukes’s *Zoo City* (2010).

All three novels can be read as postcolonial takes on popular subgenres of crime fiction, the classical detective story, the African-American police procedural as well as the hard-boiled detective novel. At the same time, all three of them resist clear categorisation and open up questions about the appropriateness of genre distinctions in contemporary literature.

**Bemerkung**

Assessment Tasks – will be specified in class ● Registration – Stud.IP StudIP 1.3.2015 - 31.3.2015 ● Size restriction – 30 ● Prerequisites – AmerBritF1 obligatory, BritF3 desirable (for FüBA and MEd students), none for others ● Further Information – verena.jain-warden@engsem.

**Literatur**

**Required Reading**:

Arthur Conan Doyle: “The Speckled Band”

Saradindu Bandyopadhyay: “The Menagerie”

Kazuo Ishiguro: *When We Were Orphans*

Mukoma Wa Ngugi: *Nairobi Heat*

Lauren Beukes: *Zoo City*

Any edition of the three novels will do. “The Speckled Band” and “The Menagerie” will be made available to you.

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

**Communicative Altruism**

SoSe 2015

58
We use politeness every day when interacting with other people. Yet politeness is an impressively complex linguistic process, and studying it can tell us a lot about the social and cultural values of social groups or even a whole society, helping us to understand how humans 'encode' states of mind in their words. The traditional, stereotypical view is that people in selected English-speaking cultures are indirect, deferential and polite - sometimes more polite than seems necessary, at least when compared to German-speaking environments. This advanced seminar will take a fresh look at the phenomenon, showing that the situation is far more complex than these stereotypes would suggest. The seminar will offer an account of a wide range of politeness phenomena in English, illustrated by hundreds of examples of actual language use taken largely from authentic British and American sources. We will take a pragmatic approach that is based on the controversial notion that politeness is communicative altruism, and drawing on neo-Gricean thinking, we will reject the prevalent view that it is impossible to apply the terms ‘polite’ or ‘impolite’ to linguistic phenomena. We will cover all major speech acts that are either positively or negatively associated with politeness, such as requests, apologies, compliments, offers, criticisms, good wishes, condolences, congratulations, agreement, and disagreement. If time permits, we will also deal with impoliteness and the related phenomena of irony (‘mock politeness’) and banter (‘mock impoliteness’).

Southern Africa is the southernmost region of the African continent, comprising the following five countries: South Africa, Namibia, Botswana, Lesotho, and Swaziland. The linguistic map of this region is complex and has attracted the interest of linguists from various backgrounds. From an Anglicist perspective, the language situation and the varieties of English in South Africa are certainly among the best described, but more recently the development of English in the other countries, most notably in Namibia, have also come into focus. In this class, we will look at the historical/colonial background of the region, take into consideration language policy and language planning or educational issues as well as the contemporary linguistic make-up of the region’s countries. In addition, we will explore linguistic practices, such as code-switching and code-mixing strategies, and describe the linguistic features of the Englishes spoken in this part of the world. The latter will include – among other things – the analysis of hitherto unpublished and publicly unavailable data from Namibia collected in the framework of an ongoing research project at Bielefeld University. Eventually, we may also look at the use of English (and other languages) in various forms of cultural expression, such as music, literature, and the media.
Epistolary Fiction

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

Di wöchentl. 12:00 - 14:00 14.04.2015 - 25.07.2015 1502 - 703
Kommentar
This seminar investigates the changes that the genre of epistolary fiction has undergone in the wake of recent developments in communication media and the impact of these developments on personal communication. Samuel Richardson's eighteenth-century novel Pamela; or, Virtue Rewarded (1740), probably the most famous representative of the genre, as well as discussions about the genre of the letter will be the starting points by means of which we establish the key features of epistolary fiction. Against this backdrop we then engage with three recent texts (two novels and one short story) that have adapted the genre to a contemporary media environment. Apart from adopting a structuralist approach that investigates generic change, our analyses of these texts will concentrate on their postmodernist features on the levels of both text and ideas.

Students wishing to take part in the seminar should have read volume I of Richardson's Pamela by the beginning of the semester.

Bemerkung
Assessment Tasks – will be specified ● Registration – StudIP 1.3.2014 - 31.3.2015 ● Size restriction – 30 ● Prerequisites – Module Intermediate Literature and Culture ● Further Information – lucia.kraemer@engsem.

Literatur
Required Reading:
- Richardson, Samuel. Pamela; or, Virtue Rewarded (1740) [Please buy a good annotated edition. There are several acceptable ones in paperback, e.g. in the Penguin Classics or Oxford World’s Classics series.]
- Harris, Joanne. Blueeyed Boy (2010)

Introduction to Gender Studies

Seminar, Max. Teilnehmer: 30
Gohrisch, Jana | Pardey (B. A.), Hannah

Di Einzel 09:00 - 16:00 26.05.2015 - 26.05.2015 1502 - 609
Mi Einzel 09:00 - 16:00 27.05.2015 - 27.05.2015 1502 - 609
Do Einzel 09:00 - 16:00 28.05.2015 - 28.05.2015 1502 - 609
Fr Einzel 09:00 - 16:00 29.05.2015 - 29.05.2015 1502 - 609
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 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

Please note that there will be an organisational meeting on Tue, 14 April 2015, 18:00-20:00, Rm 1502.609. Attendance is mandatory.

Bemerkung
Reader – will be available from copy shop Stork ● Assessment Tasks – will be specified at the first meeting ● Registration – StudIP 1.3.2015 - 31.3.2015 ● Size restriction – 30 ● Prerequisites – AmerF4/BritF4 (for FüBA and MEd students), none for others ●
Studiengänge — FüBA, MAAS, MEd LG, LG 3. Fach, Transformation Studies
Further Information — hannah.pardey@googlemail.com

BritA, AAS3

Required Purchase:

Learner Corpus Research

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

Fr wöchentl. 14:00 - 16:00 17.04.2015 - 25.07.2015 1502 - 703
Ausfalltermin(e): 08.05.2015

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
Registration — StudIP 01.09.2015-30.09.2015 / Size Restriction – 25 / Prerequisites – LingF1-F4 (FüBA) / Further Information - ulrike.altendorf@engsem~

Literatur
Required Reading: Please refer to the course page on Stud.IP

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

Seminar, SWS: 2, Max. Teilnehmer: 25
Altendorf, Ulrike | Lotze, Netaya

Di wöchentl. 16:00 - 18:00 14.04.2015 - 25.07.2015 1502 - 116
Di Einzel 18:00 - 22:00 23.06.2015 - 23.06.2015 1502 - 116

Kommentar

Leistungsnachweise:
Germanistik: Durch inhaltliche Vor- oder Nachbereitung der Vorträge im Begleitseminar können Sie Prüfungsleistungen (Referat + Ausarbeitung) oder Studienleistungen (Referat) erwerben. Durch organisatorische Mitarbeit können Sie Schlüsselkompetenzen (Palakt-, Flyer-Werbung, Pressemitteilung, Anmoderation) oder auch Studienleistungen (Protokoll oder Bericht) erwerben.

Termine der Tagung und des Gastvortrags im SoSe 2015:
Tagung: 01./02.05.2015 Gastvortrag: 30.06.2015

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

Bemerkung
Assessment Tasks
Für Studierende, die eine Studienleistung in LingA1 / LingA2 erbringen wollen, ist ein Referat mit anschließender Diskussion vorgesehen. Prüfungsleistungen können nicht abgelegt werden.

Registration - StudIP 1.3.2015-31.3.2015

Size registration - 25

Prerequisites - LingF1-F4

Further Information - ulrike.altendorf@engsem.uni-hannover.de

LingA1, LingA2 / FAL3

Required reading:

Literatur

will be discussed in class

**Narratives of World-Building**

Seminar, SWS: 2, Max. Teilnehmer: 25
Soller (M. A.), Bettina

Fr  wöchentl. 10:00 - 12:00 17.04.2015 - 25.07.2015  1502 - 615

Kommentar

The creation of worlds that differ from the reality we live in is a staple of human creativity and has brought forth a wealth of material in the U.S. American context. This class will investigate imagined worlds beginning with late nineteenth century and early twentieth century novels like Edward Bellamy’s *Looking Backward: 2000 - 1887* (1888) and Charlotte Perkins Gilman’s *Herland* (1915) and move across time to finish with contemporary instantiations like the transmedial zombie series *Walking Dead* (2003-) and the *Hunger Games* franchise. We will start by familiarizing ourselves with recent theories about worldbuilding such as Mark J.P. Wolf’s *Building Imaginary Worlds: The Theory and History of Subcreation* (2012). With a specific focus on their media specificity, we will then investigate examples including novels, comics, film, and TV series.

Bemerkung

*Reader* – additional course material on StudIP ● *Assessment Tasks* – will be specified on the syllabus (StudIP) before the semester starts. ● *Registration* – StudIP 01.03. - 31.03.2015 ● *Size Restriction* – 25 ● *Studiengänge* – FüBA, MAAS, MEd LG, 3. Fach MEd LG ● *Further Information* – bettina.soller@engsem.~

AmerA, AAS4

**New York City: Emergence of an American Metropolis**

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

Di wöchentl. 10:00 - 12:00 14.04.2015 - 25.07.2015  1502 - 609

Kommentar

Between the 1853 “Exhibition of the Industry of All Nations” and the 1939/1940 World’s Fair, New York City’s population grew from 500,000 to 7.8 million, and the United States evolved from a largely rural nation with an urban population of less than 15% to a quintessentially modern society whose population primarily lived in cities. Transnational developments such as the industrial revolution, urbanization, and immigration, as well as the impact of rapid technological progress, will form the backdrop of our exploration of this transitional era in American’s largest city. After tracing the city’s historical development, we will analyze issues and phenomena related to New York in the second half of the 19th and the first half of the 20th century: significant historical events, major socio-economic developments, and iconic architectural and infrastructural projects. In this class, we will relate the city’s historical backdrop to various representations of New York across the media, from poetry (Walt Whitman’s “Crossing Brooklyn Ferry”), comics (*The Yellow Kid*), and non-fiction (Jacob Riis’ *How the Other Half Lives*) to photography (Berenice Abbott’s *Changing New York*) and film (*The Crowd*). In our consideration of New York City from the Gilded Age to the ‘Roaring Twenties’ and the Great Depression, we will also deal with two (long) novels, William Dean Howells’ *A Hazard of New Fortunes* (1890) and John Dos Passos’ *Manhattan Transfer* (1925).
Reading James Joyce – Dubliners, A Portrait of the Artist as a Young Man and Ulysses

Seminar, SWS: 2
Haekel, Ralf

Do wöchentl. 14:00 - 16:00 16.04.2015 - 25.07.2015 1502 - 703

Kommentar
James Joyce is undoubtedly one of the most important writers of the twentieth century. Said to have written "nothing but masterpieces", his works include the short story collection Dubliners, the autobiographical novel A Portrait of the Artist as a Young Man, the modernist masterpiece Ulysses and the complex final novel Finnegans Wake. This class is intended to give you an introduction to the works of James Joyce from the more accessible early prose to the more complex style of Ulysses. The focus of this seminar, however, will be on this last novel which may be called the paradigmatic novel of classical modernism. Ulysses is and remains a difficult novel, a text that needs to be read not just once but at least twice in order to get the uncountable puns and hidden meanings. But, on the other hand, Ulysses is an immensely enjoyable read, often hilariously funny and a genuine comedie humaine.

Bemerkung

Literatur
In this seminar we will practice a close reading of the texts. Participants are therefore expected to have read Dubliners before the beginning of term and to be thoroughly prepared for each session.

Sociolinguistic Typology

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

Fr wöchentl. 12:00 - 14:00 17.04.2015 - 25.07.2015 1502 - 703
Ausfalltermin(e): 08.05.2015

Kommentar
This course will present Peter Trudgill's recently developed theory of sociolinguistic typology and three case studies to which it can be applied. We will also look at alternative accounts which contradict or shed doubt on this theory.

Bemerkung

Literatur
Required Reading: Please refer to the course page on Stud.IP

The All Jamaica Library: Fiction from the 1900s

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

Fr wöchentl. 14:00 - 16:00 17.04.2015 - 25.07.2015 1502 - 609

Kommentar
Throughout the early 1900s the Jamaican author and journalist Thomas MacDermot published four volumes of his All Jamaica Library. The series was meant to promote Jamaican writers and to make their texts available to the reading public in Jamaica and beyond. Literary scholars have doubted the literary quality of the texts but at the same time celebrated the All Jamaica Library as the beginning of Jamaican literature. In this
course we will consider these texts within their historical and literary contexts to engage with issues such as nationalism, colonialism, literary canons, orality and economic aspects of literary production.

Bemerkung

Assessment Tasks – to be specified in class
Registration – StudIP 1.3.2015 - 31.3.2015
Size restriction – 30
Prerequisites – Modul Intermediate Literature and Culture (for FüBA and MEd students), none for others
Further Information – EMAIL henning.marquardt@engsem.

BritA, AAS3, AAS5, AAS6, Forschungslernmodul

Literatur


Please download the texts and read Redcam’s Becka’s Buckra Baby in advance. More Jamaican short stories, poems and contextualising non-fictional material as well as secondary texts will be provided via StudIP.

Theories of American Culture

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

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<tr>
<th>Mi</th>
<th>wöchentl. 10:00 - 12:00</th>
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<th>1502 - 609</th>
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<td>Mi</td>
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Bemerkung zur Gruppe

Filmviewing

Kommentar

What is culture? What do we study when we study culture and why? What concepts of culture are in use today and why, and how can they be used fruitfully in critical practice? Questions such as these will preoccupy us throughout this seminar. Focusing on the United States as a particularly dynamic and influential culture we will first look at aspects of the so-called “American experience” that have been theorized by critics like Leo Marx, Richard Slotkin, or Jane Tompkins. What basic assumptions are implicitly inscribed in these theories? How have they shaped our perception of the United States as exceptional, as “different?” In a second step we will trace the shift from Americanists’ use of concepts of culture to “cultural studies” with its emphasis on popular culture, media studies, multiculturalism, and gender. What aspects from British Cultural Studies have been applied to an American Studies framework and how? How has Postcolonial Theory been used to theorize America? How have American Studies scholars approached the complex interaction of cultures that make up the contemporary United States? How have theories of American culture and methods of “doing” such theories shaped our understanding of the United States? How have they shaped American Studies as an academic field?

Bemerkung

Reader – all course material on StudIP
Assessment Tasks – will be specified on the syllabus (StudIP) before the semester starts. There will be a variety of tasks most of which demand thorough preparation and close reading. Active participation is a must; you will be asked to prepare statements or response logs, and there will also be minor exams.
Registration – StudIP 01.03. - 31.03.2015
Size Restriction – 25
Studiengänge – FÜBA, MAAS, MEd LG, 3. Fach MEd LG
Further Information – kirsten.twelbeck@engsem.

Literatur

Recommended Reading
In preparation of this seminar you may want to read Carolyn Porter, “‘What We Know that We Don’t Know:’ Remapping American Literary Studies,” *American Literary History* 6.3 (1994): 467-526.

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

**Epistolary Fiction**

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

**Kommentar**
This seminar investigates the changes that the genre of epistolary fiction has undergone in the wake of recent developments in communication media and the impact of these developments on personal communication. Samuel Richardson's eighteenth-century novel *Pamela; or, Virtue Rewarded* (1740), probably the most famous representative of the genre, as well as discussions about the genre of the letter will be the starting points by means of which we establish the key features of epistolary fiction. Against this backdrop we then engage with three recent texts (two novels and one short story) that have adapted the genre to a contemporary media environment. Apart from adopting a structuralist approach that investigates generic change, our analyses of these texts will concentrate on their postmodernist features on the levels of both text and ideas.

Students wishing to take part in the seminar should have read volume I of Richardson's *Pamela* by the beginning of the semester.

**Bemerkung**
Assessment Tasks – will be specified ● Registration – StudIP 1.3.2014 - 31.3.2015 ● Size restriction – 30 ● Prerequisites – Module Intermediate Literature and Culture ● Further Information – lucia.kraemer@engsem.~

**Literatur**

*Required Reading*:
- Richardson, Samuel. *Pamela; or, Virtue Rewarded* (1740) [Please buy a good annotated edition. There are several acceptable ones in paperback, e.g. in the Penguin Classics or Oxford World’s Classics series.]
- Harris, Joanne. *Blueeyed Boy* (2010)

**Introduction to Gender Studies**

Seminar, Max. Teilnehmer: 30
Gohrisch, Jana | Pardey (B. A.), Hannah

**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 18th to the 21st century. Moreover, students will be asked to contribute examples from their everyday reality to illustrate the ubiquity and significance of gendered images in our contemporary world.

Dieser Kurs ist verpflichtend für den Erwerb einer Bescheinigung im Interdisziplinären Studien schwerpunkt Gender Studies der Philosophischen Fakultät und steht allen Studierenden der Fakultät offen. Weitere Informationen dazu unter:  http://www.engsem.uni-hannover.de/genderstudies.html
Please note that there will be an organisational meeting on Tue, 14 April 2015, 18:00-20:00, Rm 1502.609. Attendance is mandatory.

Bemerkung

Reader – will be available from copy shop Stork ● Assessment Tasks – will be specified at the first meeting ● Registration – StudIP 1.3.2015 - 31.3.2015 ● Size restriction – 30 ● Prerequisites – AmerF4/BritF4 (for FüBA and MEd students), none for others ● Studiengänge – FüBA, MAAS, MEd, LG 3. Fach, Transformation Studies ● Further Information – hannah.pardey@googlemail.com

Literatur

BritA, AAS3

Required Purchase:


**Literatures from Southern Africa**

Seminar, SWS: 2, Max. Teilnehmer: 30

Gohrisch, Jana

Di wöchentl. 14:00 - 16:00 14.04.2015 - 25.07.2015 1502 - 703

Kommentar

This course complements the LingA course on “Englishes in Southern Africa”. Parallel to the linguistic explorations of English, we shall read contemporary Anglophone literature from South Africa and Zimbabwe practicing the analytical terms from the ‘Introduction to Literary Studies’ as well as the skills acquired in the theory course BritF3. We will listen to (and read) recent Anglophone spoken word poetry by well-known South African performers such as Lebogang Mashile and Lesego Rampolokeng from South Africa and study two South African novels. Zakes Mda’s magic-realist *Ways of Dying* (1995) is set in the immediate transition period from apartheid to democracy. Kopano Matlwa’s prize-winning novel *Coconut* (2007) contrasts the adolescence of two black girls in Johannesburg after apartheid. We shall finish with another coming-of-age novel, *We Need New Names* (2013) by NoViolet Bulawayo (Elizabeth Zandile Tshele) from Zimbabwe, which was shortlisted for the 2013 Guardian First Book Award.

Bemerkung

Assessment Tasks – will be specified in class ● Registration – StudIP 1.3.2015 - 31.3.2015 ● Size restriction – 30 ● Prerequisites – Modul Intermediate Literature and Culture (for FüBA and MEd students), none for others ● Further Information – jana.gohrisch@engsem.

BritA / AAS3, AAS5 / Atlantic Studies: Modul Globalisierung und transkulturelle Räume / Transformation Studies

**Literatur**

*Required Reading:*

Bulawayo, NoViolet. *We Need New Names* (2013)


Please buy and bring your own copies of the novels by Bulawayo, Matlwa and Mda and read Mda and Matlwa before the course begins. The poetry as well as additional material will be provided on StudIP.

**Literaturvermittlung und Kulturmanagement**

Seminar, SWS: 2

Meyer-Kovac, Jens

Di wöchentl. 14:00 - 16:00 14.04.2015 - 25.07.2015 1502 - 103

Kommentar


Teilnehmerzahl: 12 pro Studienfach, Anmeldung über Stud.IP.

Bemerkung

Teilnehmerzahl: 12 pro Studienfach, Anmeldung über Stud.IP.

Generell: aktuelle Belletristik und Sachliteratur sowie Feuilletons, Kulturzeitschriften und -sendungen (Radio, TV), Verlagsprogramme

Bemmé, Sven-Oliver: Kultur-Projektmanagement : Kultur- und Organisationsprojekte erfolgreich managen. Wiesbaden, 2011


Narratives of World-Building

Seminar, SWS: 2, Max. Teilnehmer: 25
Soller (M. A.), Bettina

Fr wöchentl. 10:00 - 12:00 17.04.2015 - 25.07.2015  1502 - 615

Kommentar

The creation of worlds that differ from the reality we live in is a staple of human creativity and has brought forth a wealth of material in the U.S. American context. This class will investigate imagined worlds beginning with late nineteenth century and early twentieth century novels like Edward Bellamy’s *Looking Backward: 2000 - 1887* (1888) and Charlotte Perkins Gilman’s *Herland* (1915) and move across time to finish with contemporary instantiations like the transmedial zombie series *Walking Dead* (2003-) and the *Hunger Games* franchise. We will start by familiarizing ourselves with recent theories about worldbuilding such as Mark J.P. Wolf’s *Building Imaginary Worlds: The Theory and History of Subcreation* (2012). With a specific focus on their media specificity, we will then investigate examples including novels, comics, film, and TV series.

Bemerkung

*Reader* – additional course material on StudIP ● *Assessment Tasks* – will be specified on the syllabus (StudIP) before the semester starts. ● *Registration* – StudIP 01.03. - 31.03.2015 ● *Size Restriction* – 25 ● *Studiengänge* – FüBA, MAAS, MEd LG, 3. Fach MEd LG ● *Further Information* – bettina.soller@engsem.~

New York City: Emergence of an American Metropolis

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

Di wöchentl. 10:00 - 12:00 14.04.2015 - 25.07.2015  1502 - 609

Kommentar

Between the 1853 “Exhibition of the Industry of All Nations” and the 1939/1940 World’s Fair, New York City’s population grew from 500,000 to 7.8 million, and the United States evolved from a largely rural nation with an urban population of less than 15% to a quintessentially modern society whose population primarily lived in cities. Transnational developments such as the industrial revolution, urbanization, and immigration, as well as the impact of rapid technological progress, will form the backdrop of our exploration of this transitional era in American’s largest city. After tracing the city’s historical development, we will analyze issues and phenomena related to New York in the second half of the 19th and the first half of the 20th century: significant historical events, major socio-economic developments, and iconic architectural and infrastructural projects. In this class, we will relate the city’s historical backdrop to various representations of New York across the media, from poetry (Walt Whitman’s “Crossing Brooklyn Ferry”),
comics (The Yellow Kid), and non-fiction (Jacob Riis’ How the Other Half Lives) to photography (Berenice Abbott’s Changing New York) and film (The Crowd). In our consideration of New York City from the Gilded Age to the ‘Roaring Twenties’ and the Great Depression, we will also deal with two (long) novels, William Dean Howells’ A Hazard of New Fortunes (1890) and John Dos Passos’ Manhattan Transfer (1925).

**Bemerkung**

Reader – additional course material on StudIP ● Assessment Tasks – will be specified on the syllabus (StudIP) before the semester starts. ● Registration – StudIP 01.03. - 31.03.2015 ● Size Restriction – 25 ● Stuendiänge – FüBA, MAAS, MEd LG, 3. Fach

**Literatur**


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**Post-Multicultural Britain? Ethnic Minority Writing Today**

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

Gohrisch, Jana

Di wöchentl. 16:00 - 18:00 14.04.2015 - 25.07.2015 1502 - 703

**Kommentar**

After a brief spell of multiculturalism as an official integrative politics under Labour at the end of the 20th century, the Conservatives renounced multiculturalism as a political concept. Has Britain now become post-multicultural? Will ethnic minority writing continue to be a boom-area in publishing? What are its themes, modes and genres? How do writers represent cultural diversity? We shall inquire into the uses and abuses of cultural stereotyping, a topic well-suited for discussion with participants of a Leistungskurs Englisch in school.

To find preliminary answers, we shall study some non-fictional and theoretical material before we explore texts by Caribbean and South Asian writers. Reading chronologically and practicing the analytical terms from the ‘Introduction to Literary Studies’ and the BritF3 theory course, we will cover Caryl Phillips’s postmodern novel Cambridge (1991), which is set in the Caribbean after the abolition of the slave trade. From here we move into present-day London, the setting of Monica Ali’s much-acclaimed realist novel Brick Lane (2003). Both challenge stereotypes of the (post)colonial Other but affirm them at the same time. To round off our course, we shall read some poems from Daljit Nagra’s debut collection Look We Have Coming to Dover (2007), which is famous for its linguistic versatility and ironic overtones, and watch and discuss Ken Loach’s award winning feature film about Eastern European migrants in Britain It’s a Free World (2007).

**Bemerkung**

Assessment Tasks – will be specified in class ● Registration – StudIP 1.3.2015 - 31.3.2015 ● Size restriction – 30 ● Prerequisites – Modul Intermediate Literature and Culture (for FüBA and MEd students), none for others ● Further Information – jana.gohrisch@engsem.a

BritA / AAS3, AAS5 / Atlantic Studies: Modul Ungleichheit, Herrschaft, Differenz / Transformation Studies

**Literatur**

**Required Reading:**


Nagra, Daljit. Look We Have Coming to Dover (2007)


Please buy and bring your own copies of the novels and read Caryl Phillip’s Cambridge before the course begins. I will put the poems and the non-fictional material on StudIP.

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**Reading James Joyce – Dubliners, A Portrait of the Artist as a Young Man and Ulysses**

**Seminar, SWS: 2**

Haekel, Ralf

Do wöchentl. 14:00 - 16:00 16.04.2015 - 25.07.2015 1502 - 703
James Joyce is undoubtedly one of the most important writers of the twentieth century. Said to have written "nothing but masterpieces", his works include the short story collection *Dubliners*, the autobiographical novel *A Portrait of the Artist as a Young Man*, the modernist masterpiece *Ulysses* and the complex final novel *Finnegans Wake*. This class is intended to give you an introduction to the works of James Joyce from the more accessible early prose to the more complex style of *Ulysses*. The focus of this seminar, however, will be on this last novel which may be called the paradigmatic novel of classical modernism. *Ulysses* is and remains a difficult novel, a text that needs to be read not just once but at least twice in order to get the uncountable puns and hidden meanings. But, on the other hand, *Ulysses* is an immensely enjoyable read, often hilariously funny and a genuine *comedie humaine*.

In this seminar we will practice a close reading of the texts. Participants are therefore expected to have read *Dubliners* before the beginning of term and to be thoroughly prepared for each session.

**Theatre of the Absurd - Beckett, Pinter, Orton**

**Seminar, SWS: 2**
Jain-Warden (M. A.), Verena

Mo wöchentl. 14:00 - 16:00 13.04.2015 - 25.07.2015 1502 - 615

Absurdity, a term that describes the meaninglessness of the human condition in a world where religion, metaphysics and transcendentalism are no longer seen as having any value, goes back to existentialist philosophy. Often connected with Camus's text *The Myth of Sisyphus*, the concept cannot be separated from its historical context, gaining popularity in Europe around the time of WWII. While writers and theatre practitioners engaging with the idea of absurdity did not define their works as 'theatre of the absurd' (the term was coined later), plays by Samuel Beckett and Harold Pinter, among others, express the senselessness of human life both on the level of subject-matter and of form.

In this course, we will analyse several 'absurdist' plays to find out how the absurd can be staged. We will look in detail at Beckett's plays *Waiting for Godot* and *Endgame* and Pinter's *The Dumb Waiter*. Finally we will see beyond narrow definitions of the 'theatre of the absurd' and will discuss the influence of the absurd tradition on Joe Orton's play *What the Butler Saw* and contemporary examples such as Monty Python's Flying Circus.

Assessment Tasks – will be specified in class ● Registration – Stud.IP 1.3.2015 - 31.3.2015 ● Size restriction – 30 ● Prerequisites – Module Intermediate Literature and Culture (for FüBA and MEd students), none for others ● Further Information – verena.jain-warden@engsem.~

**Required Reading:**

- Camus, Albert: *The Myth of Sisyphus*
- Beckett, Samuel: *Waiting for Godot*
- Pinter, Harold: *The Dumb Waiter*
- Orton, Joe: *What the Butler Saw*

Any edition of the plays and Camus’s text will do.

**Recommended Reading:**

- Esslin, Martin: *The Theatre of the Absurd*

**Theories of American Culture**

Seminar, SWS: 2, Max. Teilnehmer: 25
Twelbeck, Kirsten
What is culture? What do we study when we study culture and why? What concepts of culture are in use today and why, and how can they be used fruitfully in critical practice? Questions such as these will preoccupy us throughout this seminar. Focusing on the United States as a particularly dynamic and influential culture we will first look at aspects of the so-called “American experience” that have been theorized by critics like Leo Marx, Richard Slotkin, or Jane Tompkins. What basic assumptions are implicitly inscribed in these theories? How have they shaped our perception of the United States as exceptional, as “different?” In a second step we will trace the shift from Americanists’ use of concepts of culture to “cultural studies” with its emphasis on popular culture, media studies, multiculturalism, and gender. What aspects from British Cultural Studies have been applied to an American Studies framework and how? How has Postcolonial Theory been used to theorize America? How have American Studies scholars approached the complex interaction of cultures that make up the contemporary United States? How have theories of American culture and methods of “doing” such theories shaped our understanding of the United States? How have they shaped American Studies as an academic field?

Registration – all course material on StudiP ● Assessment Tasks – will be specified on the syllabus (StudIP) before the semester starts. There will be a variety of tasks most of which demand thorough preparation and close reading. Active participation is a must; you will be asked to prepare statements or response logs, and there will also be minor exams. ● Registration – StudIP 01.03. - 31.03.2015 ● Size Restriction – 25 ● Studiengänge – FÜBA, MAAS, MEd LG, 3. Fach MEd LG ● Further Information – kirsten.twelbeck@engsem.~AmerA, AAS1, AAS3

Advanced Methodology (DidA): Erst- und Zweiftach
Applied Linguistics in Language Teaching/Learning

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

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 topics as language awareness, error analysis, and classroom models for the teaching of English.

Registration – StudIP 1.3.2015 - 31.3.2015 ● Size restriction – 30 ● Prerequisites – DidF ● Further Information – claus.gnutzmann@engsem.~
Required Reading:

Recommended Reading:

Language Testing and Assessment

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

Mi wöchentl. 16:00 - 18:00 15.04.2015 - 25.07.2015 1502 - 615

Kommentar
Tests and assessment are an integral part of foreign language learning and teaching. The seminar therefore provides an opportunity to explore a variety of key theoretical and practical issues involved in language testing and assessment. We will focus on test development, design and data analysis as well as their relation to test results and their effects on the learning process. The seminar will also offer a review of influential articles by authors such as e.g. Canale, Swain, Moss, Alderson and we will discuss 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 language tests for a class at my school (e.g. Year 10) focussing on competence-oriented testing according to the “Kerncurriculum”, and evaluate the pupils’ tests. Alternatives to testing will be thoroughly discussed.

Bemerkung
Reader – A reader will be available at the copy shop Stork (Körnerstraße) at the beginning of the semester ● Assessment Tasks – See course programme ● Registration – StudIP 01.03. - 31.03.2015 ● Size restriction – 30 ● Prerequisites – DidF ● Studiengänge – MEd ● Further Information – Email: gabriela.fellmann@engsem.uni-hannover.de.

DidA/DidPA

Literatur
Required Reading

Multilingual Education: English as a Gateway to Other Languages

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

Di wöchentl. 14:00 - 16:00 14.04.2015 - 25.07.2015 1502 - 615

Kommentar
Multilingualism and multilingual/multicultural education have become an important issue in German schools during the last decade. Gnützmann goes so far as to describe multilingual competence as a new and holistic competence for the German classroom in general (Gnützmann 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.
Teaching English with Literature: Many Voices - Many Cultures

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

Do wöchentl. 10:00 - 12:00 16.04.2015 - 25.07.2015 1502 - 615

(Short) stories, which rely so much on words, offer a major and constant source of language experience for learners on all school levels. Already 1982, Salmon Rushdie commented on the forthcoming success of postcolonial novels and short stories with the statement: “[T]he Empire writes back with a vengeance”. During the course we will particularly focus on multicultural British short stories by Hanif Kureishi, Farrukh Dhondy, Jean Rhys or David Dabydeen and a couple of Mexican-American short stories by Benjamin Alire Sáenz (from the short story collection *Everything begins and ends at the Kentucky Club*). (2012)

The course will present different approaches to teaching these texts. Processes of reading and responding to them will be in the centre of discussion. We will discuss methods of analyzing short stories in the English language classroom and subsequently promote creative ways of dealing with short stories in a learner- and activity based way.

Theatre of the Absurd - Beckett, Pinter, Orton

Seminar, SWS: 2
Jain-Warden (M. A.), Verena

Mo wöchentl. 14:00 - 16:00 13.04.2015 - 25.07.2015 1502 - 615

Absurdity, a term that describes the meaninglessness of the human condition in a world where religion, metaphysics and transcendentalism are no longer seen as having any value, goes back to existentialist philosophy. Often connected with Camus’s text *The Myth of Sisyphus*, the concept cannot be separated from its historical context, gaining popularity in Europe around the time of WWII. While writers and theatre practitioners engaging with the idea of absurdity did not define their works as ‘theatre of the absurd’ (the term was coined later), plays by Samuel Beckett and Harold Pinter, among others, express the senselessness of human life both on the level of subject-matter and of form.

In this course, we will analyse several ‘absurdist’ plays to find out how the absurd can be staged. We will look in detail at Beckett’s plays *Waiting for Godot* and *Endgame* and Pinter’s *The Dumb Waiter*. Finally we will see beyond narrow definitions of the ‘theatre of the absurd’ and will discuss the influence of the absurd tradition on Joe Orton’s play *What the Butler Saw* and contemporary examples such as Monty Python’s Flying Circus.
Literatur

Required Reading:
Camus, Albert: *The Myth of Sisyphus*
Beckett, Samuel: *Waiting for Godot*
----: *Endgame*
Pinter, Harold: *The Dumb Waiter*
Orton, Joe: *What the Butler Saw*
Any edition of the plays and Camus’s text will do.

Recommended Reading:
Esslin, Martin: *The Theatre of the Absurd*

Fachpraktikum Englisch (DidPA/DidFP): Erst- und Zweifach
Fachpraktikum im Block (September): Wilhelm-Raabe-Schule

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Kommentar

Bemerkung
Anmeldung für die betreuten Fachpraktika bei den Dozenten über StudIP und für das unbetreute Praktikum an der Wilhelm-Raabe-Schule bei Prof. Gabriele Blell über StudIP

Registration – StudIP ● Size restriction – 2-6 ● Prerequisites – DidPA
● Further Information – gabriele.bellel@engsem., gabriela.fellmann@engsem.,
lisabloetz@yahoo.de
DidFP

Fachpraktikum unbetreut Wilhelm-Raabe-Schule

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Kommentar

Bemerkung
Anmeldung für die betreuten Fachpraktika bei den Dozenten über StudIP und für das unbetreute Praktikum an der Wilhelm-Raabe-Schule bei Prof. Gabriele Blell über StudIP

Registration – StudIP ● Size restriction – 2-6 ● Prerequisites – DidPA ●
Further Information – gabriele.bellel@engsem., gabriela.fellmann@engsem.,
lisabloetz@yahoo.de
DidFP
Planung und Analyse von Englischunterricht

Seminar, SWS: 2
Bierwirth, Annika

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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

Literatur

**Bemerkung**

Reader – *Assessment Tasks* – cf. Seminar plan ● *Registration* – StudIP 01.03. - 31.03.2015 ● *Size restriction* – 25 ● *Prerequisites* – DidF, ASP ● *Studiengänge* – MEd., M LbS ● *Further information* – ABierwirth@gmx.net oder lisabloetz@yahoo.de

**Literatur**

*Recommended Reading*


**Planung und Analyse von Englischunterricht**

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

*Do wöchentl.* 08:00 - 10:00 16.04.2015 - 25.07.2015 1502 - 615

**Kommentar**


**Bemerkung**

Reader – *Materials on StudIP* from 6 October ● *Assessment Tasks* – See course programme ● *Registration* – StudIP 01.03. - 31.03.2015 ● *Size restriction* – 30 ● *Prerequisites* – DidF ● *Studiengänge* – M.Ed. ● *Further Information* – EMAIL gabriele.brell@engsem.~

**Literatur**

*Required Reading:*

See course page on StudIP.

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

*Die Abschlussarbeit in der Linguistik*

Seminar, SWS: 1
Schulze, Rainer

*Di wöchentl.* 12:00 - 13:00 14.04.2015 - 25.07.2015 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 data-based research, avoiding plagiarism, etc.

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

Registration – Please register for this class via StudIP before classes begin / Further Information - rainer.schulze@engsem.~
"Language is mankind's greatest invention – except of course, that it was never invented." This is how Guy Deutscher opens his best-seller *The Unfolding of Language*. Language consists of hundreds of thousands of forms with even more functions; there are many different levels on which it can be described; it has an intricate structure and it allows for a bewildering complexity of expressing thoughts into sounds and back. This course is intended to convey some of this fascination by introducing students to the study of language on a scientific level.

In order to achieve this, it provides a first general introduction to English linguistics. We will initially deal with questions related to the nature of language and then focus on the major areas in the study of linguistics, including phonetics and phonology, contrastive aspects of sound production, morphology and word-formation, phraseology or idiomatics, and traditional syntax. Areas such as semantics, pragmatics, and language variation will be tackled in LingF2.

**Registration**

*Prerequisites* – none

*Further Information*


**Introduction to Linguistics II**

Vorlesung, SWS: 2
Gerckens (M. A.), Caroline

Mo wöchentl. 14:00 - 16:00 13.04.2015 - 25.07.2015 1502 - 703

**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.

**Registration**

*Prerequisites* – none

*Further Information*


**Introduction to Linguistics II**

Vorlesung, SWS: 2
Pfaff, Meike

Di wöchentl. 08:00 - 10:00 14.04.2015 - 25.07.2015 1502 - 003

**Kommentar**

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

While we can observe its form and structure, we can also analyse the function it fulfills.

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

SoSe 2015

Bemerkung
Registration – StudIP 1.3.2015-31.3.2015 / Prerequisites – none / Further Information - meike.pfaff@engsem.~

Literatur
Required Reading:

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

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

Fr wöchentl. 12:00 - 14:00 17.04.2015 - 25.07.2015 1502 - 609

Kommentar
This seminar will provide students with the basic knowledge of Content Language Integrated Learning practiced at German schools. Participants will gain some relevant theoretical background on the application of CLIL. Credits can be obtained by presenting a theoretical CLIL topic and preparing a sequence from a CLIL lesson. Trainee teachers from Hanover Stuendienseminar 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 01.03. - 31.03.2015 ● Size restriction – around 25 /+ trainee teachers ● Prerequisites – specific literature e.g. English schoolbooks for different subjects ● Stuendiänge – FüBA, BSc, 3. Fach LG, LG ● Further Information – celia.ball@engsem.~

DidF2

Literatur
Required Reading
Relevant literature will be announced in the first meeting

How to Teach Grammar

Seminar, SWS: 2
Rühm, Hannah

Fr Einzel 16:00 - 18:30 17.04.2015 - 17.04.2015 1502 - 609
Sa Einzel 10:00 - 14:00 18.04.2015 - 18.04.2015 1502 - 615
Fr Einzel 16:00 - 18:30 22.05.2015 - 22.05.2015 1502 - 615
Sa Einzel 10:00 - 14:00 23.05.2015 - 23.05.2015 1502 - 615
Fr Einzel 16:00 - 18:30 24.07.2015 - 24.07.2015 1502 - 615
Sa Einzel 10:00 - 14:00 25.07.2015 - 25.07.2015 1502 - 615

Kommentar
Teaching grammar is an essential part of the language classroom. In this course we are going to study different approaches to grammar teaching. After evaluating theoretical concepts and different arguments for and against teaching grammar, we will take a look at grammar tasks and activities in schoolbooks, get to know a variety of creative and student-centered methods to teach grammar, using texts, games, role play, songs and stories. Taking a look at different practical examples from the classroom, we will address questions of differentiation, individualization and assessment and discuss how to develop grammar activities to cater for students with different abilities and needs. Participants will design teaching material and short teaching sequences to be used in the classroom.

Bemerkung
Assessment Tasks – will be specified in class ● Registration – StudIP (1.3.2015 - 31.3.2015) and via email ● Prerequisites – DidF1 ● Further Information: hannah.ruhm@gmx.de

DidF2

Intercultural Communication and Intercultural Learning

Seminar, SWS: 2, Max. Teilnehmer: 30
Müller, Claudia

Fr Einzel 10:00 - 12:00 08.05.2015 - 08.05.2015 1502 - 613
This project-oriented seminar is designed to thoroughly examine one of the key competences in Teaching English as a Foreign Language, the intercultural competence. We will start by looking at concepts of intercultural learning and intercultural communication, as well as newer concepts that go beyond that. After laying the theoretical ground, participants of this seminar will analyze practical possibilities for the implementation of intercultural competence and contextualize examples along Californian topics.

Bemerkung

Reader – Materials on StudIP ● Assessment Tasks – See course programme ● Registration – StudIP ● Size restriction – 30 ● Prerequisites – DidF ● Further Information – EMAIL claudia.mueller@tu-braunschweig.de

Literatur

Required Reading:

See course page on StudIP.

Introduction to English Language Teaching

Seminar, SWS: 2, Max. Teilnehmer: 40
Woltin, Alexander

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 ● Size restriction – 40 ● Prerequisites – None ● Further Information – alexander.woltin@engsem.~

Literatur

Required Reading

See the course page on StudIP.

Teaching Skills: Listening, Reading, Speaking, Writing and Mediation

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

Kommentar

Although teaching listening, reading, speaking, writing, and also mediation are/ have become important everyday activities in the EFL classroom and for future teachers of English as well, they are sometimes regarded with apprehension: speaking e.g. has only in the last two decades become a relevant aspect of teaching foreign languages, or teaching mediation has become compulsory since 2009 only (in Lower Saxony). Although the traditional skills-based approach has been criticized widely (namely because it aims at developing language skills by continuous practice, ignoring learners’ mental processes), we will retain the traditional language skills classification in the seminar for practical reasons. At the same time, we will have a look at discussions of teaching skills in terms of communicative activities and competences (competences as the “sum of knowledge, skills and characteristics that allow a person to perform actions.” [CoE 2001:9]) Based on an integrated skills and competences approach students will get
to know various teaching methods and are asked to design little task-based teaching scenarios themselves.

**Bemerkung**

*Reader – Material on StudIP ● Assessment Tasks – See course programme ● Registration – StudIP 01.03. - 31.03.2015 ● Size restriction – 40 ● Prerequisites – DidF ● Studiengänge – Med. ● Further Information – EMAIL gabriele.blell@engsem.*

**Literatur**

*Required Reading*

See StudIP.

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

### Grammar (Gruppe 1)

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25
Foster (PhD M.A. [UK]), Darren Paul

<table>
<thead>
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<th>Mo wöchentl. 12:00 - 14:00 13.04.2015 - 25.07.2015 1502 - 615 01. Gruppe</th>
<th>This course allows students to revise and extend their knowledge of the usage of grammatical structures, style and vocabulary through an investigative approach.</th>
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### Grammar (Gruppe 2)

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25
Foster (PhD M.A. [UK]), Darren Paul

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<th>Di wöchentl. 10:00 - 12:00 14.04.2015 - 25.07.2015 1502 - 703 02. Gruppe</th>
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### Grammar (Gruppe 3)

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25
Foster (PhD M.A. [UK]), Darren Paul

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### Grammar (Gruppe 4)

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25
Foster (PhD M.A. [UK]), Darren Paul

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### Grammar (Gruppe 5)

**Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25**  
Foster (PhD M.A. [UK]), Darren Paul

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### Grammar (Gruppe 6)

**Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25**  
Foster (PhD M.A. [UK]), Darren Paul

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### Vocabulary and Pronunciation (Blockseminar)

**Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25**  
Foster (PhD M.A. [UK]), Darren Paul

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| Kommentar | | | | | |
|-----------| | | | | |

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

**Survey of British Literatures and Cultures II**

Vorlesung, SWS: 2
The aims of this set of two lectures (the first one is taught in the winter term) are to provide a broad introduction to the cultural history of Britain and Ireland as well as current debates and conflicts in British culture; to give insight into the development of the literatures of the British Isles in conjunction with their cultural history; to frame cultural and literary history in the concepts that are relevant for Cultural Studies.

In the 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. Moreover, they 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.

PLEASE NOTE: In addition to being taught live by Prof. Haekel, this lecture series is available on video as well (as taught by Prof. Emig in the 2014 summer term). Prof. Emig’s videos, slides and the electronic test for the Studienleistung (winter term 2013/14) are on studIP and may be accessed through registration with Prof. Heakel’s survey lecture.

A TUTORIAL BY MORITZ KIERMEIER WILL BE OFFERED FOR THOSE WHO WISH TO DO FURTHER WORK WITH THE MATERIAL.

DATES AND ROOMS WILL BE ANNOUNCED.

Language in class – English ● Prerequisites for certificate – electronic test for Studienleistung, final 60-minute exam after lecture 2 in the summer term for Prüfungsleistung ● Further information – jana.gohrisch@engsem~

Das Tutorium zu dieser LV findet Do 18-20 in Raum 703 statt.

Recommended Purchase:


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

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. Please note: this is not an online course and at this point I cannot promise that there will be a video recording (I’ll try to get someone from ELSA to do the recording but there is no guarantee). There will be quizzes (SL) that you must attend in person. Please note: there is also a tutorial to this class.

Reader – course material on StudIP ● Assessment Tasks – 6 mini quizzes on assigned dates. You must pass four of them ● Registration – StudIP 01.03. - 31.03.2015 ● Studiengänge – FüBA, BSc, 3. Fach LG ● Further Information – kirsten.twelbeck@engsem~

AmerF2.2

Recommended Reading

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

**American Fiction after Postmodernism**

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

Mo wöchentl. 10:00 - 12:00 13.04.2015 - 25.07.2015 1502 - 609

*Kommentar*

“The next real literary ‘rebels’ in this country might well emerge as some weird bunch of anti-rebels […] who treat of plain old untrendy human troubles and emotions in U.S. life with reverence and conviction. Who eschew self-consciousness and hip fatigue.” This is how David Foster Wallace envisioned authors in the wake of postmodern literature and its attempt to critique American society through the means of self-conscious irony and metafictional experiments. In this class, we will deal with the question how, beyond Wallace’s bold claims, literature since the 1990s has dealt with the legacy of postmodernism. Where have experimental modes of writing persisted, and how? Where have more realist modes of writing (re-)emerged, and where and how are they mixed with postmodern irony, metafiction, and experimental narrative structures? We will discuss Jonathan Franzen’s *The Corrections* (2001) and at least one more novel which will be announced at the beginning of the semester on studIP. Please be warned that this is a class for students who enjoy reading.

**Bemerkung**

*Reader* – additional course material on StudIP ● *Assessment Tasks* – will be specified on the syllabus (StudIP) before the semester starts. ● *Registration* – StudIP 01.03. - 31.03.2015 ● *Size Restriction* – 25 ● *Studiengänge* – FüBA, BSc, MEd LG, 3. Fach MEd LG ● *Further Information* – florian.gross@engsem.

**Literatur**

*Recommended Reading*


### American Modernities

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

Do wöchentl. 08:00 - 10:00 16.04.2015 - 25.07.2015 1502 - 609

*Kommentar*

This seminar takes Ezra Pound’s dictum “Make it new” as a starting point for its analysis of a particularly “modern” way of being in the world that relied, first and foremost, on a concept of change. Starting from a historical viewpoint we will view early 20th American modernist art and culture as an outcome of late nineteenth-century developments. Focusing on the first two decades of the twentieth century this seminar emphasizes the social, political, philosophical, and cultural events/trends that triggered the desire for change that drives modernism as a cultural phenomenon. This seminar, then, highlights the sense of crisis that was fundamental to those renewed notions of truth and identity that emerged in the early 20th century and that found creative expression in various interconnected art forms. We will pay particular attention to the distinctly “American” quality in the works of diverse American writers and artists such as Gertrude Stein, William Carlos Williams, Langston Hughes, William Faulkner, Anzia Yezierska, Sui Sin Far, Georgia O’Keeffe, Alfred Stieglitz, Frank Lloyd Wright, and Charlie Chaplin.

**Bemerkung**

*Reader* – all course material on StudIP ● *Assessment Tasks* – will be specified on the syllabus (StudIP) before the semester starts. There will be a variety of tasks that involve active participation in the form of moderations, statements, response logs etc. ● *Registration* – StudIP 01.03. - 31.03.2015 ● *Size Restriction* – 25 ●
Approaching Shakespeare

Seminar, SWS: 2
Bennett, Peter

Do wöchentl. 12:00 - 14:00 16.04.2015 - 25.07.2015 1502 - 609

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 as well as book work. 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 in class ● Registration – Stud.IP Stud.IP 1.3.2015 - 31.3.2015 ● Size restriction – 30 ● Prerequisites – AmerBritF1 obligatory, BritF3 desirable (for FüBA and MEd students), none for others ● Further Information – peter.bennett@engsem.uni-hannover.de

Literatur

Contemporary Irish Fiction

Seminar, SWS: 2
Haekel, Ralf

Fr wöchentl. 10:00 - 12:00 17.04.2015 - 25.07.2015 1502 - 703

Kommentar
Since 1990, Ireland has witnessed a number of momentous events and significant changes that fundamentally changed Irish society: the ceasefire of the IRA and the ensuing end of the Northern Irish Troubles; the so-called Celtic Tiger, years of unprecedented prosperity, and the subsequent breakdown of the national economy; furthermore, the abuse scandal, which became public in the 1990s and which fundamentally shattered the image of, and the belief in, the Catholic Church. All these events were, and still are, negotiated in one way or another in contemporary Irish novels, and traditional topics of Irish fiction such as selfhood, identity, the family and society were critically reflected. In this seminar, which will also serve as an introduction to Irish Studies, we will read four novels and discuss them in the light of these changes in contemporary Irish culture and society: John McGahern, Amongst Women; Colm Tóibín, The Heather Blazing; Anne Enright, The Gathering; and John Banville, The Sea.

Bemerkung
BritF4
Further Reading:

Literary, Cultural and Media Theory - New Approaches

Seminar, SWS: 2
Englisches Seminar

Haekel, Ralf

Do wöchentl. 12:00 - 14:00 16.04.2015 - 25.07.2015 1502 - 003

Kommentar

It is the aim of this class to introduce students to the study of theoretical texts concerning cultural theory, media theory and literature. The so-called medial turn and the ever-growing importance of film, television and the internet in recent decades have not only led to a radical change in the humanities but also to an alteration of the way we read and investigate literature. The field of literary studies has been increasingly broadened in the light of this development and is nowadays read and interpreted in the light of cultural and media studies. After the crisis of theory (poststructuralism and deconstruction) at the turn of the millennium, media theory has become one of the most productive approaches to literature. While the relation between literature and other media has already been investigated in a number of critical studies, this seminar aims at discussing literature as a medium in its own right.

Bemerkung

AmerBritF3

Literatur

Introductory Literature:
Peter Barry, Beginning Theory, Manchester: Manchester UP, 2008.

Narratives of Un/Belonging

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

Do wöchentl. 14:00 - 16:00 16.04.2015 - 25.07.2015 1502 - 609

Kommentar

This is a class about more recent trends in so-called “minority fiction,” trends that have emerged in the context of cultural paradigms such as transnationalism, postcolonialism, post-imperialism, cultural hybridity, diasporic identity formation, and cultural mobility. We will focus on three novels that challenge older notions of “ethnic” belonging that rely on a national, generational, culturalist, or racial script. By closely examining Gish Jen’s Mona in the Promised Land, Jonathan Safran Foer’s Everything is Illuminated and Taiye Selasi’s Ghana Must Go we will analyze three very different ways of responding to an earlier model of “writing difference.” Some of this literature, like Gish Jen’s novel, is surprisingly funny: centering on a Chinese American convert to Judaism, Mona in the Promised Land destabilizes identity concepts (“Chinese American” and Jewish American) and explores the limits of Asian American literature. While Foer’s novel, too, will make you laugh a lot, its suggested way of (un)belonging insists on transgenerational loss and trauma as fundamental to contemporary Jewish identities. While Foer’s book, too, will make you laugh a lot, its suggested way of (un)belonging insists on transgenerational loss and trauma as fundamental to contemporary Jewish identities. While Foer’s book is set in Europe, Taiye Selasi’s brings us to Africa, highlighting the fact that the very category of belonging in one place alone has become increasingly problematic.

Bemerkung

Reader – additional course material on StudIP ● Assessment Tasks – will be specified on the syllabus (StudIP) before the semester starts. There will be a variety of tasks that involve active participation in the form of moderations, statements, response logs etc. ● Registration – StudIP 01.03. - 31.03.2015 ● Size Restriction – 25 ● Studiengänge – FüBA, BSc, MEd LG, 3. Fach MEd LG ● Further Information – kirsten.twelbeck@engsem.~ AmerF4

Literatur

Recommended Reading

Please buy Gish Jen, Mona in the Promised Land (London: Granta 1996); Jonathan Safran Foer, Everything is Illuminated (NY: Penguin 2002); and Taiye Selasi, Ghana Must Go (NY: Penguin 2013). If these editions are not available or if you own a different one you may use that too. I strongly recommend reading Jen’s book before the semester starts.

New Literary Publications

Seminar, SWS: 2
Haekel, Ralf
In this seminar we will read and discuss works of fiction, drama and poetry which have been published only very recently (in the past 12 months). The intention is to approach new literature without any standard interpretation or preconceived notion in mind. Students will have the chance to practice their journalistic skills, as each participant should write two short literary reviews (roughly 2 pages each). We will meet on a regular basis every two weeks; so there should be enough time for every participant to be prepared. The course syllabus will be the result of a democratic process: suggestions can be made on StudIP by editing the Wiki page, and in the first session we will decide which books to read.

**Oscar Wilde**

This seminar is designed to give students an overview of the work and critical legacy of Oscar Wilde (1854-1900), one of the most notorious figures in British literary history, who because of his condemnation in an English court for homosexual behaviour is known even better for his life than his art. This course aims to redress the balance, although it will not (and cannot) wholly neglect Wilde's biography. Although he is usually regarded as the key representative of late-Victorian decadent literature and aestheticist thought, Wilde's oeuvre is as multi-faceted as his personality – in style, aesthetic purpose and choice of genre. We will deal with Wilde the poet, essayist, novelist and dramatist and analyse his use of the literary tendencies and aesthetic thinking of his time as well as his innovations, which have contributed to his revaluation as a forefather of postmodernism. Texts to be analysed include Wilde's only novel *The Picture of Dorian Gray* and *The Importance of Being Earnest*, one of the funniest plays in the English language. However, we will start with a look at Wilde's poetry and two of his essays, 'The Decay of Lying' and 'The Soul of Man under Socialism'.

Please note that even though many of the texts we will read in this seminar are relatively short individually, you should not underestimate the overall reading workload for primary literature for this class.

**Literatur**

*Required Reading:*

Unfortunately, there still is no good and affordable annotated edition of Wilde’s complete works in paperback. You should therefore buy the following edition:


Texts covered in the seminar not contained in this collection will be made available on Stud.IP.

*Recommended Reading:*


Crime fiction has often been read as formulaic and conventional, a genre that confirms dominant ideology and re-establishes the belief in a coherent, knowable self and society. Contemporary crime novels often challenge such claims by destabilising notions of law and justice and by focusing on the complexities and contradictions of contemporary societies. Postcolonial crime fiction, in particular, engages with traditional conceptions of the role of narratives about crime and the nation in various ways.

We will begin this course by examining the connections between 19th-century crime fiction, such as Arthur Conan Doyle's Sherlock Holmes stories, and empire. To what extent is Doyle's detective fiction an attempt at reinforcing ideas of a ‘pure’ Englishness at the imperial centre, as opposed to the ‘degenerate’ colonial periphery? Does it question or empower British imperialism? From these questions we will move on to discuss an Indian counterpart of Sherlock Holmes, Byomkesh Bakshi, before engaging with three contemporary postcolonial crime novels: Kazuo Ishiguro’s *When We Were Orphans* (2000), Mukoma wa Ngugi’s *Nairobi Heat* (2009) and Lauren Beukes’s *Zoo City* (2010). All three novels can be read as postcolonial takes on popular subgenres of crime fiction, the classical detective story, the African-American police procedural as well as the hard-boiled detective novel. At the same time, all three of them resist clear categorisation and open up questions about the appropriateness of genre distinctions in contemporary literature.

This course will familiarise students with 18th-century British classics of all three genres. Practising the analytical categories from the “Introduction to Literary Studies” and using the literary historical knowledge acquired in the survey lecture, we shall first read Daniel Defoe’s *Robinson Crusoe* (1719). This first modern novel in English relies on various modes and genres to produce the founding myth of the self-sufficient, male, bourgeois individual. Defoe’s classic will be followed by John Gay’s *The Beggar's Opera* (1728), a unique parody of both the heroic and the sentimental comedy, William Hogarth’s satirical series of paintings *Marriage à la Mode* (1742/43), and Thomas Gray’s “Elegy Written in a Country Churchyard” (1751), a melancholy representation of transition and change in the wake of the agricultural revolution. Finally, we will discuss Laurence Sterne’s short and witty parody of the sentimental mode in late 18th-century literature and culture, *A Sentimental Journey through France and Italy* (1768).
Assessment Tasks – will be specified in class

Registration – StudIP 1.3.2015 - 31.3.2015

Size restriction – 30

Prerequisites – AmerBritF1 obligatory, BritF3 desirable (for FüBA and MEd students), none for others

Further Information – jana.gohrisch@engsem.

BritF4

Required Reading:

Defoe, Daniel. Robinson Crusoe (1719)

Gay, John. The Beggar’s Opera (1726)

Gray, Thomas. “Elegy Written in a Country Churchyard” (1751)

Hogarth, William. Marriage à la Mode (1742/43)

Sterne, Laurence. A Sentimental Journey through France and Italy (1768)

The 9th edition of the Norton Anthology of English Literature (2012) contains Gay’s play, Gray’s poem and Hogarth’s series of paintings. Please bring your own copies of Robinson Crusoe and A Sentimental Journey in a scholarly edition that contains an introduction and a glossary (preferably Norton, Oxford or Penguin Classics). Additional material will be made available on StudIP. Please read Robinson Crusoe before the course begins.

Thomas Hardy: selected novels

Seminar, SWS: 2

Bennett, Peter

Do wöchentl. 10:00 - 12:00 16.04.2015 - 25.07.2015 1502 - 609

Kommentar

Thomas Hardy’s novels, predominantly pastoral and ranging from romance to tragedy, have always enjoyed commercial success and academic respect. We shall study a representative selection of novels, paying attention to the historical context of their composition and the cultural dimension of their popular reception.

Bemerkung

Assessment Tasks – will be specified in class

Registration – Stud.IP StudIP 1.3.2015 - 31.3.2015

Size restriction – 30

Prerequisites – AmerBritF1 obligatory, BritF3 desirable (for FüBA and MEd students), none for others

Further Information – peter.bennett@engsem.uni-hannover.de

BritF4

Required Reading:

Far From the Madding Crowd

The Mayor of Casterbridge

Tess of the d’Urbervilles

Some very cheap editions are available, but students are strongly urged to buy the Penguin Classics annotated editions. Apart from the fact that the introductions and annotations are helpful, progress is much easier if everyone is working with the same pagination.

Intermediate Linguistics (LingF3/LingF4)

Corpus Linguistics

Seminar, SWS: 2, Max. Teilnehmer: 25

Gerckens (M. A.), Caroline

Di Einzel 08:30 - 17:00 26.05.2015 - 26.05.2015 3109 - 208

Mi Einzel 08:30 - 17:00 27.05.2015 - 27.05.2015 3109 - 208

Do Einzel 08:30 - 17:00 28.05.2015 - 28.05.2015 3109 - 208

Fr Einzel 08:30 - 17:00 29.05.2015 - 29.05.2015 3109 - 208

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. During the seminar, students are expected to give presentations on selected articles. The /Prüfungsleistung/ will consist of a term paper. More information will be given later.

Bemerkung

Registration – StudIP 6.3.2015-23.3.2015 / Size restriction – 25 / Prerequisites – LingF1 and LingF2 / Further Information - caroline.gerckens@engsem.

Literatur

Reader: an electronic reader containing the texts discussed in class will be available from StudIP.

Discourse

Seminar, SWS: 2, Max. Teilnehmer: 30
Hohaus (M. Ed.), Pascal

Mo wöchentl. 12:00 - 14:00 13.04.2015 - 25.07.2015 1502 - 703
Mo Einzel 12:00 - 14:00 20.07.2015 - 20.07.2015 1502 - 003

Kommentar

Most of what we know about the world we learn through discourse, be it news reports, academic texts, stories, novels or everyday communication. Language both represents and shapes the language users’ perception and view of the social world. Discourse Analysis, then, in very general terms, investigates the relationship between language use, the mind and social structure. It analyses patterns of language use across written and spoken texts using a myriad of methods including, among others, systemic-functional analysis, analysis of text cohesion, conversational analysis, and intertextual analysis. In this course, we will examine the means by which discourse analysis (as a multidisciplinary discipline) explores language in performance. We will have a close look at those three spheres that any proper analysis of discourse analysis needs to take into account, namely text, society and cognition. We will discuss not only the most fundamental concepts of text linguistics, but also the more recent strand of Critical Discourse Analysis. As Discourse Analysis is very much about the application of linguistic concepts, we shall investigate historical and more recent discourses using authentic language material to gain insights into, say, the (re)production of power structures, ideologies and inequality. At the end of the course, students will be familiar with traditional and contemporary approaches to analysing discourse and will have a deep understanding about the links between text, cognition and social structure. They will develop a critical stance towards the social environment in it's linguistic aspects and will be able to apply a range of methods to analyse discourse systematically and critically.

Bemerkung

Registration – StudIP 6.3.2015-23.3.2015 / Size restriction – 30 / Prerequisites – LingF1 and LingF2 / Further Information - pascal.hohaus@engsem.

Literatur


Early and Late Modern English

Seminar, SWS: 2, Max. Teilnehmer: 30
Pfaff, Meike

Do wöchentl. 10:00 - 12:00 16.04.2015 - 25.07.2015 1502 - 703

Kommentar

Early Modern English comprises the linguistic period between 1500 and 1750 – 250 years in which English once again changed considerably. In fact, in Shakespeare's works we can find many linguistic "inconsistencies", and we must wonder if these are due to the
author's stylistic extravagance or if they are not instead the direct reflection of language change in progress. In this course we will take a look at features of the phonology, grammar and vocabulary of the period that mark it off clearly from Middle English on the one hand and Late Modern English on the other. However, even though the rate of change slowed down noticeably after English had become standardized by around the end of the EModE period, English continued on its evolutionary path as is evident e.g. in the language of the works of Charles Dickens. These 19th century changes, that further shaped English into what it is today, will be dealt with in the final stages of the course.

Reader – materials will be made available online on Stud.IP /

Assessment tasks – in-class presentation plus term paper Registration – StudIP 6.3.2015-23.3.2015 / Size restriction – 30 / Prerequisites – LingF1 and LingF2 / Further Information - meike.pfaff@engsem.~

Literatur

Englisches Seminar

LingF3 / FAL1.1, FAL1.2

Advanced Literature and Culture (AmerA/BritA)
Epistolary Fiction

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

Di wöchentl. 12:00 - 14:00 14.04.2015 - 25.07.2015 1502 - 703

Kommentar
This seminar investigates the changes that the genre of epistolary fiction has undergone in the wake of recent developments in communication media and the impact of these developments on personal communication. Samuel Richardson’s eighteenth-century novel *Pamela; or, Virtue Rewarded* (1740), probably the most famous representative of the genre, as well as discussions about the genre of the letter will be the starting points by means of which we establish the key features of epistolary fiction. Against this backdrop we then engage with three recent texts (two novels and one short story) that have adapted the genre to a contemporary media environment. Apart from adopting a structuralist approach that investigates generic change, our analyses of these texts will concentrate on their postmodernist features on the levels of both text and ideas.

Students wishing to take part in the seminar should have read volume I of Richardson’s *Pamela* by the beginning of the semester.

Bemerkung

Literatur
Required Reading:
- Richardson, Samuel. *Pamela; or, Virtue Rewarded* (1740) [Please buy a good annotated edition. There are several acceptable ones in paperback, e.g. in the Penguin Classics or Oxford World’s Classics series.]
- Harris, Joanne. *Blueeyed Boy* (2010)

Introduction to Gender Studies

Seminar, Max. Teilnehmer: 30
Gohrisch, Jana | Pardey (B. A.), Hannah

Di Einzel 09:00 - 16:00 26.05.2015 - 26.05.2015 1502 - 609
Mi Einzel 09:00 - 16:00 27.05.2015 - 27.05.2015 1502 - 609
Do Einzel 09:00 - 16:00 28.05.2015 - 28.05.2015 1502 - 609
Fr Einzel 09:00 - 16:00 29.05.2015 - 29.05.2015 1502 - 609

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 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

Please note that there will be an organisational meeting on Tue, 14 April 2015, 18:00-20:00, Rm 1502.609. Attendance is mandatory.
Bemerkung

Reader – will be available from copy shop Stork ● Assessment Tasks – will be specified at the first meeting ● Registration – StudIP 1.3.2015 - 31.3.2015 ● Size restriction – 30 ● Prerequisites – AmerF4/BritF4 (for FüBA and MEd students), none for others ● Studiengänge – FüBA, MAAS, MEd LG, LG 3. Fach, Transformation Studies ● Further Information – hannah.pardey@googlemail.com

BritA, AAS3

Literatur

Required Purchase:


Literatures from Southern Africa

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

Di – wöchentl. 14:00 - 16:00 14.04.2015 - 25.07.2015 1502 - 703

Kommentar

This course complements the LingA course on “Englishes in Southern Africa”. Parallel to the linguistic explorations of English, we shall read contemporary Anglophone literature from South Africa and Zimbabwe practicing the analytical terms from the ‘Introduction to Literary Studies’ as well as the skills acquired in the theory course BritF3. We will listen to (and read) recent Anglophone spoken word poetry by well-known South African performers such as Lebogang Mashile and Lesego Rampolokeng from South Africa and study two South African novels. Zakes Mda’s magic-realist Ways of Dying (1995) is set in the immediate transition period from apartheid to democracy. Kopano Matlwa’s prize-winning novel Coconut (2007) contrasts the adolescence of two black girls in Johannesburg after apartheid. We shall finish with another coming-of-age novel, We Need New Names (2013) by NoViolet Bulawayo (Elizabeth Zandile Tshele) from Zimbabwe, which was shortlisted for the 2013 Guardian First Book Award.

Bemerkung

Assessment Tasks – will be specified in class ● Registration – StudIP 1.3.2015 - 31.3.2015 ● Size restriction – 30 ● Prerequisites – Modul Intermediate Literature and Culture (for FüBA and MEd students), none for others ● Further Information – jana.gohrisch@engsem.~

BritA / AAS3, AAS5 / Atlantic Studies: Modul Globalisierung und transkulturelle Räume / Transformation Studies

Literatur

Required Reading:

Bulawayo, NoViolet. We Need New Names (2013)

Please buy and bring your own copies of the novels by Bulawayo, Matlwa and Mda and read Mda and Matlwa before the course begins. The poetry as well as additional material will be provided on StudIP.

Narratives of World-Building

Seminar, SWS: 2, Max. Teilnehmer: 25
Soller (M. A.), Bettina

Fr – wöchentl. 10:00 - 12:00 17.04.2015 - 25.07.2015 1502 - 615

Kommentar

The creation of worlds that differ from the reality we live in is a staple of human creativity and has brought forth a wealth of material in the U.S. American context. This class will investigate imagined worlds beginning with late nineteenth century and early twentieth century novels like Edward Bellamy’s Looking Backward: 2000 - 1887 (1888) and Charlotte Perkins Gilman’s Herland (1915) and move across time to finish with contemporary instantiations like the transmedial zombie series Walking Dead (2003-) and the Hunger Games franchise. We will start by familiarizing ourselves with recent theories about worldbuilding such as Mark J.P. Wolf’s Building Imaginary Worlds: The Theory and History of Subcreation (2012). With a specific focus on their media
specificity, we will then investigate examples including novels, comics, film, and TV series.

New York City: Emergence of an American Metropolis

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

Kommentar
Between the 1853 “Exhibition of the Industry of All Nations” and the 1939/1940 World’s Fair, New York City’s population grew from 500,000 to 7.8 million, and the United States evolved from a largely rural nation with an urban population of less than 15% to a quintessentially modern society whose population primarily lived in cities. Transnational developments such as the industrial revolution, urbanization, and immigration, as well as the impact of rapid technological progress, will form the backdrop of our exploration of this transitional era in America’s largest city. After tracing the city’s historical development, we will analyze issues and phenomena related to New York in the second half of the 19th and the first half of the 20th century: significant historical events, major socio-economic developments, and iconic architectural and infrastructural projects. In this class, we will relate the city’s historical backdrop to various representations of New York across the media, from poetry (Walt Whitman’s “Crossing Brooklyn Ferry”), comics (The Yellow Kid), and non-fiction (Jacob Riis’ How the Other Half Lives) to photography (Berenice Abbott’s Changing New York) and film (The Crowd). In our consideration of New York City from the Gilded Age to the Roaring Twenties and the Great Depression, we will also deal with two (long) novels, William Dean Howells’ A Hazard of New Fortunes (1890) and John Dos Passos’ Manhattan Transfer (1925).

Bemerkung
Reader – additional course material on StudIP ● Assessment Tasks – will be specified on the syllabus (StudIP) before the semester starts. ● Registration – StudIP 01.03. - 31.03.2015 ● Size Restriction – 25 ● Studiengänge – FüBA, MAAS, MEd LG, 3. Fach MEd LG ● Further Information – bettina.soller@engsem.~AmerA, AAS4

Literatur
Recommended Reading

Post-Multicultural Britain? Ethnic Minority Writing Today

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

Kommentar
After a brief spell of multiculturalism as an official integrative politics under Labour at the end of the 20th century, the Conservatives renounced multiculturalism as a political concept. Has Britain now become post-multicultural? Will ethnic minority writing continue to be a boom-area in publishing? What are its themes, modes and genres? How do writers represent cultural diversity? We shall inquire into the uses and abuses of cultural stereotyping, a topic well-suited for discussion with participants of a Leistungskurs Englisch in school.

To find preliminary answers, we shall study some non-fictional and theoretical material before we explore texts by Caribbean and South Asian writers. Reading chronologically and practicing the analytical terms from the ‘Introduction to Literary Studies’ and the BritF3 theory course, we will cover Caryl Phillips’s postmodern novel Cambridge (1991), which is set in the Caribbean after the abolition of the slave trade. From here we move into present-day London, the setting of Monica Ali’s much-acclaimed realist novel Brick...
Lane (2003). Beide challenge stereotypes of the (post)colonial Other but affirm them at
the same time. To round off our course, we shall read some poems from Daljit Nagra’s
debut collection Look We Have Coming to Dover (2007), which is famous for its linguistic
versatility and ironic overtones, and watch and discuss Ken Loach’s award winning
feature film about Eastern European migrants in Britain It’s a Free World (2007).

**Reading James Joyce – Dubliners, A Portrait of the Artist as a Young Man and Ulysses**

**Seminar, SWS: 2**
Haekel, Ralf

Do wöchentl. 14:00 - 16:00 16.04.2015 - 25.07.2015 1502 - 703

**Kommentar**
James Joyce is undoubtedly one of the most important writers of the twentieth century.
Said to have written “nothing but masterpieces”, his works include the short story
collection Dubliners, the autobiographical novel A Portrait of the Artist as a Young Man,
the modernist masterpiece Ulysses and the complex final novel Finnegans Wake. This
class is intended to give you an introduction to the works of James Joyce from the more
accessible early prose to the more complex style of Ulysses. The focus of this seminar,
however, will be on this last novel which may be called the paradigmatic novel of classical
modernism. Ulysses is and remains a difficult novel, a text that needs to be read not just
once but at least twice in order to get the uncountable puns and hidden meanings. But,
on the other hand, Ulysses is an immensely enjoyable read, often hilariously funny and a
genuine comedie humaine.

**Bemerkung**
BritA / AAS2

**Literatur**
In this seminar we will practice a close reading of the texts. Participants are therefore
expected to have read Dubliners before the beginning of term and to be thoroughly
prepared for each session.

The All Jamaica Library: Fiction from the 1900s

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

Fr wöchentl. 14:00 - 16:00 17.04.2015 - 25.07.2015 1502 - 609

**Kommentar**
Throughout the early 1900s the Jamaican author and journalist Thomas MacDermot
published four volumes of his All Jamaica Library. The series was meant to promote
Jamaican writers and to make their texts available to the reading public in Jamaica and
beyond. Literary scholars have doubted the literary quality of the texts but at the same
time celebrated the All Jamaica Library as the beginning of Jamaican literature. In this
course we will consider these texts within their historical and literary contexts to engage
with issues such as nationalism, colonialism, literary canons, orality and economic
aspects of literary production.

**Bemerkung**
Assessment Tasks – to be specified in class# Registration – StudIP 1.3.2015 -
31.3.2015 ● Size restriction – 30 ● Prerequisites – Modul Intermediate Literature and
Culture (for FüBA and MEd students), none for others ● Further Information – EMAIL
henning.marquardt@engsem..~
Theatre of the Absurd - Beckett, Pinter, Orton

Seminar, SWS: 2
Jain-Warden (M. A.), Verena

Mo wöchentl. 14:00 - 16:00 13.04.2015 - 25.07.2015  1502 - 615

Kommentar
Absurdity, a term that describes the meaninglessness of the human condition in a world where religion, metaphysics and transcendentalism are no longer seen as having any value, goes back to existentialist philosophy. Often connected with Camus’s text The Myth of Sisyphus, the concept cannot be separated from its historical context, gaining popularity in Europe around the time of WWII. While writers and theatre practitioners engaging with the idea of absurdity did not define their works as ‘theatre of the absurd’ (the term was coined later), plays by Samuel Beckett and Harold Pinter, among others, express the senselessness of human life both on the level of subject-matter and of form.

In this course, we will analyse several ‘absurdist’ plays to find out how the absurd can be staged. We will look in detail at Beckett’s plays Waiting for Godot and Endgame and Pinter’s The Dumb Waiter. Finally we will see beyond narrow definitions of the ‘theatre of the absurd’ (the term was coined later), plays by Samuel Beckett and Harold Pinter, among others, express the senselessness of human life both on the level of subject-matter and of form.

Bemerkung
Assessment Tasks – will be specified in class ● Registration – Stud.IP 1.3.2015 - 31.3.2015 ● Size restriction – 30 ● Prerequisites – Module Intermediate Literature and Culture (for FüBA and MEd students), none for others ● Further Information – verena.jain-warden@engsem.

Literatur

**Required Reading:**
Camus, Albert: The Myth of Sisyphus

Beckett, Samuel: Waiting for Godot

----: Endgame

Pinter, Harold: The Dumb Waiter

Orton, Joe: What the Butler Saw

Any edition of the plays and Camus’s text will do.

**Recommended Reading:**
Esslin, Martin: The Theatre of the Absurd

Theories of American Culture

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

Mi wöchentl. 10:00 - 12:00 15.04.2015 - 25.07.2015  1502 - 609

Mi Einzel 18:00 - 22:00 10.06.2015 - 10.06.2015  1502 - 615
Kommentar

What is culture? What do we study when we study culture and why? What concepts of culture are in use today and why, and how can they be used fruitfully in critical practice? Questions such as these will preoccupy us throughout this seminar. Focusing on the United States as a particularly dynamic and influential culture we will first look at aspects of the so-called “American experience” that have been theorized by critics like Leo Marx, Richard Slotkin, or Jane Tompkins. What basic assumptions are implicitly inscribed in these theories? How have they shaped our perception of the United States as exceptional, as “different?” In a second step we will trace the shift from Americanists’ use of concepts of culture to “cultural studies” with its emphasis on popular culture, media studies, multiculturalism, and gender. What aspects from British Cultural Studies have been applied to an American Studies framework and how? How has Postcolonial Theory been used to theorize America? How have American Studies scholars approached the complex interaction of cultures that make up the contemporary United States? How have theories of American culture and methods of “doing” such theories shaped our understanding of the United States? How have they shaped American Studies as an academic field?

Bemerkung

Reader – all course material on StudIP ● Assessment Tasks – will be specified on the syllabus (StudIP) before the semester starts. There will be a variety of tasks most of which demand thorough preparation and close reading. Active participation is a must; you will be asked to prepare statements or response logs, and there will also be minor exams. ● Registration – StudIP 01.03. - 31.03.2015 ● Size Restriction – 25 ● Studiengänge – FÜBA, MAAS, MEd LG, 3. Fach MEd LG ● Further Information – kirsten.twelbeck@engsem.~AmerA, AAS1, AAS3

Literatur

Recommended Reading

In preparation of this seminar you may want to read Carolyn Porter, “‘What We Know that We Don’t Know’: Remapping American Literary Studies,” American Literary History 6.3 (1994): 467-526.
### Construction Grammar

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

**Di wöchentl. 16:00 - 18:00 14.04.2015 - 25.07.2015 1502 - 609**

**Kommentar**  
This advanced seminar aims to explain how knowledge of language is organised in the speakers' minds. Its central claim will be that linguistic knowledge can be fully described as knowledge of constructions, which are generally defined as symbolic units that connect a linguistic form with meaning. This seminar will elucidate this fascinating idea and familiarise students with the central concepts of Construction Grammar, as applied to English constructions. In the process, it will explain how the theory of Construction Grammar relates to issues of language processing, language acquisition, and language variation and change.

**Bemerkung**  
*Registration* – StudIP 1.3.2015-31.3.2015 / *Size restriction* – 25 / *Prerequisites* – LingF1-LingF4 (FüBA) / *Further Information* - rainer.schulze@engsem.

**Literatur**  
*Required Reading:*  
The following textbook will be used in class and is recommended for purchase: Leech, Geoffrey. 2014. *The Pragmatics of Politeness*. Oxford: Oxford University Press.

Please make sure that you order your copy of the book asap.

### English and German in Comparison and Contrast

**Vorlesung, SWS: 2**  
Diewald, Gabriele | Schulze, Rainer

**Di wöchentl. 10:00 - 12:00 14.04.2015 - 25.07.2015 1502 - 003**

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

**Bemerkung**  
*Registration* – StudIP 1.3.2015-31.3.2015 / *Size restriction* – none / *Prerequisites* – LingF1-LingF4 (FüBA) / *Further Information* - gabriele.diewald@germanistik@uni-hannover.de / rainer.schulze@engsem.

**Literatur**  
*Required Reading:*  
The following textbook will be used in class and is recommended for purchase: König, Ekkehard and Volker Gast. 2012. *Understanding English-German Contrasts*. Berlin: Erich Schmidt Verlag. Please make sure that you order your copy of the book asap.
Southern Africa is the southernmost region of the African continent, comprising the following five countries: South Africa, Namibia, Botswana, Lesotho, and Swaziland. The linguistic map of this region is complex and has attracted the interest of linguists from various backgrounds. From an Anglicist perspective, the language situation and the varieties of English in South Africa are certainly among the best described, but more recently the development of English in the other countries, most notably in Namibia, have also come into focus. In this class, we will look at the historical/colonial background of the region, take into consideration language policy and language planning or educational issues as well as the contemporary linguistic make-up of the region's countries. In addition, we will explore linguistic practices, such as code-switching and code-mixing strategies, and describe the linguistic features of the Englishes spoken in this part of the world. The latter will include – among other things – the analysis of hitherto unpublished and publicly unavailable data from Namibia collected in the framework of an ongoing research project at Bielefeld University. Eventually, we may also look at the use of English (and other languages) in various forms of cultural expression, such as music, literature, and the media.

Bemerken

Registration – StudIP 1.3.2015-31.3.2015 / Size restriction – 25 / Prerequisites – LingF1-F4 (FüBA) / Further Information – anne.schroeder@uni-bielefeld.de

Literatur

Required Reading: Please refer to the course page on Stud.IP

Frame Semantics

Seminar, SWS: 2, Max. Teilnehmer: 25
Schulze, Rainer

Kommentar

This advanced course provides extensive insights into the structure and analysis of word meanings. Introducing Charles Fillmore's theory of Frame Semantics, the first part will discuss the openness and richness of word meanings, reflecting the rich variety of human experiences (cf., for example, Tuesday, barber or alimony). These words necessitate an understanding of concepts (or semantic frames) such as repeatable calendar events, grooming and hair, and marriage and divorce. From this we will learn that a theory of word meaning needs to include more than the small linguistically significant set of primitive concepts proposed by a number of linguists, among them Ray Jackendoff or Anna Wierzbicka.

The second part of the course will present the concept of semantic frame as developed by Fillmore and his associates. Frames offer rich conceptual backgrounds against which word meanings are understood. In this part of the course, we will learn how frames are discovered and described, how they are distinguished from and linked to other frames, and how frame-semantic information is syntactically relevant. If time permits, we will also explore how semantic frames can be applied to cross-linguistic analysis.

The third part of the course will employ the FrameNet database http://framenet.icsi.berkeley.edu to analyse the meaning of a given word as a network of interrelated senses. Some of these senses are more central, or basic, and others are less central, or peripheral. In this approach, the processes of metaphor and metonymy are central in describing the full range of meanings which a particular word can evoke. Finally, we will look at how Frame Semantics integrates with Construction Grammar.

Bemerken

Reader – copy shop Stork (Körnerstraße) from 1 April / Registration – StudIP 1.3.2015-31.3.2015 / Size restriction – 25 / Prerequisites – LingF1-LingF4 (FüBA) / Further Information – rainer.schulze@engsem.

Literatur

Required Reading:

LingA1, LingA2 / FAL4, FAL6
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.


**Prerequisites**
- LingF1-F4 (FüBA)
- FAL2, FAL7

**Required Reading:** Please refer to the course page on Stud.IP
**Sociolinguistic Typology**

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

Fr wöchentl. 12:00 - 14:00 17.04.2015 - 25.07.2015 1502 - 703
Ausfalltermin(e): 08.05.2015

**Kommentar**
This course will present Peter Trudgill's recently developed theory of sociolinguistic typology and three case studies to which it can be applied. We will also look at alternative accounts which contradict or shed doubt on this theory.

**Bemerkung**
Assessment Tasks – Prüfungsleistung: oral exam (30 minutes) / Registration – StudIP 1.3.2015-31.3.2015 / Size Restriction – 25 / Prerequisites – Participants are expected to have successfully completed Ling F1-Ling4 (FüBA) / Further Information - ulrike.altendorf@engsem.uni-hannover.de

**Literatur**
Required reading:
will be discussed in class

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**Advanced Methodology (DidA/DidPA)**

**Applied Linguistics in Language Teaching/Learning**

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

Mi wöchentl. 10:00 - 12:00 06.05.2015 - 22.07.2015 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 topics as language awareness, error analysis, and classroom models for the teaching of English.

**Bemerkung**
Registration – StudIP 1.3.2015 - 31.3.2015 ● Size restriction – 30 ● Prerequisites – DidF ● Further Information – claus.gnutzmann@engsem.

**Literatur**
Required Reading:


Recommended Reading:
Tests and assessment are an integral part of foreign language learning and teaching. The seminar therefore provides an opportunity to explore a variety of key theoretical and practical issues involved in language testing and assessment. We will focus on test development, design and data analysis as well as their relation to test results and their effects on the learning process. The seminar will also offer a review of influential articles by authors such as e.g. Canale, Swain, Moss, Alderson and we will discuss 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 language tests for a class at my school (e.g. Year 10) focussing on competence-oriented testing according to the “Kerncurriculum”, and evaluate the pupils’ tests. Alternatives to testing will be thoroughly discussed.

Bemerkung

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

Assessment Tasks – See course programme

Registration – StudIP 01.03. - 31.03.2015

Size restriction – 30

Prerequisites – DidF

Studiengänge – MEd

Further Information – Email: gabriela.fellmann@engsem.uni-hannover.de.

DidA/DidPA

Literatur

Required Reading


Planung und Analyse von Englischunterricht

See course page on StudIP.
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 – ● Assessment Tasks – cf. Seminar plan ● Registration – StudIP ● Size restriction – 25 ● Prerequisites – DidF, ASP ● Studiengänge – MEd., M LbS ● Furth her information - annika.bierwirth@engsem.uni-hannover.de

**Literatur**

Recommended Reading


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**Planung und Analyse von Englischunterricht**

**Seminar, SWS: 2**

Blötz, Lisa

<table>
<thead>
<tr>
<th>Tag</th>
<th>Zeit</th>
<th>Datum</th>
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<tr>
<td>Fr</td>
<td>Einzel</td>
<td>15:00 - 16:15</td>
<td>24.05.2015</td>
</tr>
<tr>
<td>Fr</td>
<td>Einzel</td>
<td>16:00 - 17:15</td>
<td>01.06.2015</td>
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<tr>
<td>Fr</td>
<td>15:00 - 16:15</td>
<td>25.06.2015</td>
<td>1502 - 615</td>
</tr>
<tr>
<td>Sa</td>
<td>Einzel</td>
<td>09:00 - 10:15</td>
<td>26.06.2015</td>
</tr>
<tr>
<td>Fr</td>
<td>15:00 - 16:15</td>
<td>01.07.2015</td>
<td>1502 - 615</td>
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<td>Sa</td>
<td>09:00 - 10:15</td>
<td>03.07.2015</td>
<td>1502 - 615</td>
</tr>
<tr>
<td>Fr</td>
<td>15:00 - 16:15</td>
<td>08.07.2015</td>
<td>1502 - 615</td>
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<tr>
<td>Sa</td>
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<td>10.07.2015</td>
<td>1502 - 615</td>
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<td>Fr</td>
<td>15:00 - 16:15</td>
<td>14.07.2015</td>
<td>1502 - 615</td>
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<td>Sa</td>
<td>09:00 - 10:15</td>
<td>16.07.2015</td>
<td>1502 - 615</td>
</tr>
</tbody>
</table>

**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.

Wir werden verschiedene Unterrichtsaufzeichnungen analysieren und Unterrichtssequenzen gemäß funktionaler kommunikativer Kompetenzen planen sowie erproben. Schwerpunkte bilden dabei u. a. die Lerngruppenanalyse, didaktische Überlegungen, sachanalytische Perspektivisierungen, methodische Überlegungen und...

Bemerkung

Reader – Assessment Tasks – cf. Seminar plan. Registration – StudIP 01.03. - 31.03.2015. Size restriction – 25. Prerequisites – DidF, ASP. Studiengänge – M.Ed., M LBS. Furt her information – ABierwirth@gmx.net oder lisabloetz@yahoo.de

Literatur

DidPA

Recommended Reading


Planung und Analyse von Englischunterricht

Seminario, SWS: 2, Max. Teilnehmer: 30
Bleh, Gabriele

Kommentar


Bemerkung


Literatur

Required Reading:

See course page on StudIP.

Teaching English with Literature: Many Voices - Many Cultures

Seminario, SWS: 2, Max. Teilnehmer: 40
Bleh, Gabriele

Kommentar

(Short) stories, which rely so much on words, offer a major and constant source of language experience for learners on all school levels. Already 1982, Salmon Rushdie commented on the forthcoming success of postcolonial novels and short stories with the statement: "[T]he Empire writes back with a vengeance". During the course we will particularly focus on multicultural British short stories by Hanif Kureishi, Farrukh Dhondy, Jean Rhys or David Dabydeen and a couple of Mexican-American short stories by
Benjamin Alire Sáenz (from the short story collection *Everything begins and ends at the Kentucky Club*. (2012))

The course will present different approaches to teaching these texts. Processes of reading and responding to them will be in the centre of discussion. We will discuss methods of analyzing short stories in the English language classroom and subsequently promote creative ways of dealing with short stories in a learner- and activity based way.

*Reader* – Materials on StudIP

*Assessment Tasks* – See course programme

*Registration* – StudIP 01.03. - 31.03.2015

*Size restriction* – 40

*Prerequisites* – DidF

*Studiengänge* – Med.

*Further Information* – EMAIL gabriele.blell@engsem.

DidA1/DidA2

*Required Reading*

See course page on StudIP.

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

**Advanced Composition (Gruppe 1)**

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

Foster (PhD M.A. [UK]), Darren Paul

*Mo* wöchentl. 08:00 - 10:00 13.04.2015 - 25.07.2015 1502 - 615

*01. Gruppe*

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 06.03.2015 – 23.03.2015

*Size restriction* – 25

*Prerequisites* – SP1, SP2 + SP3

*Further Information* – EMAIL darren.foster@engsem.

SP4

---

**Advanced Composition (Gruppe 2)**

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

Schneller (M. A. / B. A. [USA]), Jill

*Di* wöchentl. 10:00 - 12:00 14.04.2015 - 25.07.2015 1502 - 613

*02. Gruppe*

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 06.03.2015 – 23.03.2015

*Size restriction* – 25

*Prerequisites* – SP1, SP2 + SP3

*Further Information* – EMAIL jill.schneller@engsem.

SP4

---

**Advanced Composition (Gruppe 3)**

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

Schneller (M. A. / B. A. [USA]), Jill

*Di* wöchentl. 12:00 - 14:00 14.04.2015 - 25.07.2015 1502 - 613

*03. Gruppe*

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 06.03.2015 – 23.03.2015

*Size restriction* – 25

*Prerequisites* – SP1, SP2 + SP3

*Further Information* – EMAIL jill.schneller@engsem.

SP4

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**Advanced Composition (Gruppe 4)**
Englisches Seminar

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25
Schneller (M. A. / B. A. [USA]), Jill

<table>
<thead>
<tr>
<th>Mi wöchentl. 10:00 - 12:00 15.04.2015 - 25.07.2015 1502 - 613 04. Gruppe</th>
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<tbody>
<tr>
<td>Kommentar</td>
</tr>
<tr>
<td>Bemerkung</td>
</tr>
</tbody>
</table>

SP4

Advanced Composition (Gruppe 5)

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25
Foster (PhD M.A. [UK]), Darren Paul

<table>
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<tr>
<th>Mi wöchentl. 12:00 - 14:00 15.04.2015 - 25.07.2015 1502 - 703 05. Gruppe</th>
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</thead>
<tbody>
<tr>
<td>Kommentar</td>
</tr>
<tr>
<td>Bemerkung</td>
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</tbody>
</table>

SP4

Masterstudiengang an berufsbildenden Schulen - Fach Englisch

Survey British Literature and Culture (BritF2.1/Brit2.2)
Survey American Literature and Culture (AmerF2.1/AmerF2.2)
Intermediate and Advanced Linguistics (LingF3/LingA1/LingA2)
Communicative Altruism

Seminars, SWS: 2, Max. Teilnehmer: 25
Schulze, Rainer

<table>
<thead>
<tr>
<th>Mo wöchentl. 16:00 - 18:00 13.04.2015 - 25.07.2015 1502 - 703</th>
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<tbody>
<tr>
<td>Kommentar</td>
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**Construction Grammar**

<table>
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<th>Seminar, SWS: 2, Max. Teilnehmer: 25</th>
<th>Schulze, Rainer</th>
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</thead>
<tbody>
<tr>
<td><strong>Di</strong> wöchentl. 16:00 - 18:00 14.04.2015 - 25.07.2015 1502 - 609</td>
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</tr>
<tr>
<td><strong>Kommentar</strong></td>
<td>This advanced seminar aims to explain how knowledge of language is organised in the speakers’ minds. Its central claim will be that linguistic knowledge can be fully described as knowledge of constructions, which are generally defined as symbolic units that connect a linguistic form with meaning. This seminar will elucidate this fascinating idea and familiarise students with the central concepts of Construction Grammar, as applied to English constructions. In the process, it will explain how the theory of Construction Grammar relates to issues of language processing, language acquisition, and language variation and change.</td>
</tr>
<tr>
<td><strong>Bemerkung</strong></td>
<td>Registration – StudIP 1.3.2015-31.3.2015 / Size restriction – 25 / Prerequisites – LingF1-LingF4 (FüBA) / Further Information - rainer.schulze@engsem.~</td>
</tr>
<tr>
<td><strong>Literatur</strong></td>
<td><strong>Required Reading:</strong></td>
</tr>
<tr>
<td></td>
<td>The following textbook will be used in class and is recommended for purchase:</td>
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**English and German in Comparison and Contrast**

<table>
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<tr>
<th>Vorlesung, SWS: 2</th>
<th>Diewald, Gabriele</th>
<th>Schulze, Rainer</th>
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</thead>
<tbody>
<tr>
<td><strong>Di</strong> wöchentl. 10:00 - 12:00 14.04.2015 - 25.07.2015 1502 - 003</td>
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<tr>
<td><strong>Kommentar</strong></td>
<td>This seminar will present a comprehensive and fine-grained analysis of the major contrasts between English and German with the aim of showing how far once two closely related languages have moved apart and of providing new foundations for the study and the teaching of English from the perspective of German and the study of German from the perspective of English. This advanced seminar will be based on a thorough exploration of the relevant literature on the two languages and on language typology in general.</td>
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<tr>
<td><strong>Bemerkung</strong></td>
<td>Registration – StudIP 1.3.2015-31.3.2015 / Size restriction – none / Prerequisites – LingF1-LingF4 / Further Information - gabriele.diewald@<a href="mailto:germanistik@uni-hannover.de">germanistik@uni-hannover.de</a> / rainer.schulze@engsem.~</td>
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<tr>
<td><strong>Literatur</strong></td>
<td><strong>Required Reading:</strong></td>
<td></td>
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<tr>
<td></td>
<td>The following textbook will be used in class and is recommended for purchase:</td>
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</table>

**Englishes in Southern Africa**

<table>
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<tr>
<th>Seminar, SWS: 2, Max. Teilnehmer: 25</th>
<th>Schröder, Anne</th>
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<tr>
<td><strong>SoSe 2015</strong></td>
<td>106</td>
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</tbody>
</table>
Southern Africa is the southernmost region of the African continent, comprising the following five countries: South Africa, Namibia, Botswana, Lesotho, and Swaziland. The linguistic map of this region is complex and has attracted the interest of linguists from various backgrounds. From an Anglist perspective, the language situation and the varieties of English in South Africa are certainly among the best described, but more recently the development of English in the other countries, most notably in Namibia, have also come into focus. In this class, we will look at the historical/colonial background of the region, take into consideration language policy and language planning or educational issues as well as the contemporary linguistic make-up of the region's countries. In addition, we will explore linguistic practices, such as code-switching and code-mixing strategies, and describe the linguistic features of the Englishes spoken in this part of the world. The latter will include – among other things – the analysis of hitherto unpublished and publicly unavailable data from Namibia collected in the framework of an ongoing research project at Bielefeld University. Eventually, we may also look at the use of English (and other languages) in various forms of cultural expression, such as music, literature, and the media.

### Frame Semantics

Seminar, SWS: 2, Max. Teilnehmer: 25
Schulze, Rainer

Mo wöchentl. 10:00 - 12:00 13.04.2015 - 25.07.2015 1502 - 709

This advanced course provides extensive insights into the structure and analysis of word meanings. Introducing Charles Fillmore’s theory of Frame Semantics, the first part will discuss the openness and richness of word meanings, reflecting the rich variety of human experiences (cf., for example, Tuesday, barber or alimony). These words necessitate an understanding of concepts (or semantic frames) such as repeatable calendar events, grooming and hair, and marriage and divorce. From this we will learn that a theory of word meaning needs to include more than the small linguistically significant set of primitive concepts proposed by a number of linguists, among them Ray Jackendoff or Anna Wierzbicka.

The second part of the course will present the concept of semantic frame as developed by Fillmore and his associates. Frames offer rich conceptual backgrounds against which word meanings are understood. In this part of the course, we will learn how frames are discovered and described, how they are distinguished from and linked to other frames, and how frame-semantic information is syntactically relevant. If time permits, we will also explore how semantic frames can be applied to cross-linguistic analysis.

The third part of the course will employ the FrameNet database http://framenet.icsi.berkeley.edu to analyse the meaning of a given word as a network of interrelated senses. Some of these senses are more central, or basic, and others are less central, or peripheral. In this approach, the processes of metaphor and metonymy are central in describing the full range of meanings which a particular word can evoke. Finally, we will look at how Frame Semantics integrates with Construction Grammar.

### Bemerkung

Reader – copy shop Stork (Körnerstraße) from 1 April / Registration – StudIP 1.3.2015-31.3.2015 / Size restriction – 25 / Prerequisites – LingF1-LingF4 (FüBA) / Further Information - rainer.schulze@engsem.~

LingA1, LingA2 / FAL1.1, FAL1.2 / FAL2.1, FAL2.2

Required Reading:

Please refer to the course page on Stud.IP
see Reader. 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. 14:00 - 16:00 17.04.2015 - 25.07.2015 1502 - 703
Ausfalltermin(e): 08.05.2015

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
Registration – StudIP 01.09.2015-30.09.2015 / Size Restriction – 25 / Prerequisites – LingF1-F4 (FüBA) / Further Information - ulrike.altendorf@engsem~

Literatur
Required Reading: Please refer to the course page on Stud.IP

**Phonetics and Phonology**

Vorlesung, SWS: 2
Altendorf, Ulrike

Do wöchentl. 18:00 - 20:00 16.04.2015 - 25.06.2015 1502 - 003
Fr Einzel 12:00 - 14:00 03.07.2015 - 03.07.2015 1502 - 003
Do wöchentl. 18:00 - 20:00 09.07.2015 - 25.07.2015 1502 - 003

Kommentar
This course will introduce students to the study of both segmental and supra-segmental features of the major reference accents of English, RP and General American. If appropriate, the theoretical angle will also be contrastive, focussing on differences between German and English. Students will also develop skills in perceiving, articulating and transcribing vowel and consonant sounds using IPA symbols.

Bemerkung
Registration – StudIP 1.3.2015-31.3.2015 / Prerequisites – LingF1 and LingF2 / Further Information – ulrike.altendorf@engsem~

Literatur
LingA1, LingA2 / FAL2, FAL7

**Sociolinguistic Typology**

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

Fr wöchentl. 12:00 - 14:00 17.04.2015 - 25.07.2015 1502 - 703
Ausfalltermin(e): 08.05.2015

Kommentar
This course will present Peter Trudgill's recently developed theory of sociolinguistic typology and three case studies to which it can be applied. We will also look at alternative accounts which contradict or shed doubt on this theory.

Bemerkung
Assessment Tasks – Prüfungsleistung: oral exam (30 minutes) / Registration – StudIP 1.3.2015-31.3.2015 / Size Restriction – 25 / Prerequisites – Participants are expected to have successfully completed Ling F1-Ling4 (FüBA) / Further Information - ulrike.altendorf@engsem~

Literatur
LingA1, LingA2 / FAL4, FAL5

**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
Commen tant

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.

Bemerkung

Registration – StudIP 1.3.2015 - 31.3.2015 ● Size restriction – 30 ● Prerequisites – DidF ● Further Information – claus.gnutzmann@engsem.

Literatur

Required Reading:

Recommended Reading:

Language Testing and Assessment

Seminari, SWS: 2, Max. Teilnehmer: 30
Fallmann, Gabriela

Kommentar

Tests and assessment are an integral part of foreign language learning and teaching. The seminar therefore provides an opportunity to explore a variety of key theoretical and practical issues involved in language testing and assessment. We will focus on test development, design and data analysis as well as their relation to test results and their effects on the learning process. The seminar will also offer a review of influential articles by authors such as e.g. Canale, Swain, Moss, Alderson and we will discuss 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 language tests for a class at my school (e.g. Year 10) focussing on competence-oriented testing according to the “Kerncurriculum”, and evaluate the pupils’ tests. Alternatives to testing will be thoroughly discussed.

Bemerkung

Reader – A reader will be available at the copy shop Stork (Körnerstraße) at the beginning of the semester ● Assessment Tasks – See course programme ● Registration – StudIP 01.03. - 31.03.2015 ● Size restriction – 30 ● Prerequisites – DidF ● Studiengänge – MEd ● Further Information – Email: gabriela.fellmann@engsem.uni-hannover.de.

Literatur

Required Reading
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**

Reader – Materials on StudIP ● Assessment Tasks – See course programme ● Registration – StudIP 01.03. - 31.03.2015# Size restriction – 40 ● Prerequisites – DidF ● Studiengänge – MEd ● Further Information – EMAIL gabriele.blell@engsem.-

**Literatur**

DidA1/DidA2

**Required Reading**

See course page on StudIP.

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**Planung und Analyse von Englischunterricht**

**Seminar, SWS: 2**

Bierwirth, Annika

**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 praktikumersetzend, wenn Sie das Fachpraktikum in einem anderen Fach durchlaufen.


**Bemerkung**


**Literatur**

DidPA

**Recommended Reading**


Planung und Analyse von Englischunterricht

Seminar, SWS: 2
Blötz, Lisa

Fr Einzel 15:00 - 17:30 17.04.2015 - 17.04.2015 1502 - 615
Fr Einzel 15:00 - 17:30 24.04.2015 - 24.04.2015 1502 - 615
Sa Einzel 09:00 - 13:30 09.05.2015 - 09.05.2015 1502 - 615
Fr Einzel 15:00 - 17:30 05.06.2015 - 05.06.2015 1502 - 615
Sa Einzel 09:00 - 13:30 06.06.2015 - 06.06.2015 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 praktikumssatzend, wenn Sie das Fachpraktikum in einem anderen Fach durchlaufen.


Bemerkung
Reader – ● Assessment Tasks – cf. Seminar plan ● Registration – StudIP 01.03. - 31.03.2015 ● Size restriction – 25 ● Prerequisites – DidF, ASP ● Studiengänge – MEd., M LbS ● Furt her information – ABierwirth@gmx.net oder lisabloetz@yahoo.de

Literatur
Recommended Reading

Planung und Analyse von Englischunterricht

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

Do wöchentl. 08:00 - 10:00 16.04.2015 - 25.07.2015 1502 - 615

Kommentar
Dieses Seminar ist obligatorisch für alle Lehramtsstudierenden und praktikumsvorbereitend. Im M. Ed. ist die Veranstaltung Teil des Moduls Fachpraktikum Englisch und muss immer dem Fachpraktikum vorausgehen. Es werden Aufzeichnungen und Unterricht analysiert und Unterrichtssequenzen geplant. (Es ist vorgesehen, dass

**Bemerkung**

*Reader – Materials on StudIP* from 6 October ● *Assessment Tasks* – See course programme ● *Registration* – StudIP 01.03. - 31.03.2015 ● *Size restriction* – 30 ● *Prerequisites* – DidF ● *Studiengänge* – M.Ed. ● *Further Information* – EMAIL gabriele.blell@engsem.~

**Literatur**

*Required Reading:*

See course page on StudIP.

---

**Teaching English with Literature: Many Voices - Many Cultures**

_Seminar, SWS: 2, Max. Teilnehmer: 40_  
_Blell, Gabriele_

**Do wöchentl. 10:00 - 12:00 16.04.2015 - 25.07.2015 1502 - 615**

(Short) stories, which rely so much on words, offer a major and constant source of language experience for learners on all school levels. Already 1982, Salmon Rushdie commented on the forthcoming success of postcolonial novels and short stories with the statement: "[T]he Empire writes back with a vengeance". During the course we will particularly focus on multicultural British short stories by Hanif Kureishi, Farrukh Dhondy, Jean Rhys or David Dabydeen and a couple of Mexican-American short stories by Benjamin Alire Sáenz (from the short story collection *Everything begins and ends at the Kentucky Club*. (2012)

The course will present different approaches to teaching these texts. Processes of reading and responding to them will be in the centre of discussion. We will discuss methods of analyzing short stories in the English language classroom and subsequently promote creative ways of dealing with short stories in a learner- and activity based way.

**Bemerkung**

*Reader – Materials on StudIP* ● *Assessment Tasks* – See course programme ● *Registration* – StudIP 01.03. - 31.03.2015 ● *Size restriction* – 40 ● *Prerequisites* – DidF ● *Studiengänge* – Med. ● *Further Information* – EMAIL gabriele.blell@engsem.~

**Literatur**

*Required Reading*

See course page on StudIP.

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

**Advanced Composition (Gruppe 1)**

_Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25_  
_Foster (PhD M.A. [UK]), Darren Paul_

**Mo wöchentl. 08:00 - 10:00 13.04.2015 - 25.07.2015 1502 - 615 01. Gruppe**

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**

*Assessment Tasks* – SL: written tasks. PL: 90-min exam ● *Registration* – StudIP 06.03.2015 – 23.03.2015 ● *Size restriction* – 40 ● *Prerequisites* – SP1, SP2 + SP3 ● *Further Information* – darren.foster@engsem.~

**Advanced Composition (Gruppe 2)**

_Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25_  
_Schneller (M. A. / B. A. [USA]), Jill_
**Englisches Seminar**

**SoSe 2015**

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**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**
*Assessment Tasks* – SL: written tasks. PL: 90-min exam • *Registration* – StudIP 06.03.2015 – 23.03.2015 • *Size restriction* – 25 • *Prerequisites* – SP1, SP2 + SP3 • *Further Information* – jill.schneller@engsem.

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**Advanced Composition (Gruppe 3)**

**Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25**
Schneller (M. A. / B. A. [USA]), Jill

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**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**
*Assessment Tasks* – SL: written tasks. PL: 90-min exam • *Registration* – StudIP 06.03.2015 – 23.03.2015 • *Size restriction* – 25 • *Prerequisites* – SP1, SP2 + SP3 • *Further Information* – jill.schneller@engsem.

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**Advanced Composition (Gruppe 4)**

**Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25**
Schneller (M. A. / B. A. [USA]), Jill

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**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**
*Assessment Tasks* – SL: written tasks. PL: 90-min exam • *Registration* – StudIP 06.03.2015 – 23.03.2015 • *Size restriction* – 25 • *Prerequisites* – SP1, SP2 + SP3 • *Further Information* – jill.schneller@engsem.

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**Advanced Composition (Gruppe 5)**

**Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25**
Foster (PhD M.A. [UK]), Darren Paul

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<td>15.04.2015 - 25.07.2015</td>
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**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**
*Assessment Tasks* – SL: written tasks. PL: 90-min exam • *Registration* – StudIP 06.03.2015 – 23.03.2015 • *Size restriction* – 25 • *Prerequisites* – SP1, SP2 + SP3 • *Further Information* – darren.foster@engsem.

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**Masterarbeit / Master Thesis**

**Die Abschlussarbeit in der Linguistik**

**Seminar, SWS: 1**
Schulze, Rainer

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**SoSe 2015**

113
Once the research is over, the question of how to write each chapter of a thesis or dissertation remains. This seminar will introduce first-time thesis-writers to the process of writing up (non-) empirical research. To help students understand what content and structure are appropriate for the different parts of a thesis, we will present a range of options, illustrating them with analyses of and commentary on sections from our own research or from real Bachelor or Masters Theses in English linguistics. We will especially focus on the major problems encountered by Germans writing in English. These problems will include overall text organisation, academic text conventions (style sheet!), sentence construction, idiomatic phrasing, argumentation and style, and, not to forget: proper oral presentation. We will also address major prerequisites for doing research, i.e. choosing an area, getting organised, using resources, doing theory-only projects, setting up data-based research, avoiding plagiarism, etc.

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

Registration – Please register for this class via StudIP before classes begin / Further Information - rainer.schulze@engsem.
What is culture? What do we study when we study culture and why? What concepts of culture are in use today and why, and how can they be used fruitfully in critical practice? Questions such as these will preoccupy us throughout this seminar. Focusing on the United States as a particularly dynamic and influential culture we will first look at aspects of the so-called “American experience” that have been theorized by critics like Leo Marx, Richard Slotkin, or Jane Tompkins. What basic assumptions are implicitly inscribed in these theories? How have they shaped our perception of the United States as exceptional, as “different?” In a second step we will trace the shift from Americanists’ use of concepts of culture to “cultural studies” with its emphasis on popular culture, media studies, multiculturalism, and gender. What aspects from British Cultural Studies have been applied to an American Studies framework and how? How has Postcolonial Theory been used to theorize America? How have American Studies scholars approached the complex interaction of cultures that make up the contemporary United States? How have theories of American culture and methods of “doing” such theories shaped our understanding of the United States? How have they shaped American Studies as an academic field?

Bemerkung

Reader – all course material on StudIP ● Assessment Tasks – will be specified on the syllabus (StudIP) before the semester starts. There will be a variety of tasks most of which demand thorough preparation and close reading. Active participation is a must; you will be asked to prepare statements or response logs, and there will also be minor exams. ● Registration – StudIP 01.03. - 31.03.2015 ● Size Restriction – 25 ● Studiengänge – FÜBA, MAAS, MEd LG, 3. Fach MEd LG ● Further Information – kirsten.twelbeck@engsem.~AmerA, AAS1, AAS3

Literatur

Recommended Reading

In preparation of this seminar you may want to read Carolyn Porter, “‘What We Know that We Don’t Know:’ Remapping American Literary Studies,” American Literary History 6.3 (1994): 467-526.

Epochs and Phenomena in Anglophone Literatures and Cultures (AAS2)

Epistolary Fiction

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

Di wöchentl. 12:00 - 14:00 14.04.2015 - 25.07.2015 1502 - 703
Kommentar

This seminar investigates the changes that the genre of epistolary fiction has undergone in the wake of recent developments in communication media and the impact of these developments on personal communication. Samuel Richardson’s eighteenth-century novel Pamela; or, Virtue Rewarded (1740), probably the most famous representative of the genre, as well as discussions about the genre of the letter will be the starting points by means of which we establish the key features of expistolary fiction. Against this backdrop we then engage with three recent texts (two novels and one short story) that have adapted the genre to a contemporary media environment. Apart from adopting a structuralist approach that investigates generic change, our analyses of these texts will concentrate on their postmodernist features on the levels of both text and ideas.

Students wishing to take part in the seminar should have read volume I of Richardson’s Pamela by the beginning of the semester.

Bemerkung

Assessment Tasks – will be specified ● Registration – StudIP 1.3.2014 - 31.3.2015 ● Size restriction – 30 ● Prerequisites – Module Intermediate Literature and Culture ● Further Information – lucia.kraemer@engsem.~

BritA / AAS2, AAS4
Literatur  

**Required Reading**:
- Richardson, Samuel. *Pamela; or, Virtue Rewarded* (1740) [Please buy a good annotated edition. There are several acceptable ones in paperback, e.g. in the Penguin Classics or Oxford World’s Classics series.]
- Harris, Joanne. *Blueeyed Boy* (2010)

**New York City: Emergence of an American Metropolis**

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

Di wöchentl. 10:00 - 12:00  
14.04.2015 - 25.07.2015  
1502 - 609

**Kommentar**
Between the 1853 “Exhibition of the Industry of All Nations” and the 1939/1940 World’s Fair, New York City’s population grew from 500,000 to 7.8 million, and the United States evolved from a largely rural nation with an urban population of less than 15% to a quintessentially modern society whose population primarily lived in cities. Transnational developments such as the industrial revolution, urbanization, and immigration, as well as the impact of rapid technological progress, will form the backdrop of our exploration of this transitional era in America’s largest city. After tracing the city’s historical development, we will analyze issues and phenomena related to New York in the second half of the 19th and the first half of the 20th century: significant historical events, major socio-economic developments, and iconic architectural and infrastructural projects. In this class, we will relate the city’s historical backdrop to various representations of New York across the media, from poetry (Walt Whitman’s “Crossing Brooklyn Ferry”), comics (*The Yellow Kid*), and non-fiction (Jacob Riis’ *How the Other Half Lives*) to photography (Berenice Abbott’s *Changing New York*) and film (*The Crowd*). In our consideration of New York City from the Gilded Age to the ‘Roaring Twenties’ and the Great Depression, we will also deal with two (long) novels, William Dean Howells’ *A Hazard of New Fortunes* (1890) and John Dos Passos’ *Manhattan Transfer* (1925).

**Bemerkung**

Reader – additional course material on StudIP  
Assessment Tasks – will be specified on the syllabus (StudIP) before the semester starts.  
Registration – StudIP 01.03. - 31.03.2015  
Size Restriction – 25  
Studiengänge – FüBA, MAAS, MEd LG, 3. Fach  
MED LG  
Further Information – florian.gross@engsem.~AmerA, AAS2, AAS3

**Literatur**  

*Recommended Reading*


**Reading James Joyce – Dubliners, A Portrait of the Artist as a Young Man and Ulysses**

Seminar, SWS: 2  
Haekel, Ralf

Do wöchentl. 14:00 - 16:00  
14.04.2015 - 25.07.2015  
1502 - 703

**Kommentar**

James Joyce is undoubtedly one of the most important writers of the twentieth century. Said to have written "nothing but masterpieces", his works include the short story collection *Dubliners*, the autobiographical novel *A Portrait of the Artist as a Young Man*, the modernist masterpiece *Ulysses* and the complex final novel *Finnegans Wake*. This class is intended to give you an introduction to the works of James Joyce from the more accessible early prose to the more complex style of *Ulysses*. The focus of this seminar, however, will be on this last novel which may be called the paradigmatic novel of classical modernism. *Ulysses* is and remains a difficult novel, a text that needs to be read not just once but at least twice in order to get the uncountable puns and hidden meanings. But, on the other hand, *Ulysses* is an immensely enjoyable read, often hilariously funny and a genuine *comédie humaine*. 
In this seminar we will practice a close reading of the texts. Participants are therefore expected to have read Dubliners before the beginning of term and to be thoroughly prepared for each session.

### Theatre of the Absurd - Beckett, Pinter, Orton

**Seminar, SWS: 2**  
Jain-Warden (M. A.), Verena

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**Absurdity**, a term that describes the meaninglessness of the human condition in a world where religion, metaphysics and transcendentalism are no longer seen as having any value, goes back to existentialist philosophy. Often connected with Camus’s text *The Myth of Sisyphus*, the concept cannot be separated from its historical context, gaining popularity in Europe around the time of WWII. While writers and theatre practitioners engaging with the idea of absurdity did not define their works as ‘theatre of the absurd’ (the term was coined later), plays by Samuel Beckett and Harold Pinter, among others, express the senselessness of human life both on the level of subject-matter and of form.

In this course, we will analyse several ‘absurdist’ plays to find out how the absurd can be staged. We will look in detail at Beckett’s plays *Waiting for Godot* and *Endgame* and Pinter’s *The Dumb Waiter*. Finally we will see beyond narrow definitions of the ‘theatre of the absurd’ and will discuss the influence of the absurd tradition on Joe Orton’s play *What the Butler Saw* and contemporary examples such as Monty Python’s Flying Circus.

**Assessment Tasks** – will be specified in class  
**Registration** – Stud.IP 1.3.2015 - 31.3.2015  
**Size restriction** – 30  
**Prerequisites** – Module Intermediate Literature and Culture (for FüBA and MEd students), none for others  
**Further Information** – verena.jain-warden@engsem.~

**Bemerkung**  
BritA / AAS2, AAS4

**Literatur**

*Required Reading:*

- Camus, Albert: *The Myth of Sisyphus*
- Beckett, Samuel: *Waiting for Godot*
- ----: *Endgame*
- Pinter, Harold: *The Dumb Waiter*
- Orton, Joe: *What the Butler Saw*

Any edition of the plays and Camus’s text will do.

*Recommended Reading:*

- Esslin, Martin: *The Theatre of the Absurd*

### Concepts of Race, Class, and Gender (AAS3)

**Introduction to Gender Studies**

**Seminar, Max. Teilnehmer: 30**  
Gohrisch, Jana | Pardey (B. A.), Hannah

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**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 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.

_This course complements the LingA course on “Englishes in Southern Africa”. Parallel to the linguistic explorations of English, we shall read contemporary Anglophone literature from South Africa and Zimbabwe practicing the analytical terms from the ‘Introduction to Literary Studies’ as well as the skills acquired in the theory course BritF3. We will listen to (and read) recent Anglophone spoken word poetry by well-known South African performers such as Lebogang Mashile and Lesego Rampolokeng from South Africa and study two South African novels. Zakes Mda’s magic-realist _Ways of Dying_ (1995) is set in the immediate transition period from apartheid to democracy. Kopano Matlwa’s prize-winning novel _Coconut_ (2007) contrasts the adolescence of two black girls in Johannesburg after apartheid. We shall finish with another coming-of-age novel, _We Need New Names_ (2013) by NoViolet Bulawayo (Elizabeth Zandile Tshele) from Zimbabwe, which was shortlisted for the 2013 Guardian First Book Award._

**Literatures from Southern Africa**

_Seminar, SWS: 2, Max. Teilnehmer: 30_  
_Gohrisch, Jana_

**Kommentar**  
This course complements the LingA course on “Englishes in Southern Africa”. Parallel to the linguistic explorations of English, we shall read contemporary Anglophone literature from South Africa and Zimbabwe practicing the analytical terms from the ‘Introduction to Literary Studies’ as well as the skills acquired in the theory course BritF3. We will listen to (and read) recent Anglophone spoken word poetry by well-known South African performers such as Lebogang Mashile and Lesego Rampolokeng from South Africa and study two South African novels. Zakes Mda’s magic-realist _Ways of Dying_ (1995) is set in the immediate transition period from apartheid to democracy. Kopano Matlwa’s prize-winning novel _Coconut_ (2007) contrasts the adolescence of two black girls in Johannesburg after apartheid. We shall finish with another coming-of-age novel, _We Need New Names_ (2013) by NoViolet Bulawayo (Elizabeth Zandile Tshele) from Zimbabwe, which was shortlisted for the 2013 Guardian First Book Award.

**Literatur**  
_required reading:_

- Bulawayo, NoViolet. _We Need New Names_ (2013)
- Matlwa, Kopano. _Coconut_ (2007)

Please buy and bring your own copies of the novels by Bulawayo, Matlwa and Mda and read Mda and Matlwa before the course begins. The poetry as well as additional material will be provided on StudIP._

**New York City: Emergence of an American Metropolis**

_Seminar, SWS: 2, Max. Teilnehmer: 25_  
_Groß (M. A.), Florian_
Between the 1853 “Exhibition of the Industry of All Nations” and the 1939/1940 World’s Fair, New York City’s population grew from 500,000 to 7.8 million, and the United States evolved from a largely rural nation with an urban population of less than 15% to a quintessentially modern society whose population primarily lived in cities. Transnational developments such as the industrial revolution, urbanization, and immigration, as well as the impact of rapid technological progress, will form the backdrop of our exploration of this transitional era in America’s largest city. After tracing the city’s historical development, we will analyze issues and phenomena related to New York in the second half of the 19th and the first half of the 20th century: significant historical events, major socio-economic developments, and iconic architectural and infrastructural projects. In this class, we will relate the city’s historical backdrop to various representations of New York across the media, from poetry (Walt Whitman’s “Crossing Brooklyn Ferry”), comics (The Yellow Kid), and non-fiction (Jacob Riis’ How the Other Half Lives) to photography (Berenice Abbott’s Changing New York) and film (The Crowd). In our consideration of New York City from the Gilded Age to the Roaring Twenties and the Great Depression, we will also deal with two (long) novels, William Dean Howell’s A Hazard of New Fortunes (1890) and John Dos Passos’ Manhattan Transfer (1925).

Post-Multicultural Britain? Ethnic Minority Writing Today

After a brief spell of multiculturalism as an official integrative politics under Labour at the end of the 20th century, the Conservatives renounced multiculturalism as a political concept. Has Britain now become post-multicultural? Will ethnic minority writing continue to be a boom-area in publishing? What are its themes, modes and genres? How do writers represent cultural diversity? We shall inquire into the uses and abuses of cultural stereotyping, a topic well-suited for discussion with participants of a Leistungskurs Englisch in school.

To find preliminary answers, we shall study some non-fictional and theoretical material before we explore texts by Caribbean and South Asian writers. Reading chronologically and practicing the analytical terms from the ‘Introduction to Literary Studies’ and the BritF3 theory course, we will cover Caryl Phillips’s postmodern novel Cambridge (1991), which is set in the Caribbean after the abolition of the slave trade. From here we move into present-day London, the setting of Monica Ali’s much-acclaimed realist novel Brick Lane (2003). Both challenge stereotypes of the (post)colonial Other but affirm them at the same time. To round off our course, we shall read some poems from Daljit Nagra’s debut collection Look We Have Coming to Dover (2007), which is famous for its linguistic versatility and ironic overtones, and watch and discuss Ken Loach’s award winning feature film about Eastern European migrants in Britain It’s a Free World (2007).
Nagra, Daljit. *Look We Have Coming to Dover* (2007)

Please buy and bring your own copies of the novels and read Caryl Philip's *Cambridge* before the course begins. I will put the poems and the non-fictional material on StudIP.

### The All Jamaica Library: Fiction from the 1900s

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

**Kommentar**
Throughout the early 1900s the Jamaican author and journalist Thomas MacDermot published four volumes of his *All Jamaica Library*. The series was meant to promote Jamaican writers and to make their texts available to the reading public in Jamaica and beyond. Literary scholars have doubted the literary quality of the texts but at the same time celebrated the *All Jamaica Library* as the beginning of Jamaican literature. In this course we will consider these texts within their historical and literary contexts to engage with issues such as nationalism, colonialism, literary canons, orality and economic aspects of literary production.

**Bemerkung**
Assessment Tasks – to be specified in class
Registration – StudIP 1.3.2015 - 31.3.2015
Size restriction – 30
Prerequisites – Modul Intermediate Literature and Culture (for FüBA and MEd students), none for others
Further Information – EMAIL henning.marquardt@engsem.

**Literatur**

Please download the texts and read Redcam’s *Becka's Buckra Baby* in advance. More Jamaican short stories, poems and contextualising non-fictional material as well as secondary texts will be provided via StudIP.

### Theories of American Culture

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

**Bemerkung zur Gruppe**
Filmviewing

**Kommentar**
What is culture? What do we study when we study culture and why? What concepts of culture are in use today and why, and how can they be used fruitfully in critical practice? Questions such as these will preoccupy us throughout this seminar. Focusing on the United States as a particularly dynamic and influential culture we will first look at aspects of the so-called “American experience” that have been theorized by critics like Leo Marx, Richard Slotkin, or Jane Tompkins. What basic assumptions are implicitly inscribed in these theories? How have they shaped our perception of the United States as exceptional, as “different?” In a second step we will trace the shift from Americanists’ use of concepts of culture to “cultural studies” with its emphasis on popular culture, media
studies, multiculturalism, and gender. What aspects from British Cultural Studies have been applied to an American Studies framework and how? How has Postcolonial Theory been used to theorize America? How have American Studies scholars approached the complex interaction of cultures that make up the contemporary United States? How have theories of American culture and methods of “doing” such theories shaped our understanding of the United States? How have they shaped American Studies as an academic field?

Bemerkung

Reader – all course material on StudIP ● Assessment Tasks – will be specified on the syllabus (StudIP) before the semester starts. There will be a variety of tasks most of which demand thorough preparation and close reading. Active participation is a must; you will be asked to prepare statements or response logs, and there will also be minor exams. ● Registration – StudIP 01.03. - 31.03.2015 ● Size Restriction – 25

Literatur

In preparation of this seminar you may want to read Carolyn Porter, “‘What We Know that We Don’t Know’: Remapping American Literary Studies,” American Literary History 6.3 (1994): 467-526.

Media, Cultural Communication and Popular Culture (AAS4)

Epistolary Fiction

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

Di wochentl. 12:00 - 14:00 14.04.2015 - 25.07.2015 1502 - 703

Kommentar

This seminar investigates the changes that the genre of epistolary fiction has undergone in the wake of recent developments in communication media and the impact of these developments on personal communication. Samuel Richardson’s eighteenth-century novel Pamela; or, Virtue Rewarded (1740), probably the most famous representative of the genre, as well as discussions about the genre of the letter will be the starting points by means of which we establish the key features of expistolary fiction. Against this backdrop we then engage with three recent texts (two novels and one short story) that have adapted the genre to a contemporary media environment. Apart from adopting a structuralist approach that investigates generic change, our analyses of these texts will concentrate on their postmodernist features on the levels of both text and ideas.

Students wishing to take part in the seminar should have read volume I of Richardson’s Pamela by the beginning of the semester.

Bemerkung

Assessment Tasks – will be specified ● Registration – StudIP 1.3.2014 - 31.3.2015 ● Size restriction – 30 ● Prerequisites – Module Intermediate Literature and Culture ● Further Information – lucia.kraemer@engsem.~

Literatur

Required Reading:
- Richardson, Samuel. Pamela; or, Virtue Rewarded (1740) [Please buy a good annotated edition. There are several acceptable ones in paperback, e.g. in the Penguin Classics or Oxford World’s Classics series.]
- Harris, Joanne. Blueeyed Boy (2010)
The creation of worlds that differ from the reality we live in is a staple of human creativity and has brought forth a wealth of material in the U.S. American context. This class will investigate imagined worlds beginning with late nineteenth century and early twentieth century novels like Edward Bellamy’s *Looking Backward: 2000 - 1887* (1888) and Charlotte Perkins Gilman’s *Herland* (1915) and move across time to finish with contemporary instantiations like the transmedial zombie series *Walking Dead* (2003-) and the *Hunger Games* franchise. We will start by familiarizing ourselves with recent theories about worldbuilding such as Mark J.P. Wolf’s *Building Imaginary Worlds: The Theory and History of Subcreation* (2012). With a specific focus on their media specificity, we will then investigate examples including novels, comics, film, and TV series.

**Theatre of the Absurd - Beckett, Pinter, Orton**

**Seminar, SWS: 2**

Jain-Warden (M. A.), Verena

**Mo wöchentl. 14:00 - 16:00 13.04.2015 - 25.07.2015 1502 - 615**

Absurdity, a term that describes the meaninglessness of the human condition in a world where religion, metaphysics and transcendentalism are no longer seen as having any value, goes back to existentialist philosophy. Often connected with Camus’s text *The Myth of Sisyphus*, the concept cannot be separated from its historical context, gaining popularity in Europe around the time of WWII. While writers and theatre practitioners engaging with the idea of absurdity did not define their works as ‘theatre of the absurd’ (the term was coined later), plays by Samuel Beckett and Harold Pinter, among others, express the senselessness of human life both on the level of subject-matter and of form.

In this course, we will analyse several ‘absurdist’ plays to find out how the absurd can be staged. We will look in detail at Beckett’s plays *Waiting for Godot* and *Endgame* and Pinter’s *The Dumb Waiter*. Finally we will see beyond narrow definitions of the ‘theatre of the absurd’ and will discuss the influence of the absurd tradition on Joe Orton’s play *What the Butler Saw* and contemporary examples such as Monty Python’s Flying Circus.

**Literatur**

**Required Reading:**

Camus, Albert: *The Myth of Sisyphus*

Beckett, Samuel: *Waiting for Godot*

----: *Endgame*

Pinter, Harold: *The Dumb Waiter*

Orton, Joe: *What the Butler Saw*

Any edition of the plays and Camus’s text will do.

**Recommended Reading:**

Esslin, Martin: *The Theatre of the Absurd*
New English Literatures and Cultures (AAS5)  
Litteratures from Southern Africa

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

**Kommentar**  
This course complements the LingA course on "Englischen in Southern Africa". Parallel to the linguistic explorations of English, we shall read contemporary Anglophone literature from South Africa and Zimbabwe practicing the analytical terms from the 'Introduction to Literary Studies' as well as the skills acquired in the theory course BritF3. We will listen to (and read) recent Anglophone spoken word poetry by well-known South African performers such as Lebogang Mashile and Lesego Rampolokeng from South Africa and study two South African novels. Zakes Mda's magic-realist *Ways of Dying* (1995) is set in the immediate transition period from apartheid to democracy. Kopano Matlwa's prize-winning novel *Coconut* (2007) contrasts the adolescence of two black girls in Johannesburg after apartheid. We shall finish with another coming-of-age novel, *We Need New Names* (2013) by NoViolet Bulawayo (Elizabeth Zandile Tshele) from Zimbabwe, which was shortlisted for the 2013 Guardian First Book Award.

**Bemerkung**  
Assessment Tasks – will be specified in class  
Registration – StudIP 1.3.2015 - 31.3.2015  
Size restriction – 30  
Prerequisites – Modul Intermediate Literature and Culture (for FüBA and MEd students), none for others  
Further Information – jana.gohrisch@engsem.

**Literatur**  
Required Reading:  
Bulawayo, NoViolet. *We Need New Names* (2013)  

Please buy and bring your own copies of the novels by Bulawayo, Matlwa and Mda and read Mda and Matlwa before the course begins. The poetry as well as additional material will be provided on StudIP.

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Post-Multicultural Britain? Ethnic Minority Writing Today

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

**Kommentar**  
After a brief spell of multiculturalism as an official integrative politics under Labour at the end of the 20th century, the Conservatives renounced multiculturalism as a political concept. Has Britain now become post-multicultural? Will ethnic minority writing continue to be a boom-area in publishing? What are its themes, modes and genres? How do writers represent cultural diversity? We shall inquire into the uses and abuses of cultural stereotyping, a topic well-suited for discussion with participants of a Leistungskurs Englisch in school.

To find preliminary answers, we shall study some non-fictional and theoretical material before we explore texts by Caribbean and South Asian writers. Reading chronologically and practicing the analytical terms from the 'Introduction to Literary Studies' and the BritF3 theory course, we will cover Caryl Phillips’s postmodern novel *Cambridge* (1991), which is set in the Caribbean after the abolition of the slave trade. From here we move into present-day London, the setting of Monica Ali’s much-acclaimed realist novel *Brick Lane* (2003). Both challenge stereotypes of the (post)colonial Other but affirm them at the same time. To round off our course, we shall read some poems from Daljit Nagra’s debut collection *Look We Have Coming to Dover* (2007), which is famous for its linguistic versatility and ironic overtones, and watch and discuss Ken Loach’s award winning feature film about Eastern European migrants in Britain *It's a Free World* (2007).
Bemerkung
Assessment Tasks – will be specified in class
Registration – StudIP 1.3.2015 - 31.3.2015
Size restriction – 30
Prerequisites – Modul Intermediate Literature and Culture (for FüBA and MEd students), none for others
Further Information – jana.gohrisch@engsem.

Literatur
Required Reading:
Nagra, Daljit. Look We Have Coming to Dover (2007)

Please buy and bring your own copies of the novels and read Caryl Phillip's Cambridge before the course begins. I will put the poems and the non-fictional material on StudIP.

The All Jamaica Library: Fiction from the 1900s

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

Kommentar
Throughout the early 1900s the Jamaican author and journalist Thomas MacDermot published four volumes of his All Jamaica Library. The series was meant to promote Jamaican writers and to make their texts available to the reading public in Jamaica and beyond. Literary scholars have doubted the literary quality of the texts but at the same time celebrated the All Jamaica Library as the beginning of Jamaican literature. In this course we will consider these texts within their historical and literary contexts to engage with issues such as nationalism, colonialism, literary canons, orality and economic aspects of literary production.

Bemerkung
Assessment Tasks – to be specified in class
Registration – StudIP 1.3.2015 - 31.3.2015
Size restriction – 30
Prerequisites – Modul Intermediate Literature and Culture (for FüBA and MEd students), none for others
Further Information – EMAIL henning.marquardt@engsem.

Literatur


Please download the texts and read Redcam’s Becka’s Buckra Baby in advance. More Jamaican short stories, poems and contextualising non-fictional material as well as secondary texts will be provided via StudIP.

Independent Studies (AAS6)
The All Jamaica Library: Fiction from the 1900s

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

Kommentar
Throughout the early 1900s the Jamaican author and journalist Thomas MacDermot published four volumes of his All Jamaica Library. The series was meant to promote Jamaican writers and to make their texts available to the reading public in Jamaica and beyond. Literary scholars have doubted the literary quality of the texts but at the same time celebrated the All Jamaica Library as the beginning of Jamaican literature. In this
course we will consider these texts within their historical and literary contexts to engage with issues such as nationalism, colonialism, literary canons, orality and economic aspects of literary production.

Bemerkung

Assessment Tasks – to be specified in class.
Registration – StudIP 1.3.2015 - 31.3.2015
Size restriction – 30
Prerequisites – Modul Intermediate Literature and Culture (for FüBA and MEd students), none for others
Further Information – EMAIL

henning.marquardt@engsem.

BritA, AAS3, AAS5, AAS6, Forschungskursmodul

Literatur


Please download the texts and read Redcam’s *Becka’s Buckra Baby* in advance. More Jamaican short stories, poems and contextualising non-fictional material as well as secondary texts will be provided via StudIP.

MA-Thesis (AAS7)
Doktorandenkolloquium

Kolloquium, SWS: 2
Rohloff, Heide

Fr
dreiwöch. 15:30 - 17:30

Bemerkung zur Gruppe
Beginn nach Absprache

Kommentar


Forschungskolloquium

Kolloquium, SWS: 2
Gohrisch, Jana

Mi
di-
tägig. 18:00 - 20:00
15.04.2015 - 25.07.2015
1502 - 709

Kommentar

Programmaushang erfolgt!

Bemerkung

AAS7 / Atlantic Studies: Masterarbeit

Kolloquium zum Studienabschluss in der Literatur- und Kulturwissenschaft

Kolloquium, SWS: 2
Gohrisch, Jana

Mi
di-
tägig. 08:00 - 10:00
15.04.2015 - 25.07.2015
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.

Assessment Tasks – none ● Registration – StudIP 01.03.2015 - 31.03.2015 ● Size restriction – none ● Prerequisites – (almost) completed FüBA or Master courses ● Further Information – jana.gohrisch@engsem.~

Bachelorseminar, Masterarbeit / AAS7 / Atlantic Studies: Masterarbeit

Professional Skills (AAS8)
Literaturvermittlung und Kulturmanagement

Seminar, SWS: 2
Meyer-Kovac, Jens

Di wöchentl. 14:00 - 16:00 14.04.2015 - 25.07.2015 1502 - 103

Kommentar


Zeit und Ort werden rechtzeitig bekannt gegeben.

Teilnehmerzahl: 12 pro Studienfach, Anmeldung über Stud.IP.

Literatur
Generell: aktuelle Belletristik und Sachliteratur sowie Feuilletons, Kulturzeitschriften und -sendungen (Radio, TV), Verlagsprogramme
Bemmé, Sven-Oliver: Kultur-Projektmanagement: Kultur- und Organisationsprojekte erfolgreich managen. Wiesbaden, 2011

Electives (AAS9)
Research and Internship (AAS10)
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)
Sprachvariation und Sprachwandel / Language Variation and Language Change (FAL 4)

SoSe 2015
Auslandsstudium, Praktikum / Study Abroad, Internship (SK 2)
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